

SELF-STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



HUNTINGTON BEACH ADULT SCHOOL

March 12 - 14, 2018



SELF-STUDY REPORT

WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES
ACCREDITING COMMISSION

FOR

HUNTINGTON BEACH ADULT SCHOOL

17231 Gothard Street
Huntington Beach, CA 92647

Huntington Beach Union High School District

March 12 - 14, 2018

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HUNTINGTON BEACH ADULT SCHOOL MISSION STATEMENT

Huntington Beach Adult School promotes lifelong learning by providing 21st century educational programs, and preparing students for success in postsecondary education, the workforce, and the community.

SCHOOLWIDE LEARNER OUTCOMES

Huntington Beach Adult School Students:

Set Goals:

- Students define goals and set short and long-term objectives.

Achieve Skills:

- Students achieve measurable increases in skills and knowledge.
- Students acquire 21st century technical skills.

Apply acquired skills and knowledge:

- Students transition successfully to postsecondary education and the workforce.

Preface

The Focus on Learning process, guided by the Western Association of Schools and Colleges (WASC) and the California Department of Education (CDE) has been an opportunity for Huntington Beach Adult School (HBAS) to reflect on student learning outcomes and school operations. We, the staff at HBAS, believe it is the right of each student to attend a safe, supportive school, and we take this responsibility seriously. All stakeholders followed the procedures and suggestions as presented by the Focus on Learning Accreditation Manual and trainings. Students, staff, and community members met and offered input toward the writing and implementation of our Self-Study to ensure their needs, suggestions, and ideas were incorporated in the plan.

With the many changes and challenges that Huntington Beach Adult School staff and students have experienced during the past six years, the school today has made numerous improvements to benefit our students' learning process. HBAS staff have reviewed student achievement using a variety of measures, to develop and clarify new school wide learner outcomes, a new mission statement, and academic programming to provide an improved, well-rounded educational experience for students. Many forms of data were analyzed to glean information about students and student achievements.

Huntington Beach Adult School's Self-Study report reflects efforts from all of those on our team examining our school's operations, areas of improvements and growth, strengths and celebrations, and dedication to our students' futures. We were excited to systematically examine what we are accomplishing at HBAS and to align this long-range action plan to our students' needs.

Our Self-Study began with a big Kick-Off that included all stakeholders. Focus Groups and Department Groups were formed, the process was explained, norms were set, and a timeline was provided. Everyone participated in a "Data Walk" in which school data was posted on chart paper around the room and groups circulated to discuss the data and write on the charts what they "saw." After the "walk," the data was discussed as a whole group. The Data Walk results were used in the Home and Focus Groups later. All classified and certificated staff and administration were very involved with the self-examination process. All staff, community members, and students were invited to participate in Focus Groups. Meetings were held on a regular basis, every other week, starting January, 2017. The "round table" approach allowed all stakeholders to contribute equally. Notifications by emails or phone calls were sent out and received on a regular basis regarding trainings, updates, meetings, and contributions toward the compilation of our Self-Study.

Many changes that have taken place such as the enactment of the new Adult Ed Block Grant and the subsequent collaboration with the colleges, new goals and accountability measures, and changes in WIOA accountability, have significantly impacted our school. Consequently, HBAS has undergone significant changes to its curriculum, instruction, and assessment practices, prompting the creation of a new mission statement and schoolwide learner outcomes (SLOs) that more appropriately align with this new environment. After discussions, our entire WASC team created a new mission statement and new SLOs replaced the old ESLRs. We started making students, staff, and the community aware of what motivates and guides our school, and what we want our students to achieve.

The Schoolwide Action Plan in Chapter 5 is a culmination of the Focus on Learning findings from our 2012 WASC visit, our 2015 Three-year Midterm Report, and the findings of this current Self-Study. The plan reflects an agreement and investment of all stakeholders to guide HBAS toward its future. Within each of the action plan items is a design for the development, implementation, and monitoring of this plan to assess our progress toward school growth areas and student academic and personal achievement incorporating the Schoolwide Learner Outcomes.



HUNTINGTON BEACH ADULT SCHOOL WASC Visiting Committee

Chairperson

Kit S. Alvarez

Members

Dr. Minerva Avila

Charmaine Budaska

Kirsten Barnhart Garcia

Anne Moore

Andrea Page

Denise Strong



HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

Board of Trustees

Bonnie Castrey, President
Duane Dishno, Vice President
Kathy Iverson, Clerk
Susan Henry, Alternate Clerk
Michael Simons, Member

HBAS Administration

Steve Curiel, Principal
Susan Torres, Assistant Principal ESL
Shirley Vaughn, Assistant Principal CTE
Phil Villamor, Assistant Principal ASE

HBAS Leadership Team

Steve Curiel, Principal
Susan Torres, Assistant Principal ESL
Shirley Vaughn, Assistant Principal CTE
Phil Villamor, Assistant Principal ASE
Lenora Mitchell, Adult School Secretary
Duane Wong, ESL Teacher
Lauren Roberts-Gilmore, ESL Teacher
Tracy Foreman, CTE Teacher
Teri Friend, ASE Teacher
Courtney Winford, Counselor
Arlene Flores, Job Developer
Rick Ebel, School Business Assistant



FOCUS GROUPS

A. Curriculum

Steve Curiel, Li Ngo, Lauren Roberts, Samia Nasry, Deborah Quintana, Cherie Jackson, Deborah Klein, Brandon Knight, Dan Sauer, January VanLeeuwen, Vicky Vu, Abram Guajardo, Rick Ebel, Matt Wells, Alan Bell, Pamela Canlas, Vanessa Rodriguez, Jesus Garcia, David Scharbach, Peggy Segura, Sara Head, Willie Lacap, Karan Shuster, Felipe Esparza, Joy Zembruski, Imelda Perez

B. Instruction

Shirley Vaughn, Teri Friend, Pearl Cash, Christine Gragirena, Sherrie Howie, Sonya Joyce, Ursula Souders, Rebecca Spohr, Briana Valadao, Laura Roberts-Wilson, Tammy Asaki, Arlene Flores, Larisa Sergeyeva, Alan McClure, Marco Velarde, Eric Halterman, Lydia Mena, Rosemary Labadie, David Alviso, Georgia Brittain, Amir Seabrook, Thomas Salazar

C. Assessment

Philip Villamor, Duane Wong, Allan Edpao, Erick Grigsby, Suzanne Hammoud, Evelyn Jackson, Jim Turnbough, Julie Gutierrez, Heidi Offerdahl, Chris Sarver, Matt Stastny, Taryn Taylor, Marlene Kline, Huong Tran, Brian Zambrano, Teresa Esparza, Gregorio Vellegas, Phuc Khieu

D. Student Support

Susan Torres, Tracy Foreman, Nami Aoyagi, Esther Nguyen, Valerie Beachley, Ann Cosgrove, Michael Scott, Rick Celis, Laura Knott, Ahjanei Mitchell, Harold Mozell, Linda Nguyen, Linh Nguyen, Niza Rodriguez De Uribe, Rosemary Tayyar, Christine Tran, Mai Tran, Crystal Vo, Sean Gerrity, Lenora Mitchell, Kyle Volker, Courtney Winford, Ashley Nguyen, Mauricio Nolases, Sareen Bitar, Beverly Ceffalia



Allan Edpao with level 4 ESL students at the first WASC Focus Group meeting.

Institutional, Community, and Student Characteristics - Institution's Mission and Schoolwide Learner Outcomes

BASIC INSTITUTIONAL INFORMATION

Huntington Beach Adult School (HBAS) has been serving the adult community in academics, language acquisition, and vocational training as part of the Huntington Beach Union High School District since 1971. The district serves the communities of Fountain Valley, Huntington Beach, Westminster, Costa Mesa and Newport Beach. Students also come from the neighboring communities of Seal Beach, Los Alamitos, Garden Grove, and Santa Ana, a total of 67 square miles. Courses include but are not limited to English as a Second Language (ESL), High School Diploma (ASE), General Education Development (GED), Career Technical Education (CTE), Community Ed and Personal Enrichment.

The school maintains a traditional adult school structure of governance with administrators who oversee specific program areas. The principal oversees the assistant principals who are in turn responsible for educational/training programs as well as having specific administrative responsibilities. He also provides oversight of school budgets, personnel evaluations, marketing, facilities and night supervision. One assistant principal oversees Community Ed, Personal Enrichment, and Career Technical Education. Another administrator oversees the English as a Second Language and Citizenship programs. The third administrator oversees the Adult Secondary Education program and grants. Each administrator is in charge of night supervision as well.

HBAS operates on four main campuses and various satellite locations.

Main Campus Locations:

HBAS-G Gothard Campus • 17231 Gothard Street, Huntington Beach 92647

HBAS-W Westminster Campus (ESL classes only) • 14325 Goldenwest St., Westminster 92683

HBAS-M Westminster Mall (High School Diploma & GED Prep.) • 1025 Westminster Mall, Space 1017A, Westminster 92683

BST BESST Center • 2045 Meyer Place, Costa Mesa 92627

Other Class Locations:

AND Anderson Elementary School • 8902 Hewett Place, Garden Grove 92844

DES DeMille Elementary School • 15400 Van Buren Street, Midway City 92655

FRY Fryberger Elementary School 6952 Hood Drive, Westminster 92683

GWC Goldenwest College 15744 Goldenwest, Huntington Beach 92647

Holy Spirit Catholic Church 17270 Ward St. Fountain Valley 92708

Oak View Preschool & Educ. Res. Center • 17131 Emerald Ln., Huntington Beach 92647

Ray Schmitt Elementary School • 7200 Trask Avenue, Westminster 92683

WWMS Willis Warner Middle School • 14171 Newland Street, Westminster 92683

School Website: hbas.edu

SIGNIFICANT DEVELOPMENTS

Class Sites

There have been some major changes since the last WASC visit. In 2014, HBAS acquired a new site named The Learning Center, located in the Westminster Mall. The Learning Center is a collaboration between HBAS and the Simon Youth Foundation - a non-profit corporation that helps students who are at-risk of not graduating high school. This site is the primary site for Adult Secondary Education classes, such as GED and High School Diploma. Prior to this move, ASE and GED classes were located at the Gothard campus. Moreover, this site also houses advanced English as a Second Language classes (Level 4) in the morning and in the evening.

In 2016, HBAS signed a Memorandum of Understanding (MOU) with the Newport-Mesa Unified School District (NMUSD) to provide Adult Education services. Under this MOU, HBAS was given use of four classrooms at the BESST Center in Costa Mesa consisting of an office as well as two ESL classrooms, and one GED/High School Diploma classroom. The BESST Center has eight ESL classes. Classes are available for both departments in the morning and in the evening. These classes were started in the 2016-17 school year.

Willis Warner Middle School site was closed temporarily in 2012 because of renovations, so it was not one of the listed sites in the last WASC self-study report. This site reopened in the 2012-13 school year and currently houses three levels of ESL classes, from Beginning Low to Intermediate High/Advanced.

For the 2017-18 school year, ESL classes were added at Anderson Elementary School and Fryberger Elementary School. Each of these sites houses one morning multi-level ESL class. Childcare is provided at the Fryberger site and in Spring, 2018 HBAS plans to open another childcare center at Anderson for our students attending in that area of Westminster.

Concurrent and Community Education Programs

HBAS has historically managed a large community education (includes Older Adults, Home Economics, Health & Safety, Parent Education Toddler program) and a credit recovery program. With the enactment of AB104 and the Adult Ed Block Grant (AEBG), neither of these two programs qualified for funding under AEBG. To continue these valuable and well performing services to the District, the cost of credit recovery has been shifted to the District general fund and operational management is done by HBAS partner school administration, Coast High School. The District continues to support the community education program, but it is entirely self-funded through student fees. The HBAS Principal is still involved in helping manage both programs, but his involvement with the credit recovery program is significantly reduced. These programs were not included in the self-study.

Student Support Services

In 2016, HBAS expanded its Student Support Services. A Job Developer, an additional Guidance Specialist, and a College and Career Specialist were hired to assist students in CTE, ASE, and ESL. These staff members work closely with HBAS staff and members of the AEBG consortium and with members of the community, to ensure that students transition seamlessly to higher education and the workplace. The job developer was hired in February 2016 and she placed four students into jobs during the remainder of that fiscal year. During the 2016-17 school year, 41 students were placed into jobs.

HBAS replaced a long time 4-days per week counselor in the fall of 2017. In addition, it hired a 2nd counselor for one additional day a week. They are tasked with providing social/emotional support to all HBAS students as well as helping students overcome barriers to their educational success.

In the spring of 2017, HBAS changed its enrollment process. All students in a CTE certificate program, ESL, and ASE must attend an orientation and an enrollment session before they are placed into any class. Each session is 2-3 hours. The students are informed about all of the classes available at HBAS, student support services, goal planning, and student expectations at HBAS. Orientation sessions are available in English, Spanish, and Vietnamese. These sessions are optional for students who speak languages other than English, Spanish, or Vietnamese. CTE students who only want to take one class and are not interested in a career training program, are exempted from this process.

Adult Secondary Education

HBAS has become a certified GED testing site in The Learning Center at the Westminster Mall, creating the ability to better track students' passage rates. In the 2016-17 school year, the GED preparation program moved to a new online curriculum - Aztec Software. This new software is still being evaluated to determine whether it is the best instructional delivery system to prepare students for the GED.

In 2016, HBAS hired an administrator to oversee the ASE department, manage the Workforce Innovation and Opportunity Act (WIOA) grant, and serve as the AEBG Liaison working with Community College AEBG Directors.

Starting in the 2015-16 school year, in accordance with a sun setting law allowing fees to be charged, the ESL and ASE programs stopped charging fees to students.

ASE students now take all courses online. Students taking classes towards earning their high school diploma complete all coursework through Edgenuity software. GED students use the Aztec Software to prepare for taking the GED tests.

Career Technical Education

HBAS upgraded their school management system to ASAP 3 which enabled the CTE program to track course and program completers, evaluate student progress, and maintain official transcripts.

The CTE programs have changed significantly over the past six years, including a change in CTE staff members and administrators. HBAS started issuing certificates for course completion in the CTE department to those students that scored an 80% or higher in their class. Students also receive a program completion certificate after finishing their required classes for their particular program of enrollment. The students were acknowledged with a small pinning ceremony that was first held in the Ocean View Theater. Students invited family and guests to attend while they received their pin. This pinning ceremony has grown to include representation from the District Office and Board Members, as well as the HBAS Admin staff, teachers, family and friends. After students complete their program they are able to take their exams for their field. The Medical Billing & Coding National exam is currently held on campus, while other exams are taken offsite. Students are also able to enroll in externships for their programs. The externship sites have also grown over the past six years.

Another change to the CTE program has been the teaching staff. HBAS has hired new staff members to accommodate the changes, including growth and staff retirements, in this department. HBAS has added Medical Billing & Coding, Personal Care Aide and Accounting Program Certificates, as well as Electronic Health Records, Sterile Compounding, Cisco Networking and Online computer classes. CTE hosts an Annual Community Advisory Committee meeting. This meeting allows CTE staff to meet with community members, including externship sites, and ask them how HBAS can provide better employees. From this meeting, math and English placement tests evolved. Many students were not passing the math assessment so a free math refresher class was created to help students succeed in their course work.

A Soft Skills class was also a huge topic of discussion and over the course of six years, the Business Soft Skills course has changed to become Career Readiness. Students are now asked to take the Career Readiness class at the beginning of their certificate program, to learn the necessary business skills like effective listening, teamwork and team building, resume writing, interview skills and much more.

With the development of the AEBG grant and the Coast Adult Education Consortium (CAEC), HBAS has had more collaboration with the local community colleges than ever. The Cisco Networking class was articulated in 2016, allowing students to earn 12 units at Coastline Community College after completing the first three courses at HBAS and continuing their course of study with Coastline. AEBG also allowed HBAS to upgrade their technology purchasing new touch screen computers for the students, new brighter overhead projectors, updated software and Optimal Resume, a program that allows students to create their resume, record mock interviews and more. HBAS has recently decreased the cost of the classes, which have increased over the past six years.

In 2017-18, the CTE department articulated 12 courses with one of the community colleges belonging to the Coast AEBG consortium. This is the culmination of years of effort to build strong partnerships with the local community colleges. HBAS continue to explore more opportunities that benefit its students.

The Personal Care Aide (PCA) program was piloted in 2016-17 as a collaboration between the CTE and ESL departments. ESL students who were level three and level four, Intermediate and Advanced ESL, were exempted from paying this fee if they were also attending an ESL class that provided the regular ESL curriculum as well as additional PCA curriculum support. Due to low enrollment which HBAS felt was a result of charging fees, HBAS partnered with Orange Coast College who is able to offer the same program with no fees to students.



Types of CTE PROGRAM Certificates Offered

- Medical Assistant
- Pharmacy Technician
- Administrative Assistant
- Office Clerk/Data Entry Clerk
- Medical Billing and Coding
- Accounting Clerk
- Business Information Worker-Fall, 2018

**All individual CTE courses offer Course Completion Certificates*



English as a Second Language

Starting in the 2014-15 school year, HBAS introduced a Conversation and Pronunciation class. The class is offered once a week on Fridays and is available for students level two through four, Beginning High to Advanced at the Westminster High School Campus.

Starting in the 2015-16 school year, all ESL students are given the option to purchase a book or use the limited class sets in their classroom. Prior to this policy, students were charged fifty dollars per semester to eighty dollars per school year and provided a book to keep.

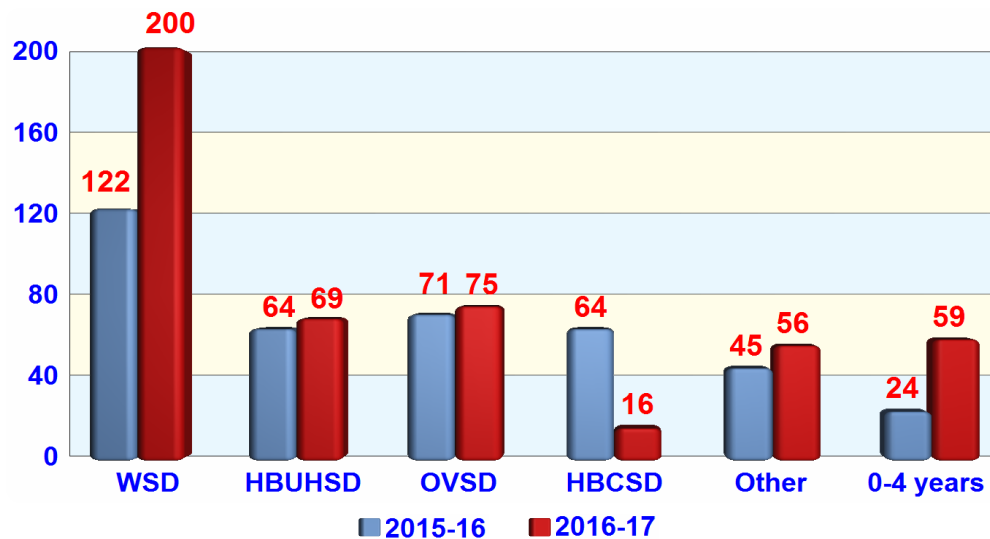
In 2016, an Assistant Principal position was created for the ESL program. Before that time, ESL did not have its own Assistant Principal. ESL shared an administrator with Coast High School. HBAS administration is now better able to monitor facilities and staff, create new innovative educational programs, and be more visible and effective in leading each individual department.

The ESL department added Citizenship classes to its list of offerings in January 2017 to prepare students to pass the US Citizenship assessments.

In the 2016-17 school year, it was decided by HBAS administration that in order to better prepare the ESL students for post-secondary options, it was vital that they be trained in the use of computers and the online world. ESL students were offered free computer classes in tandem with their ESL language acquisition classes in order to meet new goals directed by AEBG and WIOA with regards to Integrated English Literacy and Civics Education (IEL/CE) and Integrated Education and Training (IET). These courses (five classes at 2 locations) are now offered to any ESL student who wishes to improve his/her technology proficiency and expertise while also improving his/her language skills. In addition, all ESL teachers now integrate basic computer instruction into their curriculum at all levels.

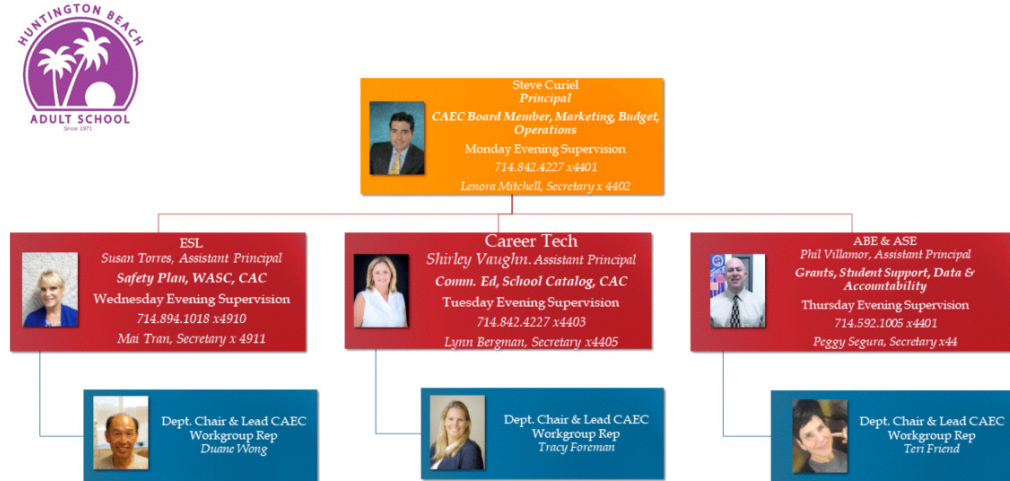
Starting in the 2015-16 school year, an annual parent survey is given to all of the ESL students who have school age children or grandchildren to determine whether the ESL classes aid them in helping their child with school and homework and collects demographic information about their children and where they attend school.

Parent Survey



The chart above displays in which district the children and grandchildren of the ESL students attend school. Westminster School District (WSD) has shown the greatest growth while Huntington Beach Union High School District (HBUHSD) and Ocean View School District (OVSD) have not had a substantial change in their numbers. Huntington Beach City School District (HBCSD) has had a substantial decrease. The other category represents all of the other school districts. The last category represents the number of children that are under school age and not attending preschool.

Organizational Structure



Staff

HBAS selects all of its staff with the support of the District's Human Resources Department. In most cases HBAS interview committees are formed to help select the best person for each position. Currently there are 55 teachers employed of which 12 are full time. For the classified support staff there are 33 employees of which 22 are full time. In addition, there are two counselors who combined make up one full time equivalent and four administrators. The table below describes our staffing by program area.

Program Area	Certificated	Classified
ABE/ASE	8	8
ESL	24	9
CTE	6	1.5
Community Education	17	0.5
General Admin Support	6	14

AEBG

The Adult Education Block Grant (AEBG) facilitated a collaboration between HBAS and Garden Grove Adult School, Golden West College, Orange Coast College, Orange County Department of Education, Coastline ROP, and Coastline College. The AEBG Consortium meets on a monthly basis. The three year plan along with annual updates to the plan have been a driving force in many of the recent changes at HBAS. Major strategies identified in the plan include strengthening student support services to improve transition success rates to both college and career, alignment of curriculum to better articulate between adult schools and colleges, increased outreach from community colleges to adult schools, and development of more enhanced non-credit college courses.

The AEBG ESL Workgroup within this consortium continues to work towards full alignment of curriculum and assessments between HBAS and the community colleges. Curriculum, placement, and promotion tests alignment have been completed through this consortium with Garden Grove Adult School.

College preview days, called Bridge Days, have been created for students to visit the local community colleges through the AEBG consortium. Bridge Days started in 2015 and there are at least three opportunities per year for students to attend.

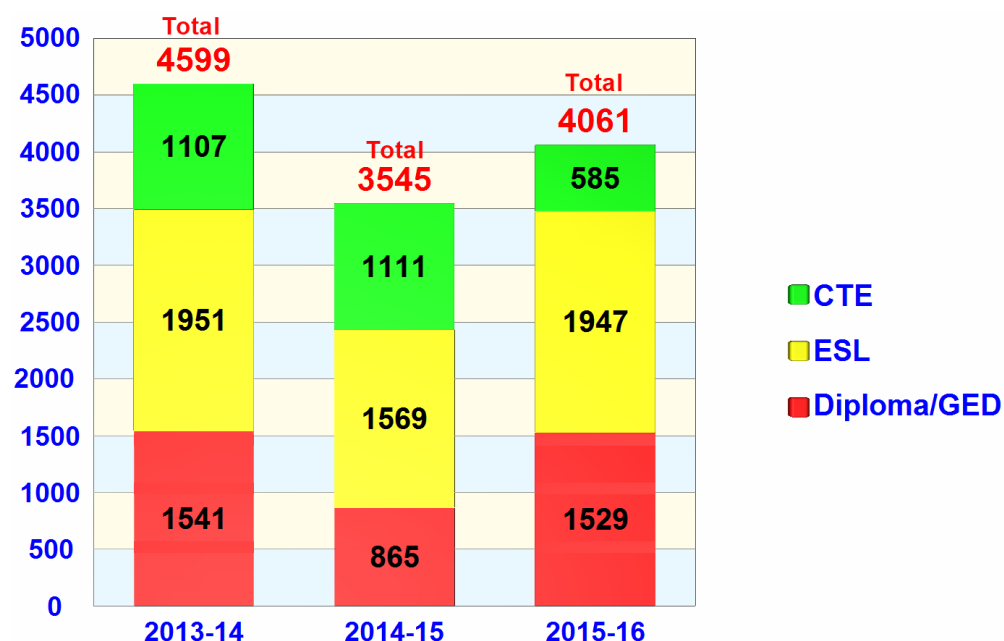
Our Students

HBAS students represent many socio-economic groups and varied academic abilities. They are motivated and determined to take responsibility for their own education, and they gain invaluable experience in time-management skills. Most of them have families to care for, some are single parents. They vary in age from 18 – 90+ years of age, and they have a wide variety of end goals to achieve. They represent predominantly Hispanic, Asian, and Caucasian ethnicities, but there are many more languages and ethnicities represented throughout our programs. Females outnumber males by nearly 50%.

Class size

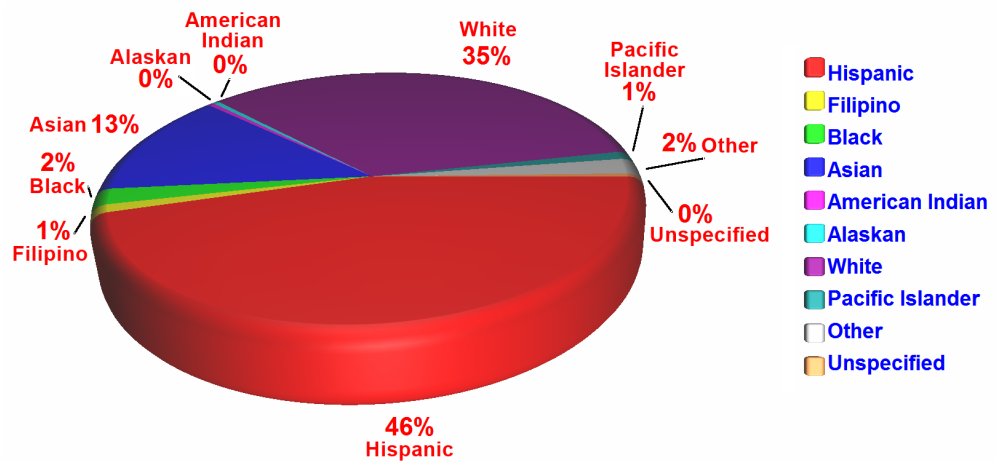
Typical class loads for students vary. For ESL students, classes are predominantly twelve hours a week with a very few that are six to nine hours per week. ASE students are expected to complete ten hours of work in Edgenuity or Aztec each week. CTE class loads vary from five to twenty hours a week. ESL classes range from fifteen to forty students, depending on the location, level, and material taught.

Total Enrollment

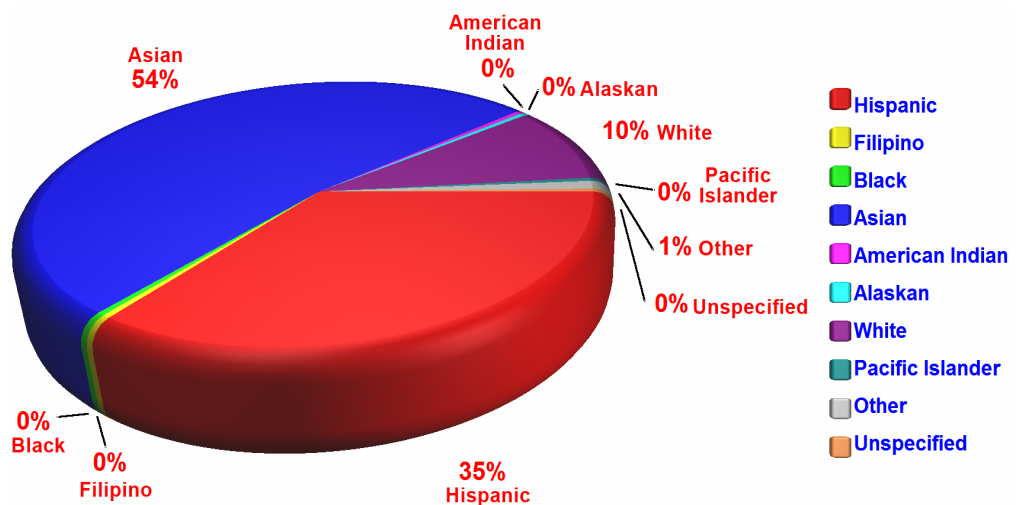


The above chart reflects the total enrollment in ESL, ASE, and CTE for the past 3 years. During the 2014-15 school year, the ASE department moved to a new facility located in the Westminster Mall. The school year started late for the ASE department because of construction delays; therefore, fewer students enrolled in the program that year. CTE program prices had been increasing each year, but in the 2016-17 school year, in an effort to increase attendance, the prices for the CTE programs were lowered. In the 2015-16 school year, HBAS had difficulty finding a Medical Assistant teacher, so enrollment decreased.

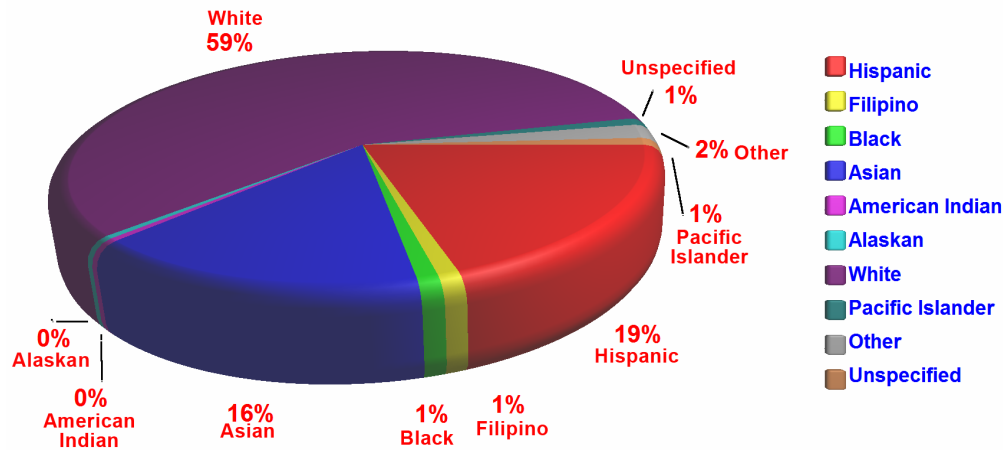
Ethnicity ASE



Ethnicity ESL



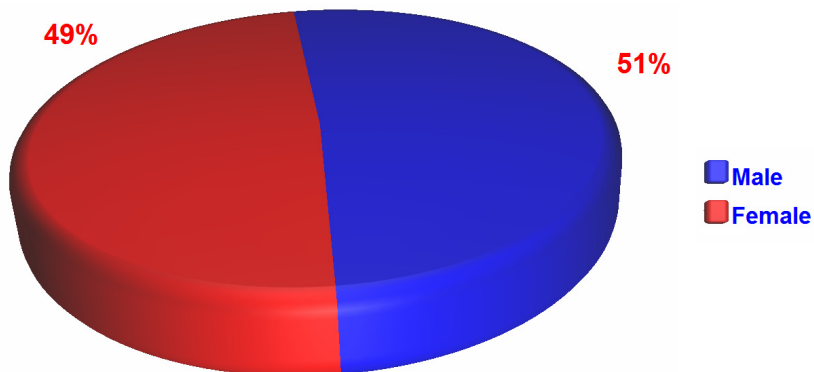
Ethnicity CTE

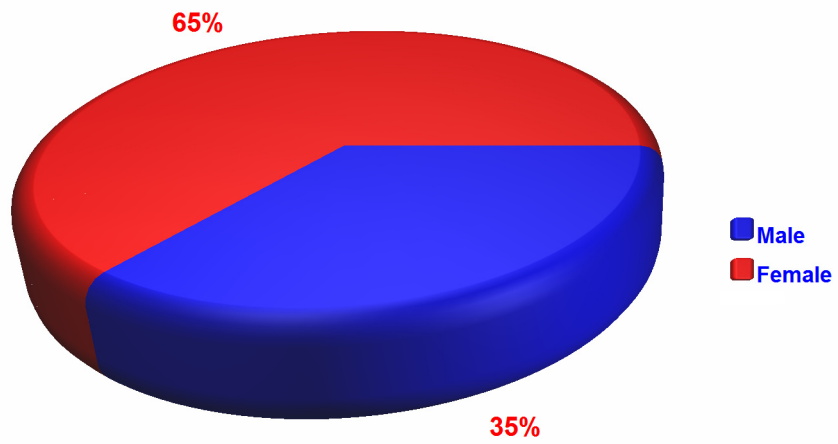
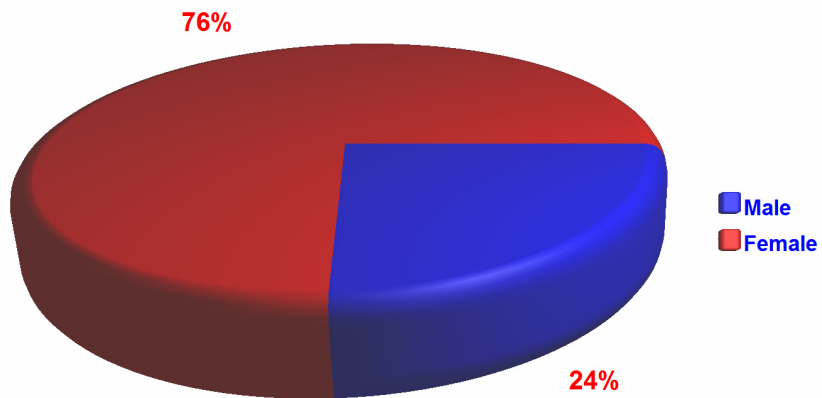


The above charts show the mean of the student population from 2013-2016 for each department. There were no significant changes during this time in regards to ethnicity of students for each department. The most predominant ethnicities served by HBAS remain Caucasian, Hispanic, and Asian.

The charts below represent the gender breakdown at HBAS. There have been no significant changes in recent years with regards to gender.

Gender ASE



Gender ESL**Gender CTE**

Mission and Student Learning Outcomes

As part of this self-study, HBAS revised the school mission statement and SLOs to better reflect its vision for the future. These are represented visually in SLOs posters which can be found in every classroom and office building in order to communicate its commitment to preparing students for post-secondary education, the workforce, and community life.

MISSION STATEMENT

Huntington Beach Adult School promotes lifelong learning by providing 21st century educational programs, and preparing students for success in postsecondary education, the workforce, and the community.

SCHOOLWIDE LEARNER OUTCOMES

Huntington Beach Adult School Students:

Set Goals:

- Students define goals and set short and long-term objectives.

Achieve Skills:

- Students achieve measurable increases in skills and knowledge.
- Students acquire 21st century technical skills.

Apply acquired skills and knowledge:

- Students transition successfully to postsecondary education and the workforce.

Huntington Beach Union High School District

School Calendar 2017 – 2018

First Day New Instructional Staff (Fri)	August 25, 2017
First Day Returning Instructional Staff (Mon)	August 28, 2017
1 st /2 nd Staff Development Days – Student Free (Mon/Tues)	August 28-29, 2017
First Day Of Instruction (Wed)	August 30, 2017
Last Day Of First Semester (Fri)	January 26, 2018
3 rd Staff Development Day – Student Free (Mon)	January 29, 2018
First Day Of Instruction – Second Semester (Tues)	January 30, 2018
Last Day Of Instruction (Thurs)	June 14, 2018
Last Day For Instructional Staff (Thurs)	June 14, 2018

School/Employee Holidays

Independence Day (Tues)	July 4, 2017
Labor Day (Mon)	September 4, 2017
Veterans Day (Fri)	November 10, 2017
Thanksgiving Recess (5 days)	November 20-24, 2017
Winter Recess (10 days)	December 25, 2017 – January 5, 2018
Dr. Martin Luther King, Jr. Day (Mon).	January 15, 2018
Lincoln Day (Mon)	February 12, 2018
Washington Day (Mon)	February 19, 2018
Spring Recess (5 days following Easter Sunday, April 1) . . .	April 2-6, 2018
Memorial Day (Mon).	May 28, 2018

List of Conferences Attended by HBAS Staff 2015-2017:

Name of Conference	# of staff attended 2015-16	# of staff attended 2016-17
AB86 Summit	1	2
Adult Legislative Day	3	5
CA Adult Ed. Admin. Assoc.	2	0
CA Adult Literacy	1	0
CASAS Summer Institute	7	11
CATESOL Regional	2	0
CATESOL State	0	1
CCAE Southern Section Conference	14	6
CCAE State	7	21
CCIS	4	2
CCIS Spring - Northern Sect.	0	1
CAEAA 20 th Annual State Conference	0	2
CA Consortium of Ind. Study	0	1
COABE 2017 Conference	0	1
Educating for Careers	2	0
HB Chamber of Commerce	2	0
Leadership Team Retreat	10	11
LERN Annual	3	0
National Dropout Prevention	8	0
How to Deliver Excellent Customer Service	2	0
Tops Enterprise Network Meeting	1	0
ASAP Annual Users Workshop	2	0
Simon Youth Foundation Annual	2	2
HBAS All Staff Retreat @ Microsoft	0	Most Staff
Credential Counselors & Analysts of CA	0	1

HBAS has increased its focus on professional development over the past three years in an effort to better adapt to changes in state and federal accountability as well as keeping current in best practices. The above chart is used to track professional development activity. All staff are asked to participate in one non-HBAS provided professional development activity every two years.

COMMUNITY INFORMATION

School History

HBAS was founded in 1971. It was located at the HBUHSD office from 1971 to 1984. In 1984, HBAS moved to trailers at Warner Avenue and Goldenwest. In 1991, HBAS moved to Park View Elementary School near Goldenwest and Heil where it remained open until 2009. From 2009 to 2011, the main HBAS program was split and moved to various high school campuses to save on rent costs and await a new bond-funded facility. In 2011, the new Gothard Campus was built and HBAS moved to that location while maintaining a presence on Marina High School and Westminster High School. Because space was limited at the Gothard Campus, ASE classes moved to the Westminster Mall location in 2014.

Our Community

The Huntington Beach Union High School District (HBUHSD) was established in 1903 and serves the communities of Huntington Beach, Fountain Valley, Westminster, and small sections of Garden Grove and Midway City. These communities have a combined population of approximately 480,000 residents. They are primarily “bedroom” communities, however tourism is a major income source for Huntington Beach and Westminster.

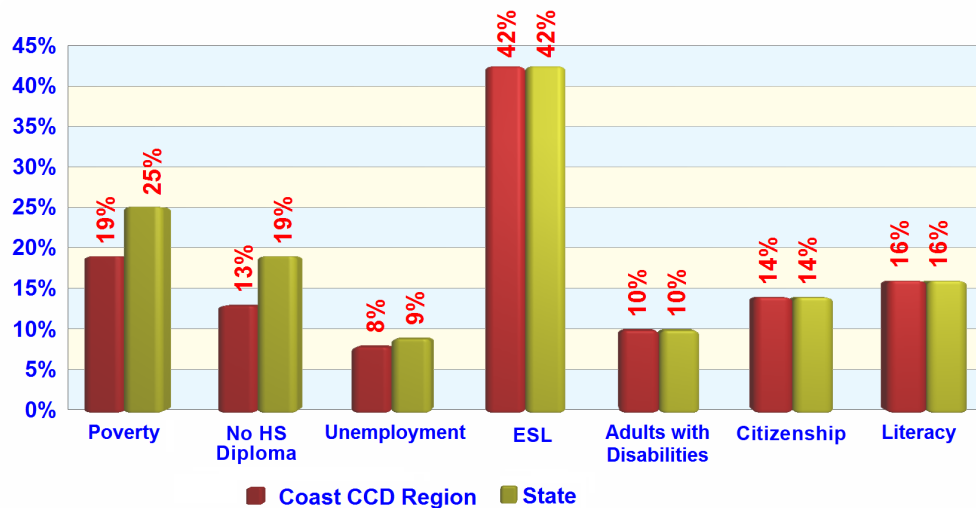
The City of Huntington Beach is known internationally as “Surf City” with over 16 million beach visitors each year. Huntington Beach is the fourth largest city in Orange County and the sixteenth largest city in California. Major corporations within the Huntington Beach city limits include Boeing, Quicksilver, Cambro, Verizon, and major hotel chain resorts to name a few. Westminster incorporates the famous “Little Saigon” which is home to the largest population of Vietnamese nationals outside of Vietnam. There are two regional shopping malls (Westminster Mall and Bella Terra), as well as various large companies and many small commercial businesses.

Geographically, the communities are bounded on the north by the cities of Stanton and Garden Grove, to the east by the Santa Ana River, to the south and west by the Pacific Ocean, and to the northwest by Los Angeles County. There are no anticipated changes in HBAS’s demographic area.

	Total	%
Less than 9 th grade	38,940	8%
9 th to 12 th grade	32,938	6%
Regular HS diploma	87,835	17%
GED or alternative	8,480	2%
Some college, less than 1 year	30,660	6%
Some college, 1 or more years, no degree	90,546	18%
Associate's degree	46,975	9%
Bachelor's degree	118,398	23%
Master's degree	39,425	8%
Professional School degree	15,199	3%
Doctorate degree	6,986	1%
Total	516,382	100%

The above chart shows the education level of the population age 25 and older in the CAEC service area which represents the boundaries of the AEBG consortium in which HBAS is a member.

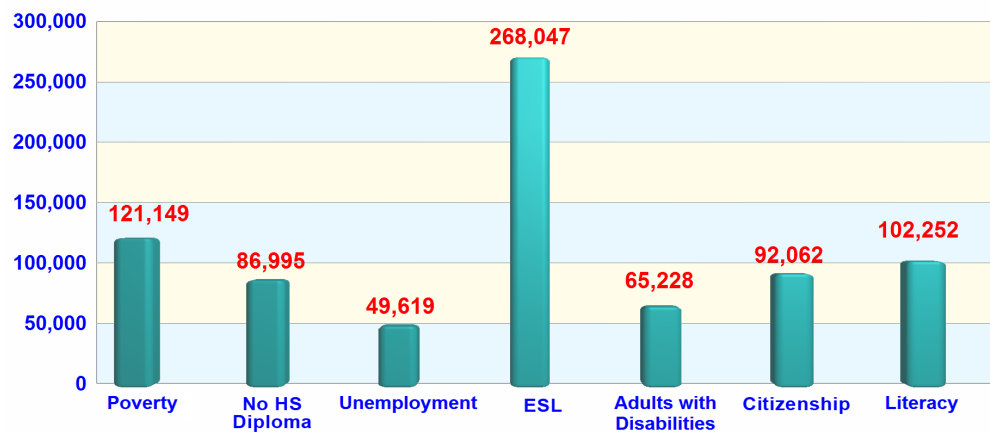
Coast CC District and State of California Demographic Profile Comparison



The above chart compares the CAEC region to the California state demographics. The CAEC demographic profile is very similar to the state-wide profile except in three areas. The CAEC region has a lower Poverty rate and lower numbers with no High School Diploma than the State. The rates of Unemployment, ESL, Adults with Disabilities, Citizenship, and Literacy are fairly identical.

Regional Consortia	Coast CCD	
Total Population	644,409	
Poverty	121,149	19%
No High School Diploma	86,995	13%
Unemployment	49,619	8%
ESL (English Language Learners)	268,047	42%
Adults with Disabilities	65,228	10%
Citizenship	92,062	14%
Literacy	102,252	16%

Demographic Profile Coast CC District Region



The above charts show that the CAEC area has a total population of 644,409. In this area, 19% live below the poverty line, 13% without a High School Diploma who are over 25 years of age, and 8% are unemployed. 42% of the population are English Language Learners, 10% of the adult population has a disability, 14% are non-naturalized citizens, and 16% have low literacy levels.

HBAS continues to grow its already large ESL program in recognition of this data. The same can be said for ASE and CTE programs. Overall, program offerings are fairly proportional to the regional need although nowhere near meeting the demand. Also of note is the significant poverty rate that HBAS has recognized as an issue to address as it is believed that this can have a significant impact on learning.

Student Learning Data



01/19/2017
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Payment Points Summary (NEW)

Page 1 of 1
PPSR2

Agency: 1851 - Huntington Beach Union High School District (HBUHSD)
Program Year: 2013-2014

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☐ Citizenship Preparation

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points																Total PP		
				Completed NRS Educational Level		Advanced NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed CAHSEE		Passed Citizenship Interview Test		Passed Government & History Test		AA 1			AA 2	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
225/231	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0									0
	ESL	1,856	1,504	1,190	64.1	845	45.5	0	0.0	0	0.0	0	0.0									2,035
	Adult Secondary Education	1,083	591	346	31.9	123	11.4	1	0.1	85	7.8	67	6.2									622
EL Civics	Civic Participation	1,757	1,472															1,389	79.1	898	51.1	2,287
	Citizenship Preparation																					
Totals:		4,696	3,567	1,536	32.7	968	20.6	1	0.0	85	1.8	67	1.4					1,389	29.6	898	19.1	4,944

Number of unduplicated learners: 2,939

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

Not Applicable



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Payment Points Summary (NEW)

Page 1 of 1
PPSR2

Agency: 1851 - Huntington Beach Union High School District (HBUHSD)
Program Year: 2014-2015

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☐ Citizenship Preparation

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points																Total PP				
				Completed NRS Educational Level		Advanced NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed CAHSEE		Passed Citizenship Interview Test		Passed & History Test		AA 1			AA 2			
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%		
225/231	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0											0
	ESL	1,452	1,289	1,023	70.5	775	53.4	0	0.0	0	0.0	0	0.0											1,798
	Adult Secondary Education	703	295	339	48.2	36	5.1	184	26.2	84	11.9	27	3.8											670
EL Civics	Civic Participation	1,465	1,298													1,223		83.5		814		55.6		2,037
	Citizenship Preparation																							
Totals:		3,620	2,882	1,362	37.6	811	22.4	184	5.1	84	2.3	27	0.7											4,505

Number of unduplicated learners: 2,155

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

Not Applicable



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Payment Points Summary (NEW)

Page 1 of 1
PPSR2

Agency: 1851 - Huntington Beach Union High School District (HBUHSD)
Program Year: 2015-2016

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☐ Citizenship Preparation

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points																Total PP		
				Completed NRS Educational Level		Advanced NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed CAHSEE		Passed Citizenship Interview Test		Passed Government & History Test		AA 1			AA 2	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
225/231	Basic Skills (ABE)	4	2	2	50.0	2	50.0	0	0.0	0	0.0											4
	ESL	1,815	1,490	1,071	59.0	688	37.9	0	0.0	0	0.0											1,759
	Adult Secondary Education	750	448	286	38.1	152	20.3	0	0.0	95	12.7											533
EL Civics	Civic Participation	1,725	1,429															1,296	75.1	828	48.0	2,124
	Citizenship Preparation																					
Totals:		4,294	3,369	1,359	31.6	842	19.6	0	0.0	95	2.2	0	0.0					1,296	30.2	828	19.3	4,420

Number of unduplicated learners: 2,569

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

Not Applicable

The above Payment Point Summary reports can be valuable in measuring program performance over time but because of numerous changes in testing and scoring rules every year it is almost impossible to make meaning of most of this data. We have been able to look at one indicator that has remained consistent in definition across the years and that is percentage of paired scores which is an indicator of student persistence.

Program	Year	Enrolled	Enrolled with Paired Scores	% Paired Scores
Basic Skills (ABE)	2013-14	0	0	N/A
Basic Skills (ABE)	2014-15	0	0	N/A
Basic Skills (ABE)	2015-16	4	2	50%
ESL	2013-14	1856	1504	81%
ESL	2014-15	1452	1289	89%
ESL	2015-16	1815	1490	82%
ASE	2013-14	1083	591	55%
ASE	2014-15	703	295	42%
ASE	2015-16	750	448	60%

The above persistence indicators reflect a fairly consistent rate for the ESL program but for the ASE program there are significant swings in this metric year to year. This can be attributed to a change in learning location further complicated by fewer days of operation due to delays in construction. Regardless the variance, the persistence rate is significantly low and the program is evaluating the instructional delivery methods, the operational hours, and student demographics to see if changes can be made to improve this metric.

AEBG Measurable Skills Gains (MSGs)

Program Areas* (A)	Enrollees (B)	EFL Gains Achieved (C)
English Language Learner (ESL/ELL)	2,061	1,215
Basic Skills (ABE)	22	20
High School Diploma (HSD)	484	141
High School Equivalency (HSE)	226	63
Career and Technical Education (CTE)	144	38
Programs for Adults with Disabilities	0	0
Adults Training for Child School Success	88	62
Workforce (Re)Entry	124	72
Pre-Apprenticeship	0	0
No Designated Program		
Total	3,149	1,611
Students in Two or more Programs	432	230
Total Unduplicated Students	2,706	1,375

Although considered baseline data we are experienced with MSGs through our work in WIOA. The above data has led to providing more support for ESL/ELL students and HSD/HSE students to help them make these measurable gains. A number of initiatives have been started to address this goal as will be reported later on in the report.

AEBG Outcomes 2016-17

Program Areas* (A)	Enrollees (E)	HSD/HSE Achieved (D)	Post-Secondary Achieved (F)	Enter Employment Achieved (G)	Increase Wages Achieved (H)	Transition Post-Sec Achieved (I)
English Language Learner (ESL/ELL)	2,075	2	1	172	54	5
Basic Skills (ABE)	22	0	0	0	1	0
High School Diploma (HSD)	505	99	0	2	0	5
High School Equivalency (HSE)	229	17	1	1	0	0
Career and Technical Education (CTE)	448	3	45	35	9	1
Programs for Adults with Disabilities	0	0	0	0	0	0
Adults Training for Child School Success	88	0	0	4	2	1
Workforce (Re)Entry	170	0	1	7	1	0
Pre-Apprenticeship	0	0	0	0	0	0
No Designated Program						
Total	3,537	121	48	221	67	12
Students in Two or more Programs	481	11	3	26	12	1
Total Unduplicated Students	3,045	108	45	194	55	11

Outcome data for AEBG is a fairly new to AEBG and the above data is considered baseline data. We are concerned with the low number of outcomes for each area and believe the numbers to be underreported due to our limited ability to track students in these areas. We see a need to improve our tracking processes in order to get better data but ultimately recognize the need to better support students in these types of completions and transitions.

Program Areas* (A)	Enrollees (J)	Supportive Services Received (K)	Training Services Received (L)	Transition Services Received (L)	Career Services Received (M)
English Language Learner (ESL/ELL)	2,726	2,664	0	2,352	2
Basic Skills (ABE)	23	22	0	18	2
High School Diploma (HSD)	717	655	0	118	0
High School Equivalency (HSE)	375	324	0	25	0
Career and Technical Education (CTE)	1,261	1,256	2	292	0
Programs for Adults with Disabilities	0	0	0	0	0
Adults Training for Child School Success	93	93	0	74	0
Workforce (Re) Entry	230	226	0	126	0
Pre-Apprenticeship	0	0	0	0	0
No Designated Program	218	114	0	86	0
Total	5,643	5,354	2	3,091	4
Students in Two or more Programs	654	647	0	299	2
Total Unduplicated Students	4,976	4,694	2	2,784	2

HBAS has made a significant effort to increase support services for students as described in other areas of the report. The above data supports the need for more services as well as better methods for recording such services when they are given.

HBAS Graduates: High School Diploma Program

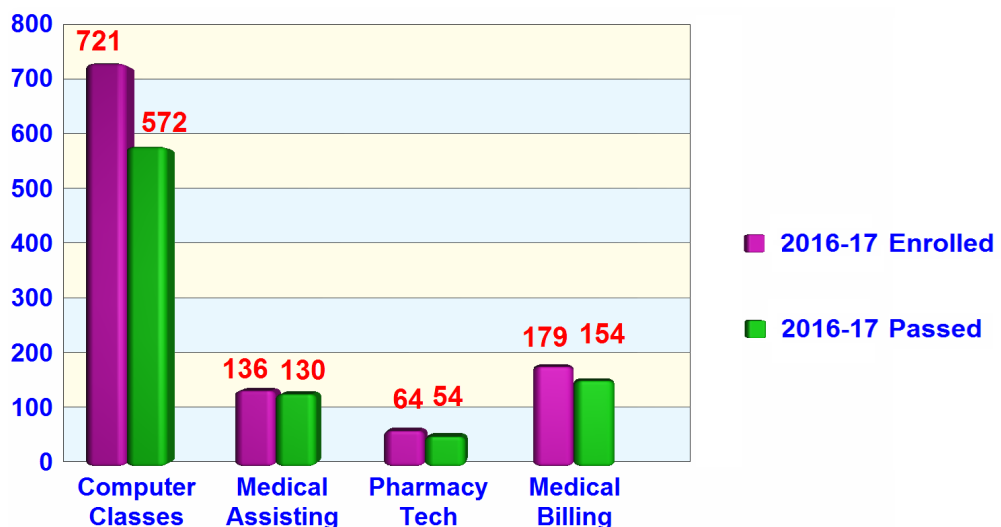
Year	Summer	Fall	Spring	Total	Campus	
2010-2011	25	40	77	142	MHS campus	1203 enrolled (349 summer, 391 fall, 463 spring)
2011-2012	15	50	70	135	Gothard Campus	1483 enrolled (393 summer, 503 fall, 587 spring)
2012-2013	16	45	76	137	Gothard Campus	1739 enrolled (460 summer, 613 fall, 666 spring)
2013-2014	19	37	98	154	Gothard Campus	1624 enrolled (385 summer, 649 fall, 590 spring)
2014-2015	14	21	50	85	Westminster Mall	1205 enrolled (360 summer, 393 fall, 452 spring)
2015-2016	15	37	65	117	Westminster Mall	839 enrolled (267 summer, 572 Fall/Spring)

In 2012, HBAS moved to its new facility on Gothard Street and in 2014, a new campus was added at the Westminster Mall to house the Diploma, GED, and advanced ESL classes. The construction at the Westminster Mall campus took longer than expected, resulting in the program not starting until late October 2014. This delay resulted in a significant decrease in enrollment that year. An area that continues to be a concern is the low graduation rate in this program. Generally, students who need less than 50 units to graduate are placed into the High School Diploma Program. To better serve students, those with more than 50 units to complete are put into the GED Preparation program. Before the 2016-17 school year, there had been no way to measure student success in the GED program. However, now that HBAS is an official test site for GED, HBAS has started to collect student success data in 2017. There were 17 HBAS students who passed the GED in the 2016-17 school year.



In the ABE/ASE program, HBAS has identified a need for improvement in ABE Intermediate High. In the ESL program, there is a significant drop in performance in the Advanced level. These are areas that HBAS will be looking to monitor in the future. For ASE, the department has added several skills classes and students in need of these additional classes are identified at enrollment through CASAS testing.

CTE Student Enrollment vs CTE Students Passed



Between 2013-15 the HBAS CTE department began discussing how to formally track student achievement data in the available school management system. After investigating the computer system capabilities, it was determined it was not possible to collect all of the data in such a manner to be used to impact the classroom. Until this time, CTE teachers did their best to manually collect the student achievement data and to keep it in their classroom, stored in filing cabinets. This made it difficult to compile and use it to impact student learning. In 2015-16, HBAS moved to a newer version of ASAP, which would allow more data to be accurately recorded. By 2016-17, all CTE teachers officially began reporting all of the pertinent student achievement data in ASAP version 3. The chart on page 22 reflects the number of student who enrolled in and passed CTE courses by certificate program. The overall CTE course pass rate for 2016-17 was 86%!

In summary, HBAS has a number of metrics that it considers in its self-evaluation. Due to significant changes in operations and metrics definitions it can be difficult to make sense of longitudinal data for meaningful dialogue. However, what has shown clearly through this fog of data is the need for better practices of collecting student completion and transition data, improving student persistence in ASE, and helping students meet goals as defined by funding from AEBG and WIOA.

Additional Online School Program and Course Description



The Diploma/GED and CTE departments are the only programs that utilize online coursework. CTE online courses include Microsoft Word/Excel/PowerPoint at both beginner and intermediate levels. The GED preparation program began to use Aztec software in the 2016-17 school year. The Diploma program uses Edgenuity for all online instruction. Curriculum was delivered in paper/pencil format prior to adopting Edgenuity as the primary delivery of instruction.

The Diploma program utilizes Edgenuity as a learning management system for delivery of online curriculum in an independent study setting. Edgenuity courses are NCAA and UC "a – g" approved. Blended learning at HBAS includes a distance education component and the supervised, brick-and-mortar location with instruction provided at least once a week by highly qualified teachers.

Students receive their instruction and content delivered primarily online. The HBAS Diploma program is a blended program in which students come once a week to get one-to-one instruction at the school campus or they may elect to do their schoolwork in the comfortable and quiet Learning Center at the mall. Students may complete tests, projects, labs, or ask questions and get clarification in areas of difficulty with their content specific teachers in person. Students complete courses and earn credits based on the work completed with Edgenuity. Within Edgenuity courses, students take summative assessments such as quizzes, topic tests, and cumulative exams. Common Core style questioning is included in courses that have had Common Core Standards adopted for California. Students take assessments after a certain number of content lessons.

The GED program recently adopted the online Aztec learning management system. Students are instructed in the same way as the Diploma students, either online at home or in the Learning Center. As part of both of these, skills classes are required – based on appropriate assessments - in a hybrid format. Students receive the online curriculum in addition to their classroom, direct instruction.

Academic counseling and support are available for all students as previously mentioned in this document. College and Career preparation support, personal counseling, and health services are all available to students from all three of the programs at HBAS.

Teaching and Support Staff Qualifications

All full-time and part-time teachers and support staff are highly qualified according to state requirements for highly qualified teachers and have been trained on how to use all of the online learning management systems (LMS). Teachers attended all day workshops and were given ample time to become familiar with the software.

The HBUHSD's superintendent and assistant superintendent worked with our principal directly to initiate the implementation of an online learning management system at HBAS. All administrators and leadership support the teachers and staff by whatever means possible to enable the success in utilizing Edgenuity, Aztec, and other online tools. If more training is needed, the time is allocated to assure teachers and staff feel comfortable with these systems.

There are two instructional aides whose official title designates a specialty in technology. The learning management system regional representative also has an ongoing dialogue regarding trouble shooting with the instructional aides and the principal. These instructional aides assist students and teachers with digital devices and software programs.

All teachers are involved in the instructional process with the online curriculum, individualizing lessons with supplemental materials, and discussions if necessary, to meet the students' needs. Since independent study students come in at least once a week, the one-to-one teaching appointments allow for discussions, tests, and additional assignments to be explained, ensuring all students have access to the instructional supports necessary for learning success. Teachers that use Edgenuity or Aztec as the "textbook" can monitor what students are doing and how they are performing in real-time.

Technology Resources

Support from the District's upper management ensures that HBAS staff and students have ample resources available to them while on campus. All students can check out a Chromebook or Dell laptop to use all day while at school. Some students choose to bring their own devices to complete their work. Independent Study students who temporarily cannot use a home computer for some reason, or who cannot afford to buy one, are allowed to come to the school and work in class from 8:30 a.m. to 8:30 p.m. There are also computer labs at the Gothard site and Westminster Mall.

Enrollment and Orientation

HBAS has specific enrollment and orientation times listed in catalogs and included on the HBAS website. Students may enroll at HBAS and take the orientation class at the Mall/Learning Center, the BESST Center in Costa Mesa, the Westminster High School campus, and the Gothard Campus. Each of these campuses has their own enrollment and orientation times. A separate Guidance Specialist appointment, for determining what courses must be taken, follows the orientation for Diploma students. An informational session must be attended for CTE students prior to enrolling in a certificate program at HBAS.

The CASAS pre-test, taken as a part of the enrollment process, determines whether or not a student may go right into the Diploma, GED or CTE classes. A low score on the CASAS test (math or reading) results in additional basic skills support services being provided. This can delay a student enrolling in credit bearing classes needed for graduation but staff feel this, in the long run, better sets a student up for success.

There are minimum requirements to remain enrolled in the Diploma program; Students must make a scheduled appointment with their instructor once a week (two if in a skills support class), and they must put in ten hours of work per week on their online program (work may be done in the Learning Center or elsewhere). If a student does not make these minimum requirements for three weeks in a row, the student will be dropped and required to make an appointment with the counselor after 3 weeks to rejoin the program. There is also a College and Career Readiness Graduation Requirement (Completion of a 1 Unit Post-Secondary Preparation Course) that every student must complete as part of the 180 unit graduation requirement.

Various assessments are utilized at HBAS. CASAS Reading and Mathematics tests are given for initial and periodic growth assessment; Edgenuity (for My Path) has diagnostic and pre-tests; Aztec has pre- and post-tests for each section; both online programs (Edgenuity and Aztec) have quizzes, tests, and other assignments (essays, journals, projects, short answer, etc.)

HBAS CTE online instructors use both synchronous and asynchronous learning in online courses. Course dates and times are offered in 6-week sessions as stated in the course catalog. Within the restriction of time and dates, students are allowed to work at their own pace to complete assignments. CTE online courses include Microsoft Word/Excel/PowerPoint at both beginner and intermediate levels. CTE online students taking computer classes are required to meet onsite with the online instructor in order to gain access to the Labyrinth Learning System. They also receive instruction, materials, and student expectations that they will use as they work through the coursework at home. The CTE online instructor logs into the system twice per week in order to grade assignments, provide feedback, and to provide the students opportunities to re-submit sub-par work.

Huntington Beach Adult School Diploma Program Graduation Requirements

Program Area	Classified
CP English	40
World History	10
US History	10
US Government	5
Economics	5
Mathematics	20
Advanced Math	10
Physical Science	10
Life Science	10
Health	5
Art/World Lang/CTE	10
Electives*	45

**1 Unit/Course of P.S. Prep (Post-Secondary Preparation Course/Career Readiness)*

SCHOOLWIDE LEARNER OUTCOMES

Huntington Beach Adult School Students:

Set Goals:

- Students define goals and set short and long-term objectives.

Achieve Skills:

- Students achieve measurable increases in skills and knowledge.
- Students acquire 21st century technical skills.

Apply acquired skills and knowledge:

- Students transition successfully to postsecondary education and the workforce.

How Programs/Courses are connected to Schoolwide Learner Outcomes and the Extent that they are being achieved.

1. Set Goals: Students define goals and set short and long-term objectives.

Goal setting for all HBAS students begins during orientation. Students are taught about SMART goals and are asked to write out four goals on a worksheet. They are then asked to pick one of the four goals as a primary focus and complete the worksheet. This allows the student to break down their goal into smaller, more manageable steps.

Goal-setting is addressed differently in each department. For example, in ASE, from the moment a student enters the ASE program, be it GED or Diploma, that student is involved in defining goals and in setting short and long-term objectives. For Diploma students, a guidance specialist appointment is included as part of the first steps in order to determine how many and which courses are necessary to achieve the High School Diploma, and a discussion of how long it takes (on average) to complete a unit of a course is part of this. The student has an initial conversation with his/her assigned Supervising Instructor and the first two assignments (due that first day) are given. These assignments involve goals and setting short and long-term objectives. Each student must complete a class/work schedule and complete a writing sample that includes a response as to what the student plans to do once he/she has completed the GED or Diploma program. These first two assignments are part of the Post-Secondary (P.S.) Preparation Course that every high school diploma or GED student takes along with their Diploma or GED coursework. A third assignment – which must be completed before the student is scheduled for their appointment with the College and Career Specialist in the first 60 Days – is to complete a Career/Future Plan worksheet.

The P.S. Prep course itself involves multiple points to re-visit short and long-term objectives, and the College and Career Specialist meets with the student twice to oversee this process. Finally, ASE students have a weekly appointment with their Supervising Instructor where, in addition to being able to have follow-up discussions on the assignments already mentioned, they are made aware of attendance and assessment data that relates to their keeping up with their class/work plan and the progress achieved in the Diploma courses or GED section they are working on.

In the CTE program, the SLOs are listed in all classrooms on large posters. CTE teachers integrate these learning outcomes into their curriculum and instruction. CTE instructors review goal setting with the students at the beginning of each class. Students are given a student planner as well as a course syllabus with course objectives on the first day of their class. The instructors discuss the importance of the student learning outcomes. Student learning outcomes are the intended outcome after instruction and after the student has participated in class and completed course assignments, completed quality study, and assessment of learning. Students are then asked to fill out their planner goal sheet. CTE teachers have also developed a worksheet that students use to set short term and long term goals based on the assignment being taught.

In ESL classrooms, all students are given an HBAS planner. The SLOs are listed in the planner and each teacher goes over the SLOs during the first few weeks of class. Most ESL classrooms have a poster of the SLOs displayed in the classroom. This is not possible for all sites, because ESL has many satellite classes and some of the satellite campuses require that ESL teachers not alter anything in the classrooms. The goal planner sheets in the planners are also utilized in most ESL classrooms.

2. Achieve Skills: Students achieve measurable increases in skills and knowledge. Students acquire 21st century technical skills.

In order for our students to meet their program goals, and short and long-term objectives connected to those, they must achieve measurable increases in skills and knowledge, and they acquire 21st century technical skills as part of this. The eventual achievement of a High School Diploma or High School Equivalency Certificate for ASE students is clearly the ultimate measure for our students, as it is what educational institutions and employers will be looking for. Each program has a number of elements along the way that assist with providing a measure of the skills and knowledge increase as they are on these paths. As alluded to in the response to the first SLO, students have a weekly appointment with their Supervising Instructor, and that appointment includes making sure students know how to utilize their respective class dashboard to know where they are in terms of progress. They can find out exactly how well they have been doing on assignments, tests, etc. and know just how far along in their class (diploma) or section (GED) they are. The grading of assignments, quizzes, and tests, and ultimately the passing of each course, is a very important part of the Diploma Program, as is the emphasis on passing of GED sections for students in our GED Program. The passing of drills, post-tests, etc. within the Aztec GED program is utilized as a measure of knowledge / skill development.

In addition, all students are CASAS tested when they enter the program and every student who is not already at a 246 or higher can see a measurable increase in their knowledge when they are tested again. The testing allows us to know – fairly accurately – whether a student is at a high school level upon entry to the program and is the impetus for providing further support to those students who are not. Measuring progress for students who are below a 236 (9th grade level) on entry, is a very important part of their skill development that matters a great deal toward their success in the rest of their program.

The Edgenuity and Aztec Platforms utilized for Diploma and GED Programs assist with students acquiring 21st Century Technical skills, as does the inclusion of the Post-Secondary Preparation Course in each program. *Collaboration and teamwork, Creativity and imagination, and Critical thinking* are commonly referred to as 21st Century Skills.

To the extent that the Edgenuity and Aztec programs are Common Core aligned, HBAS believe they are challenging curriculums that include well-developed opportunities for critical thinking, and that the scope of assignments does demand students be creative in their responses. The one area that is difficult, given the distance learning / independent study model HBAS uses is collaboration and teamwork, but there are opportunities for this as well. The post-secondary preparation course, which includes assignments and times when students must meet with the College and Career Specialist to collaborate on plans for post-secondary transitions and involves encouraging students to interview each other and get feedback on the interview process as part of their mock interview assignment is a good example.

Another example comes from attention to the writing process, which helps develop critical thinking and creativity. Because HBAS believes that writing is a very important part of communicating effectively in post-secondary opportunities (education and the work world), every writing assignment must be turned in as a rough draft and receive feed-back before being submitted in its final form. As part of this process, instructors encourage students to attend writing workshops where they can work with the instructor and other students on refining their essays and communicating their ideas in the best possible way – as opposed to just trying to get it done. Students are encouraged to work with and provide feedback to one another and, of course, view their work with the instructor as a collaborative effort to get the best product possible.

As for the “technical” part of 21st century skills in the 21st Century Skills Student Learner Outcome, HBAS does want students to be able to be creative, critical, and collaborative through the use of technology so that they are better able to take on the challenges of post-secondary education and employment. To that end, the fact that students use technology to access the coursework automatically starts to get to that goal. And to the extent that students are asked to utilize 21st century technical tools (use laptops, create PowerPoints, save drafts and turn in final papers, and email instructors), students are definitely meeting this aspect as well. Students are also asked to utilize online programs like California Career Zone, do research utilizing this and other sites, and use Optimal Resume (another online site) to create important work documents (resumes) and practice interviewing.

There are many opportunities for students to achieve measurable increases in skills and knowledge, as well as student and teacher online dashboards to help capture and discuss the increase in skills and knowledge. There is also significant opportunity within those measurable assignments for the development of the 21st Century Skills, as defined and expanded on in the examples above.

In the CTE program, student achievement of the outcomes is measured by individual instructors through a variety of assessment strategies, including project and performance-based activities. The CTE assistant principal follows-up with teachers through classroom observations and discussion. This year, in an effort to gather more data concerning student achievement, significant changes have been made to the database used by teachers to report student outcomes. Students are surveyed at the end of each course and asked to answer questions about their employment and education progress, allowing the instructors to update the student skills data in the ASAP database.

Using the student planner in all CTE classes, students and teachers are able to check for understanding before moving on to the next subject. Students have access to 21st century skills using a computer or laptop in class. All CTE students learn how to create and update their resume using Optimal Resume software. All CTE students are also required to take, at a minimum, a Microsoft Word class.

In ESL, all of the classrooms at main sites: Westminster Mall, Gothard St., Westminster High School, Oak View, and BESST; have a tablet or laptop cart for students to use. Many of the satellite campuses have computer carts as well. In early 2017, ESL computer technology courses were developed. Currently, these classes are held at two different main sites, at different times and days. These classes are free and ESL students are encouraged to take them to help them gain basic computer skills and typing skills. At the end of 2017, all ESL classes at main sites, not satellite campuses, used only electronic testing for CASAS. In Spring 2017, all advanced level ESL students were required to take English Language Civics tests on a computer, which included having to do research. The electronic testing for EL Civics expanded to Intermediate levels in the 2017-18 school year, with an option for any class to electronically test for EL Civics, which was at the teachers discretion.

All ESL teachers, starting in the 2017-18 school year, are now teaching basic computer skills in all ESL classes not only to ensure that their students are prepared for the e-testing, but also to address this new learner objective of students acquiring 21st Century technical skills.

3. Apply Acquired skills and knowledge: Students transition successfully to post-secondary education and the workforce.

The extent to which the ASE program is “connected” to this particular Student Learner Outcome is answered by the fact that there is a mandatory Post-Secondary Preparation Course and a College and Career Specialist (not to mention a Job Developer for those who indicate an employment goal), and a process for connecting all of this together with a *Supervising Instructor*. Further proof of the “connection” would be the multiple monthly workshops that are provided at the Westminster Mall Learning Center by Adult Education partners at Golden West College. They provide workshops on topics such as time management, writing at the college level, and mathematics workshops and mentoring as well. Finally, HBAS's connection to the Simon Youth Foundation allows for our students to apply for scholarships made available through this partnership, in addition to two locally funded opportunities for scholarships.

The extent to which students are actually “transitioning” to post-secondary education and the workforce is captured in several ways. The AEBG and WIOA programs require updating student records quarterly utilizing the Tops Enterprise reporting connected to California’s use of CASAS for Title II funded Adult Education programs. Surveying current students, and now former students as well, HBAS receives and reports information about education and the workforce. It is able to provide further clarity to that process when the job developer assists with placing or securing employment for a student. HBAS also records (through the College and Career Specialist who documents students plans to apply and applications to college) which students have gone on to college. What is still lacking at this point is a report from colleges that actually confirms that the student is attending class, and is succeeding. All of this, however, is included in future statewide plans connected to the AEBG. To the extent that HBAS is fully collaborating with partners in this grant, and actively lobbying the state’s representatives to allow Adult Schools to more successfully track these students, ASE and all programs are making every effort possible to track these transitions. Finally, as post-secondary transitioning does include ASE students transitioning to HBAS’s own CTE programs, students with this goal share this with our College and Career Specialists as well, and this would be included in WIOA II reporting and documented within HBAS’s own ASAP attendance system.

All CTE students completing a certificate program are referred to the HBAS Job Developer to schedule an exit interview at the end of their program completion. Students are instructed to bring their resume portfolio that has been created throughout the process of the program. Students are also required to bring their signed requirements checklist to the exit interview. This ensures that all CTE students have completed the required courses before entering an externship or being placed in a job site. The job developer documents the exit interview in ASAP and informs the main instructor of the meeting. Successful meetings allow students to be placed in job opportunities or externship opportunities. Successful externships often lead to an employment offer and many of the HBAS students receive an offer before completing their externship. Students wanting to transition to a community college or a four year college are referred to the College and Career Specialist.

In Fall 2017, the ESL department hired a part time counselor to help ESL students in their personal and professional lives. After meeting with each student, those that express interest in continuing to college or getting a job are referred to the College and Career Specialist and/or the Job Developer for continued transition services. Over the 2017-18 school year, the counselor's goal is to meet with every level 3 and 4 student. The Advanced level classes (level 4) have had several presentations from the Job Counselor, the College and Career Specialist, and different representatives from the local Community College District. All level 3 and 4 students have had the option of participating in College Bridge Day, which is a field trip and an informational tour of a local community college. There have been at least 3 per school year, one to each of the 3 local colleges in the area.

New classes which have been created in collaboration with the community colleges will be implemented in the 2017-18 school year. These classes (IET) will provide ESL students a pathway to achieving a CTE certification which will provide them with a livable wage. These collaborations will continue to be expanded in future years in order to accelerate the time it takes for these ESL students to complete their ESL classes and college or career training and enter the workforce. These classes, along with other "practical application assignments in their ESL classes, are beginning to address the need for students to begin to apply their knowledge in real world applications that will ultimately prepare and train them in transitioning into CTE certificate programs, college, and the workforce.

CHAPTER TWO

Progress Report on Key Issues since the Previous Self Study

Action Plan Item 1

The administration and teaching staff should improve the process by which relevant courses and programs of study are developed and implemented.

RATIONALE FOR NEEDED IMPROVEMENT:

The self-study revealed the need to develop more courses/programs and means of delivering those courses. Because of budget restraints it was imperative that a process be developed that results in the most relevant and cost effective course/programs being developed and implemented.

Steps Required:

1. Develop a “system” to determine community and student needs to better ensure relevant courses/programs.

HBAS aims to provide the most relevant courses and programs possible. The process of determining relevancy includes an analysis of the following factors: Student input, community/partner input, review of relevant regional plans i.e. LCAP, AEBG & WIOA, and an analysis of student performance data. Below are summaries of how departments are using this information to build relevant courses and programs.



NOTES

The ESL Department has a Curriculum Committee which consists of a teacher from each of the four levels of courses in the department and a chairperson. This committee writes and reviews placement and promotion tests. This committee also reviews, pilots, and recommends textbooks for each of the four ESL levels. All teachers also review comprehensive results of tests and determine the need for additional instruction based on test results. The ESL department meets eight times throughout the school year to discuss upcoming tests, changes, test results, placement issues, test issues, and other issues that occur during the year, so that they may be corrected promptly.

Based on student requests and surveys, and as a result of ongoing changes being implemented due to AEBG and WIOA directives, Conversation classes and Citizenship classes are now a part of the HBAS ESL program offerings. Technology classes also were begun in 2016-17 due to a need for students to be able to be workforce ready, apply online to colleges and jobs, fill out online forms, e-test, do research for writing exercises, etc.

The Adult Secondary Education (ASE) Department: High School Diploma, GED Preparation, and remedial ABE courses, have regularly scheduled monthly meetings, which include a focus on online coursework and how better to deliver these courses to students. In these meetings, all certificated and classified staff discuss best practices for implementing the coursework to meet the needs of the students. Since the last full WASC visit, and as a result of student and staff input, Edgenuity, a standards-based online learning management system, has replaced paper-pencil "packets" as the primary means of delivery of instruction and assessment. Therefore, topics such as retakes, teacher intervention strategies, and placement tests, are frequently a part of the staff discussions and are reviewed and evaluated regularly. Each Instructor also has a monthly one-on-one meeting with the Program Administrator, where student data (attendance, guidance, CASAS testing, etc.) is a focus.

Based on the assessed needs of students, The ASE program has developed and implemented a process for utilizing CASAS math and reading placement tests to identify students needing remediation in these subject areas. Students whose scores indicate a need for support in these areas are to attend Skills classes before beginning the Secondary Curriculum for either the HSE or Diploma programs.

The CTE Department participates in local One Stop and Vital Link meetings in order to ensure the HBAS course offerings include those that lead to job openings in the immediate area. They also regularly review the Bureau of Labor Market Statistics and the Labor Market Information websites to stay abreast of the most current job market data. Participation in CTE consortia and articulation meetings has also been of value in offering relevant courses/programs.

In addition, HBAS conducts student surveys on a regular basis to gather student feedback regarding their educational goals, what skills they might be lacking, and what support services they are in need of. Annual survey data collection includes:

- Instructors in CTE send out an end of class survey seeking input from students on the effectiveness of the class.
- ESL conducts annual student surveys to help determine which civics topics will be taught the following school year.
- A technology survey is conducted in the ESL and ASE programs to determine if students are lacking essential technology skills.
- A schoolwide student survey is done every other year.
- HBUHSD conducts an annual Local Control and Accountability (LCAP) survey, which helps determine the district direction and levels of support for sites.
- Simon Youth Foundation conducts a student survey for senior diploma students every year to determine effectiveness of the program and identify student needs.
- CASAS assessments are given to all new students in ASE, CTE, and ESL, during a standardized enrollment process.

HBAS continues to analyze student outcome data to see where students are struggling and identify potential need for new classes focused on specific skills. CASAS testing data has helped identify the need for academic support classes for CTE and ASE students. These same pre-tests have also been used to identify language barriers resulting in referrals of students to ESL classes. ESL teachers administer mid-term and promotion tests annually to provide formative and summative evaluations of student progress and to determine which students will progress to the next level. HBAS looks at completion rates for AEBG accountability purposes, which assist in analyzing the success of their programs and making subsequent revisions to curriculum and instruction. EL Civics and CASAS tests are given throughout the year to assess students' acquisition of course material and progress in making measurable gains in their English language skills. And Edgenuity testing data is used by Diploma staff to measure student learning, provide assistance and additional resources, and monitor progress towards course completion.

HBAS has significantly expanded its partnerships, to allow for input from key community stakeholders and partners.

Through its membership in the AEBG consortium, HBAS works more closely with local Community Colleges and receives feedback in regards to program and course alignment. As a result of this collaboration, HBAS, in partnership with Golden West College and Orange Coast College, now offers two transition support classes to students in ASE and ESL.

Other community partnerships include:

- A collaboration with other adult schools in the Orange County WIOA region.
- HBAS is a member of the Westminster Chamber of Commerce.
- A collaboration with the local Orange County Department of Social Services.
- A collaboration with a major out of school youth provider – OCAPICA.
- Monthly support staff meetings, to share student and staff feedback regarding the enrollment process.
- Quarterly meetings at Goldenwest College with the Boys and Girls Club to communicate successes, challenges, concerns, community needs, and program revisions of the Twilight Program, a collaboration of HBAS ESL classes and children's programs.
- The Community Advisory Committee which includes various stakeholders from different programs, employers, and the community focused on each program area: ASE, CTE, and ESL to gain input from these sources regarding employment trends, staffing needs, and curriculum alignment with the industry.
- Working Wardrobes
- Vital Link
- One Stop
- Local Community Colleges

HBAS has expanded its support staff. This increase in support staff is to better assist students in their educational goals. The support staff gather student information through one on one meetings and report back to the respective departments and administration. The expansion of the support staff includes:

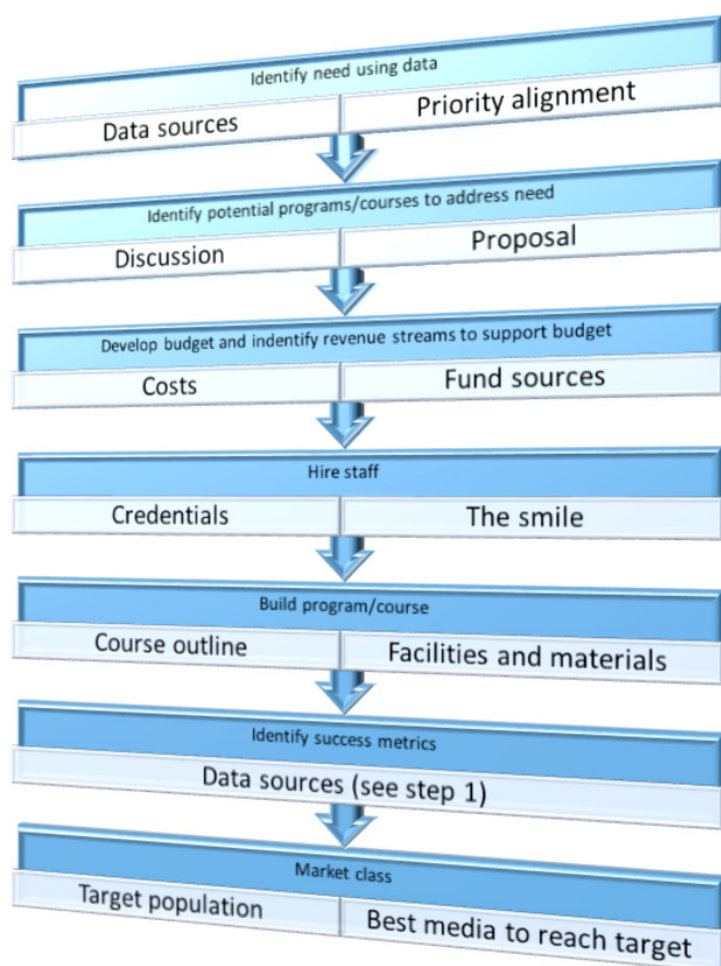
- A Job Developer who was hired in 2016. The Job Developer receives input from local employers as to skills that are lacking in employees and available jobs in the community.
- A College and Career Specialist who was hired in 2016. The College and Career Specialist meets regularly with local community college representatives to determine gaps in services between colleges and HBAS and guides students through their transition to college or career tech courses.
- An additional guidance specialist. The Guidance Specialists meet with students, to help identify their academic needs and help direct them through their diploma or GED process. They also provide input to administration and teachers regarding course needs, personal needs, etc.

All Career Technical Education Certificate programs have regular informational sessions for potential students. These sessions are required and are held at the Gothard campus. After providing information about the various pathways available, students are able to ask questions about the certificate program. They then take math and English tests prior to entering a certificate program. Students that do not pass the tests are referred to remedial math and English classes. HBAS has a partnership with Orange County One Stop to provide students with information on the Workforce Investment and Opportunity Act (WIOA).

CTE teachers review their courses and curriculum annually and determine the need for changes in courses and/or the need for new courses. HBAS recently updated the Medical Terminology book, so it aligns with the book used by the local community colleges. Medical Billing & Coding books were updated to reflect the new codes and Medical Healthcare Reforms. Pharmacy Technology updated their books in the 2015-2016 school year.

2. Develop and implement a “process” for designing and implementing all new courses/programs for highest success that identifies needed resources, instructional delivery method, measures of student success, etc.

In 2016-17 the HBAS administration worked to develop a defined process to help departments develop new courses that take into account data to justify new potential programs/courses to address need, budget, staff, success metrics, and marketing of each new program/course. (See form below) Although many parts of the process have been implemented, HBAS is still working on implementing the full process because of significant changes in administration, WIOA, and AEBG. However, this process continues to be refined. The Principal leads more direct discussions around program development in each department based on information that he receives from various community partners.



3. Provide resources for staff development to support new courses/programs and instructional delivery methods.

HBAS recognizes the need to provide staff with appropriate training and resources to develop curriculum. As funds became available, they were dedicated to each department budget for staff development. Each year, HBAS has provided more opportunities for staff development. HBUHSD provided more staff opportunities to attend district wide training that included the Adult School teachers. In addition, staff were able to attend a variety of related training webinars, workshops and conferences throughout the community as well as state and community educational agencies. A calendar is created and shared with staff at the beginning of the school year, which promotes the most relevant staff development opportunities, as determined by the Leadership Team. All staff are now required to participate in one professional development activity every other year. HBAS covers the costs of such activities. A tracking system was developed to track which staff participate in professional development and the associated costs. The Business Assistant uses an Excel spreadsheet for this tracking. HBAS has also coordinated more workshops with CALPRO and OTAN, Adult Education professional development organizations, to offer these trainings on HBAS campuses. Below is a list of many of the conferences attended by HBAS staff between 2015-2017. This is now the norm in HBAS.

Currently, HBAS is working on an accountability process for staff development to facilitate staff bringing back relevant course and program knowledge to share.

Action Item 2

All staff (administration, teachers, guidance, and support staff) will work towards improving student support services in order to have measurable improved student achievement.

RATIONALE FOR NEEDED IMPROVEMENT:

In order for HBAS to fulfill its mission it must support student achievement to the highest extent possible. Effective support must be measured through an accountability system that clearly defines measures of success.

Steps Required:

1. Facilitate transitions to more advanced education through guidance, marketing, and improving relationships with employers and local colleges.

Since 2012, HBAS has worked to identify metrics and processes that can be used to demonstrate effectiveness in transitioning students to more advanced education. With some data in hand, the Leadership Team met extensively in 2013-14 to take a close look at its core values and the health of the organization and its ability to meet this Action Item goal of improving transitions for students. The results of this work was a genuine shift in each department on how they enroll, assess, and promote students in order to improve student transitions.

Starting in 2014, HBAS worked with the local Community Colleges in the AEBG consortium planning process. HBAS is working with Community College programs to realign curriculum and assessment. This realignment is still a work-in-progress, with a goal of providing seamless transitions to post-secondary education or workforce. To further encourage an improved relationship with local colleges and thereby strengthen transition pathways, the HBAS staff have attended Community College conferences and workshops and AEBG Consortia meetings.

Specific examples can be cited regarding the work done by each department to improve transitions for students. The ESL department realigned their levels for quicker transitions through the ESL program. An end of year standardized promotion test by ESL level was also developed to help teachers better identify students for promotion to the next level. The ESL department has also recently added midterm exams to monitor student gains and needed remediation, as well as revising coursework, supplemental materials, and instruction. Starting in 2015-16, the ESL department participates in an AEBG Bridge Day. Bridge Day is a collaboration between the local community colleges and the local adult schools. ESL students are provided with transportation and opportunities to visit local colleges. HBAS staff members accompany the students on the tour of the community college campus. In 2016-7, level 3 and 4 students visited Golden West College, Coastline College, and Orange Coast College.

In the ASE program, the curriculum delivery system was upgraded to an online system providing monitoring of student progress and incorporating common core state standards. This change brought about a significant increase in academic rigor for students, and the higher standard will better prepare students for their transition into post-secondary education or career. In addition to a change in curriculum, the ASE program moved to a new facility, which has co-located classrooms for ESL with the thinking that as ESL students enter their ESL class they will see what is available for them in attaining a High School Diploma or GED. There are also level 4 ESL classes at the Main HBAS site on Gothard St. This provides ESL students a glimpse into the CTE program at that site.

HBAS has also made significant changes to improve transitions for its students by creating a new Student Support Services department which includes a Job Developer and a College and Career Specialist. The job developer has become an integral component of all departments by meeting with each student who successfully completes a program and is looking for employment. The exit interview process permits the job developer to prepare the program completer to successfully enter the workforce. HBAS staff have met regularly with Community College staff to better align and articulate programs so that students can continue on to more advanced training seamlessly. These collaboration meetings have led to the articulation of several CTE courses with Coastline Community College, one of the local community colleges in the Coast Consortium. After completing classes with HBAS, students are eligible to transfer to Coastline to receive college credits for 12 articulated classes. Also, the CTE program has incorporated an externship component to better prepare students for an eventual education-to-job transition. This is one of many of the successes that have come out of our annual Community Advisory Meetings in which a collaborative meeting and luncheon is held to gain valuable feedback from community partners and externship facilities. The CTE department further developed the original soft skills class into a more comprehensive work force preparation class including Optimal Resume which helps students create a resume.

Most recently, an orientation process was developed which includes information about how to succeed at HBAS and how HBAS will support students into the next level of education and or career. All students in ASE, ESL, and CTE are able to go through the orientation and in most cases students are required to attend. Students who are not able to speak one of the three language translations or who are not enrolling in a full CTE program have the option not to attend.

2. Develop a follow-up and accountability system that defines and measures “student achievement” by program.

The ESL program has continued with past practices for measuring student achievement but has also added more measures. In terms of achievement measurements, the department gives three types of tests:

- CASAS (Comprehensive Adult Student Assessment System) Reading Tests: six times per year
- EL (English Language) Civics Tests: six times per year
- Midterm and Promotion Tests

When ESL students take a CASAS Reading Test on its scheduled date, their teachers receive the results within 24 hours.

The teacher will then inform each student of his or her score and improvement or lack thereof. In the past, each student could earn up to two benchmarks that were recognized on a national level. However, in 2017, that number has been reduced by the California Department of Education (CDE) to one per student.

If a student takes an EL Civics Test at its scheduled time, the teacher usually receives the result within 24 hours of submitting the test for grade scanning. The teacher will then inform each student whether he/she passed or failed the test. Any student who does not pass an EL Civics Test can retake the test when he or she feels ready. In the past, each student could earn up to two benchmarks. In 2016-17, that number was increased to a maximum of six.

ESL Teachers receive the Competencies for Teachers reports that are generated through CASAS' TOPS Enterprise (TE) system to evaluate how their students are performing and revise their curriculum and instruction or develop additional lesson plans for students who have not maximized their benchmarks and payment points.

A midterm exam was created in 2016-17 at the end of the first semester as a formative assessment to measure each student's progression toward mastery of his/her class level curriculum. A promotion test is given to all ESL students at the end of the second semester as a summative assessment. Students who pass the test are promoted to the next level and students who do not pass remain at the same level and continue in that level the following year.

CTE students who entered into one of six certificate bearing career pathway programs are required to complete a reading and math CASAS test. In the event they score below the criteria threshold on either test, they are enrolled into a free remediation class until they re-take and pass the test or tests they failed. This has increased the students' success rates in completing the program and their job placement rate. In addition, students must pass all CTE courses with a score of 80% or higher in order to ensure their achievement levels are high enough to successfully transition to higher education or into the workforce.

CTE instructors use a Student Update Form at the end of each class. This form updates students Employment and Education progress and allows the instructors to enter the information into Tops Enterprise for data collection.

The ASE program defines and measures “student achievement” as dictated by the state of California (High School Equivalency Program) and it is further defined by its local board (Diploma Program). The ultimate measure of academic “student achievement” for the HSE portion of our ASE program is a High School Equivalency Certificate, and the process for attaining this is established and providers of the test designated. The ultimate measure of academic “student achievement” for the Diploma Program is a Diploma, and the minimum standards are set by the State of California with more specific guidelines being given by the School Board.

Additionally, a measure of success for those students who enter the ASE program scoring below a 246 on the CASAS test, a raise in this score the 236 level, and then again to the 246 level, marks advancement to the 9th grade and then basically 12th grade mark. Achievement for these students can be measured by reaching new levels in CASAS scores.

As students progress towards completion of their program, they meet with the support staff. A measure of success that both WIOA and AEBG guidelines are emphasizing more and more is secondary transitions (to jobs and / or post-secondary education institutions). Consequently, with the hiring of the job developer and college and career specialist, HBAS is keeping track of students who are placed in jobs (most specifically in the CTE program but in 2017-18 also included are ESL and ASE) and is keeping track of students who indicate plans to attend community colleges or other adult schools.

Action Item 3

All staff will work towards improving school-wide communication in order to improve operations.

RATIONALE FOR NEEDED IMPROVEMENT:

Due to the significant changes in leadership and support staff, both at the site and district level and because of the recent changes in facilities, a focus on communication between and among all staff is necessary in order to improve operations across the school.

Steps Required:

1. Update staff handbook incorporating staff input through discussion .

HBAS recognized the need to provide more direct guidance to both the Adult Ed program as well as the alternative high school that shared the same facility and support staff. Prior to the WASC visit, the handbook was written in general terms for both programs. Noting the considerable changes that HBAS had gone through in recent years, through discussion it was decided that handbooks between the HBAS and Coast High School needed to be separated into two books. All forms were updated to current approved forms used by the HBUHSD and were revised to better match the current practices of each school.

2. Provide time and resources for regular department meetings.

Each department now holds regularly scheduled meetings with all teachers, support staff, and administrators in that department. Administrators and department coordinators lead these meetings and provide valuable information to staff as well as receive input, review achievement data, and plan for and implement new strategies to improve student transitions.

3. Develop a method for collecting staff input and disseminating information for budget development.

A staff survey is given every other year to collect feedback from both classified and certificated employees. There are many different types of meetings held on a monthly or bimonthly basis including: Leadership team, Job Alike meetings, data meetings, ESL Support Staff meetings, secretarial staff, technology team, front office, and custodial and security group meetings. During these meetings input is gathered from all staff and information is disseminated regarding everything from front desk operations to budget. The principal regularly shares data regarding the budget from the state and federal government as well as school budget expenditures. Other methods of communication include the school website, email, and social media.

A weekly newsletter is sent by the principal's secretary that shares relevant information provided from the district office or from the HBAS administrative team. This newsletter updates all staff on what is happening on the various campuses. Staff is encouraged to read the staff newsletter, but it has been found that not all staff check their email messages on a consistent basis. This issue is a topic of discussion in the Leadership Team meetings.

The Leadership Team meet twice a month, and now once a quarter, to discuss school concerns, make decisions, and share pertinent information with staff. Relationship by Objectives committee (RBO) meets at HBAS once a month to discuss current issues. All principals and a representative from each school site attend a monthly district RBO meeting. The superintendent, several board members, and district directors from Human Resources, Business, Curriculum, and Technology also attend. Monthly RBO and Team Building Through Communication (TBC) meetings are held for the discussion of staff concerns and ideas that are not professional association issues.

CHAPTER THREE

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 outcomes described in the HBAS mission paint in broad strokes its primary educational purpose and commitment to high levels of student learning with the end goal being students who are prepared for post-secondary education, the workforce, and the community. The mission is given further specificity in the SLOs, which serve as a guide for teachers in helping their students reach these benchmarks.

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.

HBAS has not been consistent in regularly reviewing its mission statement and SLOs. In 2015, the Mission Statement and SLOs were reviewed and discussed in light of new state and federal guidelines and requirements, student survey and achievement data, and community needs. This is an area of focus for future years. HBAS began its Self-Study process by reviewing its Mission Statement to ensure it encapsulated the vision for our student population as well as our purpose within the community. In re-writing the Mission Statement, HBAS took into consideration student and staff input, new directions guided by AEBG and WIOA, and college and community input regarding college and career readiness. The HBAS Leadership Team made revisions within these parameters and then presented them in draft form at HBAS's initial kickoff meeting which included members from all stakeholder groups and the revised Mission Statement was approved:

Huntington Beach Adult School promotes lifelong learning by providing 21st century educational programs, and it prepares students for success in postsecondary education, the workforce, and the community.

Once revised, the Mission Statement was posted on the school website, posters were created and sent to all sites and classrooms, and it was agreed that they will be reviewed at the beginning of each school year to keep current with educational trends, research, changing community and student needs, and as HBAS regularly evaluates its program.

Indicator 1.3

The institution's mission statement is central to institutional planning and decision-making activities.

Embedded in HBAS's planning and decision-making process is the goal to provide the highest level of quality instruction and empower its students to succeed in future endeavors. Teachers monitor student performance in the classroom, verify and track student progress, analyze relevant data. HBAS is in the beginning stages of tracking transitions to post-secondary options in order to evaluate the success of its programs. The school mission is guided by teacher input, feedback from the community, private businesses and local government agencies, survey results, and the leadership from the HBUHSD LCAP. The Mission Statement, SLOs, and the Action Plan are reviewed by the Leadership Committee and administration to ensure their continued relevance and alignment with state and federal guidelines and student needs. As a result of these discussions, the process for change is inclusive and all voices are heard when deciding whether modifications will be made.

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.

Input from students, staff, community members, and leadership were collected either in meetings or surveys and included in the discussion. At the HBAS WASC Kick-Off meeting, the staff, students and community members participated in a data walk to analyze student attendance and performance. Each certificated staff member brought samples of student work. When participants were divided into focus groups, the focus groups analyzed the sample student work. The principal also presented current information regarding the new requirements and direction from AEBG and WIOA. All of this information was taken into consideration in determining whether the new Mission Statement and SLOs would be approved as presented or if additional revisions would need to take place. A vote was taken and the outcome was to approve the revised version as presented:

SCHOOLWIDE LEARNER OUTCOMES

Huntington Beach Adult School Students:

Set Goals:

- Students define goals and set short and long-term objectives.

Achieve Skills:

- Students achieve measurable increases in skills and knowledge.
- Students acquire 21st century technical skills.

Apply acquired skills and knowledge:

- Students transition successfully to postsecondary education and the workforce.

HBAS administration verifies through observations that teachers incorporate the SLOs into their daily lesson planning. The instructional staff is committed to serving student needs and helping students to make connections between lessons and job readiness. Teachers encourage students' progress through coursework and support them in transitioning into programs that will help them achieve their personal, academic and professional goals. Developing a stronger connection to the SLOs is still an area in which HBAS could continue to improve.

Some examples that demonstrate the integration of the SLOs into the curriculum and instructional practices at HBAS include:

- Students are asked to set personal and professional goals during their initial orientation and enrollment.
- Soft Skills classes require students to practice essential communication and interpersonal skills.
- Writing activities in ESL and ASE have been revised to include more critical thinking.
- CTE students must demonstrate mastery of technical skills before earning certifications.
- Training from our job developer and college and career specialists as well as access to Optimal Resume are available to teach students how to put together a resume and how to interview.
- SLOs are being integrated into instruction at all levels.
- HBAS programs support our objective of providing quality lifelong opportunities and job readiness skills to all students.

Schoolwide Learner Outcomes are measured in a number of ways. All programs measure progress through classwork, projects, and course completion. All programs use TopsPro software from CASAS to track progress for individual and class learning gains. Additionally, SLO performance can be seen in program completion rates, Certificates of Completion issued, High School Diplomas issued, student promotion rates, and Comprehensive Adult Student Assessment Systems (CASAS) Learning gains.

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, administration, and classified staff regularly attend conferences, workshops, and seminars to keep up to date with current research, technology, 21st Century Skills, Common Core/Next Generation Science Standards, English Language Proficiency Standards for Adult Education, CTE Model Curriculum Standards, and College and Career Readiness Standards. This information, in conjunction with student performance data and input, is then shared during weekly classified and monthly all-staff department meetings, as well as quarterly curriculum committee meetings and weekly administration meetings, to ensure that curriculum, instruction, assessment, and student support are aligned with state and federal guidelines as well as identified student needs. This ongoing input of information prompts periodic evaluation of HBAS's vision, mission, and SLOs.

Starting in 2016, ASE and ESL departments have collaborated with Garden Grove Adult School and the community colleges in their consortium to improve student writing skills. This included evaluating and purchasing online coursework by Burlington English, hosting a series of workshops by CALPRO on Evidence-Based Writing Instruction (EBWI), and offering writing instruction workshops for teachers led by Orange Coast College.

CTE courses stay current by studying labor market statistics, seeking advice from community members and externship sites as well as consulting with consortia colleagues. Teachers are responsible for staying current with their respective industries. Students are provided with a student planner on the first day of class. This planner provides information on the school's mission statement, SLOs, goals setting worksheets, interview techniques, resume tips and many other topics. Also included in the CTE student planner is the student requirement checklist for each of the certificate programs.

Remediation classes in reading and math help raise competencies in these areas so that students are more successful in their courses.

The changes in our SLOs that stress technology are based on research showing that both education and industry are incorporating technology at an ever-increasing rate and these needs are being addressed through computer use in all classrooms as well as through computer classes in ESL and CTE.

All teachers use primary and supplemental resources both through text and online such as Aztec, Burlington English, My English Lab, and Learning Chocolate to augment instruction and ensure that they are incorporating the latest research-based ideas and thus reaching the overarching goals of the SLOs.

Three times a year, all HBAS staff come together on non-student professional development days. During these meetings, the Action Plan, Mission Statement, and SLOs have been reviewed to measure relevancy, progress on goals, and alignment with new research and state and federal changes. Student input, provided through teacher interaction or survey data, and outcome data such as CASAS payment points, pre-and post-testing, competency reports, diploma & GED completion, and student gains reports are also presented for analysis to determine whether to make any changes or adjustments. There needs to be a standardized process in place for these discussions and this is a future focus area for HBAS.

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.

HBAS uses district and county data on an annual basis to update the WIOA and Title 2 reports. This application asks for review of course offerings in ASE and ESL programs. Each year, ASE and ESL offer surveys to students. ESL gives students the opportunity to choose from a list of competencies which ones they would like to learn for the following year. In 2016, all students were given a WASC survey. CTE courses stay current by studying labor market statistics, seeking advice from community members and externship sites as well as consulting with consortia colleagues. In addition, courses are reviewed several times a year in CTE and ESL prior to the publication of each catalog, based on student need and interest. Because HBAS is part of the AEBG consortium, staff members meet on a monthly basis to talk to other adult school educators as well as the community college staff members to provide relevant classes, create vertical alignment and smooth transitions between programs, and articulate program and course coordination. There have been several meetings with Garden Grove Adult School to collaborate together regarding Course Outlines, Pacing Guides, writing instruction, and AEBG policies.



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 Board influences the school's vision, Mission Statement, and SLOs through its own development of a district-wide vision for all schools. This is communicated to all HBUHSD schools through district leadership meetings, department facilitator meetings, board meetings, principal and assistant principal meetings, and professional development.

HBAS incorporates all district policies regarding online education, with students and staff being made aware of and having to agree with these policies. Students must agree and sign the district's Acceptable Use Policy for Technology each year.

There are specific education codes for online Independent Study that have been identified in HBUHSD Board policies and administrative regulations. Online curriculum, instruction, and support methodologies are supported by approving budgets for software, learning management system fees, and upgrading or updating technology. HBAS expends a large portion of the school funds on computer hardware and software as well as maintenance and repair, wifi, and staff development to ensure that students are getting the highest level of technology-based learning and support.

A Tech Plan is submitted each year to WIOA with the purpose of setting annual goals that are aligned with the International Society for Technology in Education (ITSE).

INSTITUTION'S STRENGTHS AND KEY ISSUES FOR CRITERION 1

Strengths:

1. Annual review and reassessment of our tech needs is institutionalized (Title 2).
2. There is alignment between the district board policies and administrative regulations and HBAS mission statement and SLOs.
3. There is consistency in the regular review of data and meetings to discuss needed revisions and changes.

Key Issues (Prioritized):

1. There is a need for developing a system of ongoing and regular review of the mission statement and SLOs and their connection to student learning at HBAS.
2. Developing a stronger connection to the SLOs in the classroom.

EVIDENCE

- SLOs and Mission Statement
- Staff Handbook
- HBAS Leadership Team agendas and minutes
- HBAS website
- WASC Agendas & Kick-Off Data
- HBAS Course Catalog
- AEBG Consortium & CASAS meeting agendas
- Garden Grove & HBAS Collaboration meeting agendas
- District Board Policies & Administrative Regulations
- Acceptable Use Policy for Technology
- WIOA Tech 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.

There are five elected school board members who approve the policies, rules, and regulations that govern all HBUHSD schools at monthly public meetings. The Board follows Brown Act parliamentary procedures and actively communicates with stakeholder groups by participating in local school events, community events, and other public events to ensure the community has access to them. The Board ensures that all schools adhere to state education codes and all state laws of California.

The Board gives direction to the Superintendent, who then implements the direction through his cabinet administrators and school principals. Cabinet members include assistant superintendents and directors with clearly defined areas of oversight. These clearly defined roles provide effective leadership that results in the support and ongoing improvement of the programs offered at HBAS. The District leadership along with site administration, teachers, students, parents and community members meet each year to develop or revise the LCAP plan that drives the goals and objectives of all the schools including HBAS. The District leadership then communicates the vision with all school administrators. The principal and support administrators meet regularly with district administration to participate in districtwide planning and receive updated relevant information to support and guide school operations. These meetings include monthly principal meetings, monthly assistant principal meetings, quarterly district leadership meetings, and an annual leadership retreat.

New to the organization infrastructure is the role of the local consortium board, referred to as the Coast Adult Education Consortium steering committee. This committee develops a three-year annual plan with specific goals and strategies to be implemented by each member. The committee also monitors progress on these goals and strategies, holding each other accountable for outcomes. The HBAS principal sits on this committee as a voting member and represents HBUHSD adult student interests. The goals and strategies defined by this committee along with specific goals and strategies determined by the Board defines the overarching direction given to the Adult School principal. The principal is entrusted to manage HBAS to implement the strategies and meet the goals. The principal updates the committee at regular planning and public meetings and to the board at an annual public meeting.

HBAS administration has clearly defined roles. The principal is responsible for overseeing the daily operations of the school with support from the school's administrative team who work collaboratively with the principal. Each support administrator oversees a program (CTE, ASE, ESL) and manages resources, including staff within their program. Weekly meetings are held with administrators with agendas that include review of updated district policies, calendar events, budget analysis and planning, staff development, and all issues related to the operations of the school. The principal maintains an open-door policy and encourages input from faculty and staff. The administration communicates regularly with the staff through Staff News, inter-office memorandum and departmental meetings, regarding changes in policies and procedures, problem areas and team achievements. HBAS administration provides instructional support to teachers and addresses concerns they may have regarding school policies and procedures or other matters within the classroom. The administration encourages teachers to make decisions regarding instructional materials and technology, and to take ownership of the programs in which they work.

There are a number of documents that have been developed that define the roles and responsibilities of the professional staff. These documents include District Board Policies, Administrative Regulations, professional education association contracts, department organizational charts and employee job descriptions. These documents are referred to regularly by staff to support the daily functions of HBAS, which include curriculum development, instructional practices, assessment, student discipline, safety, etc.

The understanding of responsibilities of the professional staff is developed and maintained during weekly staff meetings, professional development (PD) opportunities, Relationship by Objective (RBO), Team Building through Communication (TBC), and department coordinators' meetings. Annual IPP's and evaluations reiterate these responsibilities.

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 principal effectively leads the institution as both a visionary and academic leader by actively and consistently surveying teachers and employees in a genuine effort to serve staff members' needs as well as advance goals and objectives. The first lens of consideration for all evaluation efforts is the benefit of each student. Teachers, classified staff and students are surveyed regularly in order to collaborate and bring significant and sustained success to the educational process. As a definite visionary for the betterment of the academic institution, the principal leads and trusts his staff to serve students toward academic success. This view is supported through data from surveys conducted since the principal started.

Department administrators (assistant principals) also play a vital role in leading the school. In their role, they have responsibility and authority over budgets, staffing, curriculum and assessment, and scheduling of classes. As an extension of the principal, the assistant principals also seek to support their programs in visionary manners, constantly seeking input from staff and monitoring local and statewide activity for opportunities and or threats to their program. Assistant principals work collaboratively with staff and community members through regular meetings. Surveys also show a trust of the department administrators.

The administration along with the Leadership Team proactively engages both the state and federal direction to identify and implement school improvement strategies. This collaborative effort can require intense focus at times, especially for annual planning, and so the principal supports offsite-planning retreats that give time for planning and teambuilding. In this way, the Leadership Team can develop trusting relationships that allow for difficult but important conversations around shared resources, staff evaluations, new projects, etc.

Another strong indicator of an engaged staff is their dedication to professional development. Staff are supported to attend professional development outside of the normal staff meetings. A significant number of staff attend conferences and workshops put on by organizations such as the California Council for Adult Education (CCAЕ), California Adult Literacy Professional Development Project (CalPRO), Adult Education Block Grant office (AEBG), California Consortium for Independent Study (CCIS), and CASAS. Staff also take on the responsibility of organizing and providing professional development. They have presented at conferences and helped organize professional development workshops on the HBAS campus in collaboration with other local adult schools.

Indicator 2.3

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

As mentioned previously, the school leadership does a schoolwide survey (teachers, support staff, and students) to provide feedback related to leadership effectiveness. In addition, each program holds regularly scheduled meetings to plan and implement strategies to meet school and department goals. These meetings also provide an opportunity to gather feedback on leadership effectiveness in terms of clarity of goals, policies, strategies, decision-making, and resource management. In addition, the school has a separate RBO (Relationship By Objectives) group that is composed of teachers only and a TBC (Teambuilding Through Communication) classified group that meet regularly and openly discuss workplace concerns and challenges. These group meetings have resulted in a number of improvements in school operations, including better staff lounge facilities, new technology, and refurbished restrooms.

Another example of a stakeholder input strategy is the CTE department annual Community Advisory Committee (CAC) meeting. At this meeting, local employers and key employment stakeholders have an opportunity to give input on program effectiveness in terms of curriculum, student support services, student outcomes, etc. From these meetings, the department has made a number of significant changes including updating the Career Readiness Course and creating an Electronic Health Records course, entrance exams, and math and English remediation courses.

The institution's governance and decision-making structure and organizational processes are regularly evaluated to ensure their integrity and effectiveness. Results of surveys and evaluations are widely communicated and utilized as tools for strategic planning and advancement. The most substantive process used to evaluate the organization, governance and decision-making structures is the WASC Accreditation process. Meetings and surveys are conducted in an effort to maintain a consistent evaluation effort. Stakeholders do have a voice in provisional meetings such as RBO (Relationship by Objectives) for the certificated staff, TBC (Team Building through Communication) for the classified staff, and the CAC (Community Advisory Committee) with community collaboration. A school strategic plan was developed in 2012-13, after the last WASC self-study, as well as an increased number of school wide staff development days during which all school employees have the opportunity for input. The strategic plan will be revisited after this self-study is completed.

Indicator 2.4

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

Staff and community members are provided avenues by which they can bring up concerns in regards to school facilities, working conditions, learning conditions, etc. The uniform complaint procedures are posted on the District website. The superintendent holds monthly meetings with professional association leadership. Monthly RBO and TBC meetings are held for the discussion of staff concerns and ideas that are not professional association issues. Student surveys and communication with teachers provide input regarding student concerns, needs and wishes.

HBUHSD Board meetings are held monthly where staff and community members (parents, students, guardians, local business and industry) are given the opportunity to bring their concerns. The professional associations provide representation for staff in resolving staff concerns. These various avenues provide effective procedures for complaints and conflict resolution.

Huntington Beach Adult School has an established written set of policies and procedures creating a sound infrastructure that provides stability and consistency for all Huntington Beach Adult School programs, activities and events through union contracts and the RBO process. Most policies are in line with the district's Board policies and Administrative Regulations. In the advent of moving to a new facility, it is recommended the policy manual and the staff handbook, continue to be assessed, revised and frequently updated to more accurately reflect the infrastructure of the new facility and the most current policies. Faculty, students and staff members are invited and encouraged to provide input to Huntington Beach Adult School decisions through RBO, TBC, CAC, WASC and staff development school wide meetings. This input is a valuable part of the decision-making process and policy creation. Monthly meetings are also held in groups formed on the basis of job-alikes and program areas. These meetings allow for discussion and review of policies and procedures with the input from these meetings having direct impact on the decision-making process.

Additional Online Indicator

Indicator 2.5

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

All staff, including those participating in online instruction, are invited and participate in department meetings, Leadership Team, and staff development opportunities. Those staff that are “online” instructors are given the same trainings, opportunities, and support as the other “brick and mortar” instructors. Recognizing the increased use of online instruction both in an online course and in traditional brick and mortar courses (hybrid instruction) staff have been provided intensive computer skills instruction in applications such as Office 365, Edgenuity and Google Docs. HBAS has made a strategic decision to leverage current technologies to improve the delivery of curriculum and it has not forgotten the essential professional development component.

INSTITUTION’S STRENGTHS AND KEY ISSUES FOR CRITERION 2

Strengths:

1. Strong communication throughout all levels of the organizational infrastructure.
2. Strong connection with local and state level stakeholders.
3. Strong trust of school leadership.
4. Leadership is approachable with an "open door" policy for students and staff.

Key Issues (Prioritized):

1. Routine updating of staff handbook.

EVIDENCE

- Minutes/Agendas from group meetings: Admin Team, Leadership Team, Board of Trustees, Front Office Team, RBO, TBC
- Survey Results: Instructional, Classified, Student
- CAC Agenda and Presentation Orange County Register Top Workplaces website – www.ocregister.com
- Adult Education Consortium Minutes
- Staff Handbook



CRITERION 3: Faculty and Staff

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

Indicator 3.1

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

HBAS teachers must meet all State requirements for highly qualified teachers. Open positions are flown through EdJoin and interested candidates must submit a current resume along with an application in which they state their credentials. Administrators review applications to check for appropriate credentialing depending on the subject matter for which there is an opening. Administrators also look for past teaching experience in either traditional teaching settings, CTE or ESL experience, or in alternative teaching settings, specifically independent study and online instruction. Applicants that meet the credentialing and experience criteria are then invited for an interview with an administrator and lead teacher. From these interviews, the best candidate is selected and an administrator checks references before an actual position is offered. Once the position is offered, the candidate goes through an extensive process with the principal's secretary, which includes a background check and verification of credentials.

A majority of the hiring process for classified staff is done by the District's Human Resources Department through a merit-based system that is overseen by the Personnel Commission and Director of Classified Personnel. This process consists of advertising a position that becomes available in house and through Edjoin, testing applicants, screening applicants, hiring committees interviewing applicants, and then hiring with feedback from the specific school sites. A list of ranked candidates are offered by the District Office to HBAS administration. A panel of HBAS staff is assembled to interview the candidates. The Administration report their selection for the position to the Human Resources Department to complete the hiring process. This system ensures fair and consistent hiring across the district for all classified staff. HBAS is given the opportunity to select the best applicant from a list of highest ranked classified candidates as per the Human Resource Department merit system.

Job specific training of all staff is an integral part of maintaining a high quality educational program for both classified and certificated. Trainings are usually done at the HBAS site with experienced mentors for as long as deemed necessary. The District Office regularly sends emails, flyers, and posters encouraging participation in PD workshops. These workshops are either facilitated by District personnel or take place in other locations if deemed of high quality. All staff are invited to attend District or outsourced PD trainings, especially when content standards, testing procedures, or student and data management systems change. Detailed HBAS job descriptions have been created for most positions to help with transition of staff due to retirements or promotions, etc.

In the fall of 2016, HBAS participated in Federal Program Monitoring (FPM) and the results of the review of our credentialed staff reflected 100% compliance.

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.

Open positions are first advertised via email in-house to current staff who are interested in applying, and then flown through EdJoin. All posted positions include detailed job descriptions, required or desirable job skills and experience, and step-by-step procedures for applying and for the selection process. During the interview process, the hiring panel explain the position, job responsibilities, work hours, and job locations and answer any questions that the candidate may have. Once the position is offered, the candidate goes through an extensive process with the principal's secretary. The hiring process for classified staff is outlined above in Indicator 3.1 and job descriptions, expected job skills, and procedures for selection are explained in detail. These policies are documented in board policy.

Indicator 3.3

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

HBAS adheres to the personnel policies and procedures already developed and mandated by HBUHSD. All policies and procedures are delineated in our Back-to-School staff meetings, which all faculty and staff attend by in the fall. Policies and procedures are available on the HBUHSD website. Throughout the year, any updates to school policies and procedures are disseminated to faculty and staff as needed via weekly bulletins, interoffice memos, and/or meetings. New employees also receive a packet that includes bulletins and district policies. All district employees are required to complete a Child Abuse Awareness training course once a year, during the fall semester, and are required to earn a 100% passing score.

All employees are given an Employee Handbook, which was revised for the 2017-18 school year. This handbook needs to be updated regularly to reflect many changes in policy and practice. The handbook was put onto the HBAS OneDrive file for all staff members, so staff can have access to the handbook at all times.

Department coordinators are responsible for disseminating information through inter-department trainings, postings, and email when policies or procedures are created or changed. Representatives go to District meetings to discuss and learn about what new changes are taking place or being considered and are able to give input regarding these decisions. Staff members elect their representatives to DEA, CSEA, RBO, and TBC where staff can hear about policies and express their ideas and concerns regarding these decisions.

Administration and rotating teaching staff attend various State level conferences such as the California Consortium on Independent Study (CCIS) Conference and California Council for Adult Education (CCAEE) to find out about legislative updates, procedures and policies, and best teaching practices.

Indicator 3.4

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

Classified staff are evaluated on an annual basis to assess achievement of specific criteria as agreed upon between the District administration and the California School Employees Association (CSEA), as stated in their job descriptions. Criteria include Attendance, Quality of Work, and Personal Qualities. Administrators meet annually with staff to review the evaluation and give supportive feedback. Classified staff have an opportunity to add their own input into the evaluation form before the evaluation is added to their personnel file.

All certificated employees, including part-time teachers and the school psychologist, create individualized performance plans (IPPs) each year and review them with supervisors. Teachers are observed and attend meetings with supervisors to discuss the teachers' performance. Formal and informal evaluations yield written reports by supervisors that are reviewed with employees before going into the employee's permanent file. Staff members are given a usual, customary, and reasonable timeframe to implement changes that were suggested or required. Support is offered through peer assistance and administrative oversight as well as professional development and administration continue to visit the classroom and provide guidance in the deficit areas.

Follow up meetings with administration ensure clear communication regarding job expectations and progress towards goals. If needed, a Mutual Assistance Plan (MAP) is written and implemented, adding another level of support.

All staff members have the opportunity for a representative from their professional association to sit in on meetings after an unfavorable evaluation to get clarity on what needs to be remediated and to ensure that their rights are being upheld.

Current formal evaluation procedures and forms are currently being developed and negotiated between District management and the teachers' association, which will update and improve current practices.

Indicator 3.5

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

All staff members participated in the development and revisions of the SLOs during annual staff professional development days. The draft of the SLOs was submitted for a vote and staff voted unanimously to adopt the new SLOs.

Student outcome data is regularly reviewed in staff department meetings and annual professional development days. However, it has only been in the most recent years that discussions connecting student outcome data and the accomplishment of the SLOs have taken place and an effective measuring practice or tool has not been developed. Also, HBAS has not developed a tracking system to measure student transitions to post-secondary options which is important data that drives the school vision. This is an area that needs to be addressed and is a future focus.

Indicator 3.6

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

HBAS and District leadership are very proactive in supporting professional development for all staff members. Through grants and district funds, teachers are given opportunities to attend local and national workshops as well as visiting other adult schools in order to improve as professionals and to gain valuable insights into new research-based practices and programs. Certificated staff are asked to make professional development part of their Individual Performance Plan (IPP) goals each year.

In the past four years, the District has placed a very high priority on staff development, in alignment with the goals of the District LCAP and WASC. The entire HBUHSD leadership/management support Professional Development. Substitutes are provided when appropriate. Staff is paid to attend District-generated workshops when held after school hours or in the summer.

In-services and trainings are offered on student-free days. These are either school-based or districtwide. Staff are encouraged to attend regional or state conferences such as CCAE and CATESOL, as well as webinars and small workshops, such as OTAN and CALPRO. Staff is encouraged to share what is learned through conferences, webinars, and workshops with other staff members, usually during department meetings and through email.

Although much effort is made and resources dedicated to promote and support professional development HBAS does not have an effective evaluation tool for measuring the impact of Professional Development on instruction and learning. In other words, how do we know if an attended conference or workshop was worth the time and resources?

Indicator 3.7

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

The school regularly evaluates all non-teaching support staff in order to provide direction and support for improvement of their skills. Classified support staff work under the supervision of their assigned administrator and are evaluated as mentioned in indicator 3.4. The principal oversees the evaluation of all school personnel. If improvement of their skills is needed, it will be addressed in evaluations and additional support (e.g. classes, workshops, mentoring, etc.) as needed for improvement.

Job and duty descriptions and expectations are reviewed on a yearly basis and revised as needed to meet the needs of the school in serving the diverse population of students. Job descriptions can be found on the HBUHSD website and in job postings on EdJoin. HBAS feels our support staff contributions are highly valued. Support staff are the first in line to see and meet students and often have the best viewpoint from which to see student needs. Support staff are always included in meetings in which school decisions are made.

Additional Online Indicator

Indicator 3.8

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

The supervision and evaluation procedures for online staff are the same for all HBAS staff including online staff. In addition, teachers of online curriculum are trained in the implementation of all online curriculum including the technical skills needed to access and employ the learning management systems (LMS), either by the LMS vendors, at conferences, webinars or district trainings, or by HBAS staff who are proficient in these skills. They attend the CCAE and CCIS conferences each year in order to stay current with laws and guidelines regarding adult education and independent study and to ensure the fulfillment of the requirements for quality student-teacher interactions. Teacher evaluations include technical skills and competencies that are needed to perform their job duties as assigned. Any deficiencies that are identified result in teachers given opportunities for professional development and support.

A strength of the HBAS staff is that teachers work together as a team to assist each other with technical issues and needs, particularly when new technology is introduced. There are also instructional aides with an expertise in technology who assist teachers both with learning and managing technology and with helping them teach students technical skills in the classroom.

INSTITUTION'S STRENGTHS AND KEY ISSUES FOR CRITERION 3

Strengths:

1. 100% FPM compliance with regards to staffing.
2. The district and school administration support and encourage professional development for all staff.
3. The institution employs qualified personnel to support student learning programs and services.

Key Issues (Prioritized):

1. HBAS has not developed a tracking system to measure student transitions to post-secondary options.
2. Connecting student outcome data and SLOs in a consistent and planned process.
3. Staff handbook needs to be updated regularly.
4. HBAS does not have an effective evaluation tool for measuring the impact of Professional Development activities on instruction and learning.

EVIDENCE

- List of staff attending Professional Development
- Staff meeting and workshop sign-in sheets
- Department meeting agendas
- Employee Handbook
- HBUHSD Board Policies and Administrative Regulations
- Sample IPPs and Formal Evaluations
- SLOs and Mission Statement
- DEA and CSEA Contracts
- HBUHSD website

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.

The ESL curriculum committee annually updates their pacing guides and course outlines and aligns them with the AEBG consortium. Resources are allocated each year to pay these teachers for their curriculum development expertise. These outlines are provided to all teachers at the beginning of the year before they begin their teaching assignment and teachers share them with their students. Learner outcomes are listed on all course outlines; however, outlines are currently being revised to more accurately reflect the College and Career Readiness Standards. There are program learning outcomes for speaking, listening, reading and writing for each level.

The mid-term and promotion tests are revised each year to define each student's progress toward curricular goals and, for the higher levels, to provide a smoother transition to college or the workplace. Some examples of changes that have been made as a result of the course outlines and pacing guides being reviewed each year include the multiple-choice grammar questions in the intermediate levels being replaced with fill in the blanks exercises and citing evidence in persuasive paragraphs has been introduced in level 3-4 (Intermediate-Advanced) promotion tests.

For ASE classes, Common Core State Standards are listed in the online learning management system, Edgenuity. The Edgenuity courses are aligned with the approved district courses. An enrollment form with a list of the courses needed for graduation is discussed with each student upon his/her initial meeting with the guidance specialist, as well as each time he/she finishes a course. Students receive a copy of their list of courses needed to graduate which is updated after each class is completed. All stakeholder groups can access course maps for each class in Edgenuity and each section in Aztec. The course maps include a basic framework of course content and requirements. The district website and the Edgenuity software include the descriptions and standards for all courses. These have been reviewed and have been determined to align well with the Mission Statement and the SLOs. Each course in Edgenuity and Aztec has a course structure outlining the lessons, and each lesson has clearly defined learning objectives. Online video presentations clearly state the expected learning outcomes at the beginning of each lesson. In the high school diploma courses, the curriculum has quizzes, tests and final grades that demonstrate student mastery in each course. A great deal of resources are allocated each year to pay for these online programs demonstrating the commitment by HBAS and HBUHSD to provide rigorous and relevant curriculum and instruction to their adult students.

The Huntington Beach Adult CTE courses are posted on the Huntington Beach Adult School's website and in the course catalog, which is mailed out to approximately 150,000 homes three times per year. It is distributed throughout Huntington Beach, Westminster, Fountain Valley, and Newport-Mesa communities. Course catalogs and CTE certificate program trifold are available at each of the HBAS locations for all certificate programs and are distributed to potential students at career fairs as well as at other community events. In addition, the list of the HBAS's courses are advertised on Facebook and Instagram. Monthly newsletters are also mailed out via Constant Contact using the HBAS student email database. Course outlines are available upon request from the administration office at the Gothard site or from the instructor of each course. All CTE students receive a copy of the course syllabus on the first day of class (See Appendices for Course Requirement Checklists). The student outcomes of each CTE course are clearly defined in the course outlines and course syllabi. Students receive a checklist at an initial information session, and the checklist is reinforced continuously using the student planner that is distributed on the first day of class. During their courses, teachers use the checklist to ensure students are completing required courses. Upon completion, students will meet with the job developer who verifies all requirements have been met. The CTE coordinator then provides the final certificate of program completion.

To date, the ASE department has been unable to make progress towards alignment of curriculum with all colleges through the AEBG consortium. CTE has made major progress towards curriculum alignment with one of the three community college in the Coast Consortium. This continues to be an area of future focus for HBAS.

Indicator 4.2

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

HBAS, as well as the HBUHSD, provides teachers many opportunities to attend workshops and conferences to keep them current with industry standards, research-based practices, and new curriculum. School wide, instructors review course content on an ongoing basis for alignment with our district course outlines and state standards. Student surveys and informal feedback to teachers and administrators keeps our programs current and relevant.

ESL curriculum committee members meet four times a year with the ESL assistant principal to review the standards, objectives, textbooks, resources, and assessments for the next school year. Teachers survey students each year about the materials that will be taught and specific learning gaps the students have such as grammar or pronunciation and obtain their critical feedback to make sure that the information given to the students is relevant to their needs. Additionally, students are provided a Student Needs Assessment Survey in which they have the opportunity to choose their life skill objectives. Publisher representatives meet with the curriculum committee and all ESL teachers on a yearly basis to provide training in the textbook and supplemental resources. Teachers provide input regarding the best materials and curriculum to use for the next school year. Teachers are invited to provide feedback and suggestions before textbook adoption and curricular changes.

Teachers are encouraged to attend conferences that inform them about new advances in curriculum development, supplemental resources, and the latest research-based instructional strategies. The HBAS ESL curriculum integrates CASAS and EL Civics test preparation, which is related to established learning outcomes. The curriculum assists students with attaining literacy levels and life skills to transition to the next level, career and/or post-secondary options. Book selection criteria is aligned to the state standards, as well as with the HBAS SLOs and the community college Student Learning Outcomes. Students define goals and set short and long- term objectives through the use of student planners and in the student orientations. Students achieve measurable increases in skills and knowledge indicated by CASAS, EL Civics, and Promotion test results.

On a regular basis, student demographics are reviewed and curriculum is adjusted based on the results. For example, at the BESST Center, a more grammar intensive curriculum was introduced to address student needs. At Westminster High School (WHS), teachers identified a need to integrate more listening comprehension and conversation activities. A Conversation and Pronunciation class was added as a

supplementary class to address student needs. Starting in the 2016-17 school year, the higher level ESL students were also offered free computer classes in tandem with their ESL language acquisition classes in order to meet new goals directed by AEBG and WIOA with regards to IEL/CE and IET requirements.

CTE teachers, the CTE Department Coordinator and the CTE assistant principal are 100% involved in reviewing the curriculum in an ongoing cycle through each school year. The curriculum is reviewed during CTE department meetings, AEBG consortia meetings, Vital Link meetings, and OC One Stop meetings. It is also evaluated annually during the Community Advisory Board meeting.

During the annual CTE Community Advisory Board meeting, representatives from the community including externship partners, teachers, students, board members, district leadership, and site staff meet to review the current curriculum against the industry standard in order to ensure HBAS curriculum is up-to-date and prepares students to attain their certification in their field of study and or enter the workforce with the optimal skills. Curriculum review is ongoing in CTE and is discussed and reviewed at the monthly department meetings.

Some examples of the curricular changes that occurred due to the curriculum review cycle include:

1. HBAS now offers Medical Terminology A and B so that a student can choose to enter into the Medical Billing and Coding Certificate program or the Medical Assistant Certificate Program upon successfully completing it.
2. Based on recommendations from local Community Colleges, Regional Occupation Programs, and other Adult Schools who are in our consortium, HBAS changed the Medical Terminology textbook to align with their program.
3. During the curriculum review cycle HBAS further enhanced the Business Soft Skills class to include resume building, mock interviews, team building, effective listening skills, etc. and changed the name of the course to Career Readiness. This is the first course a certificate program student is required to complete.
4. At the recommendation of the CAC meeting, HBAS also added an Electronic Health Records course to better prepare students to enter the workforce.

HBAS has several partnerships throughout Orange County. HBAS participates in monthly Vital Link for Educators and Businesses meetings. Vital Link is the “go to” place for business and education to connect, bringing relevance into the classroom and helping develop a well-prepared workforce. Vital Link’s mission is to be the link between business and education in preparing students for the successful transition to a meaningful career. Another partnership is the Orange County One-Stop Centers. These centers provide comprehensive employment and training services, including a Resource Center with access to computers, fax machines, copiers, and telephones. Other services include a resume distribution program; a career resource library, labor market information, networking opportunities, job search workshops, and on-site interviews with local employers, transferable skills information, job leads, and training programs. HBAS completes an annual review of computer hardware, software, and textbooks. For example, HBAS Medical Billing and Coding textbook is updated annually to ensure students learn the most up to date billing codes.

Textbooks and other resources are selected to ensure that course competencies are in line with CTE Model Curriculum Standards. The teacher of each course is involved in the revision of course outlines on a regular basis to ensure they reflect current student learning outcomes and the current course competencies demanded by the industry. All teachers receive a course outline template that they use to input content for the specific subject matter. The content may be updated based upon CTE Advisory meetings, externship partners, law or policy changes, and professional credentialing agencies. The CTE department follows the HBAS's mission statement and SLOs, which focus on students setting and achieving goals as well as the acquisition and application of skills. These competencies are based on the CTE Model Curriculum Standards. Medical courses also meet standards required from state agencies and professional credentialing agencies, such as the American Red Cross, American Medical Technologists, Registered Medical Assistant, American Heart Association and California State Board of Pharmacy.

In the ASE courses, the curriculum has quizzes, tests and final grades that demonstrate student performance in each course. Each course in Edgenuity and Aztec has a course structure outlining the lessons, and each lesson has clearly defined learning objectives. Online video presentations clearly state the expected learning outcomes at the beginning of each lesson. Courses involving Edgenuity and Aztec software were reviewed for accuracy and relevancy prior to implementation. During this process, instructors reviewed, modified, and adjusted courses according to their respective subject areas. On a continuing basis, not all courses may require updates in the same manner. Math and reading skills textbooks for the skills classes are reviewed annually by staff. Some online courses are reviewed for updates and curriculum revisions. Some courses have been revised while others need a revision process. A more formal process is needed to create a more consistent structure for curriculum across the courses. Following state and school board guidelines regarding curriculum, ASE teachers at HBAS participate in district-wide subject-specific department coordinator meetings.

ASE, ESL, and CTE have regularly scheduled monthly department meetings where, amongst other topics, there is a review of student achievement data, and a review of curriculum content accuracy and relevancy is part of this discussion as appropriate. The development of skills classes and changing the High School Equivalency Curriculum from Edgenuity to Aztec are results of these processes, as well as are the Writing Workshops and our Post-Secondary Preparation Requirement.

On an annual basis, the publishers of our online curriculums update curriculum as necessary (to address the Common Core, NGSS, and High School Equivalency) and make institutions/instructors aware of significant changes. Our instructors are oriented with the online curriculums (Edgenuity for High School Diploma, and Aztec for High School Equivalency) so that they know how to check for standards alignment and are aware of what lessons work on what standards, which helps them in modifying or adjusting curriculum as needed. Instructors are encouraged to review course outlines, make determinations on how well the curriculum addresses the standards, and suggest additions and/or deletions as appropriate. Discoveries about such deletions or alternate assignments are discussed at department meetings.

Even so, other problems that might affect the content being accurate and relevant come up throughout the year, and processes, locally and in combination with publishers, allow for addressing these as well. A link to a site might be broken, or blocked, and a process for making Edgenuity and/or Aztec aware of that is in place. If a computer graded portion of a course is suspect, this information is shared with all, and instructors make sure to double check assessment of identified assignments.

A recent review of all Diploma Course Outlines began in the summer of 2017 and continued review of these updated outlines was – as a matter of department meetings and instructor time – worked on and completed in the Fall of 2017.

Indicator 4.3

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

All HBAS students have access to Chromebooks and other laptop computers such as Surface Pros, and some students are provided an email address with access to Office 365 if requested by the department. Many student classrooms are also equipped with interactive whiteboards, document cameras, and LCD projectors, and Wi-Fi access is available in all our school based classrooms. While students have access to other learning materials (texts, activity workbooks, etc.) it is important to note that technology plays a very important part across all programs.

As our ASE curriculums used for both the High School Diploma and Equivalency are online (Edgenuity and Aztec), easy access to devices to access that curriculum is very important. Students are able to access these standards-based curriculums day and night (on campus and off), and they have a variety of tools at their disposal within the online curriculum to assist with meeting their learning objectives. Students in the Diploma (Edgenuity) curriculum have a dashboard that can be accessed, which informs them not only about graded, missed, and bypassed assignments, but also lets them know whether their pace is sufficient for their goal/target finish date. Students are able to email their instructor within the programs, which ultimately helps them meet course learning objectives. Similar online tools and email are available to students pursuing their High School Equivalency through Aztec. Additionally, students in Aztec have Kaplan study books that supplement the online curriculum, and students in Edgenuity or Aztec who test below the 9th grade level (per CASAS scores) have more resources (grade level appropriate texts, MyPath Curriculum, activities) as part of their mandatory skills classes. Edgenuity and Aztec software are updated regularly by the vendor to ensure continued alignment with the state standards and approved by the UC and CSU systems.

ESL students have access to a small classroom resource library and online resources such as Side by Side e-Text and My English Lab. HBAS also offers a yearly book sale for students to purchase books at a very low rate which can be used to supplement their English classes at home.

All students have free access to Optimal Resume, located on the HBAS website. This program assists students in creating a job-specific resume and cover letter.

Students receive instant access to Edgenuity and Aztec immediately after enrollment. A classroom set of textbooks are available to ESL students on the first day of class, and students can purchase their own set of textbooks within two weeks of beginning class. Textbooks for CTE students are included in class fees and are received on the first day of class. Some classes provide a classroom set of textbooks. Students are provided with textbook information allowing them to purchase their own, if they choose to do so. If a student cannot afford to purchase the textbook, class sets are available for free to use or a student may apply for financial assistance to have their book costs waived.

The main textbooks that are provided by the ESL department are purchased each year and are always in the most current versions and have been rigorously reviewed and piloted prior to adoption. CTE purchases current editions of textbooks. Each CTE class has a different textbook renewal process. The CTE department keeps in contact with the publisher to make sure that the department has the most current edition of the textbooks.

Additional resources are provided to all HBAS staff to augment instruction that needs additional scaffolding or added instructional content.



Additional Online Indicator

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.

In 2014, the ASE subject area teachers reviewed the courses within Edgenuity in order to align to standards and objectives set by the governing board of the HBUHSD. Upon review of CASAS scores, basic skills classes were implemented in order to help students complete their core classes. In 2016, the GED curriculum was reviewed and changed to Aztec in order to improve the success rate of its students and more closely align with the new HSE assessments. In these GED prep courses, students take pre-tests and post-tests on lesson topics which give them a percentage score indicating likely passing rate on the official GED section tests.

Indicator 4.5

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

Not all programs are offered online. However, the online curriculum where offered (mainly for High School Diploma and Equivalency) is rigorous, relevant, coherent, and accessible to all students. The Edgenuity courses are approved by the HBUHSD School Board. The rigor and relevancy of the curriculum (as measured by its adherence to state standards and the many tools provided for implementing it) is maintained in large part by the publishers (Edgenuity and Aztec). More than this though, as detailed elsewhere, HBAS instructors are very much aware of how to check course structures for the standards alignment and make decisions about appropriate lessons / lesson modifications based on this. So, while there is a predictable course structure and processes related to that to be counted on, there is room for adaptation to meet individual student needs as well. A few examples of the rigor and flexibility related to our online curriculum are provided.

The diploma courses at HBAS taught through Edgenuity meet the UC A-G requirements and are NCAA approved. Courses that require a physical lab are not possible given current facilities. However, virtual labs are utilized. If students desire to finish their diploma with lab credit for science courses, the HBAS counselor and college and career specialist are able to inform students about community college courses that can be taken to fulfill this requirement. In many cases students can qualify for fee waivers and do not have to pay the classes.

During the enrollment process, student personal and demographic information is collected as well as barriers to student success. This information is examined continually, in order to identify students who may benefit from supplemental student support services. Additionally, student surveys provide valuable feedback toward identifying students' needs. Flyers are readily available to explain how to access student support services and counselors are available to meet with students and provide assistance or referrals for needed services.

Starting in 2017, HBAS now offers financial assistance, provided through California Work Opportunities and Responsibility to Kids program (CALWORKS), to students who qualify, based on the CALWORKS or CalFresh criteria. Students who qualify for this assistance are able to get free books, bus passes, and/or class fees waived or reduced, depending on the program in which they are enrolled.

Following the Ed Code guidelines, students who have special needs and are under a current IEP are referred to their local school district guidance specialists, case managers and counselors who have the proper resources for these specific students and can make a team decision in an IEP setting regarding student placement in Adult Education. For students over the age of 22 and not under a current IEP, teachers make the necessary accommodations depending on the needs of the students. For example, teachers may provide increased test time, audio and visual enhancements, additional quiz and test retakes, and physical access modifications. In ESL classes, some students have an advocate come with them to class to assist them with their learning, while others may progress at a slower rate than their peers and may take longer to advance to higher levels.

Students with special needs who are unable to achieve mastery are referred to our counselor, who may suggest other pathways to achieve success. Special needs students may be offered more time to complete tasks, test retakes, preferential seating, and headsets for the hearing impaired. Teachers may use more demonstrations, provide verbal cues, and provide oversized keyboards, use think-pair-share type techniques, or use microphones in class.

ESL teachers use visual learning materials, document cameras, and Google Images to explain vocabulary. One-on-one support is given to students when needed. Teachers allow oral responses to written questions, extra time on assignments, and offer large print tests and curriculum. Interactive white boards are used to enlarge text for visually impaired students.

Indicator 4.6

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

To ensure curricular integrity, all Edgenuity courses align with state standards and most are a-g approved. To ensure reliability, there is an HBAS Information Tech Instructional Aide available to assist students as well as an 800 number for tech support from the Edgenuity company. As for ensuring security and curriculum integrity, there is a mandatory protocol for students:

- Students must take tests in class with a teacher.
- Students must meet with teachers for a minimum of two hours each week.
- Students must log-in to Edgenuity and work for a minimum of 10 hours per week.
- Each student is given their own username and password.
- Students are not allowed to use phones or other non-approved electronic devices while taking tests.

Indicator 4.7

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

All ASE students are required to complete a Post-Secondary preparation course. This course includes the creation of a resume, career research, career/future plans, self-assessment, application, and a budget plan. These assignments require the use of online websites which require that students research and utilize other resources such as our Optimal Resume website/tool and our College Career Specialist and/or Job Developer. Students must meet with the college and career specialist to discuss future academic and/or career plans during their exit interview. They also have opportunities to visit college campuses four times per year and attend college and career informational workshops monthly. The students also have the opportunity to meet with the job developer to discuss job interests and conduct mock interviews (also connected to Optimal Resume website). Our Post-Secondary Prep Work-Center/ College and Career Center also has icons/shortcuts to writing resources and college and career related resources, and it has specific times when instructors are there to assist students in making use of these resources.

Edgenuity science lab courses include virtual labs that provide real world experiences and contextualized learning. Students who wish to have the opportunity to participate in wet labs may enroll in community colleges and these courses would fulfill the science requirements.

ESL students have access to an ESL book library for additional resources by request as well as online resources such as Learning Chocolate.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 4

Strengths:

1. HBAS has a wide variety of current and relevant textbooks, support materials, and online resources to meet course learning objectives and SLOs.
2. Implementation of basic skills support courses at the Learning Center and the Gothard Site.
3. ESL and CTE have an annual process for curriculum review.

Key Issues (Prioritized):

1. The ASE and CTE departments have been unable to make progress towards alignment of curriculum with the colleges through the AEBG consortium.
2. A more formal process for curriculum review is needed in ASE to ensure instructor ownership of the online curriculums.

EVIDENCE

- ESL Pacing Guides
- Mission Statement and SLOs
- Edgenuity Pacing Guide
- Aztec Pacing Guide
- CTE curriculum/Pacing Guide
- CASAS Payment Point results
- EL Civics Payment Point results
- EL Civics need assessment survey
- Midterm results
- Promotion test results
- ESL Textbook Selection Criteria
- HBAS Catalog
- Edgenuity documentation of courses meeting "a-g" requirements
- Student Needs Assessment Survey
- Vital Link documentation
- Community Advisory Board Meeting agendas
- CTE trifold flyers

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.

There is a wide variety of teaching strategies utilized across classrooms and programs and staff share best-practices and new resources both with text and online. In order to address the diverse learning needs and styles of the adult school student, each department evaluates effective teaching strategies within their department meetings as well as in staff development meetings. Administration perform formal evaluations each year as well as informal drop-in observations and provide relevant feedback to teachers regarding their instructional strategies and student engagement and success. As a result of these discussions, the following are some examples of instructional strategies that have been implemented.

All new students are required to attend an orientation and an assessment. Attention is focused on math and English performance. This allows HBAS to tailor a students' educational program to their specific needs. If a student scores low in either area, they are referred to a reading skills class or math refresher class.

Edgenuity provides tools to monitor students' academic progress. In science, to determine students' level of analyzing, comprehending, and conducting effective research in virtual labs online, students are required to write a detailed lab report. Teachers review students' notes and solutions processes. These are discussed at the Independent Study students' weekly appointments.

Student sample work and project based learning activities demonstrate that students are able to problem solve, reason, and communicate their ability to think through discussions, debates, and research. Students have the opportunity to demonstrate their problem-solving skills, which are embedded in classroom assignments. Teachers guide their students through each step of the process of completing these projects and provide immediate feedback. Rubrics are used to measure students' level of mastery of the assignment. Students use the Desmos online graphing calculator and Gizmos are embedded in the online science curriculum.

All HBAS online curriculum, textbooks, and additional supplemental resources have embedded primary source documents. ESL and CTE teachers utilize many teaching strategies in the classroom to improve student learning. Some examples are thinking maps, graphic organizers, echo reading, think-pair-share, Venn diagrams, close reading, scaffolding, warm-up sentence dictation, journal writing, realia, photos, manipulatives and technology such as smart boards and audio sources (listen and recall). The teachers modify assessments and strategies to improve student performance.

CTE students have access to new classes every four to eight weeks, depending on their program. Students can attend multiple classes in order to complete their required courses as quickly as possible. Students meet with the counselor, job developer or their instructors to assess their skills and to properly place them in the correct sequencing of classes.

Rigor and sequencing of each course in the ESL program is directed by the approved course outlines and pacing guides, textbooks, and EL Civics curriculum. The textbook increases in rigor by using fewer prompts and review as the student progresses through the book. Instructors use scaffolding to prepare students for the increasing rigor. Teachers provide direct instruction with frequent stops for students to practice what has been taught in an "I do it, we do it, you do it" format utilizing small groups and pairing of students.

Teachers give formal and informal assessments such as frequent checks for understanding, exit tickets, CASAS tests, EL Civics tests, mid-terms and promotion tests for ESL, Edgenuity quizzes and tests in ASE, and written and performance-based assessments in CTE to measure student acquisition of skills and concepts.

All HBAS staff participate in a variety of professional development activities to ensure that they are delivering the most current, research-based information and the latest improvements in instructional expertise. CASAS Summer Institute, CCAE, CCIS, CATESOL, CALPRO, OTAN, CAEAA, and National Dropout Prevention are just some of the conferences and workshops HBAS teachers attend annually in addition to district- and school-sponsored workshops and training days.

Indicator 5.2

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

In ASE, Edgenuity curriculum contains videos for initial and direct instruction. Concepts are reinforced by all teachers as needed with additional support materials being provided and/or one-to-one instruction. Students demonstrate mastery of the content through oral and written assessments, virtual labs in science, and writing assignments across the curriculum.

The HBAS student population is made up of people from diverse backgrounds, experiences, and ability levels. Teachers adjust how material is presented to match each student's needs without losing rigor or integrity. Feedback is given to students via formal and informal assessments. "Re-teaching" and differentiation is frequently utilized to improve student learning. Teachers use frequent checks for understanding to reveal when students need to review concepts they did not understand. Re-teaching, one-to-one instruction, and content material presented in different ways help students attain missed concepts and attain mastery of learning objectives. At this point, student answers are reviewed to evaluate "re-teaching's" impact on student learning.

Teachers provide additional multimedia resources when students struggle with specific content. For example: Khan Academy, YouTube, online videos, primary source videos, and Purple Math are just a few examples of resources that help unlock learning. Closed-captioning, large print, information being read to the student, and audio/visual options help to address multiple learning styles. Teachers evaluate these to determine the value (to use again or not) based on the impact on student learning.

The ASE department discuss teaching strategies in their bi-monthly meetings as well as individual meetings with their supervisor, as needed. As a result of these discussions, curricular changes have been made including adding classes such as remedial skills classes for students that enter the program and perform below high school levels. The methodologies and strategies are significantly different for these courses. These students receive more class time, direct instruction, and a number of other different instructional strategies compared to those in the typical diploma classes. In the reading skills classes, students use workbooks which they are given to write in and keep. These workbooks are reviewed by the instructor and assistance is given to each individual student when he/she is struggling with an exercise. Students are also assigned online readings, including question sets, and upon completion, submit their answers to the instructor. Each student's answer set is graded by the instructor and written feedback is given to students regarding their answers. Direct instruction addresses specific reading skills topics such as context clues, author meaning, making inferences, grammar, vocabulary and all learning styles are addressed. Instructors use graphs, videos, real life examples, online games, group review and group work to assist with lesson understanding.

The ESL department holds monthly staff meetings and analyzes CASAS data, competency reports, EL Civics Objective results, and Student Gains reports and they adjust their teaching accordingly, often times adding extra days to re-teach or add additional days of instruction in order to help their students attain mastery. Teachers are informed which students did not pass EL Civics tests, and can re-teach and re-test those students. Teachers meet with the curriculum committee to give input as to the effectiveness and success of the tests and revisions are made. Teachers meet in same level groups or pairs to discuss strategies as they relate to student performance. These instructional strategies are listed above in 5.1.



The Career Tech program also uses their monthly department meetings to discuss teaching methodologies and delivery modes to help meet the needs of their diverse student population. Instructors further use opportunities to attend professional development both on and off site which are pertinent to growth in the area of instruction. These trainings have included demonstrations of strategies in order to improve student performance. Instructors also frequently use visual aids to support their direct instruction as well as the student group work. These include YouTube videos, online videos, and online resources provided by the textbook vendors. All CTE classes incorporate real world activities in contextualized settings. The CTE department offers classes that are teacher-directed, lab style, and online. Some classes also include guest speakers and field trips.

Indicator 5.3

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

The Huntington Beach Adult School is very committed to providing staff and students with up-to-date technology and opportunities for training. Faculty members are continuously updating technology skills during professional development opportunities at conferences, as well as participating in ongoing, in-house training with software company representatives, fellow teachers, and CTE tech classes. For the past two years, the Adult School has received special training from Microsoft representatives at the beginning of the year (at Microsoft headquarters). Ongoing assistance from our information technology instructional aides also strengthen staff skills.

Students have access to laptops, Chromebooks, and desktop computers. Many courses at HBAS have online components and/or are completely online. Mobile computer stations/interactive displays are available to teachers in instructional classrooms. Teachers use the laptops/chromebooks for reading, researching and hands-on activities. Students at the HBAS receive their own school email account providing them access to Microsoft Office and all the features of that software.

The ESL department has hired a technology teacher and an instructional aide with a specialty in technology to assist teachers in the use of technology as well as keeping up to date on the latest innovations in technology advances. The technology teacher teaches classes in technology, e-testing, how to create CASAS and ASAP3 reports, software, and other skills as requested by teachers. Lead teachers assist newer teachers. Teachers are given the opportunity to attend CTE computer classes for free to gain and/or improve proficiency in working with technology. A technology survey is administered every year, to assess the technology needs for instructors. Extensive professional development is offered to staff each year. Similarly, publisher presentations are scheduled each year to demonstrate the use of online tools, online curriculum and e-testing.

Career Tech Ed instructors are hired with expertise in their technology area and are credentialed by the State of California. All CTE department members are presented with many opportunities to continue their technology training through HBUHSD staff development classes offered after school hours in the Innovation Lab at the district office and at the aforementioned Microsoft training facility.

Online learning options and virtual classroom experiences are important to HBAS and several online options are offered throughout the CTE department as well as the ASE program. ESL uses e-texts, readings, quizzes and tests and auxiliary activities in their various classrooms.

Labyrinth e-Lab is used to offer online Microsoft office courses (Microsoft Word, Excel, PowerPoint, etc.) and as a vehicle for students to submit work to their instructor for feedback. Labyrinth is also helpful for students who can not make it to class due to scheduling conflicts. CISCO class course materials are hosted online by Netacad. All work is completed in the classroom, except labs and readings which are available online.

HBAS CTE program offers six different Microsoft Office Online classes including both beginning and intermediate levels of Word, Excel and PowerPoint. Students meet for a face to face meeting to pick up materials, get logged into the class and familiarize themselves with the expectations of the class. Online students are required to log in and complete one chapter per week in the course in which they are enrolled. Each chapter is written as a project with a real-world/job related tasks, such as creating a formatted business letter or creating a resume to land the perfect job. Students watch videos, in lieu of a teacher lecture, and work on the lesson as directed in the book. Students then upload assignments via the internet to the e-Lab website where the online instructor grades their assignments and gives feedback. Quizzes are taken at the end of each chapter and students are able to extend their skills with critical thinking exercises provided in their textbook. Student are required to take a final exam in person at the end of their coursework.

ASE curriculum is entirely online through Edgenuity. Students benefit from the flexibility that online courses offer, and can earn as many credits as their time allows through the school year. Students are also required to meet weekly with their instructors to discuss their courses as well as take their tests. All students are closely monitored via online tools for progression and participation as well as security and intellectual integrity.

As mentioned above, GED prep students use Aztec software for test prep. Similar to HS Diploma students, the GED prep students are required to maintain weekly contact with their instructor and are monitored for participation and progress.

Additional Online Indicator

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.

Teacher technology competencies are not assessed during online instruction but teachers do complete an annual technology survey, and these results are utilized to guide professional development opportunities. An example of this would be the back to school meeting held at the Microsoft training facility to give instructors hands on practice using programs such as One Note, One Drive, and Calendar. Student surveys are also collected annually to obtain input on accessibility of courses, utilization of technology, and other questions related to instruction.

Faculty members take advantage of the administration's encouragement and financial commitment to teachers attending California Adult Literacy Professional Development Project (CALPRO) and Outreach Technical Assistance Program (OTAN) workshops and webinars to provide additional online professional development options. These programs provide teachers (and administrators) with enrichment courses that are centered on research-based practices. Most staff participate in professional development either in large conferences or these smaller workshops and webinars every year. These practices can then be shared with fellow staff and implemented in classes.

Student transitions are a priority at HBAS. All departments have invested their time in developing relevant pathways to college and careers for their students, depending on their interests, abilities and in light of their background and needs. The diploma program implemented a Post Secondary Preparatory class for all students in the 2016-17 school year. This course is designed to prepare students for college or career by providing them with information relating to learning styles, personality type, career exploration/research as well as budgeting and developing a resume using Optimal Resume software. Upon completion of the PS Prep course, each student meets with the College and Career Specialist for further guidance.

All students are issued a school planner/calendar specific to their department. Each student is counseled in goal setting and time management by each department. All students are also tested during enrollment and then post-tested in the appropriate time frame to check for improvement.

At this time, students are not asked to complete a standardized student survey across departments as they complete each class. A survey asking questions regarding the quality of instruction, relevance/effectiveness of the coursework, the online learning environment, overall experience, workload, and suggested improvements would be helpful. The instruction focus group feels it is important to gather standardized exit data in all departments to assist with future planning and curriculum development.

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.

Instructional strategy effectiveness is measured through student course completion, attendance hours, grades, CASAS scores, successful transition to college/career training and gainful employment. Timelines for online coursework are assigned to students upon class enrollment and offer the pacing for each course. Students are made aware of the beginning and end date of each class and are asked to adhere to the pacing in order to complete coursework in a timely manner. Students have a dashboard in the Edgenuity software program that tells them how far along they are in the course in accordance with the pacing as well as their grade, what coursework is coming up and the ability to email their teachers. Instructors monitor progress using their own dashboards and intervene when necessary. Students and teachers communicate routinely through emails and Remind.com to ensure progress. If a student does not adhere to the pacing of the course, then of course, progress will be delayed.

Students in the ASE program meet with their instructors for a one-to-one meeting weekly. It is at this time that students can ask questions, get help with specific problems in their coursework, and take tests. Students can also be referred to the school counselor to discuss barriers to success as well as the college and career specialist for help in that area.

GED student progress is monitored by the GED instructor. Similar to the diploma student, GED students are asked to work a required amount of hours per week to ensure sufficient progress. Students are monitored closely for any issues that may impede their success.

ASE uses one-to-one meetings to address the specific needs of each individual student in his/her weekly appointment. It is in these meetings that instructors use alternative methods to achieve understanding. Instructors routinely re-teach the subject matter, ask questions and provide cues to activate student prior knowledge, help students set academic goals, give note-taking assistance, provide demonstration (math) and utilize graphic organizers for essay writing. Instructors can also analyze student work and provide immediate feedback and assistance with revision.

Indicator 5.6

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

The HBAS Diploma program is entirely online and the reviewing of online student work is much like the reviewing of student work in general. Assignments have objectives to be met and /or rubrics to be graded against that instructors are able to use giving feedback to students regarding their assignments. Instructors also make sure the the analyzing, comprehending, and conducting of research is original by checking the work with "plagiarism" websites such as Turnitin.com. Edgenuity software provides opportunities for many different types of reports including individual and group scores, meeting objectives, trouble spots and overall progress.

Required essays in the Edgenuity software demand critical thinking of the student by asking them to compare and contrast and/or persuade while citing evidence and supporting their argument. Students must create projects such as PowerPoint presentations demonstrating the pros and cons of GMOs in senior English, as well as develop a real-life budget in Economics. Students are required to pass each quiz and test in all course curriculum with a score of 60% or better, as well as answer questions that require short written answers embedded in their coursework. All written exercises are graded by the instructor and non-acceptable answers which do not meet a 60% minimum grade, have to be revised. Students not meeting the 60% score on tests and quizzes will be locked out of their course, requiring them to contact their instructor for one-to-one teaching time to re-teach and review content.

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.

The HBAS Diploma program uses Edgenuity software which features many built in strategies for varied learning styles such as lecture, short answer, matching, reading text, and graphic displays. The GED prep class software (Aztec) similarly addresses various learning styles in much the same way. Initial appointments with Supervising Instructors include orientation to the software as necessary (as there are returning students as well), and students are made aware of the fact that there is a Technology Instructional Aide that is part of the staff who can be called. Instructors also let students know that they will be checking their emails and can be contacted by phone for any questions that might come up. There is ample evidence that this system of support is utilized by students, as many emails/calls are fielded by instructors and the Instructional Aide, and technology related questions are usually solved easily enough in this way. For academic support, an email or call might help or not, and the message the instructors deliver is that it is always better if the student can come to get assistance at the site they are assigned to and be physically present for that assistance.

Students who are enrolled in 100% online courses have individual instructor appointments to receive additional support and assistance on a weekly basis. In addition to weekly appointments, the Learning Center lab is open Monday through Thursday 9am – 8pm and Fridays 9am – 12pm giving ALL Diploma and GED students the opportunity to come to school, work on their individual courses, and ask for assistance as soon as they need it. The center is always staffed with instructors and instructional aides with expertise in all subjects and technology. The GED program also has a text that may be used in combination with the course (Kaplan GED Test Prep). Instructors, and in turn students, have been given a template/key to guide students to the portions of the text that correlate with the online Aztec instruction, so that they might have an alternative method of studying, or simply an additional way.

As noted in several other sections, students wishing to enter either program (GED or Diploma) are placed in Skills classes if their CASAS scores are below a 236, to better prepare them for the curriculum level of both AZTEC and Edgenuity programs. These students must attend (2) two-hour blocks per week where direct instruction, mini-lessons, and more direct assistance is a part of each encounter with the instructor. Any student who is struggling with the curriculum can take advantage of these classes. The impetus for creating these Skills Courses two years ago was examining student data at the time and noting that a good third of the students enrolled were below the high school level in one area or the other (sometimes both) and needed this additional support.

In addition, for the past two years the Learning Center at the mall has also been able to offer additional math tutoring support with a GWC instructor coming two times a month and working with students along with the assistance of the ALEKS program.

Another area that receives additional efforts/support is writing. After reading many essays and written assignments embedded in the Edgenuity software, the HBAS ASE department recognized a need for teacher-directed essay writing opportunities to further assist students with their class assignments while building skills and preparing them for the rigors of advanced level writing. Writing Workshops were added in the 2017-18 school year to provide this support.

The writing support (workshops), additional math support from Golden West College, and the skills classes for both Mathematics and Reading all are the result of looking at schoolwide data – as well as case by case instructor/student interactions – and developing systems for challenges that we know will always be part of the work of the Adult School. Weekly, however, there is regular review of students' profiles (via the dashboards available in Aztec and Edgenuity) that guide the Student/Instructor conversations at their mandatory weekly appointment with their Supervising Instructor. Instructors go over each student's progress in the course, review difficulties with particular assignments, review attendance (physical and online), and plan for students' involvement with our College and Career Specialist.

Often part of such appointments will include a review of the student's class/work schedule. On the first day a student meets with their supervising instructor, a class/work schedule is decided on that, ideally, will get the student to his/her goal of graduating with an HSE or Diploma by an agreed upon date. If students are not putting in the necessary hours to make that progress, or are putting in hours without the expected corresponding progress, this helps guide the discussion about what might be done to help rectify the situation. Workshops might be suggested and/or the suggestion might have to do with how much time is being spent in the center and/or online attempting the work.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 5

Strengths:

1. Discussions/Meetings regarding improving/supporting instruction in the classroom are ongoing in each department.
2. There is a wide variety of teaching strategies utilized across classrooms and programs.
3. The Huntington Beach Adult School is very committed to providing staff and students with up-to-date technology and opportunities for training.

Key Issues (Prioritized):

1. Develop a student survey that can be used across all departments to gather standardized exit data to guide future curriculum development.
2. Develop writing classes for ASE students to further assist students with their class assignments and to prepare them for transitioning to college writing.

EVIDENCE

- Edgenuity outlines
- Pacing Guides
- CASAS test results
- Graduation numbers
- CTE Completion certificates
- ESL Promotion reports
- HBAS catalog

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.

Clear learning outcomes are articulated in all departments at HBAS in order for students to know the targets they are seeking to achieve. This makes it possible for teachers to systematically analyze benchmark results and adjust and augment instruction to increase positive performance outcomes.

Some of the assessments used by HBAS are standardized tests such as the CASAS, GED Readu Tests amd GED Tests, to name a few. The students in a CTE certificate program sometimes are required to pass a state and/or national assessment to receive a certification and/or a license. Edgenuity software has embedded quizzes and tests created by the vendor with learning outcomes identified at the beginning of each unit. Teachers meet in department meetings and on their own time to discuss recommendations for revisions based on reviewing the lessons and identifying missing or incorrect information or areas where students struggle. When a student struggles with an online liesson, teachers may create their own lessons or find online lessons for those concepts that will provide better instruction in order to help students understand the material more clearly.

Curriculum review for all CTE courses is on-going so the student learning outcomes are evaluated continuously throughout the school year by the teachers, CTE department coordinator, and program administrator. Once a year, the teachers officially review their course outlines and student learning outcomes with industry specialists during the annual Community Advisory Committee (CAC) meeting as well as with professionals who provide externship opportunities for students. The CAC meeting also provides teachers the opportunity to compare the course outlines to the CTE Model Curriculum Standards as well as to industry standards to ensure certificate programs are rigorous and relevant. CTE course outlines are competency-based and developed by the instructors. Core competencies and specific learning outcomes are listed in every course outline. New courses and course revisions are initiated by the instructors and by the CTE administrator on an as-needed basis or annually.

Core competencies for all Huntington Beach Adult School courses are developed based on California or Federal standards such as Common Core Standards, College and Career Readiness Standards, High School Diploma or High School Equivalency requirements, CTE Model Curriculum Standards, state and/or national licensing competencies, and CASAS requirements aligned with WIOA and AEBG. Elected officials, community members, the Community Advisory Committee (CAC), externship partners, and other professional groups, businesses and colleges also provide direction and guidance in light of changing demographics and community career opportunities. Each department is in varying stages of moving the curriculum and assessments into complete alignment with the CCRS and also identifying the key standards in each program that are most vital.

In the ESL department, learning outcomes are included in the teachers' course outlines. A curriculum committee develops the curriculum guides and mid-term and promotion tests, evaluates textbooks before adoption, ensures they align with the state standards, and revises the curriculum and tests accordingly. All teachers then review the curriculum and provide input prior to final revisions. These recommendations often are in how writing is evaluated and taught, format changes such as changing multiple choice to fill in the blank, or re-wording questions that may be unclear. HBAS also consults with neighboring adult schools in developing rigorous coursework, creating rubrics, and comparing data. In 2016-17, new curriculum guides were developed by HBAS in partnership with Garden Grove Adult School that reflect the seven levels recognized by the state. These guides have been submitted to the Coast Consortium but have not been approved to date.

The learning outcomes within the ASE programs are linked to the standards (Common Core) or skills (HSE) that the state has determined necessary for passing the classes / sections related to these two ultimate goals (a High School Diploma or Equivalency Certificate). A student succeeding or struggling with the standards is easily identified by their success on the lessons/activities which are designed to measure how well the student achieves the outcome that is stated within each standard (all standards include similar wording: students will... demonstrate, perform, research, etc.) The standard itself expresses the desired outcome and the lessons/assessments within each course provide a way for that to be measured. Students are able to self-monitor their learning through online tools providing instant results and tracking progress, and instructors are able to view their work online and plan for help with their own similar online tools.

Additional strategies available to students, and prescribed by instructors, include writing workshops, skill development classes, and tutoring classes. These courses are offered by our instructional staff as well as from community college instructors. If a student is identified as struggling during an initial assessment, a formative assessment in a particular area, or some other way, scheduled workshops and/or tutoring times may be prescribed as part of getting a student on track to achieving the learning goals. These were developed as a result of some of the analysis of data in the past which identified student learning pitfalls and deficits areas.

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.

HBAS presents learning outcome data to the staff in the annual Staff Development Day prior to the beginning of school. Data such as CASAS payment points, competency reports, student gains reports, diplomas and GEDs earned, CTE Certifications, CTE course pass rates, enrollment data, etc. are analyzed and discussed and departments then make recommendations for change. The primary sources of learning data that HBAS employs include:

- ASAP & TE Reports
- Electronic and paper placement tests
- GED assessments
- CASAS tests
- EL Civics Tasks
- ESL Mid-term and Promotional Tests
- CTE Certification assessments

Other assessments include:

- Teacher Observations
- Individual and Classroom Projects
- Labs
- Writing assignments with rubrics
- Various formative assessments

The analysis of this data was a key part of the writing of the self-study and ultimately the development of the Action Plan, particularly in the area measuring student achievement of the SLOs and course objectives.

ASAP-generated reports provide important information regarding program enrollment, attendance and course completers. The course outlines, along with CASAS testing results, ESL promotion tests and instructors' professional observations, allow conclusions to be drawn as to the most effective lesson plans and teaching approaches necessary for student success.

Up until 2016-17, CTE data collection was limited to the data each teacher collected personally but now CTE data is collected using multiple sources such as ASAP, TOPSpro, and job placement data kept by the teacher and/or job developer. CTE teachers now input grades, credits, and completion data into ASAP which makes it possible to assess student learning at a higher level. In addition, beginning with the fall of 2017-2018 school year, CTE instructors began scanning student documents, such as certificates earned and a copy of the GED/Diploma, into ASAP in order to create an online permanent record for each student. Teachers throughout the CTE department use formative and summative assessments to assess learning including, but not limited to chapter tests, quizzes, final exams, real life projects, and demonstration of skills. In addition, the majority of students take a National and/or a State Board exam upon completion of a CTE certificate program in order to receive a license. Some certificate programs require a license in order to become employed and for others it makes them more marketable.

ESL teachers use observation techniques, multiple checks for understanding, groups and pairing of students to check for understanding on a daily basis. Informal assessments, such as speaking to students one-on-one to assess speaking skills are also used. Teachers use chapter tests to ensure mastery of concepts, and they look at competency reports to determine the areas where students were not successful in their CASAS tests and provide additional support materials to improve student outcomes. Teachers frequently re-teach lessons in EL Civics when it is clear through formative assessments that their students have not mastered the material or after receiving test results that show deficits. Students are re-tested after the re-teaching and these adjustments result in nearly all students earning 100% on their EL Civics tests. Students are also given a mid-term exam to determine their progress in the five modalities (reading, listening, speaking, writing, and grammar) and a review of these test results provides an opportunity for teachers to modify their curriculum and ensure that the key standards are mastered by the end of the year.

This process of analysis and the revision of instruction to improve student scores is founded on two of our SLO's "Students achieve measurable increases in skills and knowledge" and "Students transition successfully to post-secondary education and the workforce."

The ESL Curriculum Committee analyzes data from placement tests, student transfers, internal and external CASAS data, midterm and promotion tests, and communications with other agencies and partners to help make decisions on modifying its curriculum and testing.

ASE has bi-monthly meetings with all faculty and staff which includes the addressing of issues or achievements regarding student progress. Instructors have access to class progress and assessment results for individual student evaluation. Students scoring below the 9th grade level (236 on CASAS) on initial assessments are placed in an appropriate skill level class and instruction is aimed at advancing the student on to the high school level (so that they can tackle the Diploma or Equivalency curriculums). Teachers use quizzes, assignments, projects, and tests to evaluate course understanding. These results are reviewed by instructors and shared with students to improve their understanding of key concepts. Other forms of formative assessment are CASAS testing, unit tests, special projects, and research projects to determine progress toward mastery of course competencies. ASE's Edgenuity software has built in assessments by learning units and, based on results, teachers will adjust assignments and projects and provide individual tutoring as needed.

Indicator 6.3

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

Many changes have been made as a result of AEBG consortium meetings, collaboration with partner agencies, and based on analysis of student outcome data.

In the ESL department, HBAS is currently starting to modify its course outlines and the number of ESL course levels to align with the new College and Career Readiness Standards and local colleges and adult schools.

There has been a notable increase in rigor in Level 2 through 4 (Beginning High to Advanced) in the area of writing. This is evidenced by lower passing scores on promotion tests in 2016-17. Supplemental writing material has been added in these classes to bridge learning gaps between ESL levels, secondary education programs and better jobs. In addition, there has been an increase in grammar instruction at certain sites. Instructors teach more life skills if students are not reaching benchmarks in CASAS and/or EL Civics.

Following student and staff surveys and a tech survey, computer and technology classes were added to provide technology instruction to students in preparation for CASAS e-testing and new EL Civics COAPPs and to assist students in learning 21st century skills (as listed in our SLO's). Teachers developed new curriculum based on International Society of Technology in Education (ISTE) goals and midterms were developed to assess students' mid-year so that they can analyze students' progress and modify instruction to ensure that they are on track for meeting all essential standards. ESL teachers review CASAS Competency reports and have included supplemental lesson plans to help achieve success in deficient areas. Learning was enhanced in the ESL program when it integrated technology in the curriculum by increasing the availability of computers, Wi-Fi, and document cameras at all sites. To assist teachers and students with these tools, an instructor and an instructional aide who specializes in computer technology were hired. This was done as a result of student requests, new AEBG and WIOA goals for student outcomes and transitions to college and the workforce, and to help them get better results in the new technology based CASAS and EL Civics testing.

ESL teachers and administration analyze testing trends to determine effectiveness of coursework, textbooks, and teaching methodologies. Reports are generated that reflect student gains, promotions, payment points, EL Civics results, and attendance to determine effectiveness of programs. Teachers are also given their own individual data so that they may make adjustments and improve scores. There is a need to provide additional training to help teachers and students in the understanding and analysis of CASAS data and how it is used to drive instruction.

ASE instructors have online access to class progress and assessment results. Students scoring below a certain range on initial assessments are placed in appropriate skill level classes and instruction is modified to fit those needs (Students in these classes, unlike the others, all receive direct instruction and additional mandatory hours with the instructor). As previously described in 5.7, instructors use the dashboard features and associated reports of both the Aztec and Edgenuity programs to hold conferences once a week with each student. These short conferences concentrate on attendance and progress, as well as letting students know about additional college and career and socio-emotional resources. Instructors are provided with various reports and assessments in association with their once a month individual meetings with the site assistant principal as well. These reports include CASAS test results as well as attendance hours logged and college and career readiness discussion (discussion of progress in the Post-Secondary Prep Course for their students).

CTE has made many changes to both courses and programs due to data analysis. Teachers throughout CTE use summative assessment to modify learning such as but not limited to: chapter test, quizzes, final exams, real life projects, and demonstration of skills. In addition, the majority of the students take a National and or a State Board exam upon completion of the HBAS program requirement in order to become certified in their program and to help them become more marketable when applying for jobs. For example, the CTE department and the program administrator recognized the need to improve the course and program offerings because of declining enrollment data. In order to address this issue, certificate program information sessions were established in an effort to educate and recruit more students into the program.

This data prompted a review of the rigorous course requirements, time commitment, and job outlook for each certificate program. The review resulted in a change to the Medical Assistant program to allow students to enter into it at various times throughout the school year. A Medical Terminology course became a prerequisite to entering the program to give students a strong vocabulary base to support this change. Another improvement which occurred within the CTE certificate programs that resulted from analyzing learning data is the new requirement of entrance exams in English and mathematics. Students must pass both entrance exams prior to acceptance into a certificate program. If students fail either portion of the entrance exam, they are required to attend free remediation course(s) until they successfully pass each portion of the exam. CTE students are required to pass each course with an 80% proficiency rate or higher which has been proven to prepare certificate program students to take their National / State Board exams. Student pass rates on these exams varies by program; however, all three Allied Health programs have experienced a pass rate of 75% or above during the time CTE began collecting that data. Assessment data is used to determine if students are qualified to receive a course/program certificate of completion and/or adequately prepared to interview for an externship, take the National/State Board examination, and/or enter the job market.

There are monthly and bi-monthly meetings within each program (ASE, ESL, & CTE) and monthly leadership team meetings consisting of administrators, classified staff, and the lead teacher of each program. There are also occasional full day staff meetings and retreats that bring all departments together for institutional changes and updates based on student learning data.

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.

HBAS is mandated to report assessment and outcome results to the CDE and AEBG offices (through TOPS Enterprise) every quarter, and to provide a yearly report. Outcome data in these reports include level gains on CASAS assessments, students who receive diplomas and high school equivalency certificates, and students that receive state licensures or industry recognized certificates. This data is also shared with instructional staff at the beginning of each year in staff development days. AEBG data is ultimately shared with consortium members for review and analysis.

The WIOA II/AEFLA reporting is specific to ESL and ABE/ASE programs, while the AEBG Reporting includes all programs (CTE, ABE/ASE, and ESL). As indicated on page 94, the stakeholders include state level and many community members. Each program has methods to routinely report out to its students and staff.

All programs test students with CASAS tests on entry, and the CASAS level helps guide decisions on instruction. Students themselves are made aware of the importance of this score, and have their score reported to them. Programs utilize ongoing CASAS testing for students until they reach a score of 246 or above. CASAS reports (of students assigned to each supervisory instructor) are provided monthly and reviewed with each instructor at their monthly meetings with the program administrator. This also helps guide instructional decisions such as identify curricular areas that teachers need to re-teach or revise their instruction. Teachers also review EL Civics assessment results, chapter tests, and mid-term exams.

In the ASE program, students are able to talk with their instructors about their assessment results and students can access their up to date assessment data by logging into Edgenuity or Aztec and getting a report on their progress.

CTE instructors review assessment results with students on a regular basis throughout each course. They also input assessment results into ASAP and TOPS Pro Enterprise systems so that the data can be reviewed with all stakeholders.

Indicator 6.5

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

Administrators, faculty, and support staff are all involved in the institutional planning of the school. The school leadership and curriculum teams meet annually, at the beginning of the year on two professional development days, to review and analyze learning data through a Data Walk. This helps to determine the relevance and appropriateness of the school's course offerings, make revisions to curriculum and instruction to better help students attain proficiency, and determine resource allocation. During this time, the Mission Statement, SLOs, and the WASC Action Plan are reviewed in order to determine progress towards goals and ascertain whether any revisions to each need to be made.

For classes falling under the WIOA umbrella, CASAS assessment results assist the stakeholders in allocating money and resources based on needs and program requirements and in some respects, direct these allocations. CTE department meetings offer continuous opportunities for all CTE instructors to be represented in decision-making. The staff addresses curriculum relevance of course offerings during the annual curriculum review process. All of CTE courses are partially fee-based; therefore, financial allocation is influenced by enrollment numbers in the course offerings.

ASE course offerings are evaluated as needed throughout the year based on student needs and state and federal requirements. ASE, in addition to monthly staff meetings, implements monthly individual meetings with the site administrator and instructors to discuss student progress and evaluation methods. ASE uses CASAS test scores to place students into appropriate classes as necessary, and to evaluate progress toward secondary level performance for students in skills classes preparing to take on the secondary curriculum. CASAS level assessment results, after the 246 level, are not a determination of progress. At that time, only the passing of classes (or sections of GED) and eventually the awarding of a High School Diploma or High School Equivalency indicate progress. Corresponding to this, not only CASAS scores, but grades for courses (and assignments, quizzes, and tests in those courses), HSE sections passed and Certificates/Diplomas given are all part of evaluating the effectiveness of the program and planning / allocating resources for the future.

ESL staff analyze CASAS, EL Civics, and midterm and promotion test data and make recommendations for revisions to the curriculum committee based on reported results. And teachers discuss best practices in "all staff ESL" meetings to address deficit areas or share supplemental resources for the identified standards. CTE staff also review and analyze CASAS entrance exams in order to recommend remediation to students who don't meet the minimum test scores in reading and math.

HBAS is committed to providing the best overall instruction and opportunities for meeting Student Learner Outcomes and its mission by focusing a great deal of financial resources in courses that support student success. Some changes that have been made in the ESL course offerings as a result of community needs and to address student deficits in their ESL instruction. These include creating childcare classes at Fryberger Elementary and Anderson Elementary so HBAS students with young children can attend the ESL classes at those sites, conversation/pronunciation classes, a new Citizenship class, five VESL computer classes at two of the main campuses, and an Integrated EL Civics Education/Integrated Education and Training (IELCE/IET) class in collaboration with Orange Coast College to allow students to take ESL classes and career training in a contextualized setting and thus shorten the time it takes for these students to become career ready.

Although these are great changes, HBAS continues to look for ways to improve instruction and support to students. Therefore, this goal has been included in the Action Plan, Item 2, as an area of focus for the next six years



Additional Online Indicator

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.

The OTAN tech survey assesses students' technology proficiency. Upon review of this data, additional technology was purchased, a teacher and instructional aides who specialize in technology were hired, and computer classes for ESL students were created to help students pass their EL Civics objective and also attain computer technology competency in order to transition more smoothly into college and the workforce.

Student surveys administered each year are used to assess instructor effectiveness. As a result of these surveys, various professional development opportunities are made available for faculty and staff as needed or requested and resources are allocated to support new ideas/courses, instructional strategies, or to provide supplemental resources.

The ASE program has implemented CASAS e-testing for several years now, and the results of these tasks, as described previously, do determine initial program placement. Post-Testing may also determine a change of program placement or simply document progress. As a result of student assessment scores falling below a certain range, ASE has developed direct instruction Reading and Math Skills classes. Students who score below the high school level (236+) are required to take these classes prior to enrolling in their respective GED or Diploma programs. Of course, all ASE program results are online and similar examples are numerous.

CTE certificate program students have been required to complete CASAS e-testing for two years. Just like ASE, students who score below the high school level (236+) are required to take direct instruction Reading and Math Skills classes until they can pass both tests prior to enrolling in their respective CTE certificate program.

HBAS High School Equivalency Students (GED Prep for this institution), use online assessment 100% of the time. Scoring at a certain level (80% proficiency) on a practice test will qualify a student for a voucher to take a ready test. If a student scores 150 or above on a ready test, they qualify to receive a voucher for the actual GED Test (a section of the test). Completion of the four different sections of that test result in the High School Equivalency Certificate. The process for completing online sections, getting the vouchers for ready tests and in turn for the actual test is well understood by our students and staff. 99% of students who go through this process, pass the GED test section that they are trying for. In the 2015-16 school year, there was no process as described, and zero students recorded as passing all sections of the GED test. In the 2016-17 school year, this process went into place, and 17 students passed all sections of the GED test.

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.

CTE certificate program students must complete each required course with their program with 80% proficiency, meet the required attendance for the program, and demonstrate specific skills related to their course of study as required in order to receive a program certificate. Academic integrity is ensured by having students take the final in person with the teacher, which includes the demonstration of skills learned in the course. CASAS Reading and Math entrance exams determine whether students need remediation in these areas before acceptance into a program. Online courses are graded electronically. In each CTE certificated program, there are state-mandated skill sets that must be demonstrated in a class presentation format as well as successful passing of coursework and state or national board exams. Examples of some of these are: professional resumes, mock job interviews, PowerPoint presentations, competency checklists (vital signs, injections), and student projects demonstrating drug dosage measurement.

In ASE and CTE, students are assessed upon entry to the program utilizing the CASAS Reading and Math tests and are regularly tested (until they are at a 246 or higher level) throughout the year after significant periods of instruction using the follow-up post-tests. ASE uses these CASAS test scores to help identify academic growth at the pre to low/mid high school levels, but also utilizes the grades received (Diploma) and sections passed (HSE – GED) extensively. CTE uses the CASAS test scores to refer students to remediation courses as needed.

For Diploma students, HBAS uses a traditional scale for measuring success and progress (60 – 69% D, 70-79% C, 80 -89% B, 90-91% A). The school has (like comprehensive high schools) a list of graduation requirements that must be completed to receive a diploma, and this includes a mandatory Post- Secondary Preparation Course, which additionally emphasizes the school's Schoolwide Learner Outcomes regarding goal setting and application of the skills and knowledge being learned. As for making sure that the curriculum is attempted with integrity and the results of student work can be counted on to capture actual student growth and progress, HBAS does have processes and procedures in place within all programs.

Diploma and CTE students are required to take all unit tests in class under teacher supervision. Teachers monitor students during tests to ensure academic integrity. For writing assignments, if plagiarism is suspected, a Diploma instructor will submit the essay to Turnitin.com, or similar online sites for verification that the student has done the work. Even though the Edgenuity program which is used in the Diploma program auto-populates a grade for multiple choice responses, instructors are responsible for reviewing and approving the given score. Essays, written responses, and projects must be reviewed and graded by an instructor before a manual grade is submitted. Each time a student completes a unit/section, the Edgenuity system will prevent them from progressing until a teacher reviews their work. When a student reaches a unit test or a quiz, the teacher is alerted to review and unlock the assessment in order to determine mastery before the student can continue.

As for the ASE High School Equivalency program, the online program is different (Aztec), and the process is not connected to grades but, rather, solely dependent on the eventual passing of tests/sections. As described at length in section 6.6, HBAS has confidence that the cut scores for pre/post-tests connected to vouchers for ready tests, and the cut scores related to moving on to actual GED test sections are appropriate, and provide good guidance for our High School Equivalency students. Similar to the Diploma students, and again connected to our Schoolwide Learner Outcomes, HSE students must also take our Post-Secondary Preparation Course in order to qualify for/take advantage of the free vouchers that are connected to the passing of practice tests and GED Ready Tests, and to qualify for participation in the HBAS Graduation Ceremony.

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.

ASE students (both HSE and Diploma) are required to complete online coursework in the required subject areas, including additional coursework involving college and career planning, very much connected to the SLO goals for Goal Setting and Application of Skills and Knowledge (previously described in Indicators 6.6 and 6.7). This online course work is accessible for examination, to review for achievement of academic standards and SLOs, and examples of coursework are shared in individual and staff meetings. Examples of online coursework found within the Edgenuity Curriculum (for Diploma students) includes a variety of areas: multiple choice and short answer assignments, reports, essay writing, quizzes, tests, and others. The curriculum is aligned to the Common Core/College and Career Readiness Standards, and instructors do maintain the flexibility to adapt curriculum/assignments for students with special needs. Similarly, Aztec (for HSE students) includes: multiple choice and short answer assignments, reports, essay writing, quizzes, tests, and others. This curriculum is Common Core/College and Career Readiness Standards aligned, and the testing associated with this course makes allowance for students with special needs (online assistance/process to request accommodations, etc.). CTE students are given a variety of online assignments and assessments that are aligned with academic standards and the schoolwide learning outcomes in the Microsoft Office course.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 6

Strengths:

1. Regular monthly or bi-monthly meetings with each of the ASE, CTE, and ESL programs that provide for discussions based on student data to inform instruction and guide assessment revisions.
2. Clear learning outcomes are developed for each course and articulated in course outlines to students.
3. HBAS uses a wide variety of assessment tools to gauge student achievement.

Key Issues (Prioritized):

1. Course outlines and assessments need to be fully revised to align with new College and Career Readiness Standards and with the colleges in the Coast Consortium.
2. Provide training to help teachers and students to better understand CASAS and EL Civics test scores and how they drive instruction.

EVIDENCE

- CASAS Assessment Results
- EL Civics Assessments Results
- Standardized Midterm for ESL
- Standardized Promotion test for ESL
- Course unit tests
- In-class formative assessments
- ESL Department meeting agendas
- ESL Department test results report
- Re-testing/makeup rates report
- CASAS Competency reports
- ESL Testing calendar
- Teacher survey of promotion and midterm test
- CTE Certifications earned
- Edgenuity / AZTEC tests & quizzes
- Course outlines with assessments listed
- GED passage rates
- GED/ASE Online Dashboards

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.

Until the spring of 2015, HBAS had one counselor on staff to provide student support for all students in the three programs. In the spring of 2016, with the new infusion of fiscal resources as a result of AEBG and WIOA grants, HBAS developed a new student support department and began hiring new support staff to help students in achieving their goals. This new department now includes two guidance specialists, a college and career specialist, two counselors (one FTE), a job developer, and three instructional aides, two with a specialty in technology, all offering a wealth of support to HBAS students.

The full time HBAS School Counselor primarily provides social/emotional counseling to Diploma/GED and CTE students and her main office is located at the GED/Diploma program site at the Westminster Mall. However, she reports to the Gothard campus once a week in order to be accessible for ESL and CTE students. An additional counselor was hired for one day a week to serve the ESL students who have been referred by their teachers or request help. Both are available to any students who are struggling with meeting their educational goals due to both academic and non-academic reasons. They also connect students with support services in their community such as health services, mental health and counseling services, homeless shelters, etc. in order to get them back on the path to success. Some college and career services are provided as needed when the college and career specialist is unavailable. Additionally, job preparation skills, such as mock interviews, are also provided for students who need extra help and are referred by the CTE teachers. The counselor also acts as an in-house case manager for students who are referred by CalWorks, the Dept. of Rehabilitation, and the WIOA program, insuring that their payment, progress, and attendance is reported to their county case workers as required. Students who come to HBAS with special needs are first referred to the counselors and they meet to determine what accommodations and support the students will need to be successful. These are then communicated with the teacher for implementation in the classroom.

HBAS provides two Guidance Specialists for the ASE/Diploma/ESL students to help in academic advising, evaluating transcripts, determining what program best suites them, class selection, and placing students into classes. In the initial appointment, they help the student set goals for their education and develop an education plan with a timeline for completion and expectations for staying on track with their goals. Each time a student completes a class in ASE, he/she meets with the guidance specialist to review his/her goals and progress and is assigned a new class. As the ASE/Diploma student approaches graduation or is nearing completion of GED testing, the guidance specialist makes the necessary referrals to the Counselor, Job Developer and/or College & Career Specialist.

The College and Career specialist meets with all students, once within the first 60 days and then again with those who are near graduation or completing the GED to provide post-secondary options and guidance in choosing a CTE path or college, including FAFSA, completing college applications, choosing a major, and connecting students with the outreach specialist of their chosen college. She also meets with CTE students who want to continue on their career path at a college and helps them make this transition. ESL students meet with her to get help transitioning including special circumstances such as residency or transferring their education from their home country. She is the liaison with the community colleges in setting up the Bridge Days in which students from HBAS visit nearby community colleges for exposure to the college environment.

The Job Developer was hired to serve as the liaison between students and employers. Job responsibilities include teaching interviewing skills, updating resumes, offering workshops to help prepare students for the workplace, utilizing onsite recruitment, and facilitating exit interviews for the CTE program. She attends job fairs, health expos put on by the Chamber of Commerce, and meets with employers to encourage the hiring of HBAS students.

Three Instructional Aides, two with a specialty in technology, were also hired to help students in a variety of ways including supporting students with accessing technology in the classroom, creating student email accounts, assisting students in becoming familiar with the Office 365 system, assisting students with technology support in enrollment and testing and in the use of student laptops and devices brought from home, setting up accounts and opening classes for students in Edgenuity or Aztec, and providing academic support where needed. They have also been extremely helpful for teachers when they have technology issues or need assistance with non-functional computers.

Students seeking employment receive assistance from student support services including filling out online employment and college applications, applying to FAFSA for financial aid, assistance with online registration, and have access to Optimal Resume (for help with writing a cover letter, resume, or interviewing). Additional training is gained through taking a Career Readiness class at HBAS. The visiting Outreach Specialist from the community college then takes over responsibility of the students in the transition and community partner OCAPICA, Orange County Asian Pacific Islander Community Alliance, who provides funding for qualified low income or drop out students. HBAS partners with WIOA and Orange County Workforce Investment Board (WIB) & Department of Rehabilitation (DOR) to provide funding and resources for students. In addition, qualified students receive financial support from California Work Opportunity and Responsibility to Kids (CalWorks).

Students who lack academic, computer, or workforce skills are helped in a variety of ways. HBAS and Community College workshops are offered in career assessment, college offerings, and career preparation. Remedial math and reading classes are provided to aid students in acquiring the necessary skills to be able to complete their diploma, GED, or CTE courses. CTE offers short-term computer classes and ESL offers free computer classes so students are better equipped to enter the workforce. New students attend a free orientation and informational sessions to help them in attaining the requisite skills and qualities needed for earning a diploma or getting a job. Students participate in field trips to local community colleges to promote transitions, and there is a Community College/CTE Career Fair hiring event that is held each year to help students get jobs. The College and Career Specialist provides career assessments and helps with college planning and selection.

Students are made aware of all of these services by their teachers, through Orientation and Information Sessions, the school website, student planners that are provided free of charge to each student, workshops, the school catalog, emails/e-newsletters, social media, bus stop marketing and KIOSKs, and on posters, flyers, and tri-fold brochures that are distributed to neighborhood schools and businesses.



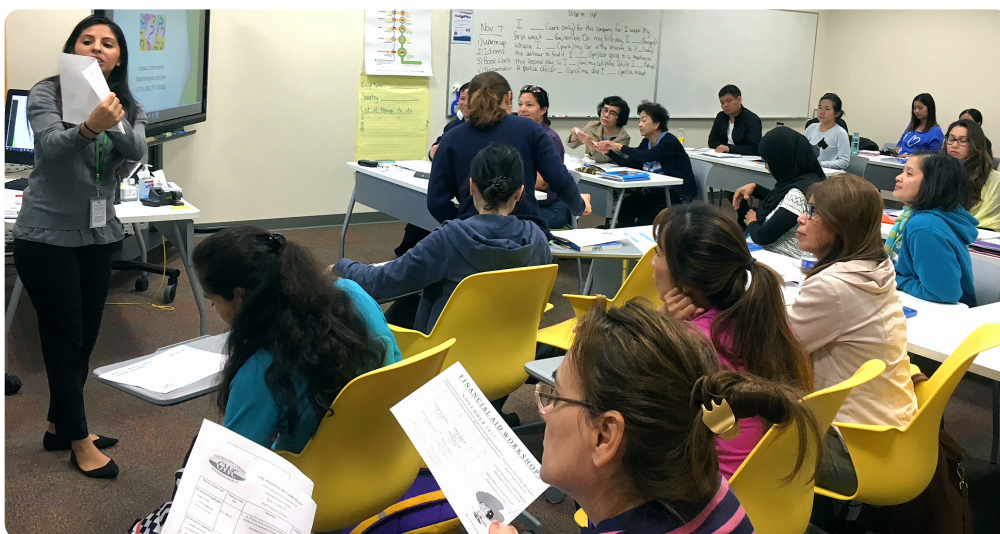
Indicator 7.2

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 College and Career Center at the main campus on Gothard was recently remodeled with new offices and furniture to provide a welcoming environment for those seeking to improve and expand their educational experience at HBAS or college, pursue a career, or get a job. Our school counselor, job developer, and college and career specialist visit classrooms to advise students or explain their services or meet with students in the center. Appointments are made as a result of teacher referrals or student requests and students are welcome to walk in and get assistance for everything from personal counseling to researching and applying for jobs or college entrance. As a result of the AEBG Coast Consortium, Bridge/Preview Days began in 2017 to help students select a local community college by offering field trips to visit a local community college and to learn about educational opportunities. Coastline College, Golden West College, and Orange Coast College participated in the Bridge Day events in collaboration with HBAS and Garden Grove Adult School. Most of the level three and four ESL and a few ASE students attended one or more of these Bridge Days.

The Guidance Specialists assigned to the HS Diploma/GED program provide academic advisement to newly enrolled students. In addition, these students are referred to the College and Career Specialist for an exit interview to promote transitions and collect data for postsecondary education and/or employment. Monthly meetings are held with the principal and support staff to discuss ideas, issues, data, or how to adapt to the ongoing changes with AEBG and WIOA in order to continue to improve services to students.

Professional development also aids staff in maintaining the integrity of their programs and services and gaining new ideas and insights. Some of these activities include counselor breakfasts at community colleges and CSU/UC conferences which keep counselors/guidance specialists informed with up-to-date college requirements and offerings. Staff also attend CCAE conferences, OTAN professional development courses, CalPRO workshops, mandatory annual Continuing Education Units, Keenan Safe Schools annual requirement (mandatory child abuse reporting), Simon Youth Foundation Conferences and various webinars.



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.

HBAS uses a variety of methods to advertise its course offering to the surrounding communities. The primary marketing tool is the bulk mailings of the Adult School catalog three times per year to over 150,000 families. The course catalog contains detailed information regarding HBAS's policies, procedures, and student expectations. The catalog is also hand-delivered to over 30 businesses throughout the communities in the HBAS attendance area as well as being posted online. It also can be picked up in the front offices at each of our main sites. Additionally, students receive information on school policies, procedures, and student expectation orally in the CTE certificate programs Information Sessions and in the new Student Orientation Sessions and the SLOs posters are posted in every classroom. Students receive this information in written form when they receive their student planner, their school catalog, and or visit the school website. Often, teachers include this pertinent information in their course syllabi distributed in class. In addition, HBAS uses street banners and feather flags, bus stop advertising, the school and district websites, social media, email blasts using Constant Contact, tri-fold brochures, the Chamber of Commerce Community Expo, Billboards, Remind app, outreach by the community liaison staff, and student recommendations.

New students to HBAS are supported through the admissions phase in the Enrollment and Orientation Session they are required to attend. These two sessions are designed to help new students succeed at HBAS. Students hear valuable information regarding the importance of attendance, available resources including financial assistance, and goal setting strategies, just to name a few. Potential CTE students are further supported by the teaching staff when they attend an Information Session which offers an overview of the specific program they are considering. The students are also provided a planner with a checklist of requirements, dress for success information, and goal setting information at the Information Session. At this time, the teachers meet with students individually to discuss expectations, courses required for completion, timelines, needs of the student, and the student's long-term goals. Students are given CASAS placement tests prior to being placed in a class. Many enroll in programs as a result of student referrals as appropriate for their skills and interests. Numerous students are given an email account and teachers are able to communicate with their entire class not only through verbal means, but also by sending group messages to the entire class.

Students who are seeking employment or wish to continue their education self-refer or are referred by a teacher to a Job Developer, Counselor, or the College and Career Specialist to prepare for a future job or education. Externship opportunities, CTE classes, CTE/ESL collaboration courses such as the Personal Care Aid class or the Early Childhood Education class in collaboration with Orange Coast College, and Bridge Day field trips are a few examples of opportunities that are offered to help students achieve their goals.

HBAS has used student surveys, contact with former students by the community liaisons, and review of persistence data to track students' continuing education and job acquisition and/or job improvement. However, HBAS has identified this as an area of future focus. A better system needs to be put in place to track student transitions to postsecondary education and the workforce following exit from HBAS.

ASE students make a determination about which program they will take part in (HSE – High School Equivalency or Diploma) upon admission. Students wishing to be in the Diploma program bring a transcript and make an appointment with the Guidance Specialist. Based on the student's goals, including how long they have to pursue a diploma or HSE and what job/career they may wish to pursue, a determination of the best program is then made.

Students who pursue a diploma are given an educational plan (a list of which courses are necessary to graduate) by the Guidance Specialist. At the completion of each class the student meets with the guidance specialist to review progress towards a diploma and selection of the next class or alternate options such as the HSE. The Supervising Instructor for each student is also an integral part of each student's continual counseling. The Supervising Instructor orients and guides students with use of their HBAS planners, and makes sure they are aware of how to use the online tools to track their own progress. The Edgenuity software tracks student progress and is available to students who are logged in. Students who are behind in their program, or simply have life issues they need extra assistance in dealing with, may meet with the counselor periodically to address barriers.

Additionally, all students have a timeline for completing certain assignments connected to their Post Secondary Prep course. This timeline includes two appointments with the College and Career Specialist, one within 60 days of entering the program and one before the student enters the final needed course for a diploma. The College and Career Specialist works together with the student to confirm/refine goals for college and career and may help the student make further connections to the community college Outreach Specialist and/or the Job Developer.

Students who choose to pursue the HSE program have a different initial educational plan (no need to determine what classes will be taken because the High School Equivalency will include the same tests for everyone, though a student may have taken a test section previously). Similar to the Diploma student process, however, the Supervising Instructor of the HSE student uses the student planner to map out a class/work schedule and will also make sure students are oriented to the tools within the Aztec program to track their progress. Explaining how students can qualify for ready test and test vouchers is also part of their counseling, as well as orienting students to the requirements of the Post-Secondary Preparation course and its relation to their ability to take advantage of vouchers. As a requirement of enrolling in the Post Secondary Prep course, students are able to take advantage of meeting with the College and Career Specialist. HSE students are also able to make appointments with the counselor, and they may be referred to the job developer or community college Outreach Specialist, depending on their goals/needs.

ESL students take a placement test and a CASAS pre-test, attend orientation, and are placed in an appropriate level class. Students set goals, identify barriers, and receive guidance on how to be successful in their classes during the mandatory orientation. Teachers guide students through courses and transition them onto the next level as they pass the promotion tests. Level 3 and 4 students are encouraged to continue their education and transition to postsecondary options or co-enroll in CTE classes while completing their ESL classes.

All students attending HBAS utilize the student planner that was created specifically for their program of choice. 2016-17 was the first year of implementation, and it has proven to be a very successful tool for students.

Indicator 7.4

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

All students, including online students, are tested in CASAS for English and/or math. Students in ASE and CTE that score below the minimum requirement to begin classes are referred to the free math and English refresher courses.

In April 2017, HBAS began requiring all students to attend an orientation prior to beginning classes. The initial enrollment and orientation process helps to identify student's barriers to success and collects demographic data. As needs are identified, available resources are provided or offered to the students. These resources include childcare, transportation assistance, counseling services, special needs and accommodations, financial assistance, referrals to community and social services agencies such as Orange County Asian Pacific Islander Community Alliance (OCAPICA), Employment Development Department (EDD), One-Stop, Department of Rehabilitation (DOR) and CalWorks. Other methods of identifying support needs include student surveys and student technology surveys. Surveys provides valuable feedback toward identifying student's needs. Flyers are readily available explaining how to access student-counseling services. Information is listed on the HBAS website on how to obtain student support services as well. ASE/ABE students meet with the guidance specialist upon completion of each class in their program and barriers are addressed if needed at this appointment. Transcripts are evaluated to ensure appropriate placement in classes. CTE students benefit from the services provided by Job Developer and the College and Career Specialist as they prepare transfer to a higher level of education or enter into the job market.

By collaborating with local community colleges, HBAS is able to provide students with access to a College Success Course and Math Mentoring workshops, workshops on relevant topics, field trips, job fairs, and hiring events. Recognizing the need for "hands-on" experience, HBAS also collaborates with the community to offer externships for CTE students. The CISCO program at HBAS is articulated with Coastline College. Students transferring to Coastline College can continue their training in CISCO classes and earn college credits for the classes they completed at HBAS. This helps students when applying for jobs with the idea that having some college experience is appealing to employers. HBAS has significantly increased the number of CTE courses being articulated with Coastline Community College for the 2017-18 school year. Three courses were articulated in the 2016-17 school year. Twelve CTE courses were successfully articulated in the fall of 2017. There is a need to develop stronger community outreach and marketing with industry partners, and develop inter-agency cooperation and data sharing to provide a bridge between students and community needs.

Online support services are evaluated by student response, appointments made, and follow-up. The adult school counselor had appointments with over six hundred students from both on-site and off-site locations in the 2016-2017 school year. Student contact is performed by outreach activities including counselor initiated calls, visits, emails, and follow-up. In addition to counselor-initiated contact, teachers and other support staff refer students to the counselor on a regular basis.

HBAS hosts classes in many off-site locations. These classes are assessed and given the same supports as the main sites. Support staff serve all students, regardless of location. Student surveys and student outcome data are collected at these sites as well in order to ascertain whether the students are being successful in reaching their benchmarks and goals. In addition, administrators visit all off-site locations to evaluate teachers and check in with students to be sure all of their needs are being met.

There are a variety of ways that student support services are monitored and evaluated for their effectiveness with students. Data is collected by student support staff such as the number of students getting jobs and meeting with the school counselor. Support meetings are held bi-monthly to discuss student needs and revisions to the program are made. After Bridge Days, staff meet to discuss everything from the coordination and implementation to recommendations for improvement. Students are surveyed by teachers as to what was good and bad at these bridge events and staff discuss these sources of input and make adjustments. Guidance specialists meet with district and site staff monthly to discuss issues and policy changes. All support staff are evaluated annually.

Indicator 7.5

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

HBUHSD Board Policies and Administrative regulations dictate the maintenance and security of student records. The school publishes and follows established policies for release of student records on the school website. Records are maintained by the front office and guidance staff.

Students must sign a permission of release of personally identifiable information to HBAS partner organizations on the initial enrollment form for the purpose of measuring school performance and assisting HBAS in qualifying for additional state and federal funding. This information may not be re-disclosed to others and will be destroyed as soon as statistical analysis has been performed.

Older records are maintained on microfiche and have recently been digitized and are being maintained on the HBAS server. All current student records including transcripts are maintained on site in a locked cabinet with only designated staff having access to the records. Transcripts and student information is also maintained on ASAP, the student information system used by HBAS.

Indicator 7.6

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

Updated course catalogs are mailed out three times a year to Huntington Beach, Fountain Valley, Westminster, Costa Mesa, and Midway City and are made available online. They can also be found at all satellite sites and main campuses and in businesses in these cities. Catalogs provide information regarding classes offered, dates, times, locations, enrollment and orientation dates and times, etc. Updates are posted to the website catalog as information changes. HBAS utilizes Facebook, Instagram, email, phone calls, and Constant Contact to update students on current classes, class changes, and to advertise student support options and student successes.

When students enroll online, they are required to read and sign agreement to the policies and procedures that relate to data exchange, refund policy, etc. Other sources of dissemination of policies and procedures are the mandatory orientation, course syllabi, the student planners, and they are explained in class by teachers. The HBAS student orientation provides information about resources and supports available to students. Several support staff are available to help students make decisions regarding their education including evaluation of transcripts, career inventories and assessments, and counseling. Once accepted, there are many safeguards in place to ensure that students who are placed in courses receive a quality education that helps guide them toward success in their goals and aspirations. These supports have been mentioned throughout the report and are documented thoroughly in the many sources of data that HBAS utilizes and have also been explained previously in the report.

Additional Online Indicator

Indicator 7.7

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

All students, regardless of whether they take online coursework or attend classes, have access to the same support services such as health, career, personal counseling and referrals to outside agencies, and academic assistance. All students, including online students, must attend orientation upon enrollment and CTE and ASE students are required to take support classes if their skills are not at least at the secondary level. Appropriate referrals are made if a student needs assistance with health or personal counseling.

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.

All students, including online students, have equal access to all students support services. Students benefit from meeting with the School Counselor, the Guidance Specialist, the College and Career Specialist and the Job Developer in the reduction of barriers to ensure student success and program completion as well as a successful transition to college or career. These staff are accessible during office hours to all students.

The Learning Center for Diploma and GED is open from 8:30am-8pm Monday-Thursday and 8:30am-12:00pm on Fridays. Free Wi-fi and computers are available for student use and teachers are accessible for additional student support. All main campus classes have their own computer carts with enough computers for all of the students.

Indicator 7.9

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

Even though the nature of the High School Diploma and High School Equivalency program is an online independent study program, students are required to attend the school twice a week for a minimum of two hours (includes appointment with supervising instructor to go over student information related to progress and attendance, announcements about presentations/resources such as college preview days or pathway presentations, and time to test. College field trips and job fairs are made available to all students, including online. Online students are included in the WASC self-study process. ASE students are asked to volunteer at the graduation ceremony. Students from all programs are recognized in the Lifelong Learner ceremony, which recognizes outstanding students who have overcome difficult challenges and have persevered in their education. CTE students enrolled in an online course are required to report to the Gothard campus to meet with the teacher face to face in order to learn how to navigate the Labryrinth e-Lab learning system which has a mechanism to allow the teacher/school to monitor curricular activity.

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.

Students are able to utilize the school's website links to make appointments with the College and Career Specialist and Job Developer. These appointments are expected/required within the CTE and Diploma/HSE programs and a record of these interactions is maintained. All students who are completing a CTE certificate program make an appointment with the Job Developer who, in turn, works together with them on externship and/or job placement related activities. All students within the High School Diploma and HSE programs are required to meet with the College and Career Specialist twice minimally and this is integrated with the Post-Secondary Prep Course, also part of ASE online curriculum. Student records document students completing this prep course.

The effectiveness of these services is evidenced by students transferring to college (likely our local community colleges, or possibly from Diploma/HSE or ESL to our own CTE programs) and/or to jobs. Records of students placed in jobs are kept by our Job Developer, within our ASAP student management system (and recorded for Tops Enterprise reporting connected to WIOA and AEBG). In a similar way, the College and Career Specialist (together with our Guidance Specialist) keeps track in ASAP of students who indicate they are moving on to college. Some of our CTE students may also indicate they are moving on to college along with starting their new job and, if they do so, these students are also indicated in ASAP, as well as the Tops Enterprise update reports for WIOA/AEBG reporting purposes. The College and Career Specialist collaborates with the community college partners by facilitating student and teacher surveys to provide feedback on field trips to the community colleges. Documentation such as student surveys and counselor records of services to students are discussed in monthly Student Support meetings with the supervising assistant principal. Data related to student performance, surveys, communications such as the catalog and Constant Contact, persistence data, and some transition data are reviewed by staff at the beginning of every year in the two Staff Development days prior to the onset of fall classes.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 7

Strengths:

1. HBAS has an effective and comprehensive system of student support.
2. All students have comprehensive access to computers and wifi on main sites and also are assisted by an instructional aide with technology expertise when needed.

Key Issues (Prioritized):

1. A system needs to be put in place to track student transitions to postsecondary education and the workforce following exit from HBAS.
2. There's a need to develop stronger community outreach and marketing with industry partners, and develop inter-agency cooperation and data sharing to provide a bridge between students and community need.

EVIDENCE

- CalWorks data
- ASAP Student Database
- Bridge Day Student Attendance Lists
- Class Rosters
- Student Education Plans
- School Catalog
- Constant Contact data
- Orientation Lists
- CASAS data
- Staff meeting agendas
- Student survey results
- Counselor sign in sheets
- HBAS Website
- Student Education Plans

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.

HBAS has gone through significant budget changes since 2010. These changes have been positive for the most part. In 2010-11, HBAS received its lowest state apportionment at \$3.3 million provided through HBUHSD LCFF funding. HBUHSD also supported HBAS through other in-kind support such as covering costs of facilities, human resources, business services, and district oversight. HBAS was also able to augment its budget through other funding sources such as the Workforce Opportunity Act (WIA) grant now referred to as the Workforce Innovation and Opportunity Act (WIOA), student fees, and CalWorks allocations. In 2010-11, the total operating budget for HBAS was \$4.6 million.

Currently, HBAS has an operating budget of \$7 million. This significant increase is a result of increased state funding through the Adult Education Block Grant (AEBG) which more than replaced the district LCFF contribution. While state funding significantly increased, HBAS has seen a decline in WIOA funding as well as fees in the last two years.

The increased funding has supported small program growth in the areas of ESL, CTE, and ASE. However, significant investments have been made in student support services in order to better track and improve student outcomes. This strategic investment came out of the collaborative work done through our AEBG consortium. HBAS also increased access to classes by adding large sites; one at the Westminster Mall and another in Costa Mesa. The costs of the facilities for these new sites are funded by other agencies through partnerships developed in the past three years.

With the exception of the 2010-11 school year, HBAS has managed to stay within the adopted budget for as far back as records could be found. The current budget of \$7 million is backed up by a reserve of over \$1 million that HBAS has been able to build since 2010-11. In addition, the HBUHSD has a significant reserve that can be used to support any financial obligations HBAS is unable to meet, should the need arise.

The budget is developed each spring with input from the administrators of each program as well as guidance from district business services department. The local AEBG consortium also influences the budgetary decisions as specific expenditures are outlined in the plan for HBAS.

One of the major goals that has greatly influenced budget development in recent years is that of becoming more fiscally diverse. With that in mind, each program has looked for ways to share costs of services or add additional revenue streams through grants and or fees based programs. Budget reports have been created that track expenditures and revenues by departments. These reports are shared annually with the leadership team, department administrators, and department coordinators.

Survey results have shown that staff and students feel that there are appropriate resources available to maintain an effective learning environment and offer relevant and robust courses. These same surveys indicated a need for increased student support services. This has been a recognized problem in recent years and with the additional funding received from the AEBG, HBAS has made significant investments in this area to address the concern.

One resource that has limited expansion of Adult School classes is the classroom space in which to offer classes, particularly at the Gothard and Westminster High School sites. HBAS is continually making efforts to find classroom space to reduce the number of students on class waitlists.

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.

HBAS has well-defined financial operating procedures in place with appropriate checks and balances. Generally accepted accounting procedures and the California School Accounting Manual are taken into account in all decisions made by all fiscal employees. Decisions made by administration affecting financial resources are prepared by the adult school business assistant and implemented by the accounting department at the district level. All decisions are guided by the board policies and administrative regulations of the HBUHSD.

In the opinion of the District's independent auditors, Vavrinek, Trine, Day & Co., LLP, the financial statements present fairly, in all material aspects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Huntington Beach Union High School District, and the respective changes in financial position and cash flows, where applicable, in conformity with accounting principles generally accepted in the United States of America.

Audit exceptions are addressed in a timely manner. Last year there was a potential exception around unallowable WIOA expenditures. Through close collaboration with CDE Adult Education Office, CDE Fiscal Services, and the district Business Services office, HBAS was able to resolve the issue and bring HBAS back into full compliance. The HBUHSD board and HBAS administrative team review financial policies and practices.

Financial updates and decisions are given regularly to the administration and leadership teams. Although this information is available to the public, it is not frequently reported to all stakeholders.

With careful planning and budgeting, there is sufficient cash flow to maintain current school programs. The budget plan is driven by the needs of students and the need to maintain the operations of the various sites. Monthly reports are prepared by the School Business Assistant that allow administration to monitor and adjust program needs. At the current time, our school has \$1 million in reserves. The current reserve for the funds committed to the Adult Education program is 14% of total expenditures.

There is sufficient insurance to cover the school's needs. HBAS has a full-time school business assistant to oversee grants and contractual relationships. The HBUHSD Director of Fiscal Services manages the institutional investments and assets of the Adult Education fund.

Indicator 8.3

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

The school district business office prepares regular reports to the Board of Trustees which reflects the financial stability of the district, including the Adult Education program. The Adult School principal reports annually to the Board the state of Adult School finances. In addition to these formal reports, the school business assistant is required to maintain "clean" financial records in order to ensure that the school is operating with the approved annual budget.

As part of the annual budget development process the principal, along with the School Business Assistant and with guidance from the district, develop a draft budget that takes into account the WASC Action plan goals and timeline as well as the goals outlined in the regional AEBG plan and WIOA plan. The draft budget is shared with program administrators for discussion and then shared with the Leadership Team for continued discussion. It is during these discussions that tough decisions are sometimes made around prioritization of funding and potential reallocation of funds.



Based on surveys conducted every other year, staff and students report that adequate resources are provided for learning and safe and clean environment. As HBAS develops programs using the new program development tool it is consciously taking into account the costs of the program and related support. Every effort is made to not short change a program, making sure it has every opportunity for success. HBAS students deserve as much.

The district business services division works closely with HBAS to anticipate costs and develop annual budgets accordingly. HBAS includes in its annual budget repayment of a COPS (Certificate of Participation) loan, which was used to construct the Gothard facility. These payments were initially covered by the district but obligation of the cost was moved to HBAS in 2013-14. HBAS also includes an indirect-rate cost that goes back to the district for indirect support of the Adult Education program.

Indicator 8.4

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

The students and staff enjoy a clean, safe, and almost brand new main campus, as well as a unique campus designed for GED/Diploma at the Westminster Mall. Additional classes meet at different locations, including elementary school sites, secondary school sites, Senior Centers, churches, and other community locations.

Annually, the school reviews needs for improved or additional facilities, and the focus is completely on student learning when prioritizing such needs. The SLOs focus on lifelong learners, productive and responsible individuals, critical and creative thinkers, and effective communicators. To meet these needs, facilities must be maintained to create a productive, nurturing, and safe learning environment for students.

A record of facility needs has been addressed in the past few years. The main campus and satellite classes receive an annual summer deep cleaning. Classrooms with tile flooring get waxed and polished, carpeted classrooms receive rug shampoos, air conditioning vents are cleaned, and concrete is power sprayed to remove stains and gum particles. At Westminster High School, a classroom has been reconfigured so that it contains a conducive learning environment for the Personal Care Aide class, complete with a bedroom, living room, kitchen and bathroom area. The Medical Assistant classroom at the Gothrad campus has been modified to more closely resemble a medical office atmosphere, and classrooms have been redesigned to replicate modern workplace facilities. New technology infrastructure has replaced an overburdened system.

Walkie-talkies are provided to security staff and other staff members. Parking lots are patrolled by a night security staff member who takes special care in overseeing the end of school classes each evening. At the main campus, metal gates are locked throughout the night and security cameras are placed in strategic positions for added security. In order for students to achieve academic, vocational or personal dreams, they need a classroom and a school that is a safe place to nurture those dreams. HBAS believes in and supports this idea.

With the belief that facilities play a vital role in the quality of education for adult students, HBAS invests a substantial amount of time and resources to keep clean, safe, and well-groomed facilities. In the last seven years, HBAS has worked closely with the school district and other community partners to create and maintain large satellite campuses at Westminster High School, the Westminster Mall, and Costa Mesa BESST Center. Most recently, the mall site has experienced challenges with facilities support provided by the Westminster Mall, our host site. Issues impacting the mall site, such as air conditioning smells and sewage backups have not been addressed in a timely manner by the mall management staff. Another concern at sites is the internet connectivity or more specifically, the bandwidth available to support new and increased use of internet dependent learning applications and software. At times, new software programs have experienced problems due to a lack of internet bandwidth and/or internet connections. HBAS, in collaboration with the District IT department, is making every effort to resolve these current concerns.

Surveys conducted in 2016 have demonstrated that both students and staff find the facilities clean and in good repair.

HBAS hired one full-time and two-part time school utility workers to maintain the various campuses. In addition, host facilities offer in-kind support of the facilities, as outlined by agreements. HBAS also hired a full-time network technician to ensure that the schools computers, network, and other technologies are in working order. HBAS also makes strong efforts to make sure that facilities are easily found using signage and a web site that incorporates Google maps for directions.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 8

Strengths:

1. Principal integrally involved in school budget.
2. Increase of full time staff (certificated and classified).
3. Diversified funding for increased financial stability.
4. Transparent budgeting through General Accounting Practices.
5. Leadership Team informed and asked for input on resource allocation.

Key Issues (Prioritized):

1. Shortage of classroom space at main sites and dependency on others (host sites) for facilities.
2. Network infrastructure keeping up with demand.

EVIDENCE

- In house budget reports
- District financial audit reports
- AEBG Consortium plan
- Student and Staff Survey Results
- Agendas – Leadership, Admin, Department, Schoolwide staff
- Number of tenured teachers (increases)
- Staff Lists (increases)
- HBUHSD Board Policies and Administrative Regulations

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.

HBAS has a long history of engaging its community in its programs, planning, curriculum development, and marketing. The HBAS Community Advisory Committee (CAC) was re-established in 1989 and has been a functioning body of 35+ members ever since. In 2014 the Community Advisory Committee was focused in theme and became the CTE Advisory Committee. The CAC meets at least once a year formally to update the members on HBAS plans and progress and/or gaining insights and direction from the members regarding student achievement and program improvement. During the year, individual departments, teachers, and administrators contact members for advice or information that is helpful to planning for student success and program implementation. On numerous occasions, during the CAC meetings, HBAS has conducted surveys of needs in services or training, to better address those needs in our programming or instruction. HBAS also conducts online needs assessment on an every-other-year basis to guide the development of school goals, professional development, and resource management.

Each program administrator engages with program specific community partnerships. The ESL administrator maintains and develops new relationships with local elementary and middle schools to serve their parents through the use of their vacant classrooms (mornings and evenings) to house HBAS ESL classes. A partnership with the Boys and Girls Club combines ESL classes provided by HBAS with childcare, meals and homework support provided by the Boys and Girls Club . Meetings are held quarterly with administration from these entities as well as administration and health care providers at each of the elementary districts in the area.

The ASE administrator works closely with the Westminster Mall partner, the Simon Youth Foundation, and Orange County Social Services Agency. The CTE administrator maintains an ongoing relationship with the City of Huntington Beach, providing job applicant assessment of keyboarding and computer skills. Applicants that demonstrate need for additional training see the range of skills taught in the center, and the city often refers current employees to the center for upgrading skills.

In the last three years, HBAS' collaboration with local Community Colleges (Golden West, Coastline, Orange Coast) has significantly grown to the point that they have become some of its most important community partners. Through regular collaborations, HBAS has aligned ESL and ASE courses so that there is a seamless and supportive transition to the Community College. In an effort to tie career pathways, the CTE program has articulated 12 courses with Coastline Community College and has created a partnership with the Personal Care Aide course and one of the local community colleges. The ESL department has also created a partnership with Orange Coast Community College to offer an Early Childhood Education course in tandem with HBAS level three and four ESL students. As a member of the consortium steering committee, the principal works with the Vice Presidents of each college and the Vice Chancellor of the governing college district to plan broad collaborative efforts between appropriate programs. Through these high level collaborations, funding from the AEBG was allocated to each school to hire staff that would be the core of a supportive transition system to support more students being ready for and successfully entering the college system.

A significant increase in partnership relations has been the collaboration with the local workforce development board. With an understanding that a well educated workforce is essential to a strong economy, HBAS has worked closely with the Orange County Workforce Development Board to develop a regional plan that promotes the development of needed workforce skills at the lowest levels of education. This partnership includes the HBAS principal sitting on the Workforce Innovation and Opportunity Act (WIOA) Leadership Council, representing the Coast Adult Education Consortium, and collaborating on the development of the regional plan. Even though the regional plan is finished, the council continues to meet to implement the plan and evaluate and incorporate other regional efforts to improve the educational and workforce pathways.

HBUHSD has engaged in regular districtwide strategic planning efforts for many years, and HBAS is an active participant. Our Strategic Planning Committee has always included representatives from our community of students, businesses, and public agencies. HBAS recognizes the importance of being closely connected with its community of students, business representatives, public agencies and employers. Developing relationships is a major emphasis for administrators, support staff, and teachers, and gaining rapport with local community leaders does not get neglected.

Each year, staff actively visit legislators to talk about Adult Education concerns and invite them to visit the programs offered by HBAS. Staff members serve on various leadership groups. Staff are active in the California Council for Adult Education (CCAE), including the principal, who is currently the State President for this Adult Education advocacy organization. He has been able to develop ongoing relationships with other leaders in the community including business, city government, industry, education, and social service leaders, to learn of their roles and responsibilities and how HBAS can work with them for the win-win partnership. These connections have benefitted HBAS visibility in the community.

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.

The CTE Programs provided at HBAS are a prime example of engaging community in its program. Teachers work closely with professionals in the local area, setting up 140-160 hours of externship training. CTE has developed a series of check-off lists for student training to be complete: one for Medical Assistant, Pharmacy Technician, and Medical Insurance Billing. In the 2017-18 school year, Administrative Assistant, Accounting, Data Entry and CISCO externships were added. At the end of the externship, the community professionals evaluate students at the externship facilities. The students enjoy learning during their externships, and the partners appreciate having additional help even though they agree to spend some time teaching the students as well. These partnerships provide our agencies a win-win experience for all.

All of these activities connect HBAS with the community, contribute to a strong reputation in the community and the HBAS name recognition. Staff often share testimony from past students who they run into in the community. Students share positive and enthusiastic experiences about Huntington Beach Adult School. Unfortunately, quantifying this reputation and the positive feedback has been difficult, especially given the fact that HBAS encompasses three cities and many students from communities beyond its borders. Many of the ESL students enroll because they have heard about the program from family members and friends. Word-of-mouth continues to be the primary source of student enrollments in this program. In other departments, word-of-mouth is quite positive as well. Staff reported that when they tell others where they work and what they do, most people know of the programs and have heard good things.

The marketing efforts at HBAS are substantial and in these efforts development in a social media presence transpired, which can be viewed as one form of reputation in the community. The schools Facebook and Yelp sites show high marks from those who have attended and reviewed classes at the school. An email list is used for email blasts and HBAS has experienced significant organic growth. Individuals have requested to be added to the list and the list currently contains more than 21,000 email addresses. An average click through rate is 2%, while HBAS has experienced a 3% click through rate. Click through rates indirectly provide feedback for the level of interest those on email lists have in the program.



Indicator 9.3

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

HBAS recognizes the large community it serves and as such the school catalog is mailed to over 150,000 residents. This catalog is also prominently uploaded on the website for easy access. HBAS has also initiated a listserve newsletter that is sent out monthly to participants and students who sign on. This allows HBAS to more efficiently inform the community about changes or additions to programs, and students can communicate directly with the school. HBAS also displays numerous, colorful, and prominent banners advertising specific programs during the last two years, as well as some advertisements in local publications. Most banners have Spanish and Vietnamese versions displayed along with their English counterpart. Understanding that location is a primary consideration for many when determining where they will study, HBAS offers both educational and supporting services at four campuses spread throughout the communities served.

HBAS students have become gainfully employed and/or gained better jobs. They assist children with their schoolwork, and communicate effectively in many social situations in the community, as shown by EL Civics assessments in which 99% of students demonstrate understanding of civics topics. Students who receive a high school diploma or GED also become employed or improve their employment situation. Some choose to continue their education by attending local colleges and universities. CTE students are successfully serving the community through externships and employment when they complete their programs.

Upon completion of a program, students have transitioned to postsecondary education programs which include vocational programs, the military, and the workforce. In addition, some students have received promotions and wage increases. Although hard data does not currently exist, relying more on anecdotal evidence, HBAS, along with the community colleges and local workforce development boards, are in the process of developing a system that will track students into college and the workforce. This planning has already resulted in the hiring of key staff members at HBAS and colleges. These staff members will support and track students transitions and success. For HBAS, these staff members include the Job Developer and College and Career Specialist. Community Colleges staff members consist of the additional College Outreach Specialists.

Administrators engage with local partners through out the community to both leverage shared use of classroom space as well as determine what local community needs are. Also, staff are in constant communication with local One-Stop Centers, also referred to as America's Job Centers, to determine what educational services are in demand. Teachers in the CTE programs engage employers on a regular basis to develop externship placement sites as well as receiving feedback on program performance and employer needs.

Additional Online Indicator

Indicator 9.4

The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/ cocurricular program.

Students are advised in the initial enrollment and orientation at HBAS regarding the online nature of the High School Diploma and GED programs and what will be required of the student in order to complete the program of choice. These expectations are also included in the initial meeting with the guidance specialists and in teacher syllabi. Structures and policies are established to support a successful completion of diplomas but ultimately, some students find a brick and mortar, packet-based program more appealing. HBAS does inform students of other local options that might be a better fit for students to explore.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 9

Strengths:

1. Many community partners investing with HBAS in Adult Education.
2. Strong and growing relationships with OC WDB and Community Colleges.
3. Strong positive community brand.

Key Issues (Prioritized):

1. Tracking system for Community College and workforce transitions.

EVIDENCE

- Follow up surveys
- AEBG Annual Plans
- Job Descriptions – Job Developer, College and Career Specialists, College Outreach Specialist
- Constant Contact Reports
- Yelp reviews
- Facebook reviews
- Visits from other schools
- Website

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 Huntington Beach Adult School's efforts for the next six years. The Action Plan was developed with the help of all stakeholders who identified areas that HBAS excels and those that are not adequately serving the HBAS student population. From that list, the HBAS staff reviewed each of the listed key issues and organized them, combining some that were similar and prioritizing them in order of importance based on their impact on student performance and their alignment with the HBAS Mission Statement and the SLO's. From this revised list, the three major Key Issues for the Action Plan emerged. The the Leadership Team then added details to the plan such as timelines for completion of tasks, responsible parties, measure of progress and methods of reporting.

During the next six years, new requirements from AEBG and WIOA or student learning needs that arise as a result of changing education and workforce requirements will be incorporated into the plan through the consortium process and through monthly department meetings, Leadership Team meetings, and annual schoolwide focus group meetings. HBAS is committed to continuing to be proactive in integrating all of these innovations and changes, but recognize the challenge in this endeavor. 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 and the accomplishment of the SLOs.

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.

All stakeholders were invited to participate in department groups and focus groups over a two-year period. Attendance began strong in the initial Kick Off meeting; however, over time it was difficult to maintain attendance of students and community members. As each group worked on the various criterion questions, strengths and key issues emerged and were prioritized in order of importance. HBAS stakeholders reviewed each of the strengths and key issues that had been identified and, through a consensus process, identified common themes, looked at them through the lens of the Mission Statement and the SLOs, and selected the top three main Key Issues for the Action Plan. The overall Action Plan was created through this collaborative self-study process, including input from all stakeholders. Draft versions have been shared throughout the process and additional input obtained.

Indicator 10.3

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

HBAS has procedures in place for implementing the Action Plan. Timelines and persons responsible have been identified for the action steps under each objective. The principal will be the primary person responsible for monitoring implementation of the plan. The HBAS WASC report, with accompanying Action Plan, will be approved by the HBUHSD Board of Trustees and funding for implementation of the Action Plan will be allocated accordingly. Students, staff, and community members including local businesses, will be able to provide input through surveys, participation in focus groups, Consortium meetings, school staff meetings, and Community Advisory meetings.



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 HBAS Leadership Team will focus on monitoring through data analysis at monthly/quarterly Adult School Leadership Team meetings and the entire staff will review data and conduct data-driven discussions at the annual Staff Development Days at the beginning of each year. At this time, data is limited regarding the tracking of student transitions to college and the workforce but it is expected that the State will create a system for tracking and reporting this important data.

Staff from each department will participate in AEBG Consortia meetings monthly in order to gain new insights on AEBG goals and plans and to align with the colleges in improving student outcomes and transitions. Information will be reported out at the CAC meetings and to students via notifications, website, social media, and teachers.

Indicator 10.5

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

The Action Plan is available to all staff and will be reviewed annually by all staff. It incorporates all the requirements of the AEBG and the key issues identified in the self-study process. It will be used by HBAS to make resource allocation decisions from AEBG, WIOA, and district funds. The Action Plan will guide HBAS 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 and WIOA are put into place it will make for a streamlined system that improves services for the students in the communities served.

The design of the document offers stakeholders an easy format and user-friendly language for annual review of steps towards accomplishment of goals, for documenting progress towards goals and revisions if needed, and for district and site administration to plan resource allocations.

SCHOOL'S STRENGTHS AND KEY ISSUES FOR CRITERION 10

Strengths:

1. The Action Plan represents important key findings celebrating HBAS's strengths while also taking an honest and thorough look at areas of need that will better prepare students for their future.
2. The Action Plan is written in a clear, user-friendly format for annual review and documentation of progress on goals, revisions if needed, and resource allocation.
3. The Action Plan has a system in place for regular and consistent monitoring and review.

Key Issues (Prioritized):

1. HBAS has struggled with consistent attendance of students and community members in the WASC focus groups and meetings.
2. New regulations in AEBG and WIOA funding and accountability measures continue to change which may affect the Action Plan.
3. At this time, data is limited regarding the tracking of student transitions to college and the workforce.

EVIDENCE

- Action Plan
- Staff Development Days agendas and sign in sheets
- CAC meeting minutes
- AEBG Consortia meeting minutes
- School website

CHAPTER FOUR

Revising the School Action Plan

The HBAS schoolwide Action Plan will be frequently consulted during periods of critical decision-making such as budget, curriculum & instruction, assessment and resource planning. School administration will make use of the findings in the Action Plan during its continuing program evaluation. The self-study process was used to identify strengths and key issues and these prioritized key issues have been inserted into the schoolwide Action Plan. The findings delineated in the Action Plan play an important and governing role in the school's improvement and activities. Through the ongoing review of the Action Plan, additional key issues may be identified which will be added to and addressed through the Action Plan. Each year, data will be analyzed, progress on the Action Plan will be recorded, and revisions based on this analysis will be made. Below are a list of the strengths and key issues that arose through this self-study.

Strengths:

1. Annual review and reassessment of our tech needs is institutionalized (Title 2).
2. There is alignment between the district board policies and administrative regulations and HBAS mission statement and SLOs.
3. There is consistency in the regular review of data and meetings to discuss needed revisions and changes.
4. Strong communication throughout all levels of the organizational infrastructure.
5. Strong connection with local and state level stakeholders.
6. Strong trust of school leadership.
7. Leadership is approachable with an "open door" policy for students and staff.
8. 100% FPM compliance with regards to staffing.
9. The district and school administration support and encourage professional development for all staff.

10. The institution employs qualified personnel to support student learning programs and services.
11. HBAS has a wide variety of current and relevant textbooks, support materials, and online resources to meet course learning objectives and SLOs.
12. Implementation of basic skills courses at the Learning Center and the Gothard sites.
13. ESL and CTE have an annual process for curriculum review.
14. Discussions/Meetings regarding improving/supporting instruction in the classroom are ongoing in each department.
15. There is a wide variety of teaching strategies utilized across classrooms and programs.
16. The Huntington Beach Adult School is very committed to providing staff and students with up-to- date technology and opportunities for training.
17. Regular monthly or bi-monthly meetings with each of the ASE, CTE, and ESL programs that provide for discussions based on student data to inform instruction and guide assessment revisions.
18. Clear learning outcomes are developed for each course and articulated in course outlines to students.
19. HBAS uses a wide variety of assessment tools to gauge student achievement.
20. HBAS has an effective and comprehensive system of student support.
21. All students have comprehensive access to computers and WiFi on main sites and also are assisted by an instructional aide with technology expertise when needed.
22. Principal integrally involved in school budget.
23. Increased full time staff (certificated and classified).
24. Diversified funding for increased financial stability.
25. Transparent budgeting through General Accounting Practices.
26. Leadership Team informed and asked for input on resource allocation.
27. Many community partners investing with HBAS in Adult Education.
28. Strong and growing relationships with Orange County Workforce Development Board and Community Colleges.
29. Strong positive community brand.

Key Issues:

1. There is a need for developing a system of ongoing and regular review of the mission statement and SLOs and their connection to student learning at HBAS.
2. Developing a stronger connection to the SLOs in the classroom.
3. Routine updating of staff handbook.
4. HBAS does not have an effective evaluation tool for measuring the impact of Professional Development on instruction and learning.
5. Connecting student outcome data and SLOs in a consistent and planned process.
6. HBAS has not developed a tracking system to measure student transitions to post-secondary options.
7. The ASE and CTE departments have been unable to make progress towards alignment of curriculum with the colleges through the AEBG consortium.
8. A more formal process is needed in ASE to create a more consistent structure for curriculum across the courses.
9. Develop a student survey that can be used across all departments to gather standardized exit data to guide future curriculum development.
10. Develop writing classes for ASE students to further assist students with their class assignments and to prepare them for transitioning to college writing.
11. Course outlines and assessments need to be fully revised to align with new College and Career Readiness Standards and with the colleges in the Coast Consortium.
12. Provide training to help teachers and students to better understand CASAS and EL Civics test scores and how they drive instruction.
13. There's a need to develop stronger community outreach and marketing with industry partners, and develop inter-agency cooperation and data sharing to provide a bridge between students and community.
14. A shortage of classroom space at main sites and dependency on other (host sites) for facilities.
15. Network infrastructure keeping up with demand.

Through a process of analysis and synthesis of these findings, the Leadership Team, with the support of the entire HBAS staff, condensed the strengths and key issues to the following list:

Key Issues that will be addressed in the Action Plan

Action Item 1 – Measure post-secondary student progress

- Develop a system to track student transitions to postsecondary education and the workforce

Action Item 2 – Increase focus on regular updates to curriculum

- Course outlines and assessments need to be updated regularly to ensure alignment with College and Career Readiness Standards
- Alignment of curriculum with Community Colleges
- Develop system to align the SLOs, pacing guides, assessments, and curriculum guides with the College & Career Readiness Standards (CCRS)
- Develop writing curriculum by level and department to increase students' proficiency in writing in line with the CCRS

Action Item 3 – Develop a standardized system to measure student achievement of SLOs and course objectives

- Pre- and Post-surveys on student expectations and deliverable
- Provide training to help teachers understand and be able to explain to their students what CASAS test scores mean and their relevancy

As a result of this synthesis, the following Action Plan was developed:

HUNTINGTON BEACH ADULT SCHOOL

SCHOOLWIDE ACTION PLAN - 2018

Action Item 1

OBJECTIVE: Measure student transitions to post-secondary education and workforce options in order to identify student successes and areas for growth.

RATIONALE: In accordance with AEBG, WIOA, SLOs, and HBAS mission statement's emphasis on students transitioning to postsecondary options, HBAS feels it is vital to have a system that effectively measures students' success in transitions.

ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT	REPORT OF PROGRESS
Develop a process for regular training of teachers on Tops Enterprise	Data Specialists	August 2020	- WIOA & AEBG - CASAS Institute & CCAE Conferences	- Training materials - Faculty sign in sheets	
Develop a process for quarterly updates of student data.	Data Specialists & administration	August 2018	WIOA & AEBG	- TE Reports - AEBG Reports	
Implement a quarterly review of student transition data in department meetings to identify areas of need as they relate to the SLOs	Administrators & Dept. Chairs	June 2021	WIOA & AEBG	- Department agendas and staff sign in sheets. - Dept. Specific SLOs assessment	
Develop and approve a data sharing program among AEBG partners	Consortia Board Members	June 2020	WIOA & AEBG	Board approved agreement	
Develop target benchmarks for effectiveness, that incorporate the SLOs.	Department chairs and administration	June 2019	WIOA & AEBG	Department specific benchmarks	

Action Item 2

OBJECTIVE: Increase focus on regular updates to curriculum and revision of course curriculum to ensure alignment with the CCRS and post-secondary options.

RATIONALE: To ensure that students have the best chance at success in college and the workforce.

ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT	REPORT OF PROGRESS
Develop timelines by department to determine review cycles	Department members and Administration	June 2018	▪ AEBG & WIOA	▪ Timelines	
Align curriculum guides, pacing guides and assessments with CCRS	Certificated staff and Administration	January 2022	▪ AEBG & WIOA ▪ CB21 ▪ CCRS	▪ Curriculum guides, pacing guides and assessments	
Annual review and updating of course outlines to ensure alignment with CCRS, community colleges, and employer expectations	Certificated staff and Administration	June 2022	▪ AEBG & WIOA ▪ CB21 ▪ CCRS	▪ Course Outlines and Assessments	
Develop writing curriculum by level and department to increase students' proficiency in writing to facilitate positive transitions	Certificated staff	June 2019	▪ AEBG ▪ WIOA ▪ Writing workshops	▪ Departmental Writing Curriculum ▪ Student work samples and student grades	

Action Item 3

OBJECTIVE: Develop a standardized system to measure student achievement of SLOs and course objectives.

RATIONALE: To ensure the effectiveness of instruction in reaching course and school-wide learning outcomes.

ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES	ASSESSMENT	REPORT OF PROGRESS
Develop a schoolwide pre and post survey on student expectations and deliverables	Cross-curricular committee	June 2022	Survey Monkey	Pre- and Post-Survey	
Develop a regular review cycle of the survey outcomes	Department coordinators and administrators	June 2022	Shared Calendar	Department agendas, department sign in sheets, and survey timetable	
Implement pre- and post-surveys	Instructional aides in technology	August 2022	Survey Monkey	Pre- and post-survey results	
Develop training process to help teachers understand and be able to explain to their students CASAS scores.	Department coordinators and administrators	June 2022	CASAS Reports	CASAS Data Department meeting agendas, training materials	

APPENDIX

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APPENDIX I

HBAS STAFF

Principal

Steve Curiel

HBAS Secretary

Lenora Mitchell

General Administration

Kyle Volker
Sean Garrity
Huong Tran
Cherie Jackson
Alan McClure
Brian Zambrano
Rick Celis
Rick Ebel
Willie Lacap
Marco Velarde

CTE

Administrator

Shirley Vaughn

Certificated Staff

Alan Bell
Esther Nguyen
Robert Holtz
Nami Aoyagi
Pamela Canlas
Thomas Salazar
Tracy Foreman
Rosemary Labadiel

Classified

Lynn Bergman
Julie Gutierrez

DIPLOMA/GED PROGRAM

Administrator

Philip Villamor

Certificated Staff

David Alviso
Ann Cosgrove
Teri Friend
Jesus Garcia
Suzanne Hammoud
Samia Nasry
Chris Sarver
Karan Shuster
Courtney Winford
Vanessa Rodriguez

Classified

Tammy Asaki
Valerie Beachley
Arlene Flores
Heidi Offerdahl
Laura Knott
Ahjane Mitchell
David Scharbach
Peggy Segura
Matt Stastny
Taryn Taylor

ESL
Administrator

Susan Torres

Certificated Staff

Vicky Vu
Wells, Matthew
Wong, Duane
Turnbough, Jim
Valadao, Briana
VanLeeuwen, January
Souders, Ursula
Spohr, Rebecca
Tayyar, Rosemary
Sauer, Dan
Quintana, Debbie
Roberts-Gilmore, Lauren
Roberts-Wilson, Laura
Mozell, Harold
Nasry, Samia
Ngo, Li
Klein, Deborah
Knight, Brandon
Cash, Pearl
Edpao, Allan
Gragirena, Christine
Grigsby, Erick
Guajardo, Abram
Hammoud, Suzanne
Howie, Sherri
Jackson, Evelyn
Mena, Lydia
Brittain, Georgia
Halterman, Eric
Esparza, Felipe
Zembruski, Joy
Nguyen, Ashley

Classified

Joyce, Sonya
Nguyen, Linda
Nguyen, Linh
Rodriguez de Uribe, Niza
Tran, Christine
Tran, Mai
Vo, Crystal

APPENDIX II

HBAS COMMUNITY PARTNERS

Community Partner	Programs In Partnership	Services we provide	Services they provide
Westminster SD	English as a Second Language	ESL Classes	Facilities
Ocean View SD	English as a Second Language	ESL Classes	Facilities
Holy Spirit Catholic Church	English as a Second Language	ESL Classes	Facilities
HBUHSD	English as a Second Language	ESL Classes	Facilities
Newport Mesa SD	English as a Second Language	ESL Classes	Facilities
Orange County WDB	CTE Programs		
Coastline ROP	CTE Programs		
Westminster Mall	ABE and English as a Second Language	ESL, HSE, ASE and HSD classes	Facilities
Simon Youth Foundation	ABE and English as a Second Language	ESL, HSE, ASE, and HSD classes	Facilities
OCAPICA			
Boys and Girls Club	English as a Second Language	ESL Classes	Tutoring and Childcare for ESL students
Golden West College	English as a Second Language	ESL Classes	Facilities
HB Chamber			
Westminster Chamber			
HB Library			
A-Med	Medical Billing & Coding Externship Site	Students	Externship Site
AmeriPharma	Medical Billing & Coding Externship Site	Students	Externship Site
Bellflower Health Clinic	Medical Billing & Coding Externship Site	Students	Externship Site
Bright Star	Personal Care Aide Hiring Site	Training Personal Care Aides	Trained employees
Canaan Home Care	Personal Care Aide Hiring Site	Training Personal Care Aides	Trained employees
Central Drugs RX	Pharmacy Technician	Students	Trained employees
City of Huntington Beach	Typing Tests for hiring purposes of 911 operator	Verifies typing speed and accuracy of applicants	

Community Partner	Programs In Partnership	Services we provide	Services they provide
Coastline Community College	Cisco Networking	Articulation of HBAS students to Coastline	Helped with Cisco Curriculum
Department of Rehabilitation	CTE Programs		
Health Workforce Initiative	Personal Care Aide		Helped with PCA curriculum
Downey Adult School	Pharmacy Technician		Helped with Pharm Tech Curriculum
Hoag	Medical Assisting	Students	Externship Site
Harbor UCLA	Pharmacy Technician	Students	Externship Site
New Day Psychotherapist Group	Medical Billing	Students	Externship Site
Newport Orthopedics	Medical Assisting	Students	Externship Site
Orange County Coastal	Medical Billing	Students	Externship Site
Orange County Department of Ed	CTE Programs		
Paramount Adult School	Personal Care Aide		Helped with PCA Curriculum
Providence Speech & Hearing	Medical Billing		Externship Site
Res Care	Personal Care Aide	Training Personal Care Aides	Trained Employees
Right @ Home	Personal Care Aide	Training Personal Care Aides	Trained Employees
RSA Medical Billing	Medical Billing	Students	Externship Site
Torrance Adult School	Pharmacy Technician		Helped with Pharm Tech Curriculum
Visiting Angels	Personal Care Aide	Training Personal Care Aides	Trained Employees
VitalLink	CTE Programs		
Walgreen's	Pharmacy Technician	Students	Externship Site
Women Helping Women	CTE Programs		
Workforce Edge	Medical Billing	Students	Externship Site
Working Wardrobes	Project Manager	Certificate of Completion	

APPENDIX III

FORMER HBAS CLASS SITES

- Alzheimers Family Services Center • 9451 Indianapolis Ave., HB 92646
- Carmel Village Retirement • 17077 San Mateo, Fountain Valley 92708
- College View School • 6582 Lennox St., Huntington Beach 92647
- Country Villa/Seal Beach • 3000 Beverly Manor Rd., Seal Beach 90740
- Elwyn Industries • 18325 Mt. Baldy Cr., Fountain Valley 92708
- Eader School • 9291 Banning, Huntington Beach 92646
- Family Resource Center of H.B. • 16081 Waikiki Ln., Huntington Beach 92649
- Guadalupe Manor • 17103 Magnolia St., Fountain Valley 92708
- Grace Lutheran Church • 6931 Edinger Ave., Huntington Beach 92647
- Helping Hands of Westminster • 240 Hospital Cr., Westminster 92683
- Hayden Elementary School • 14782 Eden St., Midway City 92655
- Huntington Beach Branch Boys & Girls Club • 2309 Delaware St., HB 92648
- Huntington Beach Library • 7111 Talbert Avd., Huntington B. 92648
- Huntington Landmark Community • 20880 Oakridge Ln., HB 92646
- Huntington Terrace North Apartments • 18700 Florida St., HB 92648
- Huntington Valley Healthcare Center • 8382 Healthcare Center, H.B. 92647
- The Lutheran Church of Resurrection • 9812 Hamilton, HB 92646
- Our Lady of Guadalupe • 17103 Magnolia Street, Fountain Valley 92708
- Pacific Royal Retirement • 15022 Pacific St., Midway City 92655
- Rodgers Seniors' Center • 1706 Orange Ave., Huntington Beach 92648
- Seacliff Assisted Living • 18851 Florida St., Huntington Beach 92648
- Sunrise Senior Living • 7401 Yorktown Ave., Huntington B. 92648
- Westmont Elementary School • 8251 Heil Ave., Westminster 92683
- Westminster Terrace Assisted Living • 7571 Westminster Blvd., Westminster 92683

APPENDIX IV

Accounting Course Requirement Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ 10 key certification of speed (140+)	_____	_____
☐ Typing certification of speed (40+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Accounting Basics	_____	_____
☐ Accounting	_____	_____
☐ QuickBooks 1	_____	_____
☐ QuickBooks 2	_____	_____
☐ Tax Preparer	_____	_____
☐ Internet Gmail, Outlook	_____	_____
☐ Windows File Management	_____	_____
☐ Word Beginning	_____	_____
☐ Excel Beginning	_____	_____
☐ Excel Intermediate	_____	_____
☐ Exit Interview with Job Developer	_____	_____
☐ Final Program Certificate Rcd	_____	_____

Student Name _____

Start Date _____

Cell Phone Number _____

Email Address

APPENDIX V

Admin Assistant Course Requirement Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ 10 key certification of speed (140+)	_____	_____
☐ Typing certification of speed (60+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Accounting Basics	_____	_____
☐ Accounting	_____	_____
☐ QuickBooks 1	_____	_____
☐ QuickBooks 2	_____	_____
☐ Internet Gmail, Outlook	_____	_____
☐ Windows File Management	_____	_____
☐ Word Beginning	_____	_____
☐ Word Intermediate	_____	_____
☐ Excel Beginning	_____	_____
☐ Excel Intermediate	_____	_____
☐ PowerPoint 1	_____	_____
☐ PowerPoint 2	_____	_____
○ Exit Interview with Job Developer	_____	_____
○ Final Program Certificate Rcd	_____	_____

Student Name _____ Start

Date _____

Cell Phone Number

Email Address

APPENDIX VI

Office Clerk/Data Entry Course Requirement Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ 10 key certification of speed (140+)	_____	_____
☐ Typing certification of speed (40+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Computer Basics 1	_____	_____
☐ Computer Basics 2	_____	_____
☐ Internet Google Docs, Outlook	_____	_____
☐ Windows File Management	_____	_____
☐ Word Beginning	_____	_____
☐ Excel Beginning	_____	_____
☐ Exit Interview with Job Developer	_____	_____
☐ Final Program Certificate Rcd	_____	_____

Student Name _____ Start

Date _____

Cell Phone Number

Email Address

APPENDIX VII

Medical Assistant

Course Requirement Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ Proof of Official Transcript/GED/Diploma	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ Typing certification of speed (40+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Medical Terminology Module A	_____	_____
☐ Medical Terminology Module B	_____	_____
☐ Administrative Medical Office Module A	_____	_____
☐ Administrative Medical Office Module B	_____	_____
☐ Clinical Medical Assistant Module A	_____	_____
☐ Clinical Medical Assistant Module B	_____	_____
☐ Electronic Health Records	_____	_____
☐ Internet Gmail, Outlook	_____	_____
☐ Windows 10 & File Management	_____	_____
☐ Word Beginning	_____	_____
☐ Excel Beginning	_____	_____
○ Exit Interview with Job Developer	_____	_____
▪ Externship	_____	_____
○ Final Program Certificate Rcd	_____	_____

Student Name _____

Start Date _____

Cell Phone Number _____

Email Address _____

APPENDIX VIII

Medical Billing & Coding

Course Requirement Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ Proof of Official Transcript/GED/Diploma	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ Typing certification of speed (40+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Medical Terminology Mod A	_____	_____
☐ Medical Terminology Mod B	_____	_____
☐ Anatomy & Physiology for Coders	_____	_____
☐ Medical Billing	_____	_____
☐ Medical Coding Diagnostic	_____	_____
☐ Medical Coding Procedure	_____	_____
☐ Electronic Health Records	_____	_____
☐ Word Beginning	_____	_____
☐ Excel Beginning	_____	_____
○ Exit Interview with Job Developer	_____	_____
▪ Externship		
○ Final Program Certificate Rcd	_____	_____

Student Name _____

Start Date _____

Cell Phone Number _____

Email Address _____

APPENDIX IX

Pharmacy Technician Course Requirements Checklist

	Teacher Initials	Date Earned
☐ Information Session	_____	_____
☐ Orientation	_____	_____
☐ Proof of Official Transcript/GED/Diploma	_____	_____
☐ English Entrance Exam	_____	_____
☐ Math Entrance Exam	_____	_____
☐ Math Refresher (if needed)	_____	_____
☐ English Refresher (if needed)	_____	_____
☐ Typing certification of speed (40+)	_____	_____
☐ Career Readiness Skills	_____	_____
☐ Pharm Tech Module A	_____	_____
☐ Pharm Tech Module B	_____	_____
☐ Electronic Health Records	_____	_____
☐ Word Beginning	_____	_____
○ Exit Interview with Job Developer	_____	_____
▪ Externship	_____	_____
○ Final Program Certificate Rcd	_____	_____

Student Name _____

Start Date _____

Cell Phone Number

Email Address

APPENDIX X

Articulation with Coastline College

Course Offerings in collaboration with HBAS

Career Readiness = BCC115

Keyboarding = BCC107A

Word Beginning = BCC147

Word Intermediate = BCC148

Excel Beginning = BCC120

Excel Intermediate = BCC121

PowerPoint = BCC185

Accounting 1 and Accounting 2 = ACCT100

QuickBooks 1-2-3= ACCT107

Medical Assistant Office = BCC145

Medical term – BCC163

Medical Coding = BCC162

It Essentials

CCNA 1

CCNA 2

APPENDIX XI

ESL Parent Survey

Name: _____ Student # _____
 Site: _____ Teacher: _____ Section #: _____

Please help us earn more funding by answering the following questions.

- | | | |
|---|-----|----|
| 1. Do you have any children/grandchildren ages 0-2? | Yes | No |
| 2. Do you have any children/grandchildren ages 3-4? | Yes | No |
| 3. Do you have any children/grandchildren attending preschool? | Yes | No |
| 4. Are you involved in your child or grandchild's school now? | Yes | No |
| 5. Do you have any children/grandchildren in Kindergarten-8th grade? | Yes | No |
| 6. Do you have any children/grandchildren in high school? | Yes | No |
| 7. Do you plan on being involved with your child or grandchild's school because of this ESL program? | Yes | No |
| 8. Do you help your child or grandchild with his/her schoolwork? | Yes | No |
| 9. Do you plan on helping your child or grandchild with his/her schoolwork because of this ESL program? | Yes | No |
| 10. Does your ESL class help your student at home? | Yes | No |

Where does your child/grandchild go to school?

- ☐ Westminster School District
☐ Ocean View School District
☐ Huntington Beach City School District
☐ Huntington Beach Union High School District
☐ Other: _____

Children's Information:

Child #1: Full Name: School: Grade:	Child #4: Full Name: School: Grade:
Child #2: Full Name: School: Grade:	Child #5: Full Name: School: Grade:
Child #3: Full Name: School: Grade:	Child #6: Full Name: School: Grade:

Race: (You may check more than one):

- ☐ White
☐ Asian
☐ Hispanic
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ Filipino
☐ American Indian
☐ Alaskan Native
Other _____

APPENDIX XII

Courseware Minimum System Requirements For Edgenuity

- OS supported sound card
- Microphone, Speakers or Headsets
- Adobe® Flash® Player 18+

Android: Chromebook: iPad®

Google™ Pixel C Acer® Chromebook 15 C910 iPad 4

Samsung™ Galaxy Tab® 3 Dell™ Chromebook 11 iPad mini™

Dell Venue 10 7000 Chromebook Pixel™ iPad Pro™

- Android™ 5.0+
- Apple iOS 10.3+
- Mac® OS X® 10.9+
- Processor: 2.33 GHz AMD® -or- Intel® 1.33 GHz
- Memory: 1+ GB RAM
- LAN 100/1000 switched to desktop
- Internet access of 384 kbps per concurrent user
- Wi-Fi with 54 mbps access points or better

Sound 3 Plug-Ins 4

Example Mobile Devices 5

Operating Systems 1 Browsers

- Chrome™ OS™ 57+
- Windows® 7, 8, 10
- Windows RT
- Chrome 58+
- Firefox® 53+
- Safari® 9.0+
- Internet Explorer® 11
- Microsoft® Edge

Access to an Edgenuity Media Appliance is unavailable over a mobile data connection. Mobile data usage will average 110 MB per lesson. Semester courses consist of approximately 40-50 lessons.

Smart phone and smart watch devices are not supported by Edgenuity.

Activity Bandwidth Average Bandwidth Peak Average Download per Activity

Vocabulary 40 kbps 480 kbps 2.1 MB

Warm-up 728 kbps 22.4 mbps 11 MB

Instruction 856 kbps 47.5 mbps 73 MB

Online Content 200 kbps 3 mbps 10 MB

PLEASE NOTE:

The Android operating system is supported by Edgenuity, but the Android browser is not. Android users should download and only use the Chrome browser to access Edgenuity. As of April, 2017 Microsoft Vista™ is no longer a supported operating system by Microsoft.

A slow Internet connection will affect the performance of multimedia elements found in the Edgenuity courses. Recommended workstation Internet access speeds are based on use of an Edgenuity Media Appliance.

Students will need access to audio capabilities including microphones, speakers and/or headsets.

Adobe Flash is required when using desktop and laptop workstations. Mobile devices do not require Adobe Flash.

Content within Middlebury PowerSpeak World Languages courses rely upon Adobe Flash.

Example devices listed above have been tested to be functional when using Edgenuity. Devices not listed may be used providing they meet the requirements.

APPENDIX XIII

ACRONYMS

ABE	Adult Basic Education- generally includes Primary School education (grades K-8)
ACSA	Association of California School Administrators
AEBG	Adult Education Block Grant
AEFLA	Adult Education and Family Literacy Act
ASAP(3)	Administrative Software Applications
ASE	Adult Secondary Education
CAC	Community Advisory Committee
CAEAA	California Adult Education Administrators Association
CAEC	Coast Adult Education Consortium
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment Systems
CATESOL	California Teachers of English to Speakers of Other Languages - provides professional development for teachers of English language learners
CCAE	California Council for Adult Education- professional organization
CCC	Coastline Community College
CCCD	Coast Community College District
CCIS	California Consortium on Independent Study
CCRS	College and Career Readiness Standards
CDE	California Department of Education
CHS	Coast High School
CISCO	a networking hardware company
COABE	Coalition on Adult Basic Education
COAPP	Civic Objectives and Additional Assessment Plans
COPS	Certificate of Participation
CSEA	California School Employees Association
CSU	California State University
CTE:	Career Technical Education
DEA	District Educators Association
DOR	Department of Rehabilitation
EBWI	Evidence-Based Writing Instruction
EDD	Employment Development Department
EdJoin	Online educational job board
ELC	English Language Civics
ESL	English as a Second Language
FPM	Federal Program Monitoring
FVSD	Fountain Valley School District
FY	Fiscal Year

GED	General Education Development
GWC	Golden West College
HBAS	Huntington Beach Adult School
HBCSD	Huntington Beach City School District
HBUHSD	Huntington Beach Union High School District
HiSET	High School Equivalency Test
HSE	High School Equivalency
IEL/CE	Integrated English Literacy/Civics Education
IET	Integrated English Literacy (English Language Civics)
IPP	Individualized Performance Plan
ITSE	International Society for Technology in Education
IWB	Interactive White Board
LCAP	Local Control and Accountability
LCFF	Local Control Funding Formula
LERN	Learning Resources Network
LMS	Learning Management Systems
MAP	Mutual Assistance Plan
MOU	Memorandum of Understanding
MS 365	Microsoft 365 email program
NCAA	National Collegiate Athletic Association
NGSS	Next Generation Science Standards
NMUSD	Newport-Mesa Unified School District
OCAPICA	Orange County Asian and Pacific Islander Community Alliance
OC	Orange County
OCC	Orange Coast College
OCWDB	Orange County Work Development Board
OTAN	Outreach and Technical Assistance Network
PCA	Personal Care Aide
PD	Professional Development
PS	Post Secondary
RBO	Relationship By Objective
ROP	Regional Occupation Program
SLO	Student Learner Outcome
SMART	Specific Memorable Achievable Relevant Time-bound
SY	School Year
TBC	Team Building through Communication
TE	TOPSpro Enterprise
UC	University of California
WASC	Western Association of Schools and Colleges
WIB	Workforce Investment Board
WIOA (II)	Workforce Innovation and Opportunity Act (Title II)
WSD	Westminster School District

APPENDIX XIV

WASC STUDENT SURVEY

Which HBAS Program are you currently enrolled in?

Answer Choices	Responses	
a. Diploma/GED,	1.55%	3
b. Career Training	24.35%	47
c. English as Second Language	0.52%	1
d. Older Adults Programs	58.55%	113
e. Parent Education	0.52%	1
f. Health and Safety	1.55%	3
g. Home Economics	1.04%	2
h. Adults with Disabilities	0.00%	0
i. Community Education	11.92%	23
Answered		193

Which of the following programs offered at HBAS are you aware of?

Answer Choices	Responses	
a. Diploma/GED,	59.07%	114
b. Career Training	69.43%	134
c. English as Second Language	60.62%	117
d. Older Adults Programs	81.87%	158
e. Parent Education	38.86%	75
f. Health and Safety	32.64%	63
g. Home Economics	21.76%	42
h. Adults with Disabilities	21.76%	42
i. Community Education	39.90%	77
Answered		193

Which program(s) have you enrolled in this year?

Answer Choices	Responses	
a. Diploma/GED,	2.07%	4
b. Career Training	26.94%	52
c. English as Second Language	1.04%	2
d. Older Adults Programs	60.62%	117
e. Parent Education	0.52%	1
f. Health and Safety	2.07%	4
g. Home Economics	0.52%	1
h. Adults with Disabilities	1.04%	2
i. Community Education	14.51%	28
Answered		193

How many classes have you taken at HBAS?

Answer Choices	Responses	
a. 1	10.36%	20
b. 2	11.92%	23
c. 3	8.29%	16
d. 4-5	13.99%	27
e. 5-8	19.69%	38
f. 9-15	14.51%	28
g. 15+	21.24%	41
Answered		193

How did you hear about HBAS?

Answer Choices	Responses	
a. School Brochure	36.07%	66
b. Flyer	8.74%	16
c. Web Site	2.19%	4
d. Email	6.56%	12
e. Word of Mouth	35.52%	65
f. Banner	1.09%	2
g. Other	9.84%	18
Answered		183
Skipped		10

How far do you travel to get to your class?

Answer Choices	Responses	
a. less than 5 miles	54.64%	100
b. 5-10 miles	35.52%	65
c. 10-20 miles	7.10%	13
d. 20 miles +	2.73%	5
Answered		183
Skipped		10

Where do you get our brochure?

Answer Choices	Responses	
a. Mail	65.03%	119
b. Senior center	11.48%	21
c. Library	3.83%	7
d. One-Stop	1.64%	3
e. Community Center	2.73%	5
f. HBAS office counter	12.57%	23
g. HBAS.edu (web site)	21.86%	40
Answered		183
Skipped		10

HBAS facilities are clean, safe and well-maintained to provide an effective learning environment.

Answer Choices	Responses	
a.Strongly Agree	36.61%	67
b.Agree	54.10%	99
c.Disagree	7.65%	14
d.Strongly Disagree	1.64%	3
Answered		183
Skipped		10

I trust the school leadership.

Answer Choices	Responses	
a. Strongly Agree	36.07%	66
b. Agree	56.83%	104
c. Disagree	6.56%	12
d. Strongly Disagree	0.55%	1
Answered		183
Skipped		10

I feel I have a voice in the evaluation of the institution.

Answer Choices	Responses	
a. Strongly Agree	15.30%	28
b. Agree	59.02%	108
c. Disagree	21.31%	39
d. Strongly Disagree	4.37%	8
Answered		183
Skipped		10

HBAS provides sufficient learning resources or access to such resources to support my class needs.

Answer Choices	Responses	
a. Strongly Agree	36.07%	66
b. Agree	56.28%	103
c. Disagree	6.01%	11
d. Strongly Disagree	1.64%	3
Answered		183
Skipped		10

I feel I have adequate access to technology and other resources that support my instructional needs.

Answer Choices	Responses	
a. Strongly Agree	31.69%	58
b. Agree	59.56%	109
c. Disagree	7.65%	14
d. Strongly Disagree	1.09%	2
Answered		183
Skipped		10

I feel the class(es) I took had provided meaningful learning experiences.

Answer Choices	Responses	
a. Strongly Agree	68.31%	125
b. Agree	28.42%	52
c. Disagree	2.19%	4
d. Strongly Disagree	1.09%	2
Answered		183
Skipped		10

I know the adult school counselor is available to all students for career, educational, and personal counseling/guidance.

Answer Choices	Responses	
a. Yes	59.56%	109
b. No	40.44%	74
Answered		183
Skipped		10

I have met with the school counselor for assistance with career, college, job preparation, or other assistance.

Answer Choices	Responses	
a. Yes	8.74%	16
b. No	91.26%	167
Answered		183
Skipped		10

Counseling services were effective in helping me meet my academic and/or career goals.

Answer Choices	Responses	
a. Strongly Agree	3.83%	7
b. Agree	9.29%	17
c. Disagree	3.83%	7
d. Strongly Disagree	1.64%	3
e. Not Applicable	81.42%	149
Answered		183
Skipped		10

I received an orientation from HBAS when enrolling in my first class.

Answer Choices	Responses	
a. Yes	22.95%	42
b. No	77.05%	141
Answered		183
Skipped		10

I know that HBAS helps people train for and obtain jobs.

Answer Choices	Responses	
a. Yes	84.15%	154
b. No	15.85%	29
Answered		183
Skipped		10

Have you visited our web site – www.hbas.edu?

Answer Choices	Responses	
a. Yes	85.79%	157
b. No	14.21%	26
Answered		183
Skipped		10

Do you receive our School Brochure in the mail?

Answer Choices	Responses	
a. Yes	74.86%	137
b. No	25.14%	46
Answered		183
Skipped		10

**Have you registered for a class
using our online registration
system?**

Answer Choices	Responses	
a. Yes	54.64%	100
b. No	45.36%	83
Answered		183
Skipped		10

APPENDIX XV

WASC STUDENT SURVEY IN VIETNAMESE

Which HBAS Program are you currently enrolled in?

Answer Choices	Responses	
a. Diploma/GED,	0.70%	1
b. Career Training	0.70%	1
c. English as Second Language	97.20%	139
d. Older Adults Programs	1.40%	2
e. Parent Education	0.00%	0
f. Health and Safety	0.00%	0
g. Home Economics	0.00%	0
h. Adults with Disabilities	0.00%	0
i. Community Education	0.00%	0
Answered		143
Skipped		0

Which of the following programs offered at HBAS are you aware of?

Answer Choices	Responses	
a. Diploma/GED,	17.48%	25
b. Career Training	13.99%	20
c. English as Second Language	92.31%	132
d. Older Adults Programs	10.49%	15
e. Parent Education	6.29%	9
f. Health and Safety	6.29%	9
g. Home Economics	2.10%	3
h. Adults with Disabilities	1.40%	2
i. Community Education	4.90%	7
Answered		143
Skipped		0

Which program(s) have you enrolled in this year?

Answer Choices	Responses	
a. Diploma/GED,	2.10%	3
b. Career Training	1.40%	2
c. English as Second Language	98.60%	141
d. Older Adults Programs	3.50%	5
e. Parent Education	1.40%	2
f. Health and Safety	5.59%	8
g. Home Economics	1.40%	2
h. Adults with Disabilities	0.00%	0
i. Community Education	1.40%	2
Answered		143
Skipped		0

How many classes have you taken at HBAS?

Answer Choices	Responses	
a. 1	72.73%	104
b. 2	18.18%	26
c. 3	6.29%	9
d. 4-5	1.40%	2
e. 5-8	0.00%	0
f. 9-15	0.70%	1
g. 15+	0.70%	1
Answered		143
Skipped		0

How did you hear about HBAS?

Answer Choices	Responses	
a. School Brochure	9.38%	9
b. Flyer	10.42%	10
c. Web Site	7.29%	7
d. Email	0.00%	0
e. Word of Mouth	63.54%	61
f. Banner	5.21%	5
g. Other	4.17%	4
Answered		96
Skipped		47

How far do you travel to get to your class?

Answer Choices	Responses	
a. less than 5 miles	76.04%	73
b. 5-10 miles	17.71%	17
c. 10-20 miles	3.13%	3
d. 20 miles +	3.13%	3
Answered		96
Skipped		47

Where do you get our brochure?

Answer Choices	Responses	
a. Mail	23.96%	23
b. Senior center	2.08%	2
c. Library	9.38%	9
d. One-Stop	0.00%	0
e. Community Center	6.25%	6
f. HBAS office counter	53.13%	51
g. HBAS.edu (web site)	8.33%	8
Answered		96
Skipped		47

HBAS facilities are clean, safe and well-maintained to provide an effective learning environment.

Answer Choices	Responses	
a.Strongly Agree	60.42%	58
b.Agree	38.54%	37
c.Disagree	1.04%	1
d.Strongly Disagree	0.00%	0
Answered		96
Skipped		47

I trust the school leadership.

Answer Choices	Responses	
a. Strongly Agree	63.54%	61
b. Agree	34.38%	33
c. Disagree	0.00%	0
d. Strongly Disagree	2.08%	2
Answered		96
Skipped		47

I feel I have a voice in the evaluation of the institution.

Answer Choices	Responses	
a. Strongly Agree	34.38%	33
b. Agree	63.54%	61
c. Disagree	2.08%	2
d. Strongly Disagree	0.00%	0
Answered		96
Skipped		47

HBAS provides sufficient learning resources or access to such resources to support my class needs.

Answer Choices	Responses	
a. Strongly Agree	55.21%	53
b. Agree	42.71%	41
c. Disagree	0.00%	0
d. Strongly Disagree	2.08%	2
Answered		96
Skipped		47

I feel I have adequate access to technology and other resources that support my instructional needs.

Answer Choices	Responses	
a. Strongly Agree	45.83%	44
b. Agree	52.08%	50
c. Disagree	2.08%	2
d. Strongly Disagree	0.00%	0
Answered		96
Skipped		47

I feel the class(es) I took had provided meaningful learning experiences.

Answer Choices	Responses	
a. Strongly Agree	54.17%	52
b. Agree	43.75%	42
c. Disagree	2.08%	2
d. Strongly Disagree	0.00%	0
Answered		96
Skipped		47

I know the adult school counselor is available to all students for career, educational, and personal counseling/guidance.

Answer Choices	Responses	
a. Yes	56.25%	54
b. No	43.75%	42
Answered		96
Skipped		47

I have met with the school counselor for assistance with career, college, job preparation, or other assistance.

Answer Choices	Responses	
a. Yes	20.83%	20
b. No	79.17%	76
Answered		96
Skipped		47

Counseling services were effective in helping me meet my academic and/or career goals.

Answer Choices	Responses	
a. Strongly Agree	21.88%	21
b. Agree	26.04%	25
c. Disagree	0.00%	0
d. Strongly Disagree	1.04%	1
e. Not Applicable	51.04%	49
Answered		96
Skipped		47

I received an orientation from HBAS when enrolling in my first class.

Answer Choices	Responses	
a. Yes	92.71%	89
b. No	7.29%	7
Answered		96
Skipped		47

I know that HBAS helps people train for and obtain jobs.

Answer Choices	Responses	
a. Yes	53.13%	51
b. No	46.88%	45
Answered		96
Skipped		47

Have you visited our web site – www.hbas.edu?

Answer Choices	Responses	
a. Yes	25.00%	24
b. No	75.00%	72
Answered		96
Skipped		47

Do you receive our School Brochure in the mail?

Answer Choices	Responses	
a. Yes	43.75%	42
b. No	56.25%	54
Answered		96
Skipped		47

**Have you registered for a class
using our online registration
system?**

Answer Choices	Responses	
a. Yes	5.21%	5
b. No	94.79%	91
Answered		96
Skipped		47

APPENDIX XVI

WASC SUPPORT STAFF SURVEY

Facilities are clean, safe and well-maintained to provide an effective learning environment.

Answer Choices	Responses	
a) Strongly Agree	18.18%	2
b) Agree	54.55%	6
c) Disagree	27.27%	3
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

The school leadership effectively leads the institution toward school improvement.

Answer Choices	Responses	
a) Strongly Agree	27.27%	3
b) Agree	72.73%	8
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

I trust the school leadership.

Answer Choices	Responses	
a) Strongly Agree	36.36%	4
b) Agree	45.45%	5
c) Disagree	18.18%	2
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

The school board and school leadership demonstrate honesty and integrity in its relationships with stakeholders, other institutions or agencies, and with its own local community.

Answer Choices	Responses	
a) Strongly Agree	27.27%	3
b) Agree	45.45%	5
c) Disagree	27.27%	3
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

The principal effectively leads the institution as both a visionary and academic leader.

Answer Choices	Responses	
a) Strongly Agree	36.36%	4
b) Agree	63.64%	7
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

I enjoy coming to work each day.

Answer Choices	Responses	
a) Strongly Agree	36.36%	4
b) Agree	36.36%	4
c) Disagree	27.27%	3
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

I am motivated by the leadership to focus on student learning and school improvement.

Answer Choices	Responses	
a) Strongly Agree	18.18%	2
b) Agree	81.82%	9
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

I feel I have a voice in the evaluation of the school.

Answer Choices	Responses	
a) Strongly Agree	18.18%	2
b) Agree	63.64%	7
c) Disagree	18.18%	2
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

HBAS widely communicates the results of regular course evaluations by students and uses them as the basis for school improvement.

Answer Choices	Responses	
a) Strongly Agree	9.09%	1
b) Agree	54.55%	6
c) Disagree	36.36%	4
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

The organizational infrastructure supports all academic programs, activities, and events so that students are able to achieve school wide learning goals.

Answer Choices	Responses	
a) Strongly Agree	18.18%	2
b) Agree	81.82%	9
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

New policies and decisions made are done in a transparent and ethical manner.

Answer Choices	Responses	
a) Strongly Agree	27.27%	3
b) Agree	54.55%	6
c) Disagree	18.18%	2
d) Strongly Disagree	0.00%	0
Answered		11
Skipped		0

APPENDIX XVII

WASC INSTRUCTIONAL STAFF SURVEY

I am an instructor in the following department:

Answer Choices	Responses	
a. Diploma/GED,	17.86%	5
b. Career Training	17.86%	5
c. English as Second Language	53.57%	15
d. Older Adults Programs	7.14%	2
e. Parent Education	0.00%	0
f. Health and Safety	0.00%	0
g. Home Economics	0.00%	0
h. Adults with Disabilities	3.57%	1
i. Community Education	0.00%	0
Answered		28
Skipped		0

I have adequate classroom resources.

Answer Choices	Responses	
a) Strongly Agree	35.71%	10
b) Agree	50.00%	14
c) Disagree	14.29%	4
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

I know who to ask for classroom resources.

Answer Choices	Responses	
a) Strongly Agree	64.29%	18
b) Agree	35.71%	10
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

The facilities are clean, safe and well-maintained to provide an effective learning environment.

Answer Choices	Responses	
a) Strongly Agree	35.71%	10
b) Agree	42.86%	12
c) Disagree	10.71%	3
d) Strongly Disagree	10.71%	3
Answered		28
Skipped		0

The school leadership effectively leads the institution toward school improvement.

Answer Choices	Responses	
a) Strongly Agree	50.00%	14
b) Agree	46.43%	13
c) Disagree	3.57%	1
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

I trust the school leadership.

Answer Choices	Responses	
a) Strongly Agree	42.86%	12
b) Agree	50.00%	14
c) Disagree	7.14%	2
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

The board and school leadership demonstrate honesty and integrity in its relationships with stakeholders, other institutions or agencies, and with its own local community.

Answer Choices	Responses	
a) Strongly Agree	25.00%	7
b) Agree	71.43%	20
c) Disagree	3.57%	1
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

The principal effectively leads the institution as both a visionary and academic leader.

Answer Choices	Responses	
a) Strongly Agree	50.00%	14
b) Agree	46.43%	13
c) Disagree	3.57%	1
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

I enjoy coming to work each day.

Answer Choices	Responses	
a) Strongly Agree	75.00%	21
b) Agree	21.43%	6
c) Disagree	3.57%	1
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

I am motivated by the leadership to focus on student learning and school improvement.

Answer Choices	Responses	
a) Strongly Agree	42.86%	12
b) Agree	42.86%	12
c) Disagree	14.29%	4
d) Strongly Disagree	0.00%	0
Answered		28
Skipped		0

I feel I have a voice in the evaluation of the institution.

Answer Choices	Responses	
a) Strongly Agree	35.71%	10
b) Agree	46.43%	13
c) Disagree	14.29%	4
d) Strongly Disagree	3.57%	1
Answered		28
Skipped		0

HBAS widely communicates the results of regular course evaluations by students and uses them as the basis for school improvement.

Answer Choices	Responses	
a) Strongly Agree	22.22%	6
b) Agree	51.85%	14
c) Disagree	25.93%	7
d) Strongly Disagree	0.00%	0
Answered		27
Skipped		1

The organizational infrastructure supports all academic programs, activities, and events so that students are able to achieve school wide learning goals.

Answer Choices	Responses	
a) Strongly Agree	22.22%	6
b) Agree	77.78%	21
c) Disagree	0.00%	0
d) Strongly Disagree	0.00%	0
Answered		27
Skipped		1

New policies and decisions made are done in a transparent and ethical manner.

Answer Choices	Responses	
a) Strongly Agree	14.81%	4
b) Agree	70.37%	19
c) Disagree	14.81%	4
d) Strongly Disagree	0.00%	0
Answered		27
Skipped		1

Appropriate funding is available to develop new classes or modify existing classes to meet student curricular needs.

Answer Choices	Responses	
a) Strongly Agree	11.11%	3
b) Agree	55.56%	15
c) Disagree	29.63%	8
d) Strongly Disagree	3.70%	1
Answered		27
Skipped		1

I feel I have adequate access to the technology and other resources that support my instructional program.

Answer Choices	Responses	
a) Strongly Agree	33.33%	9
b) Agree	40.74%	11
c) Disagree	22.22%	6
d) Strongly Disagree	3.70%	1
Answered		27
Skipped		1

I feel I have adequate opportunities for staff development to stay current with instructional research and teaching methodologies.

Answer Choices	Responses	
a) Strongly Agree	40.74%	11
b) Agree	37.04%	10
c) Disagree	22.22%	6
d) Strongly Disagree	0.00%	0
Answered		27
Skipped		1

I am involved in the curricular development process.

Answer Choices	Responses	
a) Yes	55.56%	15
b) No	44.44%	12
Answered		27
Skipped		1

Do you or your department look at student learning data to see what needs current students have?

Answer Choices	Responses	
a) Yes	88.89%	24
b) No	11.11%	3
Answered		27
Skipped		1

Do you or your department explore what new ideas might be useful to address identified student curricular needs?

Answer Choices	Responses	
a) Yes	85.19%	23
b) No	14.81%	4
Answered		27
Skipped		1

Have you been involved in any discussions with other staff regarding the relationship between teaching strategies/methodologies and student performance?

Answer Choices	Responses	
a) Yes	74.07%	20
b) No	25.93%	7
Answered		27
Skipped		1

I use student learning data to develop personalized plans for students.

Answer Choices	Responses	
a) Yes	65.38%	17
b) No	34.62%	9
Answered		26
Skipped		2

I discuss with my students the concept of class advancement and/or program transition. (Example: moving from Excel I to Excel II or transitioning from ESL to High School Diploma)

Answer Choices	Responses	
a) Yes	80.77%	21
b) No	19.23%	5
Answered		26
Skipped		2

I keep track of my students after they've completed my class to see if they've accomplished their goal (reason for taking the class).

Answer Choices	Responses	
a) Yes	38.46%	10
b) No	61.54%	16
Answered		26
Skipped		2

I am aware of counseling services available to students at HBAS.

Answer Choices	Responses	
a) Yes	84.62%	22
b) No	15.38%	4
Answered		26
Skipped		2

I inform students in my classes of counseling services.

Answer Choices	Responses	
a) Yes	80.77%	21
b) No	19.23%	5
Answered		26
Skipped		2