VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR

SWEETWATER UNION HIGH SCHOOL DISTRICT

CHULA VISTA ADULT SCHOOL
1034 Fourth Avenue
Chula Vista, CA 91911

MONTGOMERY ADULT SCHOOL
3240 Palm Avenue
Imperial Beach CA 92154

IMPERIAL BEACH ADULT SCHOOL
170 Palm Avenue
Imperial Beach, CA 91932

NATIONAL CITY ADULT SCHOOL
517 Mile of Cars Way
National City, 91950

SAN YSIDRO ADULT SCHOOL
4220 Otay Mesa Road
San Ysidro, CA 92173

February 28-March 2, 2015

This report represents the findings of the evaluation team that visited the Sweetwater Union High School District Adult Schools

Visiting Committee Members

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ESL Teacher, Parent Coordinator
Huntington Beach Adult School

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Chapter 1-Introduction

Brief Description of the students and community served by the school
School analysis of student achievement data
Other pertinent data

The Sweetwater Union High School District **(SUHSD)** is located in southern San Diego County. It is the largest secondary school district in California. It serves more than 41,000 students in grades 7-12 and more than 21,000 adult learners. The communities served by the district include Bonita, Chula Vista, Imperial Beach, National City, Otay Mesa, San Ysidro and South San Diego County.

SUHSD Division of Adult Education **(DAE)** provides services to over 21,000 adult learners. **SUHSD** has four campuses in the South Bay San Diego communities of National City, Chula Vista, Imperial Beach, and San Diego. The four adult campuses are: Chula Vista Adult School **(CVA)**, Montgomery Adult School **(MOA)**, National City Adult School **(NCA)**, and San Ysidro Adult School **(SYA)**.

Institutional, Community and Student Characteristics

The following chart is a reflection of the community served:

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

The Caucasian population is expected to decrease over time as other ethnic populations continue to increase.

Briefly summarize the most critical information from the institution, community, and student characteristics that impacts the institution, include the following:

Table of Household Income:

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

The forecast for the southern portion of San Diego County is that the median household income will continue to grow slowly.

Brief description of data (include pertinent data about student achievement) Comment of significant findings

Data: Student Achievement Highlights

STUDENT ACHIEVEMENT HIGHLIGHTS					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Adult HS Diploma	137	118	134	116	67
GED Certificate	960	1,050	1,537	1,528	775
Achieved Citizenship Skills	71%	38%	59%	66%	44%

The above data is the result of Learner Results from TOPS pro and student surveys from all program areas that have been submitted for each of the past five years.
Title

Data: Perkins Outcomes

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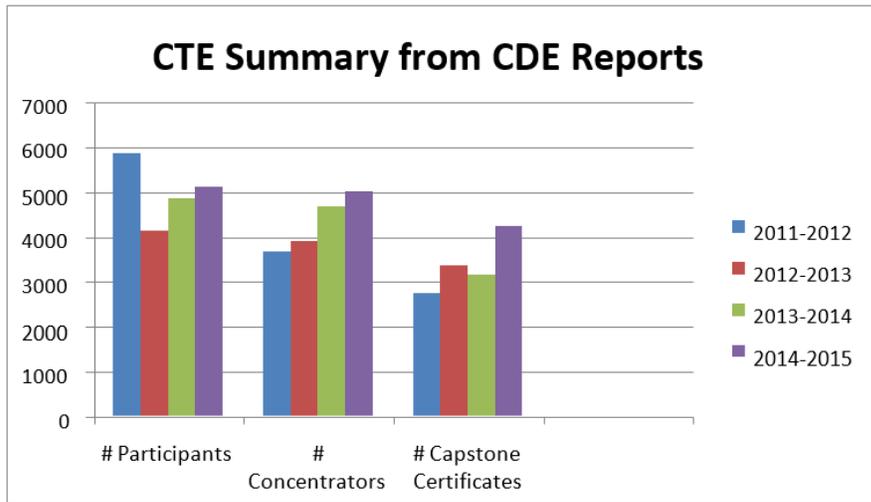
Total teaching staff is about half of what it was before the budget cuts. With AEBG the Division is now in a position to begin adding courses and hiring new teachers. Of the 134 certificated staff almost 50% have permanent status.

Chapter II: Progress Report

Progress based on the key issues of the previous ACS WASC Visiting Committee: This chapter of the report validates efforts by the school to address key issues from previous Visiting Committees. Thoughtful responses to key issues are expected from the school.

Comment on the school's major changes and follow-up process in addressing key issues since the last self-study

Since the WASC accreditation visit in the spring of 2010, the (SUHSD) Division of Adult Education has experienced leadership changes. Three of the four current adult education principals are new to their positons since 2014. The Director of Adult Education position was a position jointly held by one of the principals. Beginning in 2015-2016 the Board of Trustees created a separate position of Director of Adult Education. Each school has a dedicated principal.

The Division of Adult Education has experienced a drop in funding due to Tier III flexibility. This drop in funding has resulted in a reduction of class offerings and reduced staff numbers. Beginning in 2013-2014 funding leveled off due to a Maintenance of Effort (MOE) block grant funding from the state. This fiscal year the district has increased funding to cover the costs of salary and health benefits and also added a parenting program.

Discuss the progress on the schoolwide Action Plan, noting the integrated key issues from the prior self- study/ visit

The previous visit in 2010 listed as critical areas for follow-up the following Action Plan Items:

Action Item #1   Completing the process of standardizing the curriculum in all program areas.

> The committee found that standardization of the curriculum in all program areas has been implemented and is ongoing in all core program areas of Career Technical Education (CTE) English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE). Professional Learning Communities (PLCs) continue to be the driving force behind this effort. The district has also implemented Common Core State Standards (CCSS) during the 2014-2015 school year.

Action Item #2   Ensuring that deferred maintenance is addressed at all sites.

> The committee found that the district has made an enormous effort to bring this action item into compliance. Several of the sites have new paint, and networking infrastructure has been completed at all adult school sites.

Action item #3   Seeking out ways to ensure that students are properly transitioned to higher levels of instruction relative to their ability to perform.

New policies and procedures have been implemented. The Tests of Adult Basic Education (TABE) is now used as an entrance/placement exam to the ABE, ASE and the Health Science & Medical Technology CTE Industry. Procedures are ongoing to exit the ABE program areas in the form of TABE Testing.

Action item #4   Expanding the counselor presentations in classrooms to improve student understanding of the opportunities available in the school's career and academic ladders.

The committee found that a Power Point Presentation has been developed that is now used by all counselors to inform students of the available educational and career opportunities. This encourages students to make one-on-one appointments with counselors to develop their individualized program of study.

Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

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

The self-study states that the mission statement and the student learner outcomes were revised in 2014 by the Adult School Leadership Team (ASLT), which represents administrators, teachers, counselors, and classified staff.
ASLTs were introduced to the general staff in July 2014 and subsequently posted on the division website. ASLTs were also published in the Schedule of Classes brochure and posters were made for each classroom.

Mission Statement:

The Division of Adult Education, a community-focused organization, promotes and facilitates life-long learning for adults to meet the challenges of the 21st century.

Student Learning Outcomes:

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The division reviews curriculum and course outlines annually within the Professional Learning Communities (PLC) process. Faculty Advisory Committees (FACs) from each site also provided input. Pacing guides and course outlines were changed to better reflect the revised Mission Statement and Student Learner Outcomes. The changes were approved by Board of Trustees in the spring of 2015. The decision making process within the division appears to be collaborative.

As required by the California Department of Education (CDE), SUHSD completes a technology plan yearly. The committee observed that most classrooms are equipped with desktop computers, laptops, and/or tablets to provide digital access for student learning.

Instructional software includes: Write to Learn, Reading Plus, Burlington English, Rosetta Stone, Skills Tutor, GED Academy, HiSet Academy, Aztec, GED Online and HiSet Online.

SUHSD allows teachers, counselors and administrators to attend conferences as a component of their professional development plan. These trainings include:
- 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
- California Association of Leaders for Career Preparation/ The Association of Career and College Readiness Organizations (CALCP/CAROCP) Annual Technical Education Conference

In addition, administrators, counselors, and teachers on special assignment have attended various trainings. Part of their Professional Development Plan for 2015-2016 ends with a "Carousel of Conferences" theme that provides a forum for teachers to share what they have learned with a broader audience.

SUHSD has acceptable use guidelines in place that all staff and students must follow. The increased use of technology for effective instruction in all classrooms is a priority. Online policies are included in the guidelines.

The committee found that the Mission Statement and Student Learner Outcomes of the Sweetwater Division of Adult Education reflect a commitment to prepare students for challenges in the 21st century.

Strengths:

- The Sweetwater Adult School staff works collaboratively to promote and support the school's mission and SLOs.
- The school's Mission Statement and Student Learning Outcomes are current and were arrived at through a cooperative process that included a large number of stakeholders.

Key Issues:

- Broader community communication of programs offered through postcards and targeted mailings

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

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 administration /director to implement policy and lead the school effectively.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The committee agrees that SUHSD - Division of Adult Education is supported by a strong and organized administrative team which has the autonomy to make decisions that provide for ongoing organizational improvement. SUHSD - Division of Adult Education has clearly defined roles of governance that provide ethical and effective leadership. The culture is collegial and collaborative which provides the foundation for high levels of student achievement. SUHSD - Division of Adult Education reviews the leadership and decision making processes on a regular basis to ensure integrity and effectiveness. SUHSD - Division of Adult Education has established policies and procedures that provide stability and consistency for the institution. SUHSD - Division of Adult Education evaluates the effectiveness of online processes & procedures and ensures student learning is occurring.

Strengths:

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

Key Issues:

- Improved Student Information System (SIS) to replace ASAP

ACS WASC Postsecondary Criterion 3: Faculty and Staff

The school employees qualified personal to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provides opportunities for professional development that impact student learning.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The committee found that (SUHSD) (SUHSD) employs personnel who are both highly qualified and verified. Prospective employee's qualifications are vetted through the Human Resources office prior to recommendation to interview at each campus site. Required credentials are verified through the California Commission on Teaching Credentialing. All certified employees are credentialed under California credentialing laws. Each Education Department faculty and staff employee must meet approved guidelines and job qualifications for the position that they seek. A defined employment process is in place and includes an interview process; Site Principal(s), interview committee(s), reference checks and appropriate placement once a candidate is selected.

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.

Each Education Department faculty and staff employee must meet Human Resources approved guidelines and job qualifications for the position that they seek. Faculty hold credential(s) in elementary multiple subjects, secondary single subject, special education, adult school credentials or CTE credentials. Teachers may have multiple credentials in anywhere from one to five curriculum areas and must meet multiple qualifications as defined in the Every Student Succeeds Act. No education faculty are currently serving "out of class," or in an area in which they are not highly qualified.

All considerations for personnel and budgets continue to be determined by student population.

Job openings at SUHSD are posted online on the District website as well as EdJoin. The process utilized in hiring is a transparent process in compliance with contract and board policies. There is a conscious attempt to have gender and ethnically-mixed interview panels and to interview a diverse pool of job applicants as the student population is very ethnically mixed.

Despite the transparency and fairness of the hiring process, recruiting and retaining education staff can be a challenge. It can also be a difficult process for a school. Job candidate prospects are often generated by word-of-mouth referral and through advertising.

Interview questions are generated in advance. After the completion of each interview, each candidate is ranked by the panel member. A vote tally is taken of all scores generated by the interview panel and results are provided to the hiring authority after the interview process is complete.

Various institutional personnel comprise the interview panel which selects new personnel. Education Department Administrators and other designated personnel may be asked to serve.

There is total transparency in the hiring process as evidenced by the public posting of positions on the district website.

Education Department employees are provided hard copies of HR documents regarding operations, procedures, processes, protocols and reference. Personnel policies and procedures are found in the contracts of each employee bargaining unit. Posted notices of job vacancies and policies are found in the district office. Memos related to personnel policies are sent as needed by personnel employees to managers via e-mail, which are then printed and distributed for Education Department employees.

Institutional personnel policies are created internally and publicized through online automation processes. To guarantee that these policies and procedural processes are honest and reasonable, internal audit interview panels review board policies annually.

Compliance with a professional code of ethics is achieved through departmental/institutional hard copy postings and in the issuance of teacher expectations memoranda.

To ensure the safety and security of all confidential employee records, these hard copy materials are secured in a locked cabinet in the Human Resources office. Employees can request access to their personnel records in writing or verbally.

Permanent certificated employees are evaluated every second year in most circumstances. This can be extended to five years under specific circumstances. Classified staff is evaluated every year.

A formal evaluation process is in place in accordance with the California Standards for the Teaching Profession. The administrative staff is trained through the "Certificated Teacher Performance Evaluations" process provided by the Human Resources Department. Formal observations are done. The District is currently undergoing an initiative to study the evaluation/accountability process. A pilot program is in place.

Evaluators continually monitor student engagement, class management, and student learning to assure faculty effectiveness. Per collective bargaining agreements, underperforming employees are offered assistance and guidance to support improved performance.

SLOs were developed in the spring of 2014, and are posted in every classroom. PLCs meet on a monthly basis and documentation is housed in the Administrative offices.

The school offers professional development opportunities to staff. These activities are demonstrated through a "Tech Academy" and "mini-retreats" for brainstorming and goal(s) development. Outcomes developed through these activities include the Daily Learning Target and Total Participation Techniques models.

Strengths:

- Veteran administrative leadership and qualified personnel in place

- Effective communications in the hiring process
- Respect for personnel policies and procedures in place

Key Issues:

- Education team-building across all facilities
- Consistent faculty and staff evaluations across all facilities
- Training and professional growth initialization (tenure track, etc.)
- SLO achievement determination strategies
- PLCs implementation across the facilities given disparate schedules (CANVAS impact)
- Evaluation/accountability process review ongoing (pilot program in place)

Evidence:
- Personnel Board Policies and Administrative Regulations
- Sweetwater Education Association, Article 4
- Educator Effectiveness and Evaluation Data
- Certificated Teacher Performance Evaluation Training
- Interview Protocol Training
- Certificated Teacher Performance Evaluation Training
- Paraprofessional Contract, Article 5
- Office Technical Contract, Article 5
- Operations Support Services Contract, Article 5

ACS WASC Postsecondary Criterion 4: Curriculum

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.

The committee found that SUHSD is focused on SLOs by regularly reviewing curriculum, and revising to ensure relevance and currency.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The committee found that SUHSD monitors student outcomes and has clear pathways for learners in the areas of Academic and ESL programs. Industry experts are consulted in the process of reviewing and revising CTE curriculum to ensure training reflects workplace skill needs. CTE pathways are in development to transition students across a continuum from entry to higher education or employment. Curriculum is revised biannually.

Books can be purchased or loaned to students. Online classes have curriculum designed to address student needs. All students have access to technology at all of SUHSD's sites.

Strengths:

- Every school site has accessible computer labs and a free Wi-Fi network that students can access
- Pacing Guides and common textbook adoption for BCS and ESL daily attendance classes which creates uniformity of curriculum
- Currently working with Southwest College on alignment of curriculum via the AEBG/Consortium
- Ample access to technology in ASE classes which allows for access to online curriculum and assessments
- Implementation and support Training on Daily Learning Targets (DLTs)

Key Issues:

- New teacher orientation and communication with new hires
- Building increased access to computers in the classroom

The committee suggests that the following strength/ key issue is/are an item that needs to be addressed. The roadmap to align Sweetwater schools with the Southwestern College system has not been finished.

ACS WASC Postsecondary Criterion 5: Instructional Program

The institutional 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.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The committee found through a reading of the self-study and a discussion with the Director of Adult Education that the SUHSD District Division of Adult Education staff offers a variety of research-based instructional and teaching methodologies that are utilized to engage the students that they serve. In 2014, the staff was trained on Total Participation Techniques (TPT's) which is researched based and used to promote student engagement and collaboration while also checking for learning. Using SDAIE and Sheltered English Instruction (SEI) strategies, instruction has also been organized to improve student learning for the numerous English Language Learners enrolled in the District's Adult Education schools. Besides TPT's, the Adult Education Division has also incorporated a Daily Learning Target strategy, which is monitored regularly by principals during frequent classroom observations.

The Adult Education Division also works closely with the California Adult Literacy Professional Development Project (CALPRO) and Outreach and Technical Assistance Network (OTAN) for professional development. During the 2014-2015 school year, the Division hosted the Evidenced Based Writing Instruction program for its teachers and also presented CALPRO's Optimizing ESL Instruction. Instructors are also offered a variety of conferences annually along with webinars and job shadowing work experience activities.

Collaborating and articulating with Southwestern College in Southern San Diego County, The Adult Education Division offers a number of CTE courses that lead to job opportunities after completion of the course(s) of study. Besides offering a diverse number of computer related certifications, the Adult Education Division also offers coursework leading to NATEF and AWS certification. From the most recent data available, CTE surveys indicate that 92% of the students who complete one of these courses offered transition to employment or college.

The Adult Education Division also provides ESL courses, and offers all levels of instruction in literacy. Besides ESL level coursework, the GED or HiSET is also offered to students seeking to earn their high school diploma and students are assessed to determine placement in coursework through TABE and CASAS assessments. The GED and HiSET are both offered in English and Spanish

Strengths:

- The school has implemented a PLCs and other collaborative processes occur and teachers discuss effective teaching methods and strategies and performance assessments
- More opportunities have been given for Professional Development and teacher support through the CTE teach mentoring program, the WIOA grant, and through school administration
- Students increasingly have more access to technology and are open to using it in the classroom
- New and veteran teachers are supported by the TSAs in ESL, Citizenship, ABE, ASE, and HSE, and through a CTE mentor program
- 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:

- Continue to train and support staff on new technology options
- 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
- Need for counseling services for all students
- More formalized mentoring program needed for all non-CTE teachers
- Need more onsite training on new technology and equipment
- Need for increased access to DL labs.

ACS WASC Postsecondary Criterion 6: Use of Assessment

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

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The course outlines are standards-based and include course objectives and goals. Many of the teaching staff attend Daily Learning Target (DLT) training. Total Participation Techniques (TPTs) are utilized to check for student understanding.

The ESL program uses common assessments which allows for a more accurate appraisal of student progress. There are distance learning opportunities for ESL Students.

Career Technical Education (CTE) students take the TABE reading assessment. If their score is below 559 they are placed in Vocational Adult Basic Education (VABE) class. Students interested in college level nursing classes are placed in a Workforce Skills Preparation class to prepare for the Test of Essential Academic Skills (TEAS).

Each program area uses a variety of assessments to determine proper student placement and progress. The self-study states that CASAS data is reviewed regularly for ESL and ABE classes. The school recently experienced a drop in benchmarks. The Adult School Leadership Team (ASLT) and PLCs are in the process of evaluation the current data to determine the changes that are needed.

SUSHD appears to have a well-planned out online school program. CASEA, HiSET, GED and several CTE certificated tests are online assessments. The online grading system was developed to mirror the traditional grading system.

Strengths:

- Technology integration into our curriculum throughout program areas
- Implementation of program PLC's throughout program areas

Key Issues:

- Create or choose a speaking assessment (Oral Placement Test)
- Identify a baseline revealing where we are with assessments to determine which ones are being used division wide
- Standardized summative assessments to complement teacher recommendations, to ensure uniformity of student advancement and transferability

ACS WASC Postsecondary Criterion 7: Student Support Services

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

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

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

As denoted in the SUHSD Self-Study Report, there is a wide variety of student support services.

Academic Assessment and Advising Assistance: The registration process helps students understand the processes and services that best meet their personal, academic and career goals. Assessments are a necessary component and the Tests of Adult Basic Education (TABE) is offered. Post-testing, counselors collaborate with students to development of their class schedule. Post-secondary information and assistance is provided by counselors as well.

Career Technical Education: An enrollment survey is filled out and special population qualification is determined. These classes are utilized by veterans enrolled. A handbook has been made available on the school website for their usage. TABE testing is available for determination of certain class offerings. The curriculum is coordinated with Southwestern Community College. Some courses receive community college credit in coordination with SUHSD students.

Personal Counseling and Referral Services: This student support service allows SUHSD students the opportunity to get advice in their academic pursuits. Counselors act as student advocates in the learning process.

Financial Support Services: SUHSD has several scholarship opportunities for students. Different revenue and scholarship sources exist to assist students.

The committee found that ABE and ESL students have access to learning resource assistance upon request.

The institution has six (6) fully funded counselors. Academic advising is done to assist students in being successful. There are a variety of services to assist the student population. Professional development opportunities are provided to counselors. Counselors are evaluated to ensure competency in counseling services. Counselors maintain professional relationships with community colleges and adult education centers. Recent surveys of students show that counseling services are known and utilized by students.

The school addresses marketing, community awareness and recruitment of new students through various means including the Division brochure and website. The school provides meaningful learning experiences for students by making academic or vocational programs available to all interested students.

Assessments and orientations are conducted to ensure proper placement into the various program offerings. Counselors review test results and discuss class options, prompting further questions and providing guidance for students.

SUHSD has an articulation agreement with Southwestern College (SWC) and a yearly field trip allows prospective college students to learn firsthand about the culture and surroundings associated with a college campus. The SWC Outreach Program (Early Admissions Program) allows students to benefit from this SUHSD affiliation. (Online application, assessments, etc.) Students

Credit recovery, summer school and veteran's programs are in place.

SUHSD has a number of structures in place to support student success:

- Every student is assessed upon entry to the program using the TABE test
- Counselors assist students via an orientation plan to ensure they have a clear idea of their choices and how to successfully attain their goals
- Staff regularly monitors student progress
- An Associated Student Body (ASB) is in place at Chula Vista. Student success is celebrated by the different sites. Ceremonies (Awards, Graduation, etc.) recognizing academic achievement are an integral component in the success of the student population at SUHSD.

- The school is an official HiSET testing site
- The school has strong partnership with community employers
- The school provides programs approved by the Veterans Administration
- An Adult School Leadership Team meets monthly to consistently monitor, assess and make changes or additions to student programs.

The institution follows established policies that govern the maintenance and security of student records. Active student records are kept in secured rooms in locked cabinets and protected from fire damage by fire preventions and/or sprinkler systems.

Automated systems provide staff and faculty the ability to interact with student information on an as needed basis. A new Student Information System (SIS) is planned that will improve the ability to track transition data on students.

The institution provides its constituents with precise, accurate, and current information through a class brochure and Division website. A release schedule is in place for brochures and new facebook pages have been initialized to inform students of upcoming dates and other information deemed pertinent for release.

Resource availability for online students mimics those for regular students.

Counselors ensure that online students are afforded all needed resources.

Online students can take advantage of all opportunities afforded to regular students as needed.

Strengths:

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

Key issues:

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

ACS WASC Postsecondary Criterion 8: Resource Management

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 stable manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

> The committee finds that the school has stable and prioritized budgeting plans to adequately provide a minimum level of programming to serve the needs of the community, supplemented by federal grant monies and additional allocations provided by the governing Board of Education.
> At the time of the visit, the AEBG process has been determined, and budget allocations are anticipated to provide expanded coverage above the maintenance of effort currently limiting service to the community.
> Financial allocations and expenditures are overseen by a governing agency responsive to the needs and challenges of the school and there is sufficient oversight to ensure integrity of finances.
> Sites are in repair and staff is leveraged to provide service and maintenance to ensure resources are aligned to support the learning environment.
> Teachers are provided a variety of opportunities to communicate resource needs to the administration and their requests are honored as resources permit.
> Grant funding is leveraged to supplement the current budget allocation.

Strengths:

- Resilience in the face of constant challenges for the past 5 years
- The school works within the limits of the current budget, prioritizing expenditures to serve identified community needs, with a plan to expand services when AEBG money becomes available
- Partnerships with Community Based Organizations (CBOs) allow for expansion of class offerings beyond current classroom capacity, providing expanded educational opportunities for students and the community
- The budget is supplemented by various grant programs

Key Issues:

- Replacement of antiquated student information system (ASAP)
- Obtain additional funding for future expansion of programs and services
- Textbooks for ABE program are not aligned among the four major sites.

ACS WASC Postsecondary Criterion 9: Community Connection

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.
Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

The school has a wide array of partnerships with local organizations that support and collaborate with the school, examples of which are:
- Job Corps
- South County Career Center
- Family Resource Center
- State and local political representatives
- Frederica Manor
- San Ysidro Health Clinic
- Department of Veterans Affairs

These relationships promote the school, and create interchanges to connect students to resources and jobs in the community at large. These partnerships provide expanded learning opportunities, including internships for CTE students. Distribution of a school brochure is mailed on a quarterly basis. The school also partners with local charities to provide resources through a yearly fundraiser.

Strengths:

- Many strong and long-standing community partnerships
- Strong programs that prepare students for future goals
- A system of collecting and analyzing data to inform the public of the programs and outcomes for students

Key Issues:

- The ability to track students once they leave SUHSD

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

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 continuing school improvement.

The committee feels that the SUHSD has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and continued improvement. It contains timelines that seem reasonable as well as responsible parties to measure and monitor progress

The Action Plan is designed to lead back to the improvement of programs and instruction that focus on student learning needs

The Action Plan is reviewed on an annual basis by the Adult Education Block Grant Committee and the Division's Adult School Leadership Team

The committee agrees with the self-study that states, "The Action Plan is user-friendly and practical."

Strengths:

- Structures are in place to implement, monitor and report progress of the Action Plan
- Support of the School Board and Superintendent

Key Issues:

- Long-term funding stability beyond AEBG

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and key issues that will be embedded into the schoolwide Action Plan.

The school lists the following five objectives as their WASC Action Plan-2016

- Integrate existing programs and create seamless transitions into postsecondary education or workforce
- Address the gaps identified in evaluation of current levels and types of programs and current needs for adult education programs within the Consortium's region
- Employ approaches proven to accelerate a student's progress toward academic or career goals
- Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes
- Leverage existing regional structures, including, but not limited to, with local workforce investment areas

Following each of the Action Plan Items there is a Rationale listed. The school then lists specific Student Learning Outcomes that correspond to the objective. Many of the outcomes can be measured.

The action plan items appear to the visiting committee to be well thought out and workable. The person(s) responsible, timelines, resources needed and methods to assess monitor and report progress seem ambitious but certainly within the ability of the school to achieve before the next WASC visit.

The visiting committee finds the following items as the major areas of strength and key issues for the Sweetwater Adult School.

Major Areas of Strength:

- Strong Leadership structures in place
- Every school site has accessible computer labs and a free Wi-Fi network that students can access
- Implementation of Professional Learning Communities (PLCs) and Daily Learning Targets (DLTs) to support instruction
- The school counseling program provides guidance so that students can pursue college/career goals
- Resilience in the face of constant challenges for the past 5 years
- Many strong and long-standing community partnerships

Key Issues:
- Improved Student Information System (SIS) to replace ASAP
- Evaluation/accountability process review ongoing (pilot program in place)
- More formalized mentoring and staff development for teachers
- Standardized summative assessments to complement teacher recommendations, to ensure uniformity of student advancement and transferability
- Development of a comprehensive marketing/public relations plan
- Obtain additional funding for future expansion of programs, services and student resources

Describe how well the school used the ACS WASC accreditation process to identify its major key issues.

The committee is in agreement that Sweetwater Adult School used the WASC Process in an appropriate manner to identify its major key issues. They incorporated the key issues into their current Action Plan.

Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.

The committee finds the process used by Sweetwater Adult School to merge the key issues into the school's action plan to be thorough and inclusive. All of the stakeholders were given the opportunity to contribute their ideas and concerns.

Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.

The committee is in agreement that Sweetwater Adult School administrators and staff are strongly committed to the implementation and continued monitoring of the school's Action Plan and its accompanied key issues. The Adult School Leadership Team, Professional Learning Communities, Faculty advisory Committee and Counselors all are dedicated to the WASC process and continued school improvement.