SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

SWEETWATER
UNION HIGH SCHOOL DISTRICT

DIVISION OF ADULT EDUCATION

461 Moss Street
Chula Vista, CA  91911

February 28 – March 2, 2016
Division Office, CTE Office and Adult Resource Center
461 Moss Street
Chula Vista, CA 91911
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Preface

In the fall of 2013, Sweetwater Union High School District Division of Adult Education began the WASC accreditation process. Michelle Dullea was selected to be the self-study chair. During the spring of 2014, the Leadership Team was developed consisting of administrators, teachers, and counselors. The Leadership Team represents our major program areas and collaborated in monthly meetings throughout the self-study process.

In January 2014, the Leadership Team developed a new mission statement that defines our current and future direction. The Mission Statement was presented and approved by all stakeholders. Student Learning Outcomes (SLOs) were created to reflect 21st Century Skills and College and Career Readiness Standards (CCRS). The SLOs were presented to stakeholders and approved in February 2014.

In the fall of 2014, the Division experienced administrative changes and Sheryl Sanchez was selected to lead as self-study chair with Michelle Dullea remaining active in the lead. The self-study process continued and timelines were adjusted in October 2014. Surveys were administered to students and teachers in November 2014 to obtain reflective feedback and data for analysis in the self-study process. In December 2014, the Division held a Home Group meeting in which all stakeholders were invited to participate. The Division stakeholders analyzed enrollment, attendance, and achievement data, as well as input from student, teacher, and technology surveys. Collaborative posters were created by stakeholders reflecting the data analysis. Strengths and areas for growth were determined. Focus Group teams were selected to work on Criterion areas 4, 5, 6, and 7.

In the spring of 2014, the Division held a second Home Group meeting. All stakeholders were invited to attend and participated in a review of Chapter 1 and critical analysis of Chapter 2. Student Learning Outcomes were assessed and areas of strength and growth were determined by stakeholders.

In April 2015, students and teachers provided input by participating in student interviews, teacher peer observations, and a reflective Student Learning Outcome activity outlining the impact of SLOs on student learning. The results of these activities were shared with Focus Groups and the Leadership Team.

Focus Group leaders and their teams comprised of a variety of program stakeholders met monthly to analyze findings and write to Criterion 4-7 from January 2015 through January 2016. In March 2015, a Division-wide Focus Group meeting was held to determine areas of strength
and growth and to review draft narratives. Status determination worksheets were reviewed.

As a result of the self-study, the Division has developed an Action Plan that addresses areas for growth that were recognized and emerged out of the process. During the self-study, new legislation was enacted resulting in the Adult Education Block Grant (AEBG). The Action Plan not only encompasses the input from stakeholders, it incorporates the objectives from the AEBG legislation to support the newly identified program areas:

(1) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
(2) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
(3) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
(4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
(5) Programs for adults with disabilities.
(6) Programs in career technical education that are short term in nature and have high employment potential.
(7) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

The Division’s Leadership Team will focus on monitoring the implementation of the division-wide Action Plan through data analysis at monthly Adult School Leadership Team (ASLT) meetings, Professional Learning Communities (PLC) work, and AEBG program area committees.
Self-Study Committee Members

Leadership Team

Administration
Ramon Leyba, Director, Sweetwater Division of Adult Education
Bernard Balanay, Principal, National City Adult School
Wes Braddock, Principal, Chula Vista Adult School
Kevin McClelland, Principal, Montgomery Adult School
Crystal Robinson, Assistant Principal
Sheryl Sanchez, Principal, San Ysidro Adult School

Counselors
Andrea Aragoza, Counselor, Montgomery Adult School
Hank Austin, Counselor, Chula Vista Adult School
Saul Cruz, Counselor, Chula Vista Adult School
Kathy Hernandez, Counselor, San Ysidro Adult School
Debbie O’Brien, Counselor, National City Adult School
Deborah Simone, Counselor, Montgomery Adult School
Nestor Vallar, Counselor, National City Adult School

Teachers on Special Assignment
Mary Alvarado, TSA, CTE
Lisa Diaz-Lopez, TSA, ABE ASE
Michelle Dullea, TSA, ABE, ASE, Resource Management
Sara Garcia-Salgado, TSA, Chief Examiner
Teresa Matos, TSA, CTE
Virginia Mendoza, TSA, WIOA
Mary Murphy-Clagett, TSA, ESL, Citizenship, EL CIVICS

Classified
Alicia Hernandez, Project Specialist

Focus Groups
Criterion 4- Curriculum
Lisa Diaz- Lopez-Lead
Kevin Leonard
Virginia Mendoza
Jason Leichter
Chris McGraw

Criterion 5- Instructional Program
Mary Alvarado-Lead
Peggy McPhail
Walt Rose
Nancy Castaneda
Nick Hernandez
Nancy Plummer
Lina Martinico
Adrienne Medina
Joseph Dowling
Kristina LaMotte
Juan Ojeda

**Criterion 6- Use of Assessment**
Mary Murphy-Clagett-Lead
Kathy Hernandez
Erica Dibello-Hitta
LiAnne Lish
Sonia Mahmud
Diana Vera-Alba
Pattie Pruss
Audrey Gonzales
Gus Valdez

**Criterion 7- Student Support Services**
Hank Austin-Lead
Corrie Charfauros
Natasha Martinez
Andrea Aragoza
Saul Cruz
Rosa Neves-Duarte
Karla Gerardo
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Action Plan
Chapter I. Institutional, Community, and Student Characteristics — Institution’s Mission and Schoolwide Learner Outcomes

Basic Institutional Information

The Sweetwater Union High School District Division of Adult Education provides services to over 21,000 adult learners in the South Bay San Diego communities of National City, Chula Vista, Imperial Beach, and San Diego. Classes are provided via four (4) adult schools: Chula Vista Adult School, Montgomery Adult School, National City Adult School, and San Ysidro Adult School. Montgomery Adult School has an extension location in Imperial Beach.

The Sweetwater Union High School District is located in southern San Diego County, the third most populous of California’s 58 counties. It is the largest secondary school district in California serving more than 41,000 students in grades 7 through 12 and more than 21,000 adult learners at 32 schools. Communities served by the district include Bonita, Chula Vista, Imperial Beach, National City, Otay Mesa, San Ysidro, and South San Diego. The Division of Adult Education was established in 1934 on the campus of Sweetwater High School as the Sweetwater Evening School for Adults, offering a variety of classes including “English to Foreign Born” to 200 students. From that humble beginning, the Division has grown to four full time adult schools serving students in an area of over 90 square miles.

Sweetwater Union High School District residents have a variety of recreational and cultural amenities at their doorsteps including the nationally recognized Chula Vista Nature Interpretive Center, the U.S. Olympic Training Center, the Sleep Train Amphitheater, Aquatica and dozens of public parks (many with bayside locations), hosting community activities and events throughout the year. In addition, as members of suburban communities, residents have ready access to a wide range of major cultural and recreational activities for families in nearby San Diego. Balboa Park (less than seven miles beyond district boundaries and easily reached by public transportation) hosts a total of seventeen museums, galleries, gardens, cultural centers and performing arts facilities as well as one of the world’s finest zoos. Seaport Village, the Gaslamp Quarter Historic District, Old Town, Qualcomm Stadium and the Mission San Diego de Alcalá are close by and conveniently accessible through trolley service. Sea World and the aquatic recreation facilities of Mission Bay Park are within short driving distance. Mountain and desert recreation areas are within an hour’s drive.
Significant Developments

Administrative

Since the WASC Accreditation Visit in the spring of 2010, the Sweetwater Union High School District (SUHSD) Division of Adult Education has undergone a multitude of leadership changes. Starting in 2014-2015, three of the four current adult education principals were new to their positions. For the past six years the Director of Adult Education position has been a combined position held by one of the principals. At the beginning of the 2015-2016 school year the Board of Trustees approved the separate Director of Adult Education position and placed a former director into that position. He is the fourth adult education director in the past six years. Each school now has a dedicated principal.

Funding

During the past six years, the Division of Adult Education had continued to experience a drop in state funding due to Tier III flexibility, resulting in a steady decrease of funds allocated to adult education by the District. This has caused a reduction in classes offered and a reduction in staff during the past few years. Starting with the 2013-2014 school year, funding has leveled off due to a dedicated Maintenance of Effort (MOE) of adult education block grant funding from the state. The District has assisted the Division this year by funding the increased costs of salary and health benefits and the parenting education program.

AEBG Consortium Work

During the 2013-2014 school year, the Division of Adult Education entered into a consortium with Southwestern Community College District and Coronado Unified School District under AB86. The vision of this collaborative is to work together in an ongoing effort to strengthen and enhance adult learner access, persistence and success. The South Bay Consortium has been meeting since January 2014 and has made significant progress. Teachers on Special Assignment attend, representing their respective program areas, are integrally involved as leaders of the Focus Groups. With the passing of AB104, the South Bay Consortium has been awarded the Adult Education Block Grant (AEBG) in the amount of $1,910,648.00. The grant monies will be used to implement the seven key program areas. These affordable educational services will be provided to students and enable them to learn foundational academic knowledge and skills. The South Bay Regional Consortium will implement these program areas over a three-year period. A governing body, the Consortium Directors Council (CDC), has been selected with Southwestern College designated as the fiscal agent. The CDC has approved the budget and the initial Three-Year Plan. The CDC will hold quarterly meetings to make necessary decisions moving forward. An Advisory Committee has been formed to make recommendations to the CDC.
Professional Development

Beginning with initial training in the 2012-2013 school year, the implementation of Daily Learning Targets (DLTs) has continued to be an instructional focus. With the onset of the 2014-2015 school year, the Director of Adult Education established student engagement as a Division focus. To support this, all teachers were provided a copy of the book *Total Participation Techniques* in combination with training at the Back to School meeting. Each PLC was tasked with choosing three Total Participation Techniques (TPTs) to implement throughout the year. The training around the implementation of TPTs forms the foundation for future training and implementation of the District’s Common Language, which also includes Academic Language Development (ALD) and Checking for Understanding.

Technology

In response to student need for flexible learning opportunities, the Division has significantly increased the number of hybrid and distance learning courses. Nearly half of all Career Technical Education (CTE) courses have incorporated an online component for learning of theory, with class time dedicated to hands-on practices. Adult Basic Education (ABE) and English as a Second Language (ESL) offer distance learning opportunities to provide flexible coursework and learning opportunities. In addition, each adult school has established a distance learning lab to ensure all students have access to technology.

Student Demographics

Sweetwater’s Division of Adult Education showed enrollment of 21,634 students in program year 2014-2015. Of that population, 44% of the students enrolled to achieve their high school diploma or HSE through ABE, HSE or HSS courses. 27% of the enrollment consisted of the ESL/Citizenship program and 28% of the total student population was enrolled in Career Technical Education (CTE). Sweetwater’s other adult education programs comprised 1% of the total population. The Division is seeing a slight trend towards fewer students enrolling in High School Diploma/High School Equivalency courses and more students enrolling in ESL and CTE courses. Class sizes vary by program typically ranging from 18 to 36. The Division operates on a modified year round school calendar similar to the 7-12 side of the district. All districts serving students in the South Bay are on a similar calendar, a change that was implemented several years ago in a joint agreement.
This continued level of enrollment has placed the Sweetwater Division of Adult Education among the largest adult education programs in the state. Factors most affecting students in Sweetwater communities are low levels of educational attainment for adults, high poverty, and unemployment. The communities of National City, Chula Vista, Otay Mesa, and San Ysidro can be considered “at risk” communities due to the fact that one half to two thirds of the population over 25 reported to have completed only high school or less.

In 2009-2010 the ADA CAP was 6,245.79. That was the year that the ADA Cap froze. Every year after 2009-10 the Sweetwater Adult Division has reached an average of 78% of the ADA CAP despite budget cuts.
Student demographics have not changed significantly over the years. The majority of students are Hispanic and female. As the Division transitions into providing more workforce readiness courses it will be interesting to see if the male population begins to increase.
The Division of Adult Education has a governance structure comprised of a Director, four principals and various committees, such as the Faculty Advisory Committee (FAC) and the Adult School Leadership Team (ASLT) that make recommendations for the Division. The Division is under the supervision of the Assistant Superintendent of Equity, Diversity and Student Support. Overall governance is provided by the Board of Trustees for the Sweetwater Union High School District.
The Division developed and adopted a new Mission Statement and Student Learning Outcomes that are aligned to 21st Century Skills.
The CTE office tracks data on students enrolled in courses that culminate in certificates. The past four years indicate a gradual increase not only in participants in CTE course, but in concentrators and the number of students achieving capstone certificates.

![CTE Summary from CDE Reports](image)

Total teaching staff is about half of what it was before the budget cuts. With AEBG the Division is now in a position to begin adding courses and hiring new teachers. Of the 134 certificated staff almost 50% have permanent status.

![Adult Ed Staff](image)
Community Information

The Sweetwater Union High School District and the Division of Adult Education provide services to the communities ranging from National City, which is the city just south of San Diego City proper, down to the border and to the eastern edge of Chula Vista and Bonita. The San Diego Association of Governments (SANDAG) is the regional planning agency for San Diego County. SANDAG serves the 18 cities as forum for regional decision making. SANDAG builds consensus, makes strategic plans, obtains and allocates resources, plans, engineers, and builds public transportation, and provides information on a broad range of topics pertinent to the region's quality of life. The information is available to member agencies.

Sweetwater Union High School District 2030 Regional Growth Forecast

<table>
<thead>
<tr>
<th>POPULATION AND HOUSING (2010 - 2030)</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2010 - 2030 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>469,076</td>
<td>560,216</td>
<td>611,411</td>
<td>142,335</td>
</tr>
<tr>
<td>Total Housing Units</td>
<td>144,652</td>
<td>173,137</td>
<td>181,754</td>
<td>37,102</td>
</tr>
<tr>
<td>Occupied Housing Units</td>
<td>139,784</td>
<td>165,545</td>
<td>175,410</td>
<td>35,626</td>
</tr>
<tr>
<td>Vacancy Rate</td>
<td>3.3%</td>
<td>4.4%</td>
<td>3.5%</td>
<td>0.2</td>
</tr>
<tr>
<td>Persons per Household</td>
<td>3.23</td>
<td>3.27</td>
<td>3.37</td>
<td>0.14</td>
</tr>
</tbody>
</table>

Although the current economy has seen a wave of foreclosures in the South County the forecast indicates that there will be substantial growth in both the population and housing units. This has implications for growth of programs to meet the needs of the community.

<table>
<thead>
<tr>
<th>HOUSEHOLD INCOME</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2010-2030 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000-$29,999</td>
<td>24,297</td>
<td>26,201</td>
<td>25,757</td>
<td>1,460</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>17,284</td>
<td>23,490</td>
<td>26,099</td>
<td>8,815</td>
</tr>
<tr>
<td>$150-$199,999</td>
<td>4,143</td>
<td>5,966</td>
<td>7,522</td>
<td>3,379</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$48,785</td>
<td>$53,966</td>
<td>$56,265</td>
<td>$7,480</td>
</tr>
</tbody>
</table>

Demographics by %

The population will slowly grow older as the median age increases.

<table>
<thead>
<tr>
<th>POPULATION BY AGE</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2010-2030 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>460,076</td>
<td>560,216</td>
<td>611,440</td>
<td>151,364</td>
</tr>
<tr>
<td>Median Age</td>
<td>33.5</td>
<td>36.9</td>
<td>40.4</td>
<td>6.9</td>
</tr>
</tbody>
</table>

The Hispanic population will continue to grow while the White population continues to see a decrease in numbers.

<table>
<thead>
<tr>
<th>POPULATION BY RACE AND ETHNICITY</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2010-2030 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>460,076</td>
<td>560,216</td>
<td>611,440</td>
<td>151,364</td>
</tr>
<tr>
<td>Hispanic</td>
<td>266,076</td>
<td>331,428</td>
<td>374,984</td>
<td>108,908</td>
</tr>
<tr>
<td>Non-Hispanic</td>
<td>203,000</td>
<td>228,788</td>
<td>236,456</td>
<td>33,456</td>
</tr>
<tr>
<td>White</td>
<td>96,898</td>
<td>96,152</td>
<td>85,086</td>
<td>-11,812</td>
</tr>
<tr>
<td>Black</td>
<td>20,092</td>
<td>25,558</td>
<td>30,769</td>
<td>10,677</td>
</tr>
<tr>
<td>American Indian</td>
<td>1,588</td>
<td>2,183</td>
<td>2,456</td>
<td>868</td>
</tr>
<tr>
<td>Asian</td>
<td>63,729</td>
<td>74,217</td>
<td>80,129</td>
<td>16,400</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>5,667</td>
<td>7,255</td>
<td>7,337</td>
<td>1,670</td>
</tr>
<tr>
<td>Other</td>
<td>840</td>
<td>1,240</td>
<td>1,546</td>
<td>706</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14,186</td>
<td>21,183</td>
<td>29,133</td>
<td>14,947</td>
</tr>
</tbody>
</table>

Employment will begin growing again as the population growth continues.

<table>
<thead>
<tr>
<th>EMPLOYMENT (The number of jobs within this area)</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2010-2030 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>144,265</td>
<td>174,271</td>
<td>222,005</td>
<td>77,740</td>
</tr>
<tr>
<td>Civilian Employment</td>
<td>136,884</td>
<td>166,890</td>
<td>214,624</td>
<td>77,740</td>
</tr>
<tr>
<td>Military Employment</td>
<td>7,381</td>
<td>7,381</td>
<td>7,381</td>
<td>0</td>
</tr>
<tr>
<td>Employment/Housing Ratio (Civilian employment per housing unit)</td>
<td>0.95</td>
<td>0.95</td>
<td>1.18</td>
<td>0.23</td>
</tr>
</tbody>
</table>

Employment will begin growing again as the population growth continues.
Student Learning Data

The Division documents student achievement highlights throughout the year. The following Division data regarding diplomas, HSE certificates and Learner Results from TOPS pro and student surveys from all program areas have been submitted in each of the last five years:

The purpose of the WIOA (AEFLA) federal grant is to provide funding for instructional costs and for direct classroom support of our English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) classes. The EL Civics section of the WIOA grant provides additional funding for ESL classes that complete EL Civics competency-based performance assessments. Funding is based on earned payment points in each of these areas. The official payout for each payment point varies from year to year. This is due to agencies reporting more and more benchmarks, but with the total allocation of the WIOA grant remaining the same.

Agencies across the state had traditionally made EL Civics optional to ESL teachers. EL Civics had been optional at Sweetwater until 2006-2007 school year, when it became mandatory. Once EL Civics became mandatory at more agencies in subsequent years, the payout percentages dropped significantly, requiring many more payment points than usual to reach a comparable award amount.
SUHSD WIOA Title II Grant Awards & Payment Points 2010/2011 – 2014/2015

<table>
<thead>
<tr>
<th>Program Year</th>
<th>ABE/ESL Award</th>
<th>ABE/ESL Payment Points</th>
<th>ASE Award</th>
<th>ASE Payment Points</th>
<th>EL CIVICS Award</th>
<th>EL CIVICS Payment Points</th>
<th>Total Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>$645,112</td>
<td>2811</td>
<td>$84,634</td>
<td>701</td>
<td>$255,422</td>
<td>2281</td>
<td>$985,168</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>$829,103</td>
<td>3618</td>
<td>$177,657</td>
<td>760</td>
<td>$220,935</td>
<td>2016</td>
<td>$1,227,695</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>$887,240</td>
<td>3432</td>
<td>$243,008</td>
<td>940</td>
<td>$255,275</td>
<td>2408</td>
<td>$1,385,523</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>$908,418</td>
<td>3412</td>
<td>$532,848</td>
<td>1332</td>
<td>$246,066</td>
<td>2367</td>
<td>$1,687,332</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>$827,718</td>
<td>2812</td>
<td>$797,386</td>
<td>1456</td>
<td>$208,987</td>
<td>2209</td>
<td>$1,834,091</td>
</tr>
</tbody>
</table>
Student Information by Program Area

The Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) programs receive federal supplemental funding from the Workforce Investment Act (WIA) Title II Adult Education, section 231. Funding for this program is determined by significant gains from the previous school year. Student gains are earned through use of the Comprehensive Adult Student Assessment System (CASAS) test. The chart below indicates how many significant gains were earned back to 2009.

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Program</th>
<th>Students with Pre- and Post-test</th>
<th>Number Completed a level</th>
<th>Students who completed a level and Advanced One or more levels</th>
<th>Percentage Completing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>ABE</td>
<td>1043</td>
<td>534</td>
<td>326</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>ASE</td>
<td>619</td>
<td>243</td>
<td>72</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>ESL/Citizenship</td>
<td>3515</td>
<td>2099</td>
<td>1252</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5177</strong></td>
<td><strong>2876</strong></td>
<td><strong>1650</strong></td>
<td><strong>87%</strong></td>
</tr>
<tr>
<td>2011-2012</td>
<td>ABE</td>
<td>995</td>
<td>534</td>
<td>266</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>ASE</td>
<td>810</td>
<td>302</td>
<td>67</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>ESL/Citizenship</td>
<td>3380</td>
<td>2075</td>
<td>1105</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5185</strong></td>
<td><strong>2911</strong></td>
<td><strong>1438</strong></td>
<td><strong>84%</strong></td>
</tr>
<tr>
<td>2012-2013</td>
<td>ABE</td>
<td>795</td>
<td>425</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>ASE</td>
<td>512</td>
<td>248</td>
<td>2</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>ESL/Citizenship</td>
<td>3168</td>
<td>1760</td>
<td>12</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>4475</strong></td>
<td><strong>2433</strong></td>
<td><strong>21</strong></td>
<td><strong>55%</strong></td>
</tr>
<tr>
<td>2013-2014</td>
<td>ABE</td>
<td>627</td>
<td>301</td>
<td>249</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>ASE</td>
<td>422</td>
<td>237</td>
<td>85</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>ESL/Citizenship</td>
<td>2560</td>
<td>1346</td>
<td>923</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3609</strong></td>
<td><strong>1884</strong></td>
<td><strong>1257</strong></td>
<td><strong>87%</strong></td>
</tr>
<tr>
<td>2014-2015</td>
<td>ABE</td>
<td>595</td>
<td>278</td>
<td>239</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>ASE</td>
<td>768</td>
<td>546</td>
<td>83</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>ESL/Citizenship</td>
<td>2431</td>
<td>1353</td>
<td>1020</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3794</strong></td>
<td><strong>2177</strong></td>
<td><strong>1342</strong></td>
<td><strong>93%</strong></td>
</tr>
</tbody>
</table>

The Workforce Investment Opportunity Act (WIOA) Title II funds are set by the federal government. One manner in which the federal government monitors agencies is the Federal Table 4B chart which is comprised of students who attended a minimum of twelve hours and had both a pre-and post-test. According to table 4B, an average of 78% of ABE, 60% of ASE and 86% of ESL students completed a level and advanced one or more instructional level.
The Wahupa/EOC Counselors meet with students who are working towards their diploma or high school equivalency. They generate an annual report for the Division on students receiving services.

![TRIO EOC Data](chart)

![College Ready (CR) Student Data](chart)
Chapter II. Progress Report on Key Issues since the Previous Self-Study

The division-wide critical areas for follow-up as outlined in the Self-Study Visiting Committee Report were incorporated and addressed in the division-wide action plan. The critical areas include:

1. **Completing the process of standardizing the curriculum in all program areas.** This has been implemented and is ongoing in all core program areas Career Technical Education (CTE), English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE). Program area Professional Learning Communities (PLCs) have become the driving force behind curriculum and instruction changes and standardization of curriculum has been a key function of the PLCs. As the District implemented Common Core State Standards (CCSS) during the 2014-2015 school year, the Division followed the District’s lead. This effort began in the 2014-2015 school year with the implementation of performance tasks in ABE and ASE program curriculum. A course outline template has been adopted for CTE, ensuring rigorous course content is aligned California CTE Model Curriculum Standards; in addition, industry components (All Aspects of Industry) are aligned to Standards for Career Ready Practice.

2. **Ensuring that deferred maintenance is addressed at all sites.** A facilities audit was completed in the 2013-2014 school year. Adult school facility issues have been addressed beginning with the 2014-2015 school year. At this time, the exteriors of San Ysidro Adult School and Chula Vista Adult School have been painted. Wiring and network infrastructure work has also been completed at all adult schools.

3. **Seeking out ways to ensure that students are properly transitioned to higher levels of instruction relative to their ability to perform.** As of the 2013-2014 school year, common policies and procedures for the ESL program have been established. The Test of Adult Basic Education (TABE) is used as an entrance/placement exam to the ABE, ASE and the Health Science & Medical Technology CTE Industry. Intake procedures for the Health Science & Medical Technology CTE Industry include an orientation to medical pathways available to students entering the program. Students entering the Health Science & Medical Technology CTE Industry without a 560 scaled score on the TABE are dually enrolled in Vocational Adult Basic Education (VABE). Procedures are on-going to exit the ABE program areas in the form of TABE testing.

4. **Expanding the counselor presentations in classrooms to improve student understanding of the opportunities available in the school’s career and academic ladders.** A major goal of the AEBG is to increase levels of student services. Counselors have increased ways to work with all students to develop individualized plans, including developing a process to determine an academic/career plan based on student need, called a program of study. Counselors have developed a Power point presentation for classes in all program areas to inform students of
available educational and career opportunities, and to encourage students to make one-on-one appointments with counselors to develop their individualized program of study.

"Wahupa Educational Services" is the name of the organization which started as a Native American agency in 1973. Currently, Wahupa is a community-based non-profit organization funded 100% by the U.S. Department of Education TRIO grant. The Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline to post-baccalaureate programs. Wahupa currently has four TRIO grants and one of those grants is the Educational Opportunity Center (EOC). The EOC TRIO program was designed to outreach and help adults who would like to enter, re-enter, or continue a program of post-secondary education. Some of the services that EOC offers are:

- Referrals and information on GED preparation & high school diploma classes. Career information, exploration and planning
- Assistance with post-secondary information and application
- Academic advising and course selection
- Assistance with enrolling in post-secondary classes
- Assistance with college orientation
- Assistance with financial aid information and application (state and federal grants, loans, fee waivers, and scholarships)
- Vocational training and community referrals
- Foreign Degree evaluation information and referrals
- Assistance with Financial Literacy Information
- Personal Counseling

Each adult school site has an assigned Wahupa EOC counselor that works with the site counselors to meet the needs of students.
Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

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

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

The Sweetwater Division of Adult Education has a mission statement that reflects the need to prepare students for the challenges of the 21st century. The mission statement and Student Learning Outcomes (SLOs) are aligned to the 21st Century skills and College and Career Readiness Standards (CCRS) and address the needs of students for future college or career success. The Division reviews curriculum and course outlines annually within the PLC process. Through the PLC process, curriculum, course outlines and pacing guides are revised to better align with CCSS and the CCRS. Ongoing professional development is being provided to teachers so they will have the skills necessary to improve instruction and provide high levels of student learning.

Courses are adapted or created to address specific needs and outcomes. Analysis of workforce and labor market statistics are used to determine need to develop future CTE class offerings or pathways. The Division works closely with the District and Southwestern College (SWC), a South Bay Consortium partner, to ensure transitions between programs are aligned. Course proposals are submitted to the Adult School Leadership Team (ASLT) for approval and then must be approved by the Governing Board of the District. One of the strengths of the Division of Adult Education is its ability to quickly adapt and/or implement courses to address changing needs of students and the community.

Most high school subject courses are a-g approved and all courses in the Division have been approved by the District’s Board of Trustees. The Division of Adult Education is Western Association of Schools and Colleges (WASC) accredited and has always received six year accreditation terms. In addition, the CTE office issues various certification opportunities such as state certification in the Certified Nursing Assistant (CNA) pathway and national certifications in the Medical Clinical and Medical Administrative pathways.

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

The mission statement was revised in the spring of 2014 by the Adult School Leadership Team.
The new mission statement and SLOs were introduced to the staff at the pre-service training in July of 2014. Posters were distributed and posted in all classrooms and offices. It is also posted on the Division website and published in the Schedule of Classes brochure. During the 2014-15 and 2015-16 school years, course outlines and pacing guides were revised to reflect the Student Learning Outcomes. Revised course outlines were approved by the Board of Trustees in October 2015. In December 2014, teachers began a process to determine indicators for each of the SLOs. This process was then duplicated in classrooms with students by a cross-representation of teachers across schools and programs. The results were then synthesized into current indicators for each SLO. The mission statement and SLOs were approved by the new Board of Trustees in the spring of 2015. The mission statement and SLOs will be reviewed at least every three years by ASLT. They will be revised as needed to maintain relevancy and effectiveness and to also maintain alignment to the District’s focus and vision.

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

School and Division level decisions are based on the implementation of the CCRS and the need to prepare students for college and career readiness and to achieve their individual goals. The mission statement and SLOs reflect this. This has impacted the Action Plan each year and the need for revisions became evident. Implementation of the new mission statement and SLOs has required a complete revision of the division-wide Action Plan this year in order to incorporate the SLOs and be in alignment with the mission statement and the new AEBG requirements.

Changes to the Division’s course offerings are based on meeting the needs of the community as identified in labor market studies for CTE and demographic data analysis for other program areas. Additional changes/revisions are based on aligning to state standards and guidelines, specifically in the areas of CCSS and CCRS. These changes then contribute to the review and revision of curriculum through PLC work, which then impacts instruction. A primary focus of the past two years has been providing professional development to teachers on instructional pedagogy which will help students be more successful in meeting their goals.

The decision making process within the Division is collaborative, incorporating recommendations and comments from various stakeholders. Each school has a functioning Faculty Advisory Committee (FAC) which convenes monthly. The Adult Education Committee is a group that consists of a teacher from each site elected by the faculty, a principal, a counselor, and the Adult Education Director. The group meets monthly and identifies division-wide issues for discussion and engages in collaborative resolution strategies to enhance student learning and
The Division continually updates and includes technology within course offerings to support its mission to meet the challenges of 21st century learning. The Division completes a technology plan each year, as required by the California Department of Education. The technology plan includes a survey of instructor technology skills, an inventory of current technology used at all of the adult schools, and a professional development plan to ensure teachers integrate technology in their instruction. Most classrooms are equipped with desktop computers, laptops, and/or tablets to provide digital access for student learning. Many classrooms have document cameras and/or presentation boards to deliver instruction. The Division supports student learning and acquiring 21st Century Skills by providing a variety of online learning tools and software such as: Write to Learn, Reading Plus, Burlington English, Rosetta Stone, Skills Tutor, GED Academy, HiSET Academy, Aztec Software, GED Online and HiSET Online. These programs address learner needs and support the Division’s mission statement. The Division has two full-time Information Technology Support Technicians (Support Techs) that support teachers and school technology needs.

In order to fully realize the Division’s mission and SLOs, the need for a system to manage information was needed. CANVAS is a Learning Management System (LMS) that the Division began implementing in the spring of 2015. The Division’s professional development plan includes the training of administrators, counselors and teachers in the use of this LMS during the 2015-2016 school year. The Division’s goal is to use CANVAS as an online platform for accessing course outlines, pacing guides, lesson plans, coursework for students, grades, and online assessments. The online assessments and grading features will eventually enable tracking the progress of student work and provide data for the PLCs. Counselors have set up a CANVAS page which houses various counseling forms and meeting agendas and minutes. It will also be used as a collaborative tool to share student information division-wide, such as students with disabilities plans.

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

The SLOs were developed collaboratively through ASLT. Teachers and students participated in a process to determine indicators of success for each SLO. SLOs have been incorporated into course outlines and can be referred to by teachers in lesson planning. Through the work of AB86, and now the AEBG consortium, the Division identified the need to create and implement Road Maps which will assist students in identifying courses and programs available. Pathway Maps will then assist students in identifying their individual goals and developing a set course of study while also providing the ability to track and view progress towards meeting their goals. Counselors are in the process of developing an implementation plan and classroom presentations to communicate this across program areas. The WAHUPA/EOC counselor works with identified

outcomes.
students to increase the percentage of low-income and first generation college students to successfully pursue postsecondary education opportunities. A report is provided to each school and the division on the success measures used in this program.

**Student Learning Outcomes**  
**Home Group Meeting 2014**

While measuring the success of each SLO hasn’t been completely defined, some progress measures are in place, such as pass rates for High School Equivalency exams, certifications for CTE pathways, and project/performance activities.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods or Instruments</th>
</tr>
</thead>
</table>
| Students will establish personal, academic and or workforce goals and demonstrate progress toward them. | - Tracking the number of students who meet with a counselor to develop a Pathway Map  
- Tracking of transition data and retention rates  
- Certificates of completion in CTE courses; transfer/transition data to jobs or higher education  
- Numbers of students completing HSE and/or high school diploma programs                                                                                                                                 |
| Students will solve problems                                                               | - Projects, presentations and performance tasks completed in classes.                                                                                                                                                             |
| Students will communicate clearly and collaborate with others                             | - Daily participation in classroom activities, specifically through various structured student interactions.  
- Implementation of Academic Language Development Toolkit and strategies                                                                            |
| Students will use resources, including technology, to research, organize and communicate information. | - Capturing achievement data via CANVAS on projects and performance tasks implemented in various courses.                                                                                                                     |
Comprehensive Adult Student Assessment System (CASAS) has been used to track student progress in the areas of ESL, Citizenship, ABE, and ASE programs. The results of the assessments are used to track measureable outcomes for students. The next step is to be able to track transition and retention data in a manner that reports can be generated.

**Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution’s overarching goals (SLOs) are current and relevant.** Teachers, counselors and administrators attend conferences and trainings throughout each year in order to stay current in educational research and bring back new ideas. California Council for Adult Education (CCAE), Outreach and Technical Assistance Network (OTAN), California Adult Literacy Professional Development Project (CALPRO), California Teachers of English Speakers of Other Languages (CATESOL), Educating for Careers, and the California Association of Leaders for Career Preparation/The Association of Career and College Readiness Organizations (CALCP/CAROCP) annual Career Technical Education Conference are among the various conferences and training opportunities available to teachers. CTE mentors participate in CTE Teach Mentor training. In addition, administrators, counselors and TSAs have attended various workforce trainings. All professional development offered to teachers provides and models research-based instructional strategies that teachers can use in the classroom. Some ABE and ESL teachers have participated in CALPRO’s Evidenced-Based Reading Instruction (EBRI) and Evidenced-Based Writing Instruction (EBWI) for professional development. These trainings offer certification after completion of the courses. EBRI and EBWI offer adult education research-based strategies and techniques for reading and explicit writing instruction. Webinars provided by OTAN are offered throughout the year. The professional development plan for 2015-16 ends with a “Carousel of Conferences” theme that will provide a venue for teachers to share what they have learned with a broader audience.
Books and articles are shared with the TSAs and provided to teachers via email or hard-copy. One book in particular was provided to all teachers beginning with the 2013-14 school year. This book, *Total Participation Techniques*, provides teachers a foundation for implementing a variety of instructional strategies that can be used for collaborative student engagement, checking for understanding, and increasing student-to-student interactions. This also provides support to teachers for providing opportunities in class for students to demonstrate mastery of the SLOs.

**Total Participation Techniques**

**Checking for Understanding**

Professional Learning Communities (PLCs) have been in place in the Division for several years. Teachers are provided the opportunity to participate in a PLC in most content areas. At the beginning of the 2015-16 school year the invitation to participate was broadened in an attempt to involve more teachers since the meetings are held on non-duty days and are voluntary. The ESL, ABE, and ASE PLCs are currently in various stages of creating formative assessments for teachers to use to inform and drive instruction. Basic Communications Skills (BCS) and ASE programs have performance tasks embedded in the English Language Arts curriculum. Projects are offered as a means of alternative assessment in the ASE program. Students engage in online research and use technology tools such as PowerPoint and Word to complete assessment projects. Most CTE courses have projects or performance based assessments embedded into the curriculum. CTE PLCs are focusing on developing key assignments prior to creating common formative assessments.

A major transition for the Division of Adult Education has been the roll-out of the District Common Language initiative. For most of its existence the Division wasn’t included in the same professional development provided the 7-12 teachers. This left many teachers with a lack of knowledge and skills to implement the CCRS into their instruction. This changed during the 2013-2014 school year with an initial training on Daily Learning Targets (DLTs). Deeper
training to improve crafting and composition has been provided each year for new and continuing teachers. The next phase will be the implementation of Academic Language Development (ALD) during the spring of the 2015-16 year. These initiatives provide the framework for CCRS implementation and are directly connected to the SLOs. These changes have made it necessary to revise the division-wide Action Plan significantly from six years ago.

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

Effort is made to provide as much data as possible to teachers at the Back to School meeting in July each year. Division and school data is analyzed throughout the year by ASLT, the principals, and at the Resource Staff Meeting (RSM). These and other groups analyze data, review policies, revise curriculum and make decisions regarding courses and programs. These groups include:

The Adult School Leadership Team (ASLT) is comprised of administration, teachers on special assignment, a counselor and key classified staff. This group is the major decision making group within the Division.

The Adult Education Committee reviews items that affect the school sites and has the goal of having consistency among the schools.

Professional Learning Communities (PLC) are groups of teachers from similar course/program areas who work with the designated teacher on special assignment to analyze issues key to a specific program. Their input is passed on to other groups such as the ASLT group.

Adult School Counselors meet monthly. They discuss a variety of issues that can include a review of courses and programs. Each school site has a Faculty Advisory Committee (FAC) that includes the site principal, four teachers and a site counselor. This advisory group examines issues specific to each school site.

Career Technical Education meets with industry advisory partners on a regular basis to ensure that course offerings are current and meet industry standards. Labor Market Studies are done annually. Many of the CTE courses are also articulated with Southwestern College (SWC). Instructors from CTE and SWC meet every two years to review curriculum.

The Division has been limited in its ability to expand or offer new classes due to the budget cuts of the last several years. With the development of the South Bay Adult Education Consortium (Southwestern), the Division is planning for the ability to expand capacity and provide new classes and services that address the seven program areas identified in the AEBG legislation.
In previous years, the Division provided credit recovery classes for concurrently enrolled high school students to assist them in graduating on time. As of July 2015, students under 18 years of age are no longer served by the Division due to AB104 legislation. However, seniors who are 18 years old will be allowed to enroll at each site in the High School Subjects classes to recover credits.

**Additional Online Indicator**

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

The District has developed board policies with acceptable use guidelines that all employees and students must adhere to. Increasing the use of technology for effective instruction is a goal in all classrooms, in addition to the computer classes and Distance Learning programs. The drive towards increased use and integration of technology into instruction is consistent with the District and Division visions/missions of promoting lifelong learning and 21st Century Skills.

The Division’s technology plan addresses Division/school needs and goals. A Division priority is to provide student access to the most current hardware/software to improve skills and supplement instruction. Teachers are provided numerous opportunities for technology specific professional development throughout the year (San Diego County Office of Education (SDCOE), OTAN, CALPRO, CCAE, Computer-Using Educators (CUE), etc.).

The Support Techs assist schools by providing information on approved equipment when it needs to be ordered, keeping the computer labs and other computers functioning and software upgraded and running. The District has numerous filters in place for internet safety. Alerts and updates are done on an almost daily basis.

**Institution’s Strengths and Key Issues for Criterion 1 (no specific number required)**

**Strengths:**

1. Ability to respond to changing community needs
2. Strong leadership structures in place

**Key Issues (Prioritized):**

1. Broader community communication of programs offered through postcards and targeted mailings

**Evidence**

- Board of Trustees Agendas/Minutes
- WASC Leadership Team Minutes
- ASLT Minutes
- Adult School Committee Minutes
● Poster of Mission Statement and SLOs
● Schedule of Classes-Brochure
● Acceptable Use Policy
● Technology Plan
**Criterion 2: Organizational Infrastructure and Leadership**

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

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

The Sweetwater Division of Adult Education adheres to the policies and requirements of the Sweetwater Union High School District as set by the Board of Trustees, Superintendent, and the Director of Adult Education. The Director of Adult Education meets regularly with the site principals to ensure district policies and procedures are followed. The Director of Adult Education reports to an Assistant Superintendent. All principals attend a monthly management meeting to keep abreast of what’s happening around the district. This helps ensure district school improvement initiatives are filtered out to the Adult Education Division as appropriate.

As a result of AB104 legislation, Sweetwater Adult Education is now a member of the South Bay Adult Education Consortium (Southwestern), along with Coronado Adult School and Southwestern College. The consortium follows its own governing rules and procedures as required by AB104. These governance rules and procedures reflect shared leadership and decision-making. The Consortium Directors Council (CDC) is the decision-making body on issues pertaining to AB104 and adult education in the region. The Advisory Committee consists of two individuals working in adult education from CUSD, six representatives from SUHSD and six representatives from SWC. The responsibility of the Advisory Committee is discussion and making recommendations to CDC. Consortium partners, interested faculty, teachers and staff, and members of the public may attend Advisory Committee meetings as well as CDC meetings. The CDC representative from each Member identifies a project coordinator from their District to serve as key contact person and to provide follow-up on communications and tasks to be completed. The South Bay Adult Education Consortium (Southwestern) designated a Fiscal Agent that is responsible for budget management, hiring and payment of Consortium staff and consultants (with candidate selection by the CDC), and the timely submission of all required reports.
The Adult Education Division is aligned with district procedures and policies for posting and hiring of positions. Job descriptions, openings and procedures are on the district website. Human Resources paper screens candidates to ensure they have the correct credential and qualifications. The CTE hiring process varies from other adult education and 7-12 teachers because they come directly from industry. Applicants are interviewed for CTE positions and then referred to the San Diego County Office of Education to obtain a temporary teaching credential. As part of the credentialing process, CTE teachers are required to have a mentor teacher assigned to them as they progress towards clearing their credential. Each year a group of teachers are trained as mentors through the CTE Teacher program and assigned to mentor specific teachers. The District’s Office of Human Resources audits teacher credentials to ensure compliance with teaching assignments.

The District has a clear chain of command. The Board of Trustees approves district policies, course outlines, budget, while adhering to the education code and state laws of California. The board gives direction to the superintendent who gives direction to the assistant superintendent's, cabinet, division directors, and then site administration. Site administrators handle the day to day operations.

The Board of Trustees, all of whom were elected in November, 2014, hired the current superintendent in June 2015, following four years of interim superintendents. The board and superintendent are committed to reestablishing trust among all community stakeholders and following a vision of greater transparency and ethical decision-making. The District’s mantra is “Sweetwater is moving forward together putting students first.” These changes have created a
renewed sense of optimism, enthusiasm and positive energy for students, parents and all stakeholders.

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

The ASLT team discusses and determines the vision for the Division, with guidance from the Director of Adult Education. ASLT meetings are the primary vehicle to create and implement division goals as it is a cross-representational team. For example, two years ago a focus on student engagement was agreed upon. Division-led professional development since then has revolved around this focus. The Division’s motto for this year is “Making EVERY learner an ACTIVE learner.”

The Division’s leaders guide the schools in creating positive learning environments as a foundation for school improvement and student achievement. Principals support teacher participation in PLCs and professional development. Monthly FAC meetings at each site address issues around curriculum and instruction and give teachers a voice in decision making for students and the school. Minutes from FAC, Adult School Committee and PLC meetings are sent out to all teachers.

Faculty and staff demonstrate motivation towards student learning and school improvement through participation in professional development opportunities, PLCs, program meetings and willingness to “step up to the plate” by becoming trainers/facilitators for the PLCs and various trainings.

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

ASLT regularly reviews data, survey results and other input in evaluating the Division as a whole, as well as individual schools. Surveys were administered as part of the preparation for the WASC process. The results provided input from students as to program needs. For example, students requested more Distance Learning (DL) opportunities, which resulted in the implementation of DL Healthcare Essentials in CTE, DL BCS and an expansion of other DL opportunities.

Career Technical Education meets with industry advisory partners on a quarterly basis to ensure that course offerings are current and meet industry standards. The industry council gives direction toward aligning courses to industry standards. Labor Market Studies are done every two years. Many of the CTE courses are also articulated with Southwestern College (SWC). Instructors from CTE and SWC meet to review curriculum and articulate alignment.

The Division underwent an in-depth analysis of programs and needs through its participation in
the AB86 Consortium planning process. The results were shared with staff and at public forums
for all stakeholders. The goals that came out of this process lay the foundation for future
improvements in curriculum, instruction, programs and services.

Issues on organization, governance structures and decision-making are addressed at different
levels by the appropriate group. School site issues are addressed through the FAC at each school
site, with division-level issues addressed through the Adult School Committee or ASLT as
appropriate.

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

Division policies and procedures pertaining to courses and registration are addressed in the
“Schedule of Classes” brochure which is distributed each semester and posted on the website.
District policies pertinent to students, such as non-discrimination, are also included in the
brochure and posted on the website. The FAC and Adult School Committee (ASC) are advisory
bodies established in the teacher contract. They are the representational voice for faculty and
staff in regards to academic programs, activities and events, and the mechanism for providing
input into site and division-level decisions. Decisions are based on adhering to the SLOs and
how best to address the ability of students to achieve them.

The Teachers on Special Assignment (TSAs) meet with teachers during the Back-to-School
meeting and throughout the school year, to review program specific policies and any changes
from prior years. Training is given to clerical staff as needed to review changes and to replace
outdated procedures.

**Additional Online Indicator (if applicable)**

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

Beginning in the 2014-2015 school year, decisions to move to more online procedures were
made, beginning with online registration for CTE courses and textbook ordering for ESL, ABE
and HSE programs. These new procedure necessitated the training of teachers so that they were
able to teach the students how to do this. A lesson plan was created for teachers to follow with
students.

CTE currently offers several online courses such as QuickBooks, Healthcare Essentials, Medical
Terminology, and Payroll. The student meets with the instructor by appointment on a weekly
basis to review progress and get any assistance needed.

The current Student Information System (SIS) that is being used is antiquated and limited. A
new system, Infinite Campus, has been adopted by the District and the Division is being included in the rollover to that system for the 2016-2017 school year. This will make the entire process of online registration, master schedule, attendance, and book sales function better.

School’s Strengths and Key Issues for Criterion 2 (no specific number required)

Strengths:

1. Leadership is trusted
2. Strong collegial and collaborative structure in place (ASLT, etc.)

Key Issues (Prioritized):

1. Improved Student Information System (SIS) to replace ASAP

Evidence

- Teacher/Staff surveys
- Test data
- ASLT Minutes
- FAC Minutes
- ASC Minutes
- PLC Minutes
- Counselor Meeting Minutes
- Staff sign-in sheets for PLCs, WASC, PD, etc.
- Federal Program Monitoring clearance
- Teacher’s Contract- Article 4

Sweetwater Union High School District Website
SUHSD Board of Trustees
SUHSD Division of Adult Education Website
Standard 3: Faculty and Staff

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

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

The Human Resources office verifies that all personnel have the appropriate qualifications and/or credentials to be placed in a particular assignment. Credentials are verified through the Commission on Teacher Credentialing. Site principals, with possible interview committees, interview the applicants matching specific needs at the site with the skills of the individual to obtain the most effective delivery of programs and services.

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

The site principal is responsible for determining the need for open positions. Once a need is established, the request for posting of the position is submitted to Human Resources with the job particulars detailed. All job descriptions and openings are posted online on the District’s website. Postings are advertised district-wide as well as on EdJoin.

Job descriptions detail the duties, hours, expectations and responsibilities. These are also reviewed during the interview. Qualifications are verified by Human Resources prior to anyone being hired. All hires are board approved.

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

Personnel policies and procedures are embedded within the contracts of each employee bargaining unit. These contracts can be found on the District website so anyone may view them. The contract for teachers contains Article 4, which details policies that are specific to the Division of Adult Education. It is the responsibility of all employees to ensure that these policies and procedures are consistently and equitably followed. In addition, there is a board policy on professional ethics and code of conduct.

Site personnel records are kept in a secure cabinet that can only be accessed by the principal and the administrative assistant. Employees also have a district personnel file that is kept in the Office of Human Resources. Employees may see their site or district record upon request.

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

All permanent teachers and counseling staff are evaluated by administration every other year following the District’s evaluation procedures and timelines. Permanent teachers and counselors who meet the criteria may be placed on a five year evaluation cycle upon mutual agreement.
between the employee and the evaluator. Temporary adult school teachers are evaluated at employee request.

The evaluation of teachers is based upon the California Standards for the Teaching Profession. Counselor evaluations are based on counseling standards. Teachers and counselors undergoing evaluation develop a professional growth plan that is submitted to their evaluator. The process is based on a sense of collegiality and providing an opportunity to grow in effectiveness as a teacher. Two formal observations are typically done. Prior to the observation a pre-observation conference is held to discuss the lesson plan, the Daily Learning Target, and the specifics of what the teacher would like feedback on. After the observation, the teacher completes a reflection and the evaluator completes a feedback report. They then meet to discuss what was observed and to plan next steps. The cycle of observation and feedback is intended to be a coaching and support model so that the teacher will accomplish their growth goals. There are specific deadlines and requirements to meet if there is any concern with teacher competency or need to improve. Final evaluation meetings are held at the end of the cycle with the evaluation forms being sent to the Human Resources office and a copy is kept on site. The employee also receives a copy.

The District is currently undergoing an initiative to study the evaluation/accountability process in order to develop a more cohesive coaching model based on effective teaching standards. Management is undergoing a pilot project during the 2015-16 school year to develop a new evaluation model as well.

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

Teachers on Special Assignment, counselors and administrators on the leadership team developed the SLOs in the spring of 2014. They were then presented to staff and students. Teachers participated in an activity to develop indicators for each SLO. This activity was then duplicated with students in various classrooms and the results were merged. The next steps will be the development of a system for determining achievement of the SLOs.

PLCs are working towards analyzing student work and common assessment data that will help determine student progress towards achievement of the SLOs. Due to various teaching times and schedule issues, it has been a challenge getting more teachers involved in the PLCs, which impacts the development of agreements on common assignments and/or assessments. The implementation of CANVAS will greatly help with this endeavor especially as a means to capture assessment data and course materials.

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

Historically, the Division provided professional development at the Back-to-School meeting prior to the start of school. Per contract, another three hours of paid professional development is
offered later in the year and attendance is voluntary. Other training is offered such as the annual “Tech Academy” which provides opportunities to develop computer skills and knowledge of programs useful to teachers. In the spring of 2015 the resource team had a mini-retreat to brainstorm professional development and goals for the division. The focus was on determining the foundation of knowledge desired for all teachers and then to plan the year and develop a calendar that was shared at the Back-to-School meeting. The entire focus of professional development is based on what teachers need to know and be able to do to better implement the Division’s SLOs and the CCRS.

Funding for professional development is provided primarily through the Workforce Innovation Opportunity Act (WIOA) grant, with CTE teachers being funded through Perkins and a portion of the block grant. Although all teachers are invited to participate in professional development most conferences have a limit as to the total number of participants due to the expense.

Most division-provided professional development includes an evaluation. A goal shared by the TSAs is to create an electronic evaluation in CANVAS that will be used at the end of each professional development event. Teachers are also surveyed annually as to what kind of training they need or would like to have.

The impact of professional development on teaching and learning can be observed in the changes teachers make in their instruction as a result of the training. For example, after the initial training on Daily Learning Targets, the principals took pictures of DLTs in all the classrooms. These were then used for the second round of training that went more deeply into crafting and
composition. Teachers compared and calibrated the samples to the DLT rubric in order to
deepen their understanding of what a good DLT looks like. The effectiveness of this training
was in the classroom, not only in the written DLTs on the board, but in the use of the DLT with
students. A similar process has been used around the implementation of TPTs. Teachers also
share the strategies they are using and the effectiveness with their students. Principals do regular
walk-through observations and are able to see teachers implement new strategies into instruction.

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

Permanent classified staff is evaluated every other year. Temporary classified staff is evaluated
frequently the first year. There is a standard form used for all classified staff based on
performance standards. Anyone at risk of not meeting expected standards must be notified in
advance and a support plan agreed upon. Classified staff at school sites includes clerical,
custodial and campus assistants. The Support Techs, gardener and maintenance workers are all
evaluated at the district level.

Administrators are evaluated annually. Principals and the assistant principal are evaluated by the
Director of Adult Education. The Director of Adult Education is evaluated by the Assistant
Superintendent who oversees the Division of Adult Education. Management evaluations have
been based on Educational Leadership standards. The new superintendent wants to adopt and
narrow the focus within the California Professional Standards for Educational Leadership for
future evaluations. This effort will be a part of the accountability initiative being led by one of
the assistant superintendents.

All job descriptions and duty expectations are reviewed and revised through Human Resources
and are approved by the Board of Trustees. Employees receive job descriptions when newly
hired and whenever they are revised. All job descriptions with duties are posted on the District’s
website.

Support staff is invited to staff meetings and a representative attends ASLT and ASC meetings.
The minutes from these meetings are reported out to all staff. Support staff was invited to
participate in the WASC meetings and input was solicited as well. In addition, the Director of
Adult Education meets monthly with all the principals and their administrative assistants. Other
meetings are also held that include classified staff as needed.

**Additional Online Indicator**

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

All teachers are supervised and evaluated using the same process and procedures.
School’s Strengths and Key Issues for Criterion 3 (no specific number required)

Strengths:

1. Highly qualified personnel

Key Issues (Prioritized):

- Need for procedures/plan for being placed on tenure track, such as required criteria: skill level, trainings, etc. before considered

Evidence:

- Rosetta and Burlington reports
- Reports of student hours
- Attendance reports
- Sample job description
- Employee Contracts
- Article 4 of SEA Contract
- Agendas
- Professional Development calendar
- Professional Development training sign-in sheets
- Online needs surveys and feedback on PD opportunities
- Pictures
- Survey Monkey for Tech Academy
- Samples of DLTs and TPTs
Criterion 4: Curriculum

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

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

All courses offered throughout the Division are listed in the course catalog and on the website. The catalog description of each class lists prerequisites, including those for CTE courses and the type of industry certification that the class prepares the student for. Student Learner Outcomes are defined by course outline objectives and Daily Learning Targets. Professional Learning Communities (PLCs) provide consistency throughout the Division in regards to pacing guides, curriculum and assessments.

The CTE office has established pathways with clear course sequences. The CTE Career Pathways chart lists courses, sites offered, articulation credit, high school credit; Employment Training Program List (ETPL) of courses approved by the Employment Development Department (EDD) and veteran program approved courses. This is shared with all teachers and school office staff, as well as community members and is located on the Division website. The chart also specifies which courses provide certifications. Examples are the medical pathways which prepare medical assistant students in both the administrative and clinical programs to take the national certification. Administrative students prepare and take the Certified Medical Administrative Assistant (CMAA) exam and the Medical Assistant Clinical students prepare and take the Certified Clinical Medical Assistant (CCMA) exam. CTE assists students by paying for the certifications through the Perkins grant for the 2015-16 school year. Certified Nursing Assistant students prepare for the California State Board Certified Nursing Assistant (CNA) exam. After receiving their certification, students are able to enroll in a Home Health Aide course and receive HHA certification.

BCS is a transitional course and is aligned to meet the demands of CCSS in the areas of reading, writing, speaking, and listening skills. This course is designed to serve as a bridge to transition a student from the ESL program to higher levels of ABE, HSE and/or ASE courses.

One of the objectives in the AEBG plan is to create a roadmap that details course sequences for each program area and how it connects into the Southwestern College system. In addition, individual pathway maps will be developed for students to track their coursework goals.
Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

Curriculum reflects the Division’s Student Learning Outcomes and mission statement, which are board-approved. Curriculum is reviewed and revised whenever state; district or industry standards are changed. CTE curriculum is reviewed and revised every two years. The majority of the high school subjects program is National Collegiate Athletic Association (NCAA) and/or a-g approved. Through AB86, a study of the South Bay region was completed, focusing on labor growth trends, demographics, and community needs. ASE and ABE curriculum was previously revised to reflect the CCSS. Current revision efforts revolve around the implementation of the CCRS into all curriculum, with accompanying necessary changes in instruction. The Division’s HSE program now includes HiSET, in addition to GED 2014 preparation courses and exam options. Sweetwater was the second agency in the state of California to offer this option.

Recommendations are made collaboratively by teachers and TSAs regarding program changes and acquisition of textbooks. These recommendations are reviewed in PLCs, Resource Staff Meetings, Faculty Advisory Committee meetings and/or Adult School Leadership Team meetings. To ensure learning materials are up to date, teachers and Teachers on Special Assignment (TSAs) attend trainings and workshops. Meeting information is then disseminated to staff. Mandated state changes such as College and Career Readiness Standards are addressed through the PLC process which also assumes the responsibility of reviewing and adopting textbooks, software and other educational resources. Curriculum is frequently addressed in monthly PLC meetings. Teachers are involved in curriculum development and participate in pilot programs. Each site has a Faculty Advisory Committee through which teachers can make suggestions pertaining to curriculum. Administration presents curriculum ideas at the ASLT meetings. Newly adopted curriculum is aligned to current industry standards, career needs, and college readiness. All courses support Student Learner Outcomes. Curriculum is frequently addressed in PLCs. All current, new, and revised courses are board approved.
CTE instructors meet every other year with industry partners on a one-to-one basis to review course outlines and to make sure curriculum meets industry needs. In preparing for the 2015-2016 school year, CTE teachers worked on reviewing labor market studies and job requirements for their industry, comparing skills needed for the job to skills in the course outline. They then worked on creating standards aligned key projects, making revisions to course outlines to include key projects and to fill skills gaps, backwards mapping lesson plans from projects, and uploading finished products into CANVAS. The changes will be reviewed by each industry advisor. An industry endorsement form is signed and an overview of the meeting is completed by the instructor. These documents are kept on file at the CTE office.

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

The Division supports classroom instruction and course learning objectives by providing equipment and instructional materials for teacher and student use. All materials are available online for purchase. Class sets of books are provided in ESL, ABE, and ASE classrooms upon request. Some CTE classes also have access to books in the classroom. Students are encouraged to purchase books so as to allow note taking and at home use. CTE provides loaner books, scrubs, and access codes to economically disadvantaged students attending classes. In the area of High School Subjects, books can be borrowed by students in Independent Study. The Division directs students to a variety of digital resources that will assist them in accessing the content. Materials are provided to teachers through the Adult Resource Center, the Division Library, and sites offering texts, supplemental materials, and teacher resource materials. Many of the rooms have computers available to students in the classroom and each site has one or more
computer labs. Tablet and laptop carts are shared among a variety of classrooms and program areas and the goal is to obtain more for increased access.

**Technology in the Classroom**

**National City Adult School**

**Additional Online Indicators**

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

The Division utilizes various computer-based programs such as Rosetta Stone, Burlington English and other online programs. Software programs used must align to standards and course outlines. Several of the programs are prescriptive, meeting each learner’s individual needs. In daily attendance classes, these programs are used as supplemental resources to enhance student learning. In the Distance Learning program, software makes up the majority of the coursework. Rosetta Stone and Burlington English also contain paper based supplements aligned to online modules. The software is reviewed by teachers and staff to ensure that it meets the Division’s curriculum standards.

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

Students access learning online via designated Distance Learning programs that use Rosetta Stone, Burlington English or Skills Tutor online software. Other instructional courses have incorporated online components as a form of blended learning. Examples of online resources/programs include Reading Plus, Shmoop, GED and HiSET Academy, Aztec Software, GED Online, KP Culinary, Payroll Clerk and QuickBooks.
Blended learning is provided in some ABE, CTE, ESL, and HSE classes. Classes are scheduled to accommodate student needs and schedules. A model that began at one site involves the ESL teacher taking the class to the DL Lab for one hour a week to work in Rosetta Stone. An analysis of CASAS results showed that these students had more growth gains than students who only had classroom instruction. As a result, all the sites are expanding this model.

CTE currently offers both blended and online classes. QuickBooks, Payroll Clerk, Healthcare Essentials, and Medical Terminology classes are offered online. CTE also offers other classes such as Culinary Arts, Medical Clinical Assistant, and Cisco that offer a blend of online and classroom instruction. With the implementation of CANVAS, most CTE classes will have an online presence and students will be able to access curriculum and coursework online. Online content is first piloted by instructors to make sure the content is relevant to the course and that it adds depth and rigor. Teachers then discuss their findings in their PLC groups. Only after careful consideration and testing is the online curriculum approved and added to the course offerings.

The Test of Essential Academic Skills (TEAS) prep class is provided online with students meeting weekly with instructor by appointment. This course is available at two of the adult school sites. It is provided for students who want to pass the TEAS exam which is a prerequisite to enter nursing courses at the college level.

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

The Division’s process of acquiring online curriculum is to first analyze the software usually through the PLCs, it is then piloted in a small selected group of classrooms. Student data is then reviewed for progress and coherency. At this time CASAS, TABE or other outside measures may be utilized as well to check for significant gains. If this is proven then the software is adopted and rolled out to the entire program area division wide.

The Division TSAs work closely with vendors to resolve anticipated issues prior to launching new online content. If problems occur after the launch of a product, TSAs continue to work with vendors to come to a quick resolution. All students using online content access the material by setting up a secure username and password. Teachers monitor students’ hours, assignments, and grades.

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

Students are able to access technology via computer labs and in classrooms with multiple lab stations. Students can use the computer labs for projects or employment searches. ESL labs provide lists of websites for learners. Sites share waiting lists to expedite student enrollment in Distance Learning programs. In addition to computer labs, many classrooms are equipped with
document cameras, interactive whiteboards, desktop computers, and/or tablets. Every site has a student Wi-Fi network that they can access for free. Additionally, the division provides supplemental books and DVDs to enhance learning.

Distance Learning Lab
San Ysidro Adult School

School’s Strengths and Key Issues for Criterion 4 (no specific number required)

Strengths:
1. Every school site has accessible computer labs and a free Wi-Fi network that students can access
2. Pacing Guides and common textbook adoption for BCS and ESL daily attendance classes which creates uniformity of curriculum
3. Currently working with Southwestern College on alignment of curriculum via the AEBG/Consortium
4. Ample access to technology in ASE classes which allows for access to online curriculum and assessments
5. Training on TPTs and DLTs

Key Issues (Prioritized):
1. New teacher orientation and communication with new hires
2. Building increased access to computers in the classroom

Evidence:
- CTE Pathways
- CCRS
- FAC, PLC minutes
- Board approved course outlines
- Photos
- Training on DLT and TPTs
Criterion 5: Instructional Program

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

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

The Division of Adult Education offers a variety of high quality, in-demand courses that meet the needs of local community members and industry partners. To ensure that teachers keep current in instructional strategies and methodologies, they are given regular opportunities for professional development either through the school, conferences and workshops. CTE participates in the CTE Teach Mentor program, whose teachers facilitate many district workshops that are open to all teachers in the Division. A training that was provided to teachers last year, Incorporating Career Ready Practice, was also presented at CCAE in the spring of 2015 and again at the Annual CTE Fall Conference in November of 2015.

A primary focus of the Division has been to provide training to all teachers in order to provide a high level of rigor in their instruction. Training has been provided in various formats around the Rigor and Relevance Framework and Depth of Knowledge to show connection to the CCRS. In addition, all teachers were given the book and trained in July 2014 on using Total Participation Techniques (TPTs). This book contains instructional strategies that necessitate the participation of all students during instruction. The techniques are all research-based and promote student engagement and collaboration while also providing a means of checking for understanding and student interaction. Many of the activities are the same as those used in Specially Designed Academic Instruction in English (SDAIE) and Sheltered English Instruction (SEI) trainings so they support English Language Learners.
Total Participation Techniques
Students collaborate and communicate with others.

Another research-based strategy incorporated into instruction is that of a Daily Learning Target (DLT). This is a multi-tiered training and most teachers have completed Part 1 and Part 2. These strategies and techniques are modeled at subsequent workshops and Division events and form the agreed upon foundation for all teachers. To check teacher comprehension and implementation of the training material, principals conduct classroom observations of teachers. Information is shared among the principals regarding instructional practices. This year’s professional development is being provided monthly, focusing on CANVAS implementation, syllabus creation, backwards mapping, and other instructional strategies. Creation of a professional development database is in the beginning stages as a means to keep track of teachers and trainings they have attended.

The Adult Education Division works closely with CALPRO and OTAN for other professional development. During the 2014-15 school year the Division hosted the Evidenced Based Writing Instruction training through CALPRO’s Community of Practice. In February 2015, the Division hosted CALPRO’s Optimizing ESL Instruction. OTAN offers monthly webinars which are offered to teachers. Conferences are offered to instructors and/or TSAs annually such as CASAS Summer Institute (CSI), California Consortium for Independent Study (CCIS), CCAE, CUE, and READ to keep abreast of current educational trends and classroom strategies.

In addition to professional development, continued education and training is stressed to ensure CTE teachers stay current within their industry. Sweetwater Union High School District and the Adult CTE department have developed a Job Shadowing/Pathway Work Experience Activity
Verification worksheet. Teachers will complete this form to verify that they have completed the requirements to remain relevant within their field of instruction. Reported data will include whether they’ve received a credential within their industry, if they’ve job shadowed, or attended a conference related to their area of expertise. Full implementation of this process will begin next year. Teachers that hold industry licenses are expected to complete professional development or trainings to keep their licenses current. Renewals vary according to individual license requirements.

**Culinary Arts Baking and Pastry**

**Students demonstrate progress toward personal and workforce goals.**

Course sequencing is provided in most program areas through beginning, intermediate and advanced levels to meet the academic and career needs of students. Common Core State Standards were previously embedded into all ABE and ASE curriculum. Current efforts involve the implementation of CCRS into all courses.

CTE has Sequences of Courses that make up a pathway. CTE courses are offered in varying levels of instruction from beginning through advanced level CTE courses. Many CTE classes are also articulated with Southwestern College such as the medical courses. CTE courses prepare students for industry certifications such as Microsoft Office, Adobe CS5, Intuit QuickBooks Certified User, Typing Certificate, National Medical Assistant Administrative (CMAA), National Clinical Medical Assistant (CCMA), Food Handlers Certificate, CompTIA A+, Cisco Certified Network Administrator (CCNA), Cisco Certified Network Technician (CCNT), American
Welding Society (AWS), California Real Estate License, and the National Automotive Technicians Education Foundation (NATEF). Many courses lead directly to employment as students use the skills they’ve learned in the classroom to gain employment or open their own business.

Career Technical Education
Students collaborate and progress toward workforce goals.

Teachers in the CTE Healthcare Essentials and Vocational Adult Basic Education classes work collaboratively to write curriculum and present new material to students. This partnership has created an environment where lower level English students can thrive and move forward to complete their Certified Nurse’s Assistant and Home Health Aide training.

The CTE office also surveys students completing a CTE course yearly as to continuing education, employment, and military status. Surveys are made available to students online in both English and Spanish. The data from these surveys is reported to Perkins on the 101E-2 report. CTE has been successful in surpassing the core indicators for the last four years with an average of 92% employment and /or transitioning to college.
Students wanting an academic pathway are given Test of Adult Basic Education (TABE) to assess reading levels. Division-created math and writing assessments are also given in order to determine initial placement of students. When possible, students are offered beginning, intermediate and advanced levels of reading/ writing and math courses in ABE. Otherwise they are placed in a multi-level class. Each class is approximately 180 hours in length and are aligned to the Common Core State Standards to ensure depth, breadth, and rigor. Students are assessed and evaluated throughout the course by their instructors through formative assessments. The TABE is also used as an exit assessment to determine future placement and advancement to Adult Secondary Education (ASE). Performance tasks are infused into ASE English courses to increase rigor and depth of learning for college and career readiness.

ESL courses are well sequenced and provide all levels of instruction from beginning literacy (Level A) to intermediate high (Level 4). Sweetwater was awarded “Promising Practice” by the California Department of Education (CDE) and CASAS in 2011-2012 for the development of pacing guides. Pacing guides are used in all levels of ESL and BCS to ensure relevant sequencing, depth, and scaffolding of instruction.

Student success in the curriculum is measured in a variety ways. Examples of success are completion of rigorous projects, TABE pre and post assessment scores, passing a GED or HiSET exam, obtaining a diploma or advancement within a program or to another program, continuing education at a higher level of learning, and the ability to pass industry certification exams. Many courses are multi-level and as a student masters the competencies of one level he or she advances to the next. CTE classes require students to utilize their problem solving and critical thinking
skills by producing industry-related products and performing real world tasks.

TABE and CASAS assessments are used to determine placement in Basic Communications Skills (BCS). This course provides comprehensive instruction to prepare students to reach a level of proficiency to meet a student’s personal, academic, or workplace goals. Two Performance Tasks are embedded into the course pacing guide to provide rigor and breadth to student learning. In addition a DL component for BCS was recently implemented which uses the Burlington English online program as a mode of delivering instruction. The modules are sequenced and provide comprehensive instruction in the areas of speaking, listening, and pronunciation.

To ensure high levels of instruction and proper sequencing, PLCs meet regularly to implement changes to curriculum to meet the needs of students and trends in state requirements.

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

There is a wide variety of teaching strategies used across the classrooms that address the diverse learning needs and styles of students. Examples include hands on activities, project based learning, student presentations, modeling and teacher demonstration, role play, and collaborative/cooperative learning.

**Students communicate and collaborate with others using technology**

**Chula Vista Adult School**

Various types of realia are used in ESL and CTE courses that assist students in accessing the
content. Strategies are introduced and reinforced throughout the year during in-house workshops and conferences. Students have a wide variety of resources available to them to enhance learning and address various learning styles, such as class sets of textbooks, laptops, tablets, community labs, project-based activities, collaborative learning with their peers and various online resources.

Communication among instructors sharing teaching strategies, student performance and curriculum ideas occurs regularly at PLC meetings, professional development events, program meetings, and through email. Peer observation opportunities are provided to new teachers in ESL, ABE, and ASE courses. This gives instructors the opportunity to learn new teaching strategies, be familiarized with new curriculum and how to use Total Participation Techniques (TPTs) in the classroom.

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

The Division is actively engaged in integrating the newest technology into the instructional program. Technology tools, such as computer labs, laptops, and tablets are provided to students and consistently upgraded. The Division’s Support Techs work continuously to update and install new technology into computers and classrooms for all program areas.

![Division Support Techs 2014](image)

Technology is used in classrooms for direct instruction and as part of the strategies for student engagement. Most classrooms have a teacher computer, projector, and screen. Other classrooms have access to iPads, tablets, or student computers. In classrooms where computers aren’t readily available, students are able to use their phones to access programs like Kahoot It! or
Quizlet where they can engage in quizzes and games that assess understanding of a topic. Each site has at least three interactive boards available for use by teachers.

Technology tools are used in the classroom.

Some CTE courses have added an online component to build upon what is being taught in the classroom. In addition, blended learning classes are offered in several industries. The Accounting program offers an online QuickBooks course as well as a blended Payroll class. The theory portion of the Culinary Arts Baking & Pastry program is held online. VABE and TEAS prep classes are also offered online.

Culinary Arts Baking and Pastry
Students establish workforce goals and demonstrate progress toward them.
All levels of ESL, ABE, and ASE have the opportunity to use technology in a variety of ways. Many courses have computer competencies embedded within the instructional classroom curriculum to ensure that students are improving and mastering basic skills that they can use in post-secondary education or in the workforce. As a result of attending state adult education conferences, and staying current with new technology trends, the Division supports integration of technology into all courses and curriculum.

**Technology and 21st Century Skills Collaboration**

ABE uses many online resources such as Write to Learn, Khan Academy, Reading Plus, Read On, Lexia, and Shmoop to enhance learning in the classroom. HSE uses a variety of online resources such as GED and HiSET Academy, GED Online, and HiSET Online to prepare for HSE exit exams. The DL model has been added to the instructional classroom for ESL, BCS, TEAS, VABE, GED and HiSET. The TEAS and the VABE DL programs use Skills Tutor modules to prepare for the Test of Essential Academic Skills (TEAS), and to increase reading comprehension in VABE (Vocational Adult Basic Education). ESL offers a DL opportunity for students to learn English through Rosetta Stone and Burlington English. BCS DL uses Burlington English to address learner needs.

The Division’s Technology Plan calls for increasing opportunities for the integration of technology into instruction and Distance Learning in all core programs. This addresses the need to prepare students for postsecondary and/or personal and workplace goals per the SLOs and the CCRS.
A current initiative is the incorporation of CANVAS as the Learning Management System (LMS). A group of select teachers have been piloting it since spring of 2015. The goal for this year is to have accounts created for all teachers and begin training them on its use. Eventually, with training, students will be added to the CANVAS accounts. TSAs are in the process of creating CANVAS pages for all PLC program groups in ASE, HSE, and ABE programs to house the calendar for professional development and PLC meeting dates for the year, course outlines and pacing guides, shared curriculum, and resources. It will also serve as a mode of central communication for all program teachers. ASE assessments are being uploaded in order to track student progress across the Division and to use that data to change and enhance instruction. CTE is piloting CANVAS in the medical pathway courses pathway by uploading the curriculum and assessments for the teachers to use.

In addition to CANVAS, during the 2015/2016 school year CTE has implemented the use of the Career and Technical Education Management Application (CATEMA) for the articulation process with Southwestern College. Students first enroll in the college system to acquire a student ID. Students then enroll into the CATEMA system and create an account. Next they create a class enrollment record for each CTE articulated course they are taking. Teachers then accept students into the class and the student appears on the class roster. At the end of the semester, upon successful completion of the course, the teacher is able to make a credit recommendation and enter grades. This system provides a smooth transition to the college and ensures that students are taking advantage of the college credit they receive for classes taken at the adult schools. These credits are transferable for up to two years after the student completes the course at an adult school.

Additional Online Indicators

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

Teachers expected to incorporate an online approach to their class are trained on the program prior to using it. Many times the vendor will come on site to do training or will provide training through webinars. The CTE instructors using the MindTap, LearnKey, and KP Campus programs were given a free account to use and critique prior to implementation. Instructors then met in their PLCs to discuss findings and were able to talk to company representatives to get their questions answered and to troubleshoot problems. Once the programs are implemented, teachers are able to monitor student hours and progress and assist students with technical problems. Student success is measured by the successful completion of the program.

A new venture this year was the receipt of a grant to CTE through Career and Technical Educators Using a Data Driven Improvement Model (CTEDDI) for 70 National Occupational Competency Testing Institute (NOCTI) tests. A selection of students from different industries
across four school sites were given the 21st Century Skills for Workplace Success test at the beginning of the semester. Teachers then met to review the data and used the information to write a draft Action Plan to bring to a Common Session at CTE TEACH in Redlands. They also met with students to review the test scores and develop a plan for student accountability. The Action Plan identified the areas that have direct alignment to their particular course and, within those areas, where there was need for improvement. Teachers also identified post-test improvement goals and strategies to achieve the goals. Students will be given a posttest at the end of the semester. This data will be collected and analyzed to develop teaching strategies to help improve instruction.

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

The effectiveness of the instructional strategies used in online learning is measured through successful completion of the online course, the attendance hours and grades, student surveys and the continued education or employment in the industry of study as well as the passing TABE and CASAS scores. CTE tracks this success by following up with the student six months after they’ve left a program. The data that is gathered is used for the Perkins 101E-2 report. The use of online learning technology provides the opportunity to track student learning outcomes.

Distance Learning instructors work regularly with students to review their progress and to provide support, either in person, via email or on the phone. Distance Learning programs are individualized and students work at their own pace, seeking assistance when needed. Surveys evaluate the online experience to see where there is room for improvement.

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

The level of rigor in student work increases as students’ transition into higher levels of ESL, ABE or ASE courses. ESL courses primarily focus on knowledge attainment and application of content and skills. As vocabulary and language skills are gained, students engage in more creative, problem-solving scenarios in class. A PLC focus for the current school year is to develop performance tasks to be given at each level that will provide students a way to demonstrate critical and creative thinking and problem solving with their peers. ABE courses, such as BCS, offer students more opportunities for projects and research that involve problem solving and collaboration. CTE provides hands-on, project-based courses which help prepare students to apply real-world knowledge and skills to the workplace, such as wedding cake competitions in culinary arts courses.
Students communicate and collaborate with others

Distance Learning programs in ESL, BCS, and HSE are comprehensive and broken into modules to address application of skills. The online programs used have scaffolding and a variety of strategies embedded that address problem-solving, critical thinking, and knowledge attainment.

Students use technology to research, organize and communicate information.

During the 2015-2016 school year, the PLCs will begin the process of selecting performance tasks for each level of ESL to demonstrate the essential learning. The tasks include level appropriate material for students to research and collaborate to solve problems.
Critical thinking and problem solving

During the 2014-15 school year, the BCS teachers implemented a performance task each semester to provide students opportunities to demonstrate mastery of skills and concepts. These tasks require student research and collaboration to solve problems. Proficiency is measured by the end product and teacher analysis according to a rubric. Tasks created were shared with the ABE teachers who are in the process of creating performance tasks for their subject areas.

Performance Task
Meeting the challenges of the 21st Century
Indicator 5.7: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

Instructors use a variety of strategies including individualized instruction, group instruction and blended learning to provide personalized approaches that meet a variety of student needs. The Distance Learning lab provides another option for students who are unable to attend a regular class or prefer online learning. Student feedback and response to instruction is used to assess the effectiveness of instruction. Interaction with students, especially through use of the TPTs, creates an inclusive collaborative environment that increases student retention and attendance in addition to student learning. Students become more willing to go to the teacher when they need additional support when the environment feels supportive.

Students do collaborative work using technology.

School’s Strengths and Key Issues for Criterion 5 (no specific number required)

Strengths:

1. More opportunities have been given for Professional Development and teacher support through the CTE teach mentoring program, the WIOA grant, and through school administration
2. Students increasingly have more access to technology and are open to using it in the classroom
3. New and veteran teachers are given support through the CTE mentor program and by the TSAs in ESL, Citizenship, ABE, ASE, and HSE
4. DL classes offer a variety of instructional strategies and allow for students to complete courses that they might not otherwise be able to complete

Key Issues (Prioritized):

1. TABE assessments are needed for all CTE students and score levels should be raised to meet SWC level where articulations occur to ensure student success in a pathway
2. Need for counseling services for all students
3. More formalized mentoring program needed for non-CTE teachers
4. Need more onsite training on new technology and equipment
5. Need for increased access to DL labs

Evidence:

- Student Enrollment Form of CTE Concentrators: 2013-2014
- Assessment of Adult CTE Core Indicators
- 2014 - 2015 CTE Workshops Flyer
- CTE Career Pathways and Course Credits List
- Adult CTE Articulation List
- Microsoft Office Specialist Testing Schedule
- Southwestern College Articulation Form
- CTE Online Flyer
- SUHSD Division of Adult Education Mission Statement & Student Learning Outcomes
- Standards Aligned Medical Assistant Administrative Lesson Plan
- Samples of Student Work & Achievements
- 2015-16 PD Calendar
- TPT Book
- Photos
- Computers, tablets and interactive boards in some classroom
- BCS Performance Tasks
Criterion 6: Use of Assessment

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

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

Being student centered, learning outcomes are embedded in course outlines and posted mission/Student Learning Outcomes statements are in every classroom. Course outlines are standards-based and include course objectives and goals. Staff has engaged in Daily Learning Target (DLT) training to ensure that students can measure their success on a daily basis. Each DLT is a smaller unit of the course objectives and student learning outcomes. Total Participation Techniques (TPTs), as well as formative assessment strategies, are utilized to check for student understanding. These strategies inform teachers and students of learning progress and identify students who are struggling and need more support. The ESL program has common assessments, pacing guides and orientation classes throughout the Division that assist teachers to measure student success, current progress and areas for re-teaching. In addition, the ongoing formal and informal student evaluations in every program area identify students who are struggling. A Division goal is to be able to consistently track and keep assessment data.
The orientation process identifies student’s individual placement levels prior to commencing their area of study. In the Adult Secondary Education program, students focus on one subject at a time and work at their own pace. Students who struggle with the curriculum get specific support from the teacher since the course is primarily individualized. Furthermore, teachers can refer students who are in need of additional assistance to a site counselor. For the past few years a CAHSEE preparation class was offered to address students’ needs to pass the test. In the 2014-15 school year licenses for SHMOOP were purchased. This program provides reading and writing specific lessons for students in the high school program and in CAHSEE preparation. Although CAHSEE is no longer given, SHMOOP is still a good resource that is available teachers and students in other academic areas. As best as possible, ABE students are placed into beginning, intermediate and advanced course levels in various configurations of math, writing and reading classes. Homogenous groupings provide a place for more teacher/student focused interaction. The ABE program at Montgomery Adult School has the most homogenous placement of students by level and course and their CASAS results indicate this is a successful model.

In ESL, students are provided the opportunity of taking both traditional ESL classes as well as Distance Learning classes. The data at San Ysidro Adult, who initiated this blend, demonstrated that students who took these classes concurrently as a blended model scored higher on the CASAS Assessment. The other three schools in the Division recently visited San Ysidro Adult and are revising their programs to be more in alignment with the model at San Ysidro Adult.

The High School Equivalency classes utilize the GED 2002 and 2014 free practice tests and HiSET Official Practice Tests. Students are encouraged to purchase the 2014 electronic version of the tests to help them gauge when they have mastered a subject and are prepared to attempt the official exam. HiSET students also use the new ETS practice test as a gauge of learner progress.

CTE currently requires students enrolling in a medical course to take the TABE reading assessment. Students scoring 559 or below are required to take a Vocational Adult Basic Education (VABE) class to improve reading and writing skills. These skills support student success within their career program. The student is also required to meet with the VABE teacher once a week by appointment. Currently this is only available to Health Science/Medical Technology students at San Ysidro Adult and Chula Vista Adult sites with the potential of expanding this blended model.

Each program area uses a variety of assessments to determine proper student placement and progress. Examples are:
ESL Program
The ESL (English as a Second Language) Program utilizes:

- Orientation Intake Assessment for student placement
- CASAS (Comprehensive Adult Student Assessment Systems)
- EL Civics (English Literacy and Civics)
- Summative Assessments such as Unit Tests
- Informal Assessments such as Quick Writes and teacher observation/evaluation
- Government and History tests in Citizenship classes
- Oral Interview Citizenship test
- Distance Learning assessments such as the Rosetta Stone lesson reviews and unit Milestones and Burlington English lesson completion and passing rates

ABE Program
The ABE (Adult Basic Education) Program utilizes:

- Placement and exit assessment: TABE (Testing of Adult Basic Education), SUHSD Math Assessment, Writing Prompt (placement only)
- CASAS (Comprehensive Adult Student Assessment Systems)
- Summative Assessments such as Unit Tests and Math Exit Exam
- Formative assessments such as Quick Writes and teacher observation/evaluation
- My Skills Tutor assessments
- Distance Learning assessments such as Burlington English lesson completion and passing rates
- Performance Tasks and interactive projects in BCS classroom courses
- Write to Learn online program (ABE Beg-Adv writing)

**BCS**

**Interactive Projects using technology**

**ASE Program**
The HSE (High School Equivalency) and the High School Program utilizes:
- Spanish GED Placement Test (Form PA of the Official Practice Test)
- HSE Official Practice Tests
- Placement assessment: TABE (Testing of Adult Basic Education)/SUHSD math assessment
- CASAS (Comprehensive Adult Student Assessment Systems)
- Summative Assessments such as Unit Tests
- Informal Assessments such as reviews, quizzes, instructor’s evaluations and observations, checking for understanding, recalling prior knowledge, critical thinking activities
- SHMOOP (a test-prep and study program in various academic study areas)
- Performance Tasks
CTE Program
The CTE (Career Technical Education) Program utilizes:

- TABE (Testing of Adult Basic Education): Placement assessment for Health Science/Medical Technology pathway
- Test of Essential Academic Skills (TEAS)
- Summative Assessments such as Unit Tests in all CTE classes where course competencies are provided by the State
- Industry Certification at the end of the Program:
  - CompTIA A+ Computer Repair
  - CISCO IT Essentials
  - Microsoft Office Specialist (MOS)
  - Intuit QuickBooks Certified User
  - Food Handlers
  - CA State Board Certified Nursing Assistant (CNA)
  - Typing Certificate
  - Home Health Aide (HHA)
  - National Certified Clinical Medical Assistant (CCMA)
  - Certified Pharmacy Technician (CPhT)
  - American Welding Society (AWS)
  - California Real Estate License
  - National Certified Medical Administrative Assistant (CMAA)
○ Class B License with Passenger and School Bus Endorsements
○ Educational Signed Skills Evaluation (ESSE)
○ OSHA 10
○ Electronic Health Records Specialist (CEHRS)

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

Multiple sources of learning data such as CASAS and TABE are currently used for placement and results are used to make curriculum recommendations. In analysis of the CASAS results, teachers were asked to focus more on listening skills within the classroom. TABE results became the catalyst to change the way the ABE program was structured. Student results from Burlington English, Rosetta Stone, Write to Learn and Skills Tutor are useful to teachers for tracking individual student progress and to guide their instruction.

HSE official practice tests are given to assist and analyze students’ readiness to take the official tests. When the California Department of Education gave the option of using an alternative test, the HiSET was selected and adopted in October 2014. Data from last year indicates that the majority of students seeking a High School Equivalency exam chose the HiSET. It was discovered that the HiSET has a higher pass rate. Another component of the HSE program includes a Spanish language version that is well received by the students and, according to enrollment data, it is in high demand.
CTE compares the results of industry exams to assess student progress as well as to adjust courses to meet the needs of the students. For example, teachers of Microsoft Office shared student test results during PLC meetings to evaluate the relevancy of the curriculum being used and to recommend adjustments.

In analyzing the ESL program, a need arose to have a common core text with a pacing guide and common assessments. The ESL Professional Learning Community (PLC) created assessments based on identified essential learning. The assessment results are used in determining whether students complete their level of ESL and are ready to move forward. Rosetta Stone has formative assessments embedded in the curriculum. Distance Learning teachers evaluate student progress based on Rosetta Stone scores. These scores lead to open conversation between teachers and students regarding their strengths and weaknesses, which provide guidance to the student in his or her future lessons.
Burlington English records student progress for various English skills and activities. Their percentage scores are evaluated by the teacher to determine whether the student has successfully completed their lesson for the week. If percentages are low, students are contacted to discuss reasons for low scores as well as providing tutoring to help guide their mastery of the content.

*Write to Learn* is a software writing tool used to assess student writing. It provides automated feedback for beginning through advanced writing assignments. Student learning data can be tracked as a student progresses through a variety of writing modules. This program allows for instantaneous feedback for both the student and teacher. This was piloted last year and it was decided by the ABE Writing PLC to begin a phase of implementation in the 2015-16 school year. This program will allow the PLC to analyze common data so that student progress can be determined and curriculum revised and adjusted as needed.

The Division has recognized the need for a Learning Management system for reporting and tracking of student achievement data. As the implementation of CANVAS continues, it will provide a means to capture and track student achievement data as well as generate data reports that the PLCs and administration can use to make instructional and program decisions.
Indicator 6.3: Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

CASAS data is reviewed regularly for ESL and ABE classes. One change made from analyzing CASAS data included extending the time period between the pre and post-tests to ensure adequate instruction to the students. Also, the decision was made to administer the CASAS listening test in ESL beginning in the 2015-16 school year. This provides ESL teachers with data on student listening skills. Along with the test change, teachers were provided with materials which focus more on listening and speaking skill development. The ABE program still utilizes the CASAS reading test as an assessment to limit repetition between programs. The data is used for correct placement of students so they are best able to monitor their own progress and reach their goals.

Another discovery was the drop in student benchmarks across all program areas. The Adult School Leadership Team (ASLT) and Professional Learning Communities (PLC) are reviewing the data and best practices to determine needed changes. The goal is to obtain increases in benchmarks in the ensuing year as instructional strategies and supplemental materials are implemented.
Prior to its elimination as a requirement, CAHSEE data analysis led to courses being adjusted at Montgomery Adult School. At this school site, the ABE and ASE teachers began six week courses in writing to assist students in passing the CAHSEE. This also supported the achievement of other goals students had. At the end of six weeks, all teachers within the program met with the counselor to evaluate what students needed next in their ensuing academic
program. The decisions were all based on student needs and the data from the course work and formative assessments. San Ysidro Adult and Montgomery Adult implemented SHMOOP in the 2014-15 school year as additional support for CAHSEE preparation. For San Ysidro Adult this resulted in a higher pass rate on the November 2014 test compared to prior years. With the elimination of CAHSEE, SHMOOP is still being made available to teachers due to the abundant resources it contains, including GED preparation.

Formative assessments are used within most program areas. Currently TSAs and select teachers are in the process of uploading course assessments onto CANVAS in order to capture and report data to be used by PLCs, individual teachers, TSAs and administration to make decisions on curriculum and instruction.

The CTE program analyzed the number of students interested in CTE courses versus the number of students unable to pass the TABE with a minimum score of 560. For students scoring 518 - 559 on the TABE, the Division created VABE (Vocational Adult Basic Education) courses to assist students in improving basic reading comprehension skills. Students work on improving basic skills while working in CTE’s Healthcare Essentials course. This creates a blended ABE and CTE model so students have the opportunity to be more successful in scoring higher on the TABE test and furthering their career goals while taking the CTE course concurrently. The CTE staff also uses the results of the CDE 101E-2 report, which identifies how many students continued their education in a related/unrelated program, related/unrelated occupation or on active duty.

Students wanting to pursue nursing at the college level, but not able to pass the readiness exam, are placed into a Workforce Skills TEAS Preparation class to prepare for the Test of Essential Academic Skills (TEAS). This is a Distance Learning course in which students use Skills Tutor to improve reading comprehension, math, and science skills. Furthermore, it tracks student progress and informs the teachers when students are ready to take the readiness test at the community college.

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

CASAS reports are sent regularly to teachers who administer the CASAS test. Twice a year the reports are reviewed by teachers at in-services for accountability and to ensure understanding of the reports. GED and HiSET results are disseminated quarterly via email to appropriate stakeholders, which then enable teachers to reteach where needed. ABE students are given the TABE, and a math and writing assessment upon enrollment. Students then meet with a counselor to review their scores and placement options. These tests are repeated at the end of each semester so that students can monitor their progress with their teacher and counselor. Those scoring a 560 or higher on the TABE and/or 80% or higher on the math assessment are then
Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

For classes falling under the WIOA umbrella, CASAS assessment results assist the stakeholders in allocating money and resources based on needs. The Division is committed to data-driven decision making to the fullest extent that data is available.

CTE gathers and submits data for required Federal and State reports. This data is also used to complete the Perkins application for funding. The application requires three goals for the year that are determined by the data. Previous year’s goals must be addressed by the data as well.

Additional Online Indicators

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

At this time, online assessments used are: CASAS, HiSET, GED, and various certificated tests through CTE. Based on the review of assessments, program changes have occurred. For example, analysis of CASAS results showed that ESL students were consistently scoring high on the reading test. Analysis determined that students were taking the same test repeatedly. This led to the decision to switch to the CASAS Listening test.

The results of HiSET, GED and CAHSEE led to the high school equivalency and diploma programs providing additional classes in writing skills and math to enable students to be more successful in these programs and for their future. HiSET Academy has a built-in assessment teachers can use to determine student needs. A model implemented at two schools is the Write to Learn online program within the ABE writing classes. This program enables teachers to track student progress and make appropriate instructional decisions. The plan is to further expand this program as data determines its effectiveness.

In the beginning of the 2015 school year a new resource for HiSET preparation classes was provided to teachers. The Aztec software program provides a prescriptive course of study and allows students to focus on essential learning. It also contains an administrative tracking component where teachers can run reports and check on student learning progress.

Teachers use a somewhat traditional grading system to track student learning progress in ASE. Students are offered the opportunity to re-test for a better grade and are provided with the option to complete extra credit assignments. Teachers utilize an Excel template to track completed coursework and assessment scores as a means to monitor student progress. These are placed in file folders in the event that a student returns in future semesters.
The progress of students enrolled in Rosetta Stone and Burlington English is tracked by teachers. Burlington English was first done as a pilot in the 2014-15 school year. The results helped inform the decision to keep it and possibly increase the number of licenses in the future.

Within the CTE programs the results of online assessments showed a need to provide students a foundational course to improve reading and writing skills. This led to the creation of VABE and the TEAS prep classes to support CTE students in skill improvement without taking them out of their career pathway.

Once CANVAS is completely implemented, teachers and their PLCs will have a means to aggregate and disaggregate data on student progress. This will assist them in making better curriculum and instructional decisions based on that data.

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

Within some program PLCs, instructors have agreed upon the basis for which students’ progress and performance levels are determined. Criteria for what all students are expected to meet in the standards are communicated to students in the course outlines and/or syllabus. Some of the PLCs work to review students’ scores and identify possible areas where many students are scoring high as well as scoring low. Lessons and additional materials are provided to teachers when a need is seen through the assessment results. As mentioned, the Division is still in the process of getting assessments placed into CANVAS so teachers will have the ability to “drill down” to specific course objectives and outcomes and identify areas where targeted instruction and more teaching needs to occur.

Within the Distance Learning ESL program a criteria of 80% was set as the passing rate in all areas. Students repeat lessons as needed in order to get the required level of mastery. Within CTE students must achieve an 80% to pass a course and/or receive certification. The score is made up of assessments (formative and summative), attendance, and classroom participation on projects.

In the ABE programs, students may earn up to 3 elective credits per subject based on satisfactory completion of coursework. Most of the teachers use a traditional grading system to assess student work.

**Traditional Grading System**

- 90%-100% A
- 89%-80% B
- 79%-70% C
- 69% - 60% D
- 59% and below F
Indicator 6.8: A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.

CTE instructors closely monitor online work and assessments, hours spent on materials, and competencies completed. Students in hybrid courses complete theory hours online and then demonstrate proficiency of learned skills by completing hands-on projects in the classroom. Students taking courses that are entirely online meet with their instructor weekly by appointment. During those meetings questions are answered and additional support given.

Within the online programs used in ESL and ABE, students work independently. Teachers provide feedback while meeting individually to review students’ work. Many of the programs are embedded with assessments to help students know whether they understand the material they are learning. Guidelines are given to each teacher about what is considered a passing rate for assessments. If a student does not achieve the passing rate, the teacher meets with the student to identify areas of improvement and/or areas that need to be readdressed. Then, the student is asked to repeat the lesson and given the opportunity to retake the assessment. Some teachers use Jing to capture the student work and make comment to give feedback to the students.

School’s Strengths and Key Issues for Criterion 6 (no specific number required)

Strengths:

1. Technology integration into our curriculum throughout program areas
2. Implementation of program PLCs throughout program areas

Key Issues (Prioritized):

1. Create or choose a speaking assessment (Oral Placement Test)
2. Identify a baseline revealing where we are with assessments to determine which ones are being used division wide

Evidence:

- Course Outlines
- HSE Results
- CASAS Data
- Benchmarks for ESL (chart)
Criterion 7: Student Support Services

Criterion: The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

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

The Sweetwater Union High School (SUHSD) Division of Adult Education provides a wide variety of student support services with the purpose of enhancing the learning environment and encouraging the achievement of Student Learning Outcomes. The Division has four adult schools, and offer classes both on and off site. The student services offered at each adult school are based on the needs of students. Support services are provided to students by counselors, front office staff and instructors.

The following are examples of specific support services offered by SUHSD adult schools:

Academic Assessment and Advising
Office staff at each site informs potential students regarding the registration process and necessary placement assessments. These assessment and academic advisements are an essential aspect of services that ensure students are properly placed which provides them with the best chance of meeting their personal, academic and career goals.

Students enrolling in the Adult Secondary Education (ASE) program or the Adult Basic Education (ABE) program must first take an assessment prior to enrolling. The reading portion of the assessment is the Test of Adult Basic Education (TABE). Students also take a math assessment developed by the division and respond to a writing prompt. Following testing, counselors meet with each student to review assessment results and class options. The primary academic options available are the ABE program and the ASE program. Within the ASE program, students can choose between a high school diploma (HSD) or high school equivalency (HSE). Based upon assessment results and student input, an initial class schedule is provided. Assessment testing schedules vary by site.

Division counselors and the Wahupa/EOC counselors give class presentations. The presentations cover different program areas and how students can navigate between one and another. In addition to group presentations the Wahupa/EOC counselor also provides individual appointments for students. The group presentations are primarily based on post-secondary objectives and include registration procedures at community colleges, as well as assistance in completing financial aid forms.
Career Technical Education (CTE)
Students enrolled in CTE classes complete an enrollment survey. If a student qualifies as Special Populations per Perkins guidelines they may receive one or more of the following: loaner textbooks, free uniform scrubs, paid fingerprint check ($48.00) and a paid industry exam ($125.00).

The majority of veterans enrolling in the adult schools take CTE classes. There is a specific classified employee who works with this student population. Veterans new to the program are given an orientation and there is a Veterans Handbook available on the division website for review.
The CTE office coordinates TABE testing for students interested in taking Medical/Health Services classes. A minimum reading score of 560, which approximates a high school reading level, is required to enroll in these classes. For students who score 518-559 (a sixth to eighth grade reading level) there are opportunities to enroll in these classes by concurrently enrolling in an online reading course called Vocational Adult Basic Education (VABE). Students who score 517 or lower, are placed in ABE Reading.

The CTE office has coordinated the curriculum of many of their courses with Southwestern Community College. Through CTE Transitions, students completing certain CTE courses in the adult schools are able to receive community college credit for the equivalent courses once a student enrolls at Southwestern Community College with the appropriate documentation.

**Personal Counseling and Referral Services**
Counselors are available at each site to meet with students to talk about personal problems and give advice. Additionally, when needed, counselors refer students, with their consent, to a local agency who works directly with the student to assess and find the types of services needed. As an example, students from Chula Vista Adult School are referred to the Chula Vista Collaborative Network. Each adult school refers students to a local agency in their area.

With the passing of AB86 and the formation of the AEBG with our educational partners, adult
school counselors will be able to devote more time and resources in helping students develop a more comprehensive program of study. During the 2015-16 school year, the counselors designed a presentation that will outline for students the steps required to achieve an educational and/or career goal. Students are given the tools and guidance to chart a program of study which can help guide them in the future. The resources available will include a career exploration component along with an educational component. Counselors provide assistance to help students understand the steps necessary to attain a desired educational or career goal.

Financial Support Services
The Division of Adult Education has a scholarship program for students who are enrolled in high school equivalency classes. Students are recommended by the HSE teachers, interviewed by a school counselor and then have their eligibility screened by the teacher on special assignment for the HSE program. During the 2014-15 school year, WIA funds were utilized to pay for the HSE scholarships for qualified students. To streamline the process, a revised electronic version of the application is being utilized for the 2015-16 school year.

Since 1994 the Division of Adult Education has had a continuous partnership with the Educational Opportunity Center (EOC). The EOC specifically targets adults who are primarily low-income and/or potential first generation college bound students. EOC’s mission is to provide free assistance with a variety of services that include exploring and planning career pathways, providing postsecondary and financial aid information, assisting with college and financial aid applications, assisting with college online orientation and college course enrollment, as well as, economic and financial literacy information. The Wahupa/EOC counselors give classroom workshops and meet with students one-on-one to ensure student success and assist with a more seamless transition from the Adult School to postsecondary education. The Division has the only site-based Wahupa/EOC counselors in San Diego County.
All four adult school sites award scholarships to help students who have earned a high school
diploma or high school equivalency certificate to defray a portion of the cost of post-secondary
education. The money comes from a variety of sources. In some instances, the money is donated
by teachers and staff, along with specific individuals in the community or community
organization. At other sites, the school Associated Student Body (ASB) funds scholarships and
also the students themselves have donated money to assist their fellow classmates. Students
apply for the scholarships towards the end of the school year; the applications are reviewed by a
scholarship committee and then announced at an awards assembly. On average, each site gives
8-10 scholarships that average $300 each. Three adult schools also sell discounted bus passes for
those students who frequently use public transportation.
For the 2015-2016 school year, the CTE office will be paying for the state/national certification tests for students completing the Medical Assistant Clinical pathway.

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

The Adult Division of the SUHSD has six Division funded full-time equivalent counselor positions and there is at least one full-time counselor at each of the four adult school sites. All counselors have a Pupil Personnel Services Credential (PPS). In addition, all four campuses have a full-time Educational Opportunity Center (EOC) Wahupa counselor. Together, these counselors provide important counseling and academic services to ensure student success. Counselors also strive to provide a welcoming school culture where students are encouraged to use the available counseling services.

The counselors provide a variety of services to students. The majority of students are attempting to earn a high school equivalency (HiSET/GED) or a high school diploma. Other students are seeking to improve basic literacy, mathematics and/or writing skills in order to join the military, enter an apprenticeship program, enter post-secondary school and/or to help their children in school or other personal family reasons. Initially a questionnaire is given to each incoming student to help identify the student’s academic path. Students are given a battery of academic
assessment tests to determine reading, writing and math levels. Counselors meet individually with students after the testing, evaluate the student’s transcripts and advise which secondary path is more appropriate for each student. Students may choose a variety of educational options such as classroom instruction, independent studies and distance learning to help facilitate their education.

The counselors participate in ongoing professional development. As examples, adult school counselors attended the San Diego Workforce Partnership Conference 2015, the California Council on Adult Education (CCAE) Conference in 2015, an Anti-Bullying workshop, met with military recruiters and had an in-service by a TSA about CTE programs. The Wahupa/EOC counselor annually attends a workshop on financial aid presented by the California Association of Student Financial Aid Administrators and this past year went to the San Diego Military Family Collaborative.
Adult school counselors meet quarterly with their counterparts in the rest of the Sweetwater Union High School District. At these meetings the topics may include curricular issues, graduation requirements, special education issues, and updates from the Information Technology Department. Furthermore, adult school counselors meet monthly to discuss curricular issues, support services, discuss best practices, and to disseminate information regarding counseling services. Oftentimes, the Director of Adult Education attends, along with teachers on special assignment for ABE and ASE programs. There are numerous opportunities amongst the counseling staff to discuss and evaluate support service programs. Lastly, as credentialed employees, counselors are formally evaluated by site administration to insure competency in counseling services. Historically, the primary focus of academic counseling services has been in the areas of ABE and ASE.

Counselors maintain close contact with local community colleges and adult education centers, primarily Southwestern Community College. This occurs not only through meetings and conferences but through regular direct communication with their student support personnel. In an effort to comply with Assembly Bill 86, the Adult school counselors, in addition to other staff, contributed in the focus groups of the AB86 consortium with Southwestern Community College and Coronado Unified School district in the creation of the overall plan. As the consortium implements the AEBG, a primary intention of the consortium is to coordinate and ease the transition and transfer of Adult School students as they progress towards post-secondary education. One of the first goals to be addressed will be the creation of roadmaps/pathways that
outline the program components between adult education and the college programs. The downsizing of concurrent enrollment provides the counselors an opportunity evaluate what they do to prepare for the three-year AEBG goal of expanding services to more students.

Teachers also participate in ongoing discussions with students regarding current academic needs and future goals. Teachers and counselors strategize on how to help individual students. In addition, teachers organize field trips, refer students to the school counselors and to outside agencies in order to promote student achievement.

A recent (November 2014) student evaluation of counseling services showed:

- 89% of students surveyed know the adult school counselors are available to all students for career, education and personal/counseling guidance.
- 73% of students surveyed agree or strongly agree that adult school counseling services were effective in helping meet their academic and/or career goals.
- 76% received an orientation at the adult school when enrolling in their first class.

The counselors have prepared a presentation that will be available for students in spring of 2016. The presentation will focus on educational and career pathways for students as they transition from the adult school to other opportunities.

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

The main tools for recruitment of students are the Division brochure, published each semester, which includes class schedules, registration procedures and other general information, the Division website, school signage, individually produced teacher flyers and word of mouth. Another recent initiative has been the creation of a Facebook page at all four school sites. When students come to one of the adult schools their first contact is usually with a member of the clerical staff. Staff members are familiar with class offerings and are able to assist students. Depending upon the student interests, this may include registration for classes, registration for a specific assessment, help with online registration, or directions to speak with a counselor. During this initial contact many students also pick up a Division brochure or are given information to access the adult education web address where they can find additional information in regards to available programs and other pertinent information.

For the majority of students, the first step in transitioning to the adult school is to take an assessment to gauge basic skill levels. There are a variety of assessment options based upon the needs of the student. All students interested in ESL classes take an assessment and orientation. The staff member in charge of the assessment outlines the ESL program, gives an assessment to determine the skill level of the student, assigns the student to a specific class and answers student questions.
The CTE office is in charge of an assessment for students interested in taking classes in the medical/health areas. This includes an orientation of the class options and reading assessment using the TABE reading comprehension exam. Following the assessment, the proctor gives students their test score and directions on how to enroll in classes, based upon the score earned. A pilot project this year was the administration of the National Occupational Competency Testing Institute (NOCTI) assessment in select CTE courses to measure career readiness skills. The results from this test will help inform the revision of curriculum to address the needs of students.

Students interested in the ABE or ASE programs take assessments for placement. Students are also given an orientation which includes a description of the various programs and types of classes students may take. This orientation is given in both a group and an individual format depending on the school site. All students who take this assessment meet with a school counselor to review test results and discuss class options. Counselors use a questionnaire completed by the student to help determine student needs and to better guide the student in class options.

In addition to one-on-one meetings with students, school counselors make classroom presentations. They describe the various programs and course options available to students, answer questions and encourage students to meet with them individually. Each school’s Counseling Center keeps individual student files of students in the high school diploma program. The files contain student information, an evaluation of transcripts and documentation showing student progress.

Students at Montgomery Adult School, National City Adult School and San Ysidro Adult School who are interested in taking courses to prepare for an HSE exam in Spanish are also assessed prior to enrolling in a class. Each student takes a reading comprehension exam in Spanish. There is a minimum score required on this assessment in order for a student to enroll in a HSE prep class in Spanish. At Chula Vista Adult School, the teachers in the Spanish HSE program evaluate their own students to determine their skill level.

Among the functions of the EOC counselor is to coordinate a yearly field trip to Southwestern Community College (SWC). Students from each of the four adult schools are bussed to Southwestern College to take college assessment tests or attend a campus tour and presentation. The campus tour is a great way for prospective students to see and become familiar with the campus and provides students with knowledge about financial aid, college enrollment information, college placement levels, and important office locations. In addition, the SWC Outreach Office allows adult school students to participate in the Early Admissions Program,
allowing them to apply online, take the assessment tests, view the online orientation and register for both the fall and spring semesters before continuing SWC students can do so.

For a number of years, the Division of Adult Education was the primary credit recovery option for high school students in the Sweetwater Union High School District. In the last few years, an average of 1,800 high school students per year enrolled in at least one credit recovery class in the adult schools. The adult school counselors worked closely with their high school counterparts in the enrollment process of these students. Almost every high school in the Sweetwater District had at least one credit recovery class on their campus. The Division also aligned core curriculum courses with the high schools and many of the courses high school students could take met a-g requirements. In addition, the adult division ran high school summer school. In 2014, almost 1400 high school students were enrolled in summer classes funded by the Division of Adult Education. As of July 1, 2015, with the implementation of the AEBG, the adult schools no longer provide educational services to students under the age of eighteen. Beginning in January 2016, the Division will serve only 18 year old concurrently enrolled students. The change in the age requirement for concurrently enrolled students means the Division will no longer be able to serve as many high school students as before. Therefore, classes on the high school sites will be discontinued and eligible students may attend classes at the adult school sites starting in January 2016.
The Division of Adult Education also has a Veterans Program. A classified staff member at Chula Vista Adult School is assigned to work specifically with the Veteran’s population. The staff member’s duties include assistance with registration, monitoring progress and completing the required documentation for submission to the Office of Veteran Affairs.

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

The Division of Adult Education continually evaluates student needs in order to offer services that support all students. The most common outcome when addressing student needs are changes in the academic programs and/or class schedule.

There are a number of methods where student support services are evaluated to insure student success. ESL students complete a survey each semester. Students in the ABE and ASE programs complete a questionnaire during orientation which is used by the counselor to assess student needs. Each site’s Faculty Advisory Committee (FAC) meets on a monthly basis to discuss with site administration matters of curriculum and instruction, especially how these pertain to the success of students. Adult School counselors meet monthly with the Division Director. The purpose of these meetings is to maintain continuity in the counseling programs at
each site and to evaluate support services. The Adult School Leadership Team (ASLT), consisting of administrators, teachers on special assignment and a counselor, meets monthly to discuss division-wide issues. The Adult Education Committee, which includes the Director, teachers from each school and a counselor, is another group that meets monthly to discuss adult school needs. From these meetings many matters are discussed and decisions made which impact the Division.

An example of how the evaluation of support services can lead to student success can be found within the CTE program. In the Health Science and Medical Technology classes students are expected to pay a registration fee, acquire textbooks and purchase scrubs. Additional fees are required for fingerprinting and industry exams. The ability to pay these costs proved to be challenging for some of the students. As a result, the CTE office now assists low income students who attend medical courses (CNA, Medical Administrative, Medical Clinical, and Healthcare Essentials) by offering loaner books and scrubs, plus the fingerprinting and exam fees to those who qualify. Students qualify if they have two or more barriers as outlined on the Career Technical Education Student Registration Addendum. The low income guidelines are taken from the California Department of Education Income Eligibility Scale and are updated yearly. This
addendum is given to all new students and updated in the student management system, ASAP, as needed. Students who previously may not have been able to afford to take these classes now are able to enroll.

A recent addition in the support of student’s likelihood for success has been the increase in Distance Learning. Based upon student demand in the area of ESL, the Division purchased licenses for Rosetta Stone. Distance Learning ESL programs were established at each adult school site as a means of providing different learning options for students. A new BCS Distance Learning program, Burlington English, was introduced in Spring 2015 as another option for students in the Basic Communication Skills class to improve their English skills. The Distance Learning model gives more flexibility for a student to learn as curriculum can be studied anywhere a student has access to a computer.

With the changes in high school equivalency testing at the start on January 2014, the testing area was converted to allow students to take computer-based GED exams. The Division also made the necessary changes to become a Pearson-Vue testing center and additional exams besides the GED became available for the public to access. Furthermore, the Division included the state approved HiSET exam as a testing option beginning in October 2014 and worked with Educational Testing Services (ETS) to become an official testing site for the HiSET.

Extra-curricular activities are an important part of maintaining a positive climate that promotes student success. All of the adult sites have annual extra-curricular events such as a Halloween costume contest and a Talent Show.
Halloween Costume Contest
All sites celebrate student diversity with multicultural events that support educational engagement and learning.

Fiesta at Chula Vista Adult School
San Ysidro has a monthly cultural event for the morning classes during break, with teachers signing-up to organize each month’s activities. They also host an annual Gingerbread House display in which local elementary students come and view the creations from the pastry classes. This year it grew into more of an open house/community event for the school and featured local musical and dance groups for entertainment.
In addition, the Culinary Arts Professional Pastry classes at each Adult School participate in a Gingerbread House Competition that helps raise money for the Epilepsy Society. Last year the Division’s entries raised $30,000. Montgomery Adult School organizes a yearly Viva Vida Conference that brings community agencies on campus so that students can directly connect with local organizations. Students from Montgomery Adult School are encouraged to attend workshops offered to learn various skills and sample a class. Vendors are available to answer questions about continuing education, employment, and other available community services.

Viva Vida 2015

Chula Vista Adult School has an ASB that organizes a number of events that include a Halloween costume party, Christmas Food Drive, Adult Education Week activities, and a Cinco de Mayo festival.

Student success is celebrated by each site during the year. San Ysidro Adult recognizes the “Eagle of the Week,” students nominated by their teachers for attendance, attitude and/or achievement. During Adult Education Week, school sites hold assemblies where student achievement is recognized. Also, each adult school holds an annual end-of-year scholarship and awards ceremony. Students are acknowledged for their accomplishments and many are awarded scholarships and certificates of completion.

In addition to the year-end scholarship assembly, National City Adult holds two mid-semester
Awards Assemblies. Each teacher identifies students for Outstanding Student, Participation, Attendance and Academics. The Kiwanis Club of National City, in addition to providing scholarships, provides ten turkey dinners at Thanksgiving. NCA does a raffle for a fully decorated Christmas tree. The school also has Halloween activities and frequent in-class celebrations.

There is also an annual graduation ceremony for students who have completed their high school equivalency or completed the requirements to earn a diploma. One of the most rewarding aspects of graduation is the student speakers. One student is selected from each school from the high school diploma program and the host school selects one additional speaker from the high school equivalency program. To hear of the challenges each of the students surmounted in achieving their goal is the greatest validation of all.
There are a number of methods where student support services are evaluated. ESL students complete a survey each semester. Each site’s Faculty Advisory Committee (FAC) meets on a monthly basis to discuss with site administration matters curriculum and instruction, especially how these pertain to students. Adult School counselors meet monthly with the Division Director. The purpose of these meetings is to maintain continuity in the counseling programs at each site. The Adult School Leadership Team (ASLT) meets monthly to discuss division-wide issues. The Adult Education Committee is another group that meets monthly to discuss adult school needs. From these meetings many matters are discussed and recommendations which impact the division are submitted to the Director.
Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

The Sweetwater Division of Adult Education maintains and secures student academic records. Permanent records are secured in fire-proof cabinets at each site. District established policies for releasing student records are followed by staff. A release of information completed and signed by the student is required when an outside party requests information.

Each adult school site has files established for high school academic students and Concurrent Enrollment students. Counselors routinely refer to these files when working with students as they contain registration information, class schedules, transcript evaluations and notes regarding the student’s educational plan. These files are in locked cabinets. The adult school sites use the Administrative Software Applications Program (ASAP) computer information system to maintain registration and longitudinal information on each student. Every clerical employee, counselor and administrator has an account to access the system. School registrars have the ability to access the district information system PowerSchool to be able to post grades for high school students who complete courses with the adult schools. A specific clerical staff member at the Adult Resource Center is assigned to handle ASAP inquiries and the district Informational Technology department assists with PowerSchool.

Adult school counselors also have access to the 7-12 student information system, called PowerSchool. This allows them to access the records of Concurrent Enrollment students and to
former district high school students. The information available on PowerSchool, such as transcripts, provides counselors academic information much quicker than before.

Beginning with the 2016-17 school year the Division will replace the antiquated ASAP system with the implementation of Infinite Campus, as the new student information system (SIS), in coordination with the district. This will greatly improve counselor access to information and will greatly improve the Division’s ability to track transition data on students.

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

The main form of access to institutional information is through the class brochure and Division website. Copies of the brochure are available approximately 6 weeks prior to the beginning of each semester. Each site is given a supply of copies to make available to the public. For the first time in many years the brochure was also mailed out to the community in July of 2015.

*Schedule of Classes Brochure 2015*

Several adult schools have started a Facebook page to highlight important information and promote student achievement. The EOC Wahupa counselors have created a group Facebook page to inform students of upcoming dates and other information.

*Chula Vista Adult School Facebook*
*Montgomery Adult School Facebook*
*National City Adult School Facebook*
*San Ysidro Adult School Facebook*
*EOC WAHUPA Facebook*

**Additional Online Indicators**

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

Students enrolled in a Distance Learning course meet once a week by appointment with a teacher. Distance Learning students have the same resources available as those that attend daily.
Indicator 7.8: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

Students enrolled in a Distance Learning course spend a limited amount of time on campus each week, generally just a weekly appointment with a teacher. They can access needed support services and other activities relating to their learning by making an appointment at their convenience when a counselor is available.

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

The amount of time a Distance Learning student is at school each week does limit their ability to participate in curricular and co-curricular activities. However, all opportunities are shared/advertised with all students and they can choose to avail themselves of these opportunities when desired.

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

Not applicable.

School’s Strengths and Key Issues for Criterion 7 (no specific number required)

Strengths:

1. The school counseling program provides sufficient guidance so that students can pursue college/career goals
2. The learning environment is positive so that most students are engaged in meaningful learning experiences
3. The adult schools offer student-centered cultural events
4. Adult school counselors collaborate on a frequent basis
5. The Division has an EOC Wahupa counselor at each school site

**Key Issues (Prioritized):**

1. Development of a comprehensive marketing/public relations plan
2. A more in-depth orientation process should be available for ESL and CTE students
3. Student surveys are not given on a frequent basis

**Evidence:**

- Student Awards Ceremonies photos and programs
- Photos, fliers, brochures, programs
- Field trip waivers
- Evaluation forms
- Referral procedures
- GED Testing Service Information
- Family Resource Information
- Counselor Meeting Agenda and Minutes
- 2+2 CTE Certificate
 Criterion 8: Resource Management

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

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

Maintenance of Effort (MOE) funding, while providing stable funds, did not address additional costs of providing services. However, the Division has been able to stay within budget for the past three years. This did hinder the ability to open additional courses but the core programs remained in place. A challenge faced this year was the increase in salaries and benefits. The district’s Board of Trustees voted to absorb the cost of these increases for 2015-16. In addition, the AEBG grant does not provide funding for the parenting classes offered at National City, Chula Vista, and Montgomery Adult Schools. The Board also agreed to absorb that cost for 2015-16 only.

There are sufficient revenues to support current programs and there is a community need to expand. The AEBG provides a mechanism for obtaining increased revenues for expansion, beginning with a $1 million increase over the MOE for 2015-16. This is allowing for additional classes to be offered in Spring 2016. Due to the nature of current funding it is increasingly important for all fiscal decisions to be made through the lens of the Division’s mission and goals as well as the AEBG.

In addition, WIOA and Carl Perkins funding grants supplement the Division’s budget and help pay for conferences, professional development and instructional materials as appropriate.

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

The Sweetwater Union High School District has an Office of Financial Services and an Office of Fiscal Services. These offices oversee and direct all financial management within the District, including the Adult Education Division. There are clear procedures and policies in place and audits are conducted annually at various levels. Each school site is accountable to the Division and to the District as a whole. Audit information and exceptions are shared with the Board of Trustees at a public hearing and appropriate personnel are directed to implement corrections. The Director of Adult Education is responsible for monitoring the Division’s budget and expenditures, and works closely with the District’s Fiscal and Financial Services departments.
Finances are reviewed at least annually by the Director with the principals from each site. If there is a need for additional funding or a change, it is brought to the Director’s attention and the correct process is followed. For many years, the Division worked diligently to maintain sufficient reserves for emergencies and shortfalls. Insurance is provided through the District’s umbrella policies. Grants, contracts and other financial items are funneled through appropriate district offices.

The Workforce Innovation and Opportunity Act support ESL, ABE, and ASE programs. The grant provides supplementary funding to address the needs of individuals and communities by providing adults with the literacy skills and knowledge necessary to become positive contributors to their families, the workforce, and local economies. Technology, books, supplies, software, and professional development are continuously purchased/ offered to adequately equip the WIOA classrooms. The 231 committee meets to approve to allocate funds based on teacher and program needs.

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

The District’s Office of Financial Services prepares an Adult Fund Revenue Comparison report annually. This report provides a three year budget comparison. The Chief Financial Officer presents the annual budget each year to the board for approval and presents updates as requested.

At the Division level, resources are allocated per the Action Plan’s identified priorities. Discussions are held at the appropriate level on issues that may necessitate a change. During the past few years, due to MOE funding, it has been difficult and challenging to develop long-term
financial planning and goals. The AB86 planning process and subsequent AEBG authorization will provide a much-needed avenue for developing a vision for the future which includes a mechanism for obtaining increased funding for programs.

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

The Plant Operations Supervisor works with an administrator at each school site to conduct a facilities audit annually. This identifies any safety or improvement issues. Findings are submitted to the Maintenance Department and placed on a priorities list. Repairs required during the school year are submitted via a work order process. San Ysidro Adult and Chula Vista Adult received a much-needed exterior paint job, greatly enhancing the physical environment at each site. Classrooms and offices are kept clean and orderly which provides a safe and nurturing learning environment and makes students feel welcome.

The District has a comprehensive safety and security plan in place. In addition, each site has a Safety Plan and conducts regular emergency drills throughout the year. Key staff attends district safety training and bring that information back to the sites.

School’s Strengths and Key Issues for Criterion 8 (no specific number required)

Strengths:

1. Resilience in the face of constant challenges for the past 5 years

Key Issues (Prioritized):

1. Replacement of the antiquated student information system (ASAP)
2. Obtaining additional funding for future expansion of programs and services

Evidence:

- Adult Ed Committee Meeting agenda and minutes
- ASLT agenda and minutes
- Finance reports
- Budget Meeting agendas and minutes
- Budget Projection Report
- Board documents
- AB86 minutes
- AEBG Report
- District Injury Illness Prevention Team- discusses safety issues and finds solutions
- Each site has a school safety team and have attended School Safety Training
- Each site has a Safety Plan/Emergency Drill
**Criterion 9: Community Connection**

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

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

The Adult Education Division has many partnerships with community organizations. For example, the partnership with the South County Career Center serves student job search needs as well as providing job preparation training. The partnership with San Diego Job Corp provides career training for students as well as providing teachers to students who are in the Job Corp. Family Resource Centers in the community have been a resource for referring students in need of social, economic and psychological assistance. Chula Vista Adult School has a partnership with the schools in the Promise Neighborhood catchment area and provides ESL classes to parents during the day. MOA and NCA also provide ESL classes at select schools within their community elementary district.

Twice a year some sites host a blood drive in coordination with the San Diego Blood Bank. Recently a bone marrow awareness presentation was given at each school site and overs 150 students signed up for testing. In partnership with the Otay Mesa Public Library, students are provided basic literacy skills development, and then encouraged to attend adult school for further literacy development and/or job preparation.

The South Bay Adult Education Consortium (Southwestern) provided an additional opportunity for expanding collaboration with the various members, especially with Southwestern College. Local politicians and community leaders are invited to all special events hosted at the school sites. Last year Assemblywoman Lorena Gonzalez’s office sent representatives to each school’s scholarship and awards ceremony as well as to the Division’s graduation ceremony. Senator Ben Hueso visited Chula Vista Adult as part as their Adult Education week assembly. Board member and other community leaders attend other functions as well.

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

Community health centers such as Frederica Manor and San Ysidro Health Clinic provide internship opportunities for students in the medical pathways program. The welding course prepares students for employment in the shipbuilding industry.

People interested in pursuing nursing careers come to the Adult schools for preparation to pass the Test of Essential Academic Skills (TEAS). These courses are usually full with a waiting list. In addition, so many veterans were enrolling in CTE pathways, that non-veteran students were having difficulty getting into certain classes. As a result the decision was made to limit the number of seats available to veterans beginning with the 2015-16 school year. Since the budget cuts of 2009, little has been done in the area of marketing; however enrollment has consistently increased the last years.
Each year the professional baking classes participate in a county-wide gingerbread house competition that raises money for the San Diego Epilepsy Society. Last school year the auctioned gingerbread houses from the Sweetwater Division raised $30,000 dollars.

SUHSD Division of Adult Education is community-focused.
Gingerbread House Competition benefitting San Diego Epilepsy Society

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

Data is compiled and updated annually in the profile. This data informs the Division leadership as to program needs, workplace needs and other changes needed. The Division’s mission, SLOs, and programs are published in a brochure of classes and programs each semester. This is also posted on the district and individual school websites. For the first time in many years, the Fall 2015 brochure was mailed out to the community.

**School’s Strengths and Key Issues for Criterion 9 (no specific number required)**

**Strengths:**

1. Many strong and long-standing community partnerships
2. Strong programs that prepare students for future goals

**Key Issues (Prioritized):**

1. The ability to track students once they leave our schools
Evidence:

- MOU South County Career Center, Job Corps and CBET
- Course Catalog
- Posters flyers for blood drives
- Ben Hueso visit for Adult Ed Week-Sweetwater Currents
  Sweetwater Currents October 2014 Issue 1
- Gingerbread Competition-Sweetwater Currents
  Sweetwater Currents December 2014-Issue 1
- Photos
Criterion 10: Action Plan for Ongoing Improvement

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

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

The Action Plan identifies the specific objectives and goals that will drive the Division’s efforts for the next three years. The plan specifies the timelines for completion of tasks as well as responsible parties, and measure of progress and reporting.

During the next three years new requirements from the AEBG or student learning needs that are identified as a result of changing workforce needs will be incorporated into the plan through the consortium process. As the multiple measures of program effectiveness become better defined, they will be incorporated into the plan. All aspects of the plan lead back to the improvement of programs and instruction to address student learning needs.

Division specific items will be addressed through ASLT and then forwarded to the AEBG Advisory Committee when necessary. The Action Plan will be reviewed at least annually by the AEBG Advisory Committee and the Division’s ASLT and Leadership Team. The Consortium Director’s Council will approve changes to the plan prior to it being submitted to the CDE.

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

As each group worked on the various criterion questions, strengths and key issues were identified. The WASC Leadership Team then took all of these and went through a consensus process to identify common themes and determine the top three to five items. From this process the Division identified three main key issues that will be incorporated into the single plan. The Division plan was also rewritten to include the objectives from the AEBG plan.
The overall Action Plan was created through the Consortium process and the self-study process, thereby including all stakeholders. Draft versions have been shared throughout the process and additional input obtained, especially as the AEBG plan became more solidified.

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

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

The Division has procedures in place for monitoring and implementing the Action Plan. Timelines and persons responsible have been identified for the action steps under each objective. The Project Director will be the primary person responsible for monitoring implementation of the plan. The Division’s Leadership Team will focus on monitoring through data analysis at monthly Adult School Leadership Team (ASLT) meetings, Professional Learning Communities (PLC) work, and AEBG program area committees to improve student achievement. The CDC will meet quarterly and receive status updates on the progress being made from the Project Director. The AEBG Action Plan was approved by the CDC on October 28, 2015. The Division’s WASC report, with accompanying Action Plan will be approved by the Sweetwater Board of Trustees in January or February, 2016. Funding for implementation of the Action Plan will be provided by the Consortium with AEBG funds.

All stakeholders are represented and able to give input into the review and revision process via the Division’s ASLT/Leadership Teams and the AEBG Advisory Committee. While progress will be continually monitored throughout the year and an annual progress report will be shared with all stakeholders that will also include any revisions.

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

The Action Plan is user-friendly and practical. It incorporates all the requirements of the AEBG and the key issues identified in the self-study process. It will be used by the Division and CDC to make resource allocation decisions from AEBG funds. The Action Plan will guide Division and school leadership in decision-making processes by keeping the focus on student learning and the program needs and measures identified. As the new procedures from AEBG get put into place it will make for a streamlined system that improves services for the students in the communities served.

**School’s Strengths and Key Issues for Criterion 10 (no specific number required)**

**Strengths:**
- Structures are in place to implement, monitor and report progress of the Action Plan.

**Key Issues (Prioritized):**

1. Long-term funding stability beyond AB104
Chapter IV. Revising the School Action Plan

Strengths and key issues were initially identified by the focus group that worked on each criterion. These were then placed into a master list and the WASC Leadership Team undertook the task of synthesizing them and reached consensus on the major areas. The key issues identified through the self-study process were then embedded into the Action Plan created via the Consortium process and are identified in the Division Action Plan by being highlighted in yellow and bolded.

Major Strengths:

- Leadership trusted with the ability to respond to changing needs through a system of collegial discussions where all key players have a voice.
- Discussions and planning with Southwestern College on alignment of the curriculum via the Consortium
- DL classes offer a variety of instructional strategies and allows for students to complete courses that they might not have access to if they had to come to a campus - which are personalized for the individual
- More opportunities have been given for PD and teacher support through the CTE Teach mentoring program, the WIOA grant, and through school administration

Major Key Issues:

1. Need counseling services for all students
2. Further development of a variety of curriculum and online resources
3. Performance Tasks need to be created for all courses that demonstrate mastery of CCRS and content standards
4. Instructional BCS courses need to be evaluated and modified - it is an instrumental transition from ESL to ABE
## Appendix

### Acronyms

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<th>Term</th>
<th>Description</th>
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<tr>
<td>AB86</td>
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