



**FUHSD Adult School**

**One School Educating All**

# **MID-CYCLE PROGRESS REPORT**

**591 W. Fremont Avenue**

**Sunnyvale, CA 94536**

**Fremont Union High School District**

**May 1, 2017**

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

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## I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

→ Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

FUHSD Adult School largely serves a combined two-city population (Sunnyvale and Cupertino) of 183,467 or 10% of Santa Clara County's total population. Our Adult School Mission and Schoolwide Learning Outcomes complement the Fremont Union High School District Vision Statement: *Our students become lifelong learners; informed and active citizens of the world; knowledgeable and self-directed members of the workplace; and discerning participants in the arts.*

To this end, FUHSD Adult School mission states our commitment to: *Prepare students to achieve educational, career, and personal goals.* To achieve this, we will support our students to achieve the following School-wide Learning Outcomes:

1. *Demonstrate an increased ability to communicate in both collaborative and independent settings.*
2. *Understand opportunities to become active and responsible members of our diverse community.*
3. *Demonstrate critical thinking and problem solving.*
4. *Demonstrate effective self-management and interpersonal skills.*
5. *Set and pursue goals. Use resources and technology.*

The school's main campus at 591 W. Fremont Avenue in Sunnyvale houses the FUHSD Adult School office and main classrooms. This location is approximately 17,000 square feet, serving approximately 9,600 students in 15 classrooms. Three of these are also computer labs. Classes on the main campus are held between the hours of 8:00 a.m. – 9:30 p.m. and run in 8 week quarters or 16 week semesters. In addition, Saturday classes meet four times quarterly throughout the year from 8:00 a.m. – 3:30 p.m. We also serve students at 17 other locations throughout the community. On our main campus we have a Learning Resource Center that has posted hours and is staffed with a credentialed instructor to assist students with homework, accelerating learning and utilizing hardware. Students may also borrow a Chromebook for the year so that they have equipment at home. We have a vision of having a Chromebook cart in every ESL classroom to utilize technology on a daily basis in addition to the daily use of smart phones (brought by over 98% of our students per the January 2017 OTAN Survey).

Our staff serve in many program areas. For the Adult Education Block Grant (AEBG) program areas, we serve students in English as a Second Language, Adult Basic Education, Adult Secondary Education (both GED and high school diploma), Career Technical Education—including older adults re-entering the workforce, Parent Education for helping students succeed in school and Adults with Disabilities. In addition, we have a robust community enrichment program.

The demographic served within FUHSD Adult school represents students at varying levels within their educational path. Of the students served in AEBG program areas, Table 1 shows that 45.91% have obtained a college degree whether two or four year, 19.79% have completed their high school diploma, high school equivalency or obtained a technical school or other diploma. Of the students reported, 26.33% have not obtained a high school diploma or equivalency certificate with .41% of this sub-group attending some college but not obtaining a degree and 7.56% not reporting.

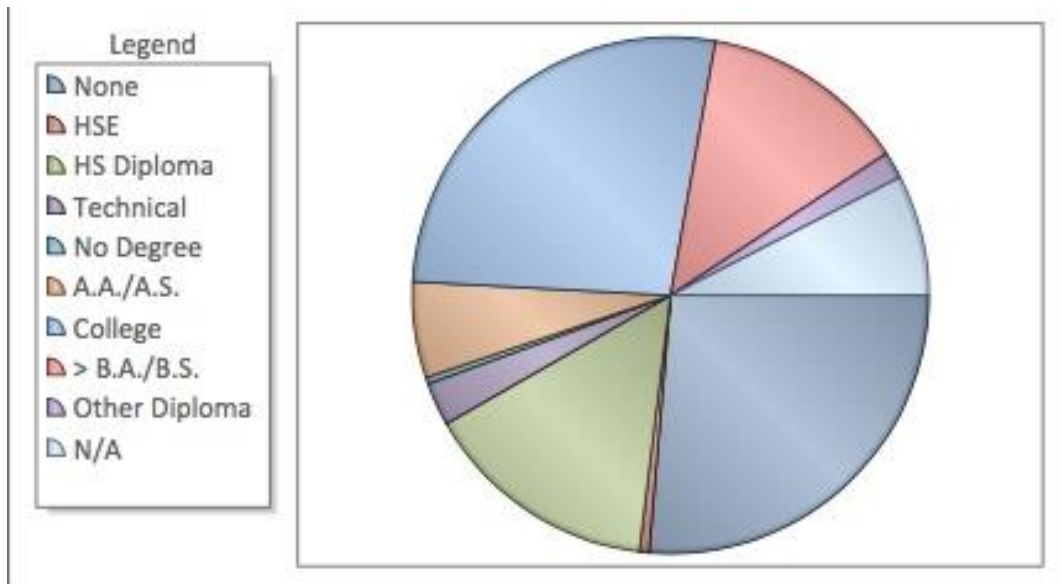


Table 1

Within the Adult Education Block Grant programs, FUHSD Adult School serves 73.13% female students and 26.74% male as reflected in Table 2. Of these students, Table 3 displays that 40.51% are Asian, 27.95% Hispanic, 12.56% White, with the remaining 18.98% spread between Black, Hawaiian, Pacific Islander, Filipino, and Indian. The age ranges of these students are spread between 18 years of age to 70 plus years.

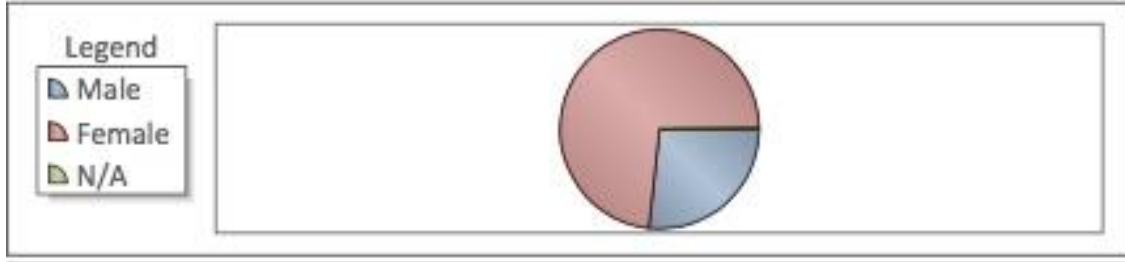


Table 2

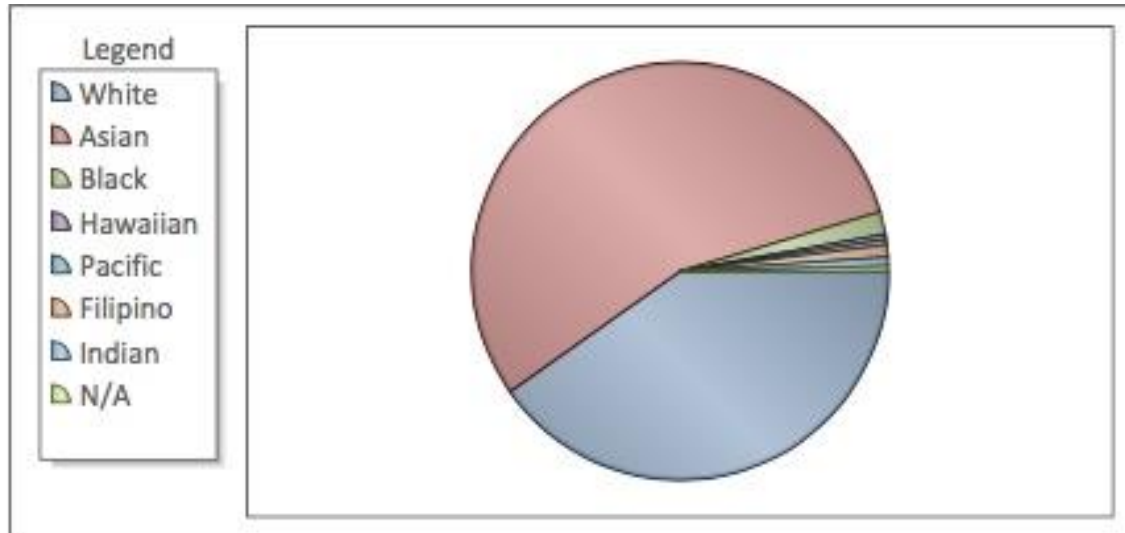
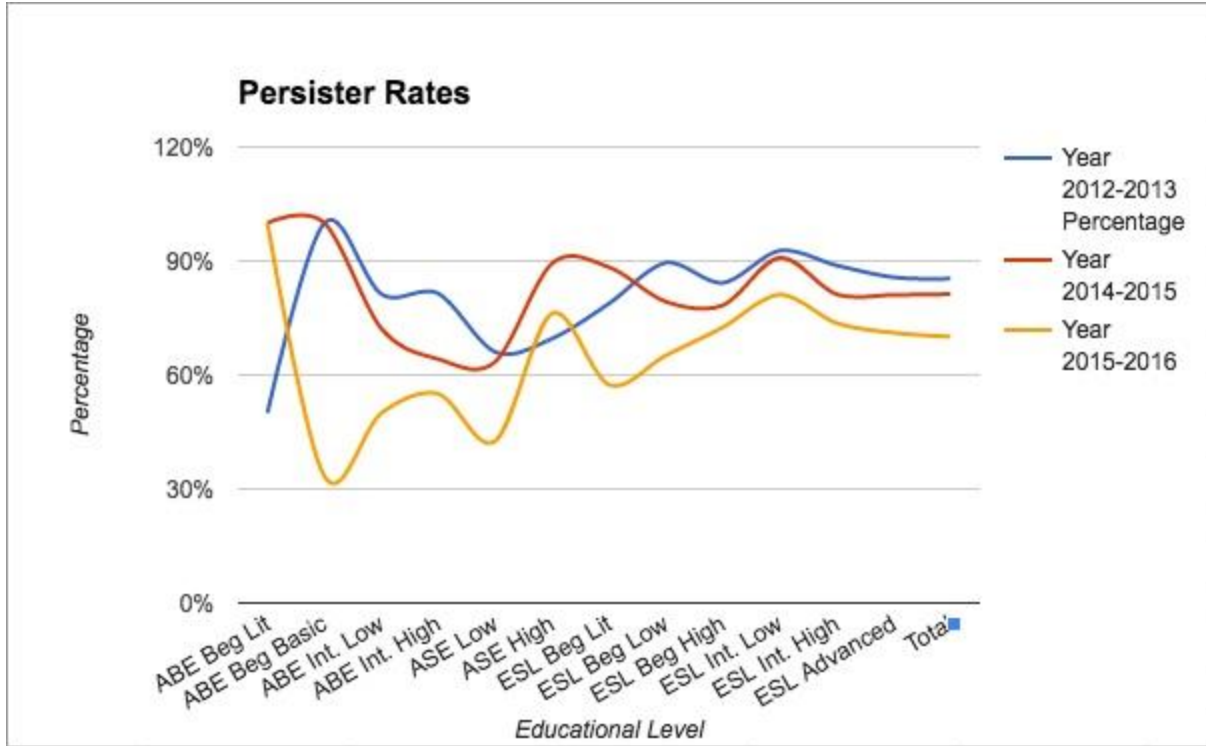


Table 3

FUHSD Adult School employs highly qualified teachers and staff members with extensive experience. Of the 177 teachers school-wide, there are 80 part-time teachers, 4 full-time Coordinating Teachers, 1 full-time Counselor and 4 Administrators who are all credentialed appropriately. Additionally, there are 15 classified staff members that help to support student success. Approximately 71% of teachers have more than three year’s experience, and 29% have had one to three years of experience.

One of the measures used to determine each program’s effectiveness is the educational functioning level persistence rate as well as graduation rates in the Adult Secondary Education program. In ESL, for example, we exceeded the California state average in all categories, sometimes as high as 18% greater than the state average (2014-2015).



Table

4

As seen in Table 4, these persistence rates dropped some in 2015–2016, we believe this is a result of a loosened attendance and drop policy (tightened up for 2016-2017) as well as the fact that we no longer charge a testing and processing fee per state regulations. In addition to persistence rate, the number of students completing a level is also an important indicator of success. In ABE and ASE, we are meeting or exceeding the state average and goals. This was the case for 2014-2015 ESL but again we saw a drop in 2015–2016 and attributed this to the same. We also have significant numbers of students who test into the advanced NRS educational level. ESL for 2015–2016 had one third of the total student’s test into the advanced level. We also continue to increase our payment points on an annual basis which indicates the overall success of our students. Over 60% of participants in EL Civics pass within our North Santa Clara County Student Transition Consortium (NSCCSTC). Overall--66,383 students are considered literacy deficient and 23,846 lack a high school diploma. It is estimated that only 7-9% of individuals needing Elementary and Basic Skills Education Programs are currently being served in our regional consortium (NSCCSTC Regional Plan July, 2014). An additional 59,768 in the region are not US citizens.

The number of unemployed is 23,438 with 65,264 below the federal poverty level. The current Santa Clara County unemployment rate is 4%, a total of 42,000 citizens. The BLS U-6 Table shows an additional 4.7% are underemployed. “Due to the cost of living, poverty in the bay area is likely more prevalent than standard poverty guidelines would indicate. When using an alternative metric...this now suggests an income need as high as four times the federal guidelines” (The Broken Pathway, 2016). For the Foothill-De Anza region, there are

approximately 174,000 immigrants. During the fiscal year 2013-2014 there was funding to serve only 2% of them. When compared to California, the **North Santa Clara County Student Transition Consortium** experiences similar rates of English language learners, adult with disabilities, populations needing citizenship, and populations who are literacy deficient. Table 5 below reflects the labor force status of FUHSD Adult School students.

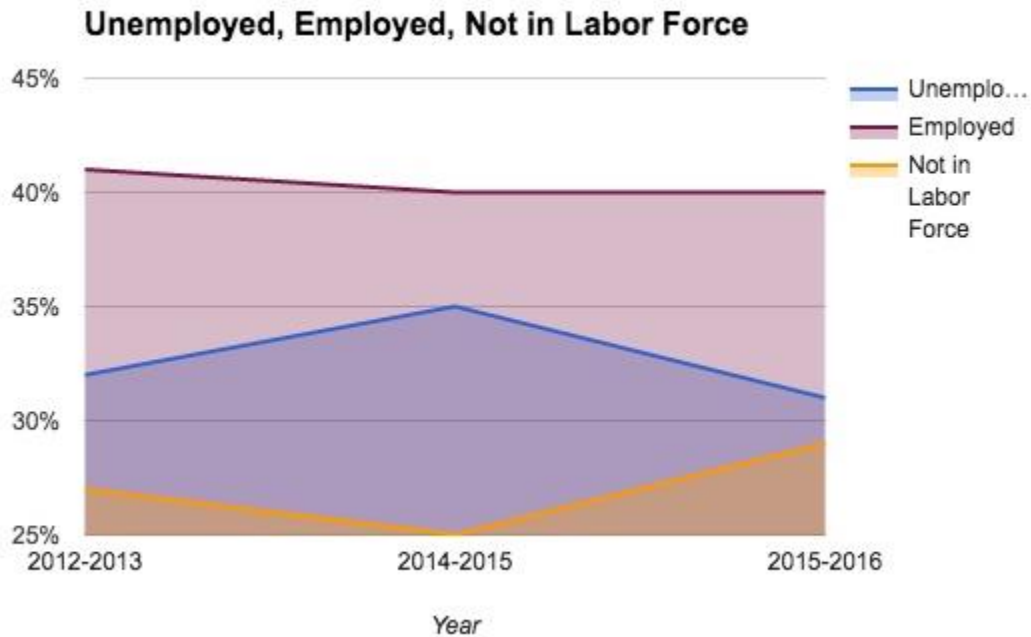


Table 5

By changing our orientation and intake process, we have increased the number of students participating in citizenship preparation, and that system change has led to more students being positively affected. Specifically, we increased overall enrollees from 59 to 86 between 2014 – 2015 and 2015–2016, an increase of 32%. Similarly, our total WIOA Title II learners increased from 1255 in 2014–2015 to 1460 in 2015–2016, an increase of approximately 15%. This is significant in that by increasing numbers being served (as noted in Table 6 below) and maintaining our success rate, we are increasingly more effective with a larger number of people.

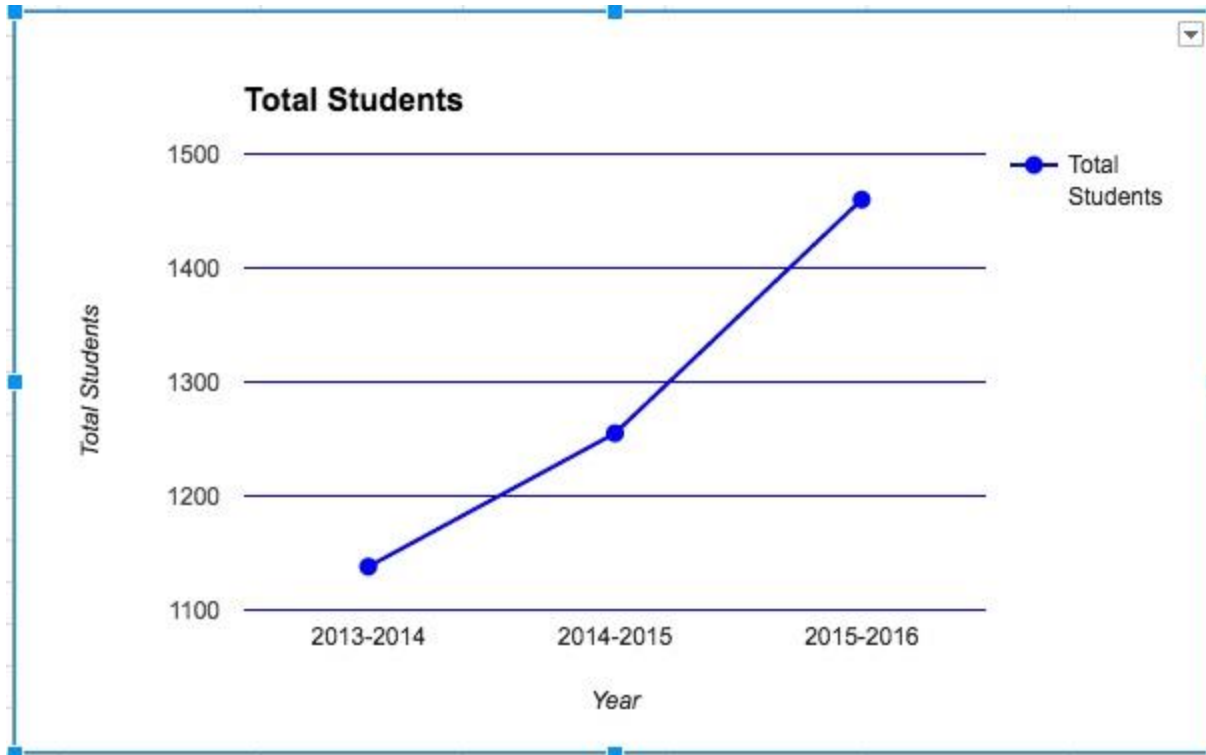


Table 6

Additionally, in 2012 the adult school moved from a more independent learning model in ASE to direct instruction. Transitional classes were also added in ABE to better prepare students to transition into the higher rigor of a high school diploma or high school equivalency class. With this structural change, we have seen a decrease in ABE persistence rates, from 87.5% in 2012-2013 to 78.8% in 2014-2015. This decrease in the persister rate in ABE is actually an indicator of success because more students are transitioning from the lower levels of literacy to higher levels and entering the ASE program. In Table 7 and Table 8, there is an increase of graduations rates, from 41 graduates in 2012-2013 with an achievement outcome of 28.57% to 71 graduates in 2014-2015 and an achievement outcome of 70.53%, finally 51 graduates for 2015-2016 with an achievement outcome of 79.37%. The increase in the number of graduates seen in 2015-2016 is attributed to the removal of the California High School Exit Exam requirement. With the new model of direct instruction, student outcome percentages seen in Table 8 (as well as persistence data that reflect internal transition from ABE to ASE) highlight an increased student success in preparing to transition into college or career pathways.



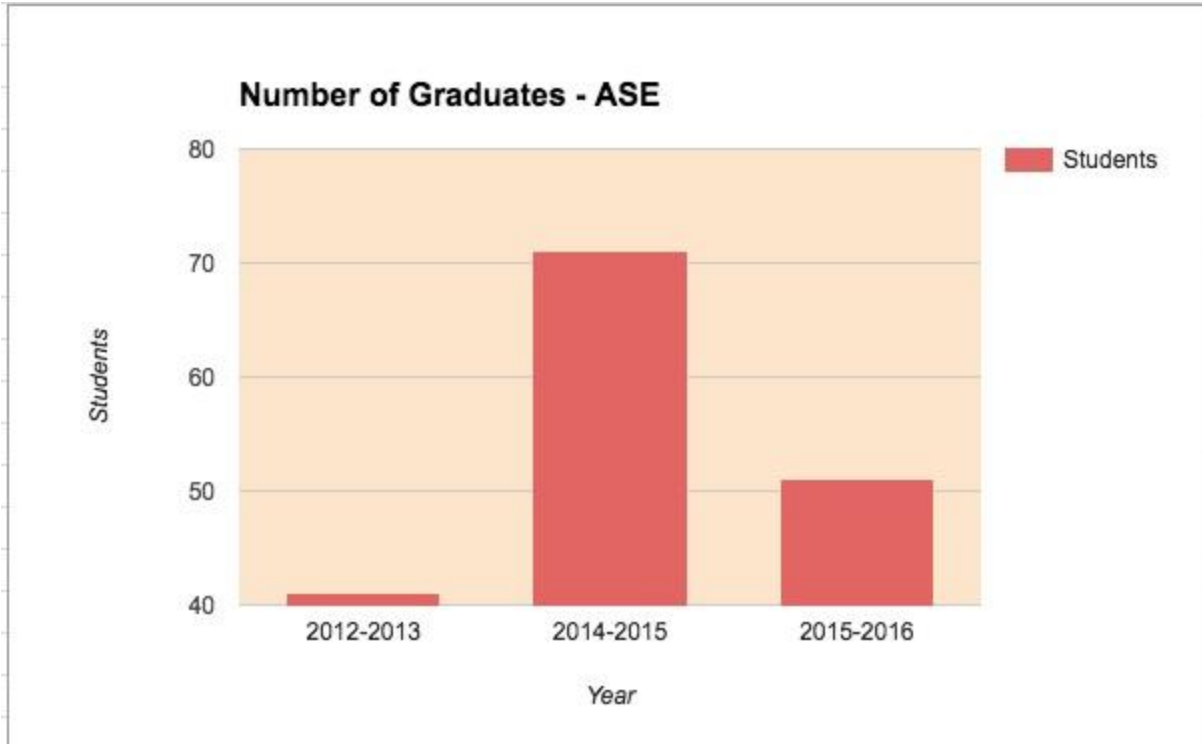


Table 7

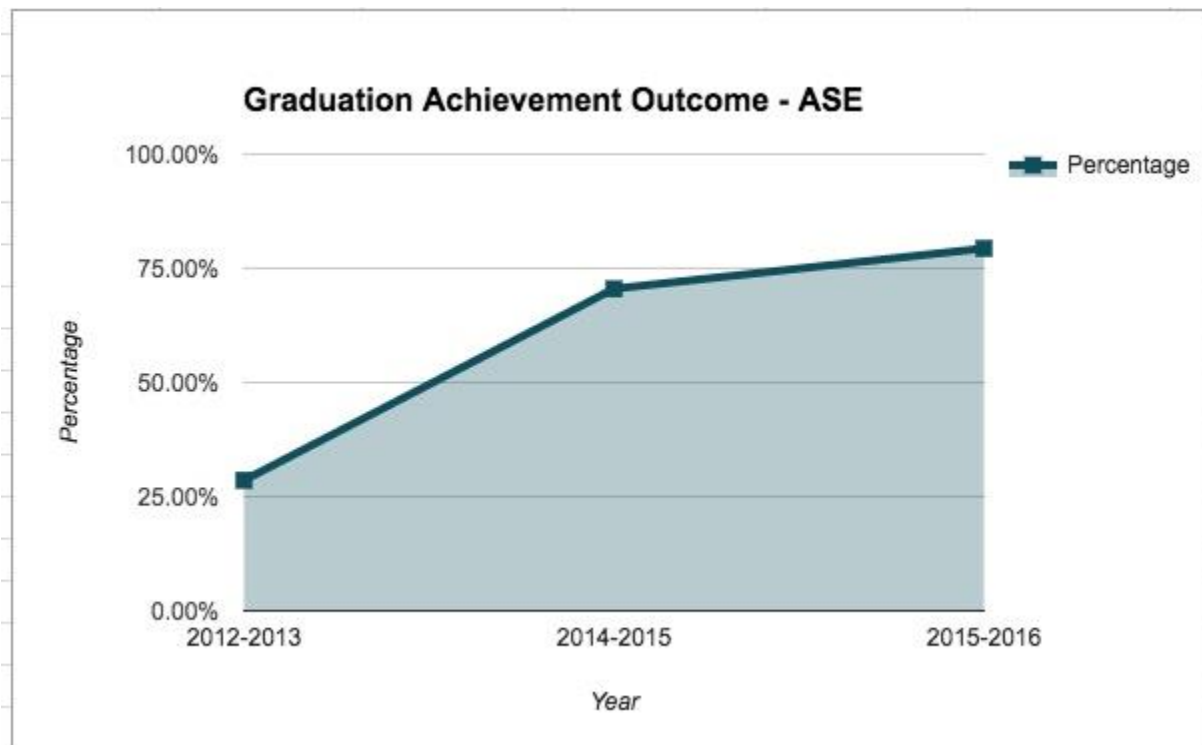


Table 8

One area of need that has emerged for students already in the workforce is job retention. Specifically, our students who are already employed still need to obtain stackable certificates to add to their current skillset to either retain a job or make themselves more marketable. The other student demographic found includes retail salespersons, cashiers, and waiters and waitresses where the median annual wage, however, is too low at \$19,137 to sustain themselves in our area. Of the students FUHSD Adult School serves in ABE, ASE and ESL—only 19.79% have a high school diploma. Of our students in these programs, 9.7% did not attend school in their native country. This demographic has a need for increasing new skills to be able to obtain other employment that may bring them a regionally self-sustaining wage. As examined in Table 9, from 2012-2013 through 2015-2016, student success within the workforce was measured by whether or not a student retained or obtained a job. With newly required data points collected in 2016-2017, the Adult School should be able to realize an increase in student achievement in obtaining a better job or an increase in wages that will aid students in becoming more marketable or obtain the needed positions to give them a self-sustaining wage. Part of what will need to be explored by staff are the specific skillsets needed by employers to allow a student to obtain a better position and then design program options to meet student need.

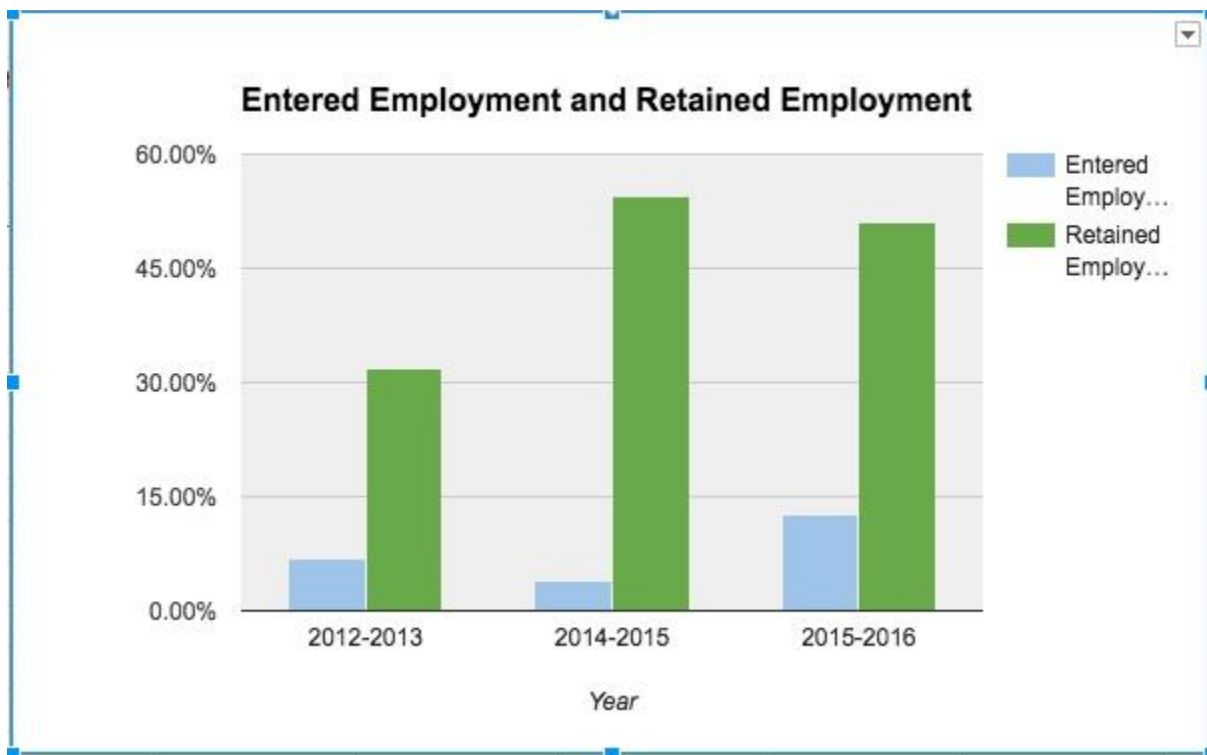


Table 9

In addition, we are now collecting additional data that is demonstrating our success with transitioning students into additional training or college as well as transition into the workforce.

specifically, in 2014-2015 we transitioned 14 students of our high school diploma students into postsecondary placement. This increased in 2015-2016 to 43. Similarly, in 2014-2015 we transitioned 18 high school students into the workforce and increase this number dramatically to 88 and 2015-2016.

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

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Since the last WASC visit, we have had a number of changes regarding curriculum and staff development, staffing, student enrollment and support, and regional work.

### **Curriculum and staff development:**

In the last three years our staff development has focused on the College and Career Readiness Standards (CCRSs). Specifically, we have aligned advanced ESL through our capstone Expository Reading and Writing Course (ERWC) with regard to CCRSs, what students need to know and be able to do to move on to the next class, and common instructional resources. We have adopted a common lesson plan template (WIPPEAR) that identifies the learning outcome and other key components of a strong lesson. In addition, we have a curriculum team that is at an advanced level of work where they are now using a Tuning Protocol to collaboratively look at student work and identify student success, achieving specific college and career readiness standards. This followed on the heels of unpacking the CCRSs as well as training in Understanding by Design (i.e. Planning Backwards).

This curriculum group is made up of members of advanced ESL, ABE and ASE English instructors. Specific work has included analyzing current texts, purchasing new texts, verifying the four quadrants of depth of knowledge within the text, and developing recommendations for ESL classes beginning literacy through intermediate high. In addition, we have added to our bridge class, which is now called English Foundations 201, and we have an English Fluency 101 that precedes it to assist students in developing greater depth of knowledge, reading and writing for college and the workplace, and depth of knowledge quadrants three and four.

ESL has been trained in the College and Career Readiness Standards, and they are working on common, specific standards within their classroom. In addition, we have aligned our additional EL Civics assessments, adding an additional COAAP to assist students with workforce readiness. We have added an additional supplementary class on Fridays, and students in ESL who are looking to get a job can take this class for more accelerated readiness activities. There is now an added class at NOVA Connect, a One-Stop Shop, where students have a tour of the facilities, are able to access additional resources through NOVA, and at the same time work on English Language Acquisition. In addition, ESL has begun staff development in the area of adults with disabilities with some research and presentation by one of the ESL faculty.

Our Parent Education program has refocused its curriculum on helping parents help their children and grandchildren in K-12 success. This has led to a change in assessments given to

students, curriculum and enrichment activities, and a tighter focus on helping our parents navigate the new system of school that they are encountering, one that is often very different from their native country's system. Parent focus groups continue to complete daily and weekly lessons to accomplish the goals.

In Career Technical Education, we have increased our focus on transition. We are identifying, in part with the help of NOVA, areas of need for the community. Many in our community are in high level technical skills positions, and so adding classes like Salesforce, Python, Data Analytics, etc. to help our community stay current and maintain a job or re-enter the workforce. Our relationship with NOVA/Workforce Investment Board (WIB) is critical in helping us to decide what classes are most needed. This includes additional classes like Python, Ruby on Rails, 3-D printing and more.

In our Community Interest and Active Adult programs, not under the umbrella of AEBG yet so critical to our community, we have implemented standardized surveys to first-time instructors to help identify any needs that they have and support their success. We've also implemented a sequencing of the English Enhancement courses and a collaboration/staff development for the English Enhancement instructors occurred. They're currently exploring having a community wellness event in the future.

### **Staffing:**

Since our last visit, we now have a **Coordinating Teacher of Transitions** who runs biweekly transition team meetings that involves our Counselor, ESL, ASE, CTE, and administration. This new position is allowing us to have a more integrated focus on transitioning students between programs as well as begin to reach out within our region to advertise what programs we have and how we might support future students in their literacy and career goals. In addition, we have moved our Transitions Counselor from a part-time position to a full-time position.

We now have a **Program Manager for Data Integration and Curriculum. This person is a direct liaison to our consortium and our data workgroup.** In addition, she has led our transition of the student information system from FileMaker Pro to ASAP, created a new website, and launched a new registration system. While she led this charge, a number of other staff were critical in making this transition happen. This will allow us to have more accurate data, online attendance, access to additional data reports, and a more updated and secure system. This manager has also created the criteria for how we identify an adult with disabilities and has brought forward a proposal of how we might change our system to better engage, as well as expand, this portion of the community we are serving. This information is being compared to share with the leadership team and eventually key staff will work together to determine next steps.

**We have also made a concerted effort to get our Career Technical Education teachers credentialed, which allows for more possibilities within Perkins, WIOA, and AEBG funded pathways.** That said, part of our current context is that the Career Technical Education assistance at both NOVA and at the adult school is focused on helping adults who are 45 and older reenter the workforce or maintain their job. This will be accomplished by creating classes for professional growth in the tech industry including Ruby on Rails, Python Programming, Data Analytics, and more. It is difficult to hire experts in these areas who are willing to get a credential. Due to this difficulty, we are finding that we are hiring these experts as non-

certificated staff and thus unable to capture this data for PERKINS. The important thing, however, is that we are meeting an important need in our community.

As our funding continues to stabilize, we have been able to work in a collaborative negotiation setting with our teacher's union to offer a comprehensive compensation package two years in a row as well as two one-time money distributions. In 2014-2015, the one-time distribution was 4% and 2015-2016 it was 5%. The one-time money distribution follows the structure of the district protocol set for all other bargaining units although at a different time frame that is in better alignment with funding for Adult Schools. In 2014-2015 a comprehensive compensation package was negotiated with an outcome of a 14.14% package increase. The outcome for negotiations in 2015-2016 produced an additional comprehensive compensation package increase of 12.69% which included health and welfare benefits for teachers who work a minimum of 20 hours per week. We hope to continue this model, particularly if we eventually get a COLA. In addition, we piloted an equation for grading pay in ASE because of the increased rigor that involves consistent student feedback. This was successful and is now written into our collective bargaining agreement. By having such a collaborative negotiation process, the school will be able to continue to attract and retain highly qualified instructors.

### **Student enrollment and student support:**

We have seen an increase in student enrollment in both CTE and ESL, but we have seen a slight decline in ASE. Two factors seem to be contributing to the ASE decrease:

1. The number of non-grads in our district has decreased significantly that feed into the Adult School;
2. Students are leaving the area because of the cost of living and thus joining adult schools in more rural areas such as Modesto, Fresno, Oregon, etc.

Our ESL enrollment has increased because we added back advanced ESL with the establishment of AEBG funds. Adding back advanced ESL was crucial for successful transitions to other programs. In addition, we are now utilizing a waiting list to increase the number of consistent enrollments within our program.

We have increased student support through a number of efforts. In ASE we now have SOAR (Students Orientation to Academic Readiness), an orientation course implemented in 2014-2015 to help students understand what it takes to be a successful student which includes not only program expectations but also activities that help jump-start academic readiness as well as begin creating a community of learners before the first day of classes. In addition, we have established the credit bearing sequence of our classes in ASE which also includes partial credit given at each quarter. For students who had been with us repeatedly, then for some reason left the academic program, there was a pattern of never acquiring credits. In giving partial credit, we honor a student's commitment for as much as they can participate in any given moment in their life. Partial credit helps students move forward toward accomplishing their goals without having to repeat and restart continuously.

Also in ASE we have developed activities to reinforce the concept of building a community of learners. this includes annual field trips (Ai WeiWei installation at Alcatraz, Luis Valdez's Valley of the Heart play in San Jose, experiencing Nobel Peace Prize winner Malala speak, or

watching a Shakespearean play for the first time with the African American Shakespeare Company or the Palo Alto Players. These activities (as well as student scholarships for transportation costs, college tuition, GED tests, and more) are supported through our partnership with the Cupertino Rotary as well as our own fundraising activities for Pi Dayz.

We have also established “Grand Rounds” in our ASE Department meetings which has intensified our efforts to connect with students who have stopped attending regularly or have numerous barriers keeping them from school. In Grand Rounds the department discusses concerns about particular students and staff give feedback. A volunteer then steps up to be the case manager for a particular student to follow up with the student based on the feedback and ideas generated in Grand Rounds.

### **Regional work:**

While we have increased the number of resources for students to explore college and career (e.g. Naviance software that helps students identify their strengths, explore career options, and research colleges and career opportunities), we are struggling in our region with true partnership with the community colleges. While we have workgroups that are part of AEBG and include such important topics as curriculum alignment, student support services, joint staff development, and data integration—college participation has been less than ideal. In addition, the bureaucracy that is embedded in the system of the community colleges seems to hinder willing college staff’s participation. Nonetheless, we do feel that we have committed people on our North Santa Clara County Student Transition Consortium leadership team and are discussing performance expectations from each agency.

We have become active partners in the Silicon Valley Chamber of Commerce and have developed programs like the facilities management certification as a result of that partnership. We hope to expand our work with businesses in the area to develop apprenticeships/internships that will help our students enter or re-enter the workforce.

We have also partnered with Foothill College by having their entry level Pharmacy Tech program on our campus. In addition, we have articulated classes in Hospitality and Culinary Arts with Mission College. we also establish an intermediate high ESL class at nova, a partnering agency in the spring of 2016 which continued in 2016 2017. NOVA serves the community in job readiness programs, and planets introduce many of the nova services to our students to help them with workforce readiness

### III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

We use a number of surveys to engage our students in giving feedback about their needs and how to improve our programs. One example of this was our fall survey to ESL students to find out in more detail what people needed if they were looking for job, what training they anticipated in the future, and how familiar they are with classes and services we offer. We found, for example, that 69% of our ESL students are interested in going to college. This is a larger number that we originally anticipated. In addition, we found that 79% of our students felt they needed more training to get ready for a job. This, along with the data of student success in our supplemental workforce readiness class for ESL students, is helping our transition team plan for 2017-2018 to increase opportunities to meet these needs.

In addition, one of our work plan items was to create a goal setting tool that can be adapted to use schoolwide. This has been piloted, adjusted and re-piloted within ESL. This and the use of Naviance in our ASE/ABE program, have been two solid endeavors to begin to identify and meet individual needs on an ongoing basis within the classroom and beyond. We are just in the beginning stages of utilizing this information and adjusting our systems to provide support for staff to help their students meet identified goals. Our Program Manager of Data Integration and Curriculum will be working with groups of teachers next year to adjust teaching based on data results. Nonetheless, the school setting is huge for engaging stakeholders, monitoring their own needs, and giving feedback about the current system as well as additional pieces needed in our system.

This progress report is part of an ongoing reflection that occurs within the leadership team. Each year we review our SMART goals, set new goals and system expectations for what we will achieve that year, and determine assessments that will tell us we met our goals. One example of this is our ESL department. In 2014-2016, the ESL department goals were to increase individual student language production on a daily basis in each classroom. Embedded within this was a concerted effort to be explicit about the learning goal for each lesson. Staff development was centered on this goal and included sharing activities and lessons that led to more language production. In addition, an observation schedule occurred both the fall in the spring to give teacher feedback on student language production in the classroom. For the 2016-2017, this is an embedded daily goal for all teachers and students.

The next logical step was to focus on the college and career readiness standards and speaking and listening which then takes the lessons beyond the amount of time of language production to specific activities around language production. For 2016-2017, the department decided to focus on speaking and listening anchor standard number two (also a focus of the curriculum alignment team which includes advanced ESL): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. The standard culminates in students integrating multiple sources of information presented in diverse formats and media and

to translate that into informed decisions and problem-solving which includes evaluating the credibility and accuracy of each source and noting discrepancies among the data.

The Coordinating Teachers of each of the program areas/departments, reflect annually about their program goals and make adjustments accordingly. A bi-monthly leadership meeting is the venue for this work. In addition, work within the consortium is directly related to our last action plan; reflection through those activities also helps in the preparation of this progress report. In the spring of each year the leadership team determine staff development and the funding allocation for that staff development. Anything for which we spend money has to be connected to our last action plan and related to the advancement of the overall school.

Finally, since her last WASC visit the ESL department has implemented some changes that fall outside our action plan. We've been able to bring back advanced low and advanced high classes. We have created a revised teacher observation form that involves peer observation from the coordinating teacher. We have entered into an MOU with San Jose State University to help their Masters TESOL students do their practicum in our ESL classes. We have begun the teacher induction program where new teachers are paid to meet regularly with a mentor and have individualized assistance in their growth. All of these are important tests that help round out our work and our comprehensive plan.

## **V: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

→ *Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

### **School Action Plan, Item #1:**

*Provide annual, systematic staff development that focuses on increasing student learning and achieving school goals.*

Our goals in this area is to better align staff development with school goals, provide growth opportunities for staff, develop a system for sharing best practices, and increase teacher leadership particularly relating to peer-to-peer staff development.

We are well on our way to full accomplishment of this goal. Annually in the spring we create SMART Goals for each department area. We then backward map how we will achieve those goals. We develop a list of staff development areas that will be needed in order to accomplish the goals, and we collectively prioritize and budget funds to accomplish these staff development and testing goals. In August, we meet with our staff through the departments to go over the goals for



the year and the staff development dates and opportunities. We have our staff affirm that this aligns with previous work and moves us forward toward our collective goals.

As an illustrative example, the ABE/ASE team established the following goals for 2016-2017 which built on work from the previous year:

- A. Explore the depth of what we know and understand to-date (i.e. CCRS, WIPPEAR and DOK) so we may validate our work thus far and fill in any gaps of understanding.
- B. Explore specific College and Career Readiness Standards (CCRSs) in depth to immerse ourselves in those standards and experience how they translate into classroom lessons and student learning.
- C. Identify how well our students are achieving the “explored” standard and make teaching and curricular adjustments to improve student learning.

As a group we then affirmed the plan to achieve these goals in 2016-2017:

1. Review the CCRSs: What did we do, how did we do it, where are we aligned, how does the depth of knowledge come into play? Identify any areas that we still need to know or understand to have comprehensive knowledge and understanding of the CCRSs.
2. Learn/Review the process of backward design (planning backward from a standard and how that translates into lesson plans, strategies chosen, and assessments).
3. Work on chosen standards individually and collectively by:
  - a. Explicating (unpacking) the standard;
  - b. Planning backward from the standard;
  - c. Teaching the standard;
  - d. Assessing student success on the standard;
  - e. Reflecting on vertical alignment of the chosen standard(s) from ESL Advanced through ERWC.
  - f. Learn the Tuning Protocol and use it to analyze lesson plans and student work to meet the above goals for the year.
  - g. Rewriting the lesson plans based on feedback and change future lesson plans based on feedback.
  - h. Examining what standards and levels of DOK are covered, or not covered, by NorthStar series.

Amidst this, we have trained teacher leaders to expand our leadership on site. In the above work, this meant sending an ASE staff member to CalPro for training in the College and Career Readiness Standards (CCRSs) as well as the Depth of Knowledge (DOK). It also involved a year of writing lesson plans in a common format that was agreed upon by the group to individually and collectively work with the standards. This then led to this 2016-2017's work of using the Tuning Protocol to identify the degree to which students are achieving a particular standard. Meanwhile, the teacher leader in ESL has been brought on board and is co-leading ESL staff development to expand teacher knowledge and attentiveness to the CCRSs.

Both Parent Education, ASE and ESL have quarterly staff development meetings. In ASE some additional professional development options have been on curriculum, student retention and

student goal attainment as well as goal program attainment including training for working with adults with disabilities as well as technology training (e.g. use of the iPad cart within the classroom). In Parent Education, we have instituted Professional Learning Communities and their quarterly meetings focused on education goals, assessments, and data analysis. In this process, parent education has aligned the curriculum for each age level group in the preschool, increased staff development, and united with other departments and activities such as Pi Day activities. Using Survey Monkey as the medium for assessing student achievement of the learning goals has also now been instituted and allow for immediate feedback. Specific staff development has focused on content, teaching methods, and resources which also includes providing direction for assessing parent outcomes. In addition, there's been a focus on supporting students with learning difficulties as we seen an increase in students with special needs in our program.

The setting of SMART goals is happening in all program areas, and this leads to the leadership team prioritizing budgets to achieve these goals via related staff development. Coordinating Teachers of each program can share additional examples with the visiting committee during our day-long visit.

Finally, we should highlight that there is area-specific continuing staff development that is necessary for maintaining highly qualified instructors. Parent Education conferences, CNA training on Red Cross skills testing, a USF seminar on improving home health care, a medical interpreter conference, and various technology integration seminars are also important to note. In addition, an excellent staff development is through presentations at local and national conferences. Our ESL, ABE, and ASE staff members, for example, I have presented to multiple conferences (e.g. COABE National Conference, CCAE, CASAS Summer Institute) to show the work that we've been doing on upping the academic rigor. We have also had a number of schools (e.g. Santa Clara Adult School, Napa Adult School) visit as follow-up to these presentations. This is all great staff development where there's an exchange of ideas and two-way learning. We also used our local experts in our own district to provide staff development including AVID strategies, special education, oral language production, and more.

### **School Action Plan Item #2:**

***Have all students formally identify and assess their learning goals.***

The rationale for this goal is that we need a school-wide process for students to identify and assess their learning goals, which will support our staff to focus on student goal attainment, increase student learning, collaborate, and analyze data. Please note that this action plan item was created before the changes by the California Department of Education regarding data collection of more specific student goals.

In 2014-2015, we drafted a potential "goal setting tool" process that would include:

1. Creating a goal setting tool that would be piloted in 2014-2015;
2. Continue to pilot this tool in 2015-2016;

3. Evaluate the tool and modifying it for a more widespread pilot in ESL in 2016-2017.

In quarter four of 2015-2016, one class at each ESL level piloted this tool. The tool was modified for beginning ESL students in an attempt to make the content more accessible through different word choices and graphics. While teachers could present this goal setting tool in any lesson they chose, there were suggested teacher strategies given. This is a successful pilot with feedback given and the tools adjusted accordingly. **In the meantime, it was a change in the TOPS demographic forms that we use to enroll students in our program.** Much of the data that our goal setting tool was covering, was in the aforementioned questionnaire given to students. As a result, teachers suggested that we give them the data for their classes so that they could work with students on their primary and secondary goals, and that they would use the goal setting tool as a supplement. **In the fall of 2016-2017, teachers received their data and were given paid time to look and reflect upon their student goals. Some teachers use the goal setting tool when they did this. Others implemented new reflection tools such as an interactive writing journal to engages students about their goals. We are currently analyzing the information and process and deciding on next steps based on our discoveries. We are leaning toward some systematic way of receiving student goals as gleaned through a revised orientation process during testing and intake.**

Meanwhile, the Coordinating Teacher for Transitions surveyed ESL students regarding specifics surrounding their career goals. A fall survey was given to ESL students to find out more details about what people needed if they were looking for job, what training they anticipated in the future, and how familiar they are with classes and services we offer. We found for example that 69% of our ESL students are interested in going to college. This is a larger number that we originally anticipated. In addition, we found that 79% of our students felt they needed more training to get ready for a job. As a result of these findings, we are rethinking this action item and considering focusing all goal setting around job and college needs. This would also mesh more closely with the regional consortium work taking place. Again, we will be rewriting this action item after discussing the best route to take.

**School Action Plan Item #3:**

***Increase staff and student awareness and use of the learning resource Center.***

Our rationale for this action item is that we would like to increase student learning support via our Learning Resource Center (LRC) if it were better advertised. The center is open both day and evening to allow students to access computers, tutors, teachers, and career and college counseling. We want to increase and maximize student access. As a result, we have set the goal of increasing student use by 10% per year beginning in 2014 – 2015.

We've achieved this goal over the last three years as evidenced by the data below in Table 10:

| Year | Student Use Target | Actual # of Student Use | Percentage change |
|------|--------------------|-------------------------|-------------------|
|------|--------------------|-------------------------|-------------------|

|                            |      |     |      |
|----------------------------|------|-----|------|
| 2013-2014 (Inaugural Year) | N/A  | 492 | N/A  |
| 2014-2015                  | 531  | 826 | +68% |
| 2015-2016                  | 908  | 995 | +20% |
| 2016-2017                  | 1095 | TBD | TBD  |

Table 10

The next steps in this process is to evaluate our assessment tool by quantifying learning needs and the reasons for using the LRC and then planning to adjust our LRC services based on any needs we are not meeting. Further, our goal was to develop a media campaign to increase awareness of the LRC which we did accomplish. However, raising awareness on a regular basis is mostly through teacher announcement and handouts of flyers and cards with the LRC hours. An evaluation of whether this is sufficient advertisement still needs to be conducted.

In addition, we have created a Learning Resource Center home page with quick buttons to a number of different services and links that will assist students. This is the default homepage of the web browser for easy access for students.

**School Action Plan Item #4:**

*Create focused staff development to generate transition requirements, sequencing and curricular alignment within and between programs.*

The rationale for this action item resulted from the shift seen by the California state legislature when they established the consortia model. Within this it became evident, even prior legislative action, that transition was a key focus for adult services in California and thus we set this goal based on what we believe was going to happen. We believe that developing sequencing and curriculum alignment is the first step in student migration into and out of postsecondary opportunities. In other words, to align ESL with ABE into ASE and CTE creates pathways for transition. We are pleased that our anticipation was correct and that this is a primary focus of the AEBG mandate.

The first step was to develop an intra and inter-program sequencing of courses with explicit prerequisites for making a transition from one program to another clear. In addition, articulation to postsecondary was also part of this process. To accomplish this, teachers have worked in course alike and department settings to review course goals, outlines, prerequisites, student data, and more. To do this, we have begun with vertically aligning curricula within and between ESL, ABE, and ASE. This has included a restructuring of classes (adding one class to fill a gap in sequence), aligning our curriculum and resources to the College and Career Readiness Standards, charting various data points such as grade level equivalent, CASAS score, CCRS level, and book level. Doing this last piece, we then piloted a new book for ABE and ASE (NorthStar) and

eventually chose it as our primary text that increases both reading, writing and critical thinking. that should be noted that all of these activities also have an emphasis on speaking and listening. Within staff development this year we have checked to see that all segments of the Depth of Knowledge will be covered within the lessons. In addition, this year we put together a textbook committee to look for a new resource in ESL that would better align to CCRSS. In February, 2017 the textbook committee recommended that we purchase the updated Standout books and these books have currently been ordered.

Last year teachers were introduced to College and Career Readiness Standards as well as the depth of knowledge. This year the ESL department began more in-depth work with the college and career readiness standards exploring a particular listening and speaking standard to get up close and personal with the standard. This involves sharing lesson plans and identifying which portions of the standards are being covered in each lesson. Our final in-service, to be held in May, will be exploring DOK in more detail. All of these efforts combined [are](#) helping the school to align ESL beginning literacy through ASE advanced in the capstone class of the Expository Reading and Writing for College Course to achieve our transition-readiness goals.

Next steps will include alignment with CTE in the areas of assessment and prerequisites. In the meantime, the pilot group of CTE instructors have been exploring the WIPPEAR lesson plan format adopted by ESL, ABE and ASE. In our consortium work, we are also working with the colleges to align the ESL curriculum and the CTE curriculum to help improve transition of students from the adult school to colleges.

## V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect school wide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The core of our school action plan has remained the same since its inception. That said, as mentioned in Section IV, we are considering revising action plan item number two as we continue to work with the goal setting tool we have created in the context of the new student demographics we are now required to capture. No changes have been made to the actual action plan, however, as we are just entering into this conversation.

Additionally, we added an action plan item to develop a multi-tiered process for identifying students who have not yet been identified with intellectual or learning disabilities. The rationale is that we can better support those who have an intellectual or learning disability by concentrating our efforts on particular tier areas. Our action item is to create the criteria for identifying students, assessing the system to determine how best to implement 504 plans, and providing staff development for teachers regarding classroom modifications and accommodations. Ultimately this involves a screening tool that would be utilized during orientation, intake, and/or one-on-one counseling. Our goal is to pilot this new multi-tiered system and tools in 2018-2019. This edition has been reflected in the updated action plan.

In addition to the action plan, new ideas are emerging about how to best serve our students. For example, one thought is to investigate a National Welcoming America event with activities to bring together US and foreign-born community members. The goal is to be intentional in an effort to manage demographic change within communities. According to the 2015 report from the national academies of sciences, engineering, and medicine – – successful integration is dependent on emigrant participation in social institutions like the labor market, school, and their social acceptance by other Americans.

Below please find our updated action plan.

## Action Item #1

### Key Target:

Develop an annual, systematic staff development plan with an identified measurable target for increasing student achievement.

### Rationale for this Goal:

Specifically, we wish to: 1) Better align staff development with school goals; 2) Provide opportunities school-wide; 3) Develop a system for sharing best practices; 4) Increase teacher leadership regarding peer-to-peer staff development. Further, all staff development will have a measurable component that involves curriculum development and assessment of student learning.

| STEPS TO ADDRESS KEY ISSUE   | PERSON (S) RESPONSIBLE                        | ACTION AND ASSESSMENT FOR IMPROVEMENT   | PROFESSIONAL DEVELOPMENT/ RESOURCES  | TIMELINE                              | REPORTING TO STAKEHOLDERS   |
|--|---|---|--|---------------------------------------|---|
| Develop annual, explicit, SMART (Specific, Measurable, Attainable, Realistic & Timely) goals for each program. | Leadership Team: Admin, Coordinating Teachers | Leadership Team review current Program Goals completion;<br><br>Assess and develop new goals in relation to goal review, school plan and SLO's. | Leadership Team develops SMART Goals;<br><br>Review SMART goals in departments;<br><br>Yearly CT and Administrator review of SMART goal development and components;<br><br>Utilize assessments and determine following year's goals. | Annually beginning in April 2017-2019 | CT's share new program goals with staff;<br><br>Update Annual Plan;<br><br>Distribute finalized goals and plan to all staff |

| Survey staff about professional learning needs.  | Principal, Coordinating Teachers, Program Vice Principals | Staff survey regarding professional learning needs.   | Survey Staff.   | Annually in April 2017 - 2019 | Leadership Team reviews results; Utilizes in staff development planning and activities   |
|--|---|---|---|-------------------------------|--|
| Develop an annual staff development plan that includes collegial mentoring / sharing that addresses program-specific needs and increases student learning. | Leadership Team.  | <p>Teacher feedback;</p> <p>Minutes from program or teacher sharing sessions;</p> <p>Seek student feedback regarding new lesson plans and strategies.</p> | <p>As needed, train / retrain ESL and ASE teachers on CASAS assessment results;</p> <p>Identify mentor teachers and “mentees” for each program;</p> <p>Schedule time and resources for mentoring and sharing;</p> <p>Provide support to teachers to implement instructional strategies that promote student learning.</p> | Annually 2017 - 2019          | <p>Principal addresses in school plan;</p> <p>CT’s and mentor teachers coordinate with colleagues;</p> <p>Teachers and CT’s review student goal achievement;</p> |



## Action Item #2

### Key Target:

Have a formal tool that can be adapted by each department for students to identify and assess their learning goals.

### Rationale for this Goal:

We need a consistent tool that explicitly identifies the student’s learning goals and how they will achieve these goals. We need a system for sharing and monitoring these goals by both staff and students. This will support our staff to: focus on student goal attainment, increase student learning, collaborate, and analyze data.

| STEPS TO ADDRESS KEY ISSUE   | PERSON(S) RESPONSIBLE   | ACTION AND ASSESSMENT FOR IMPROVEMENT            | PROFESSIONAL DEVELOPMENT/RESOURCES   | TIMELINE              | REPORTING TO STAKEHOLDERS  |
|--|---|--|--|-----------------------|--|
| Review and/or amend student goal setting tool created; Train remaining staff to implement Goal Setting tool. | Leadership Team and implementing teachers.                        | Department meetings to assess and share results. | Workshop participant feedback.<br>Provide time for collaboration and training of staff.<br><br>Assistance from CT and Program Manager of Data Integration and Curriculum | School year 2017-2019 | Leadership Team.   |
| Adapt goal-setting process for program specific use.<br><br>Train teachers to interpret assessment.          | Coordinating Teachers, Manager of Data Integration and Curriculum | Participant feedback.                            | Gather data and share out with stakeholders.<br><br>Assess results and make curricular adjustments as needed.<br><br>Share best practices.                               | School year 2017-2019 | Teachers share with students;<br><br>CT’s report progress to Leadership team;<br><br>Update Annual Plan. |

### Action Item #3

**Key Target:**

FUHSD Adult School will increase staff and student awareness of the Learning Resource Center as demonstrated by an increased use of 10% each year.

**Background:**

In 2013-2014, we converted a classroom into a Learning Resource Center; the goal was to increase student-learning support and provide a one-stop-shop for multiple student resources.

**Rationale for this Goal:**

This center is open day and evening hours and allows students to access computers, other technology, tutors, teachers, and career and college counselors. We want to increase and maximize student access and have this become an active hub.

| STEPS TO ADDRESS KEY ISSUE   | PERSON(S) RESPONSIBLE            | ACTION AND ASSESSMENT FOR IMPROVEMENT                                     | PROFESSIONAL DEVELOPMENT/ RESOURCES                                | TIMELINE   | REPORTING   |
|--|----------------------------------|---|--|------------|---|
| Assess and revise assessment tool for tracking student use and satisfaction. | Transition Leadership Team (TLT) | Bi-monthly attendance tracking;<br><br>Develop and implement Exit Survey. | LRC data assessed;<br>Transition Team review and make adjustments. | June, 2017 | CT of Transition report;<br>Teachers share with new and returning students. |
| Identify new learning needs and revise LRC services based on reported needs  | Transition Leadership Team       | LRC Exit Surveys;   | Address LRC needs and revisions in the TLT and Leadership Team     | June, 2017 | Teachers share with students;<br>Post changes to website and LRC page       |

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| Increasing LRC usage by 10% each year. | CT of Transitions and TLT | Adapt LRC services based on data collected. | Keep ongoing data to track progress | 2017-2019<br><br>Ongoing annual review. | Transition Leadership Team and LRC staff; |
|--|---------------------------|---|-------------------------------------|---|---|

## Action Item #4

### Key Target:

FUHSD Adult School will outline transition pre-requisites align curriculum scope and sequence from Advanced ESL to ABE to ASE and to CTE. In addition, we integrate context-based curricular alignment.

### Background:

As of the fall, 2013—the ABE, ASE and ESL programs have updated course outlines and program requirements. With the restructuring of the key Program areas, including program staff, the next step is to provide transition support to increase student achievement in all program areas. This includes the integration of CTE, which has operated as a separate program previously.

### Rationale for this Goal:

As we continue in the transition-focused context, programs must be aligned to better serve students. Developing sequencing and curricular alignment is the first step in student migration into and out of post-secondary opportunities. The second step is to seamlessly integrate CTE in to the ASE/ABE and ESL sequencing options for students.

| STEPS TO ADDRESS KEY ISSUE   | PERSON(S) RESPONSIBLE                             | ACTION AND ASSESSMENT FOR IMPROVEMENT          | PROFESSIONAL DEVELOPMENT/ RESOURCES                                     | TIMELINE                      | REPORTING TO STAKEHOLDERS  |
|--|---|--|---|-------------------------------|--|
| Continue to vertically align curricula within and between programs in ASE, ABE, ESL and CTE. | Coordinating Teachers with Administrator support. | Continue to assess and track student progress. | Share criteria and curriculum for students within and between programs. | Ongoing from August 2017-2019 | Principal addresses in school plan;<br><br>Coordinating Teachers share with staff. |

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|  |   |   |  |                         |   |
|--|---|---|--|-------------------------|---|
| <p>Create consistent system for teacher inter-program communication.</p> | <p>Coordinating Teachers with administrative support.</p> | <p>Establish regular CTE department meetings</p> <p>Develop joint staff development</p> | <p>Regular program meetings with inter-departmental inclusion.</p> | <p>August 2017-2019</p> | <p>Principal, CT's, admin, related classified staff.</p> <p>Principal updates school plan</p> |
|--|---|---|--|-------------------------|---|