Hacienda La Puente Adult Education

HACIENDA LA PUENTE
ADULT EDUCATION
LEARNING UNLIMITED

Employee Handbook
2019 - 2020

EMPLOYEE HANDBOOK
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Learning Unlimited...

Welcome to the Adult and Continuing Education Division!

Greetings,

On behalf of Hacienda La Puente Unified School District, we welcome you back to a new and exciting year. We hope you had an enjoyable summer. It is a privilege to be part of this organization as we continue to grow our programs for California adult learners to reach their educational, training, career, and personal goals. We continue to marvel at the dedication and professionalism of our staff, as a team. HLPAE has created a learning environment that truly follows the HLPUSD guiding principles, which state that we have a "shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, mutual trust, and respect."

The Board of Education and Superintendent's commitment to our programs and belief in our mission to provide services for adults has enriched the lives of those in our district and our community. We exist because of their support. We will continue to deliver quality programs and expansion of opportunities for our students. As a division, we will continue to focus on our purpose: to provide a comprehensive educational and career training program that helps a diverse population achieve its goals. Each member of the administration team welcomes you back and thanks you in advance for your commitment to provide the best educational experience for our students for another successful year.

Administration Team
Adult and Continuing Education

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
VISION STATEMENT

"The Hacienda La Puente Unified School District is a community committed to: developing life-long learners who value themselves and the diversity of all people; applying decision-making skills leading to responsible actions; and using creativity, critical thinking, and problem solving in meeting the challenges of a changing society."

HACIENDA LA PUENTE ADULT EDUCATION
MISSION STATEMENT

"Hacienda La Puente Adult Education provides a comprehensive educational and career training program that helps a diverse population achieve their goals."

BOARD OF EDUCATION GOALS

Goal 1:   *All students in HLPUSD will succeed in meeting high standards and achieving at high academic levels.*

Goal 2:   *The HLPUSD will provide a supportive and innovative learning environment rich in the visual and performing arts and a challenging course of study to meet the unique needs of every student.*

Goal 3:   *The HLPUSD will attract and retain quality personnel who demonstrate strong, positive leadership that promotes a culture of collaboration and teamwork and creates an environment in which all stakeholders feel respected, valued, and are dedicated to every student's success.*

Goal 4:   *The HLPUSD will effectively expend and effectively maximize all resources to fulfill educational priorities while sustaining and maintaining long-term financial stability.*

Goal 5:   *The HLPUSD will provide its students and employees with safe, orderly and clean schools and district site.*

Goal 6:   *The HLPUSD will continue to develop, sustain, recognize, and promote programs of excellence and strong partnerships with parents and community which result in high levels of success for all students.*

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

Guiding Principles
(Adopted on August 16, 2007)

- We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.

- We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.

- We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.

- We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.

FEATURES OF
HACIENDA LA PUENTE ADULT EDUCATION

1. Hacienda La Puente Adult Education is located on three main sites. The sites are: Dibble Campus in Hacienda Heights, Willow Campus in La Puente, and Hudson Adult Learning Center in La Puente. Hacienda La Puente Adult Education also offers additional classes (Parenting, After School, etc.) in several other locations. (Check brochure for times and locations.)

2. Some classes are open throughout the year, day and night, and some with an open-entry, open-exit policy.

3. Instruction in English as a Second Language, Citizenship, Adult Basic Education, High School Equivalency (HSE) preparation, and high school diploma programs are available at Willow, Dibble, and Hudson during the day and evening.

4. Career Technical Education (CTE) is available both day and evening.

5. Counseling, assessment, and career skills development are available. Counselors are available when school is in session.

6. The Learning & Assessment Center (LAC) assists students in career planning and assessing skill levels needed for training.

7. The Resource Center is available for job search purposes and FAFSA applications.

8. Through a collaboration with the State Department of Rehabilitation and private rehabilitation programs, adults with disabilities can be referred to the adult school for job training.

9. Job Placement services are available to students. Part-time training programs may be available to enable students to stay in school and support themselves.

10. Pell Grants are available for qualified students involved in full-time career technical training.

11. HLPUSD high school students may attend the adult school with a referral form from their high school counselor for credit recovery in core classes.

12. Parent education is offered to the community throughout the year as monthly sessions at elementary, middle schools, and high schools.

13. Student scholarships are available through local community service organizations that support programs for adults.

14. Babysitting services are available for students at selected sites.

15. Innovative Rehabilitation Services offers a variety of vocational and support programs for adults with disabilities. *IRS is the only COE accredited adults with disability program in California.*

16. For those who cannot attend class daily, Distance Learning is available for ESL instruction, basic skills, Citizenship, and HSE preparation.

17. Fourteen apprenticeship programs are available in collaboration with local labor unions.

18. Current class offerings are published throughout the year in a course catalog. Course catalogs are distributed throughout the community and available online at www.hlpae.com.

19. Basic academic skills and High School Equivalency courses are offered for deaf and hard of hearing students.

20. Afterschool programs are provided by After School Education and Safety Program (ASES), ASSETS and 21st Century Community Learning Centers Grant Program for K-12 students.

21. HLPAE Workforce Department is proud not only of our continued relationship with Workforce Investment Boards throughout Los Angeles County, EDD, Workforce Investment Bonds, and work source centers in Los Angeles and San Bernardino County.

22. HLPAE hosted EDD sponsored student training that met the requirements for continuing unemployment benefits through a summer intensive program.

23. HLPAE offers college level general education classes that will result in an Associates of Applied Science Degree to Vocational Nursing graduates.

24. An AJCC is now located at Willow Campus.

Western Association of Schools and Colleges (WASC)

STATEMENT OF PURPOSE:

Hacienda La Puente Adult Education provides a comprehensive educational and career training program that helps a diverse population achieve its goals.

Schoolwide Student Learning Outcomes (SLO's)

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

Achieve Skills:
- Students will achieve measurable increase in skills, knowledge, proficiency, and technology in their area of study.

Demonstrate Learning
- Students will apply newly acquired knowledge from their area of study to their personal and professional life.

HACIENDA LA PUENTE ADULT EDUCATION
LOCATIONS AND PROGRAMS
WILLOW CENTER

14101 East Nelson Avenue, La Puente, CA 91746
(626) 934-2801

Office Hours: Monday – Thursday 8:00 A.M. to 7:00 P.M., Friday 8:00 A.M. to 4:00 P.M.

Dr. Gregory Buckner, Executive Director – Adult & Continuing Education
Paul Micah Goins, Director – Adult Career Technical Education
Valerie Clifford, Program Administrator – Health Careers
Magy Gharghoury, Program Administrator – Innovative Rehabilitation Services
Jorge Seccia, Program Administrator – Workforce & Community Development
Rosalilia Sandoval-Gonzalez – Administrator of Counseling Services

Crystal Ontiveros and George Stransky, Innovative Rehabilitation Services Counselors
Office Hours: Monday – Friday 8:00 A.M. to 4:00 P.M.

Academics
Adult Basic Education (ABE)
EI Civics
English as a Second Language (ESL)
High School Equivalency Preparation & Testing
Integrated Education & Training (IET)

Adults with Disabilities
Job Skills Training
Custodian/Building Maintenance
Fast Food Worker
Landscape Gardener
Production Assembler

Fee Based
Basic Car Care and Maintenance
Basic CPR
Basic Life Support (BLS)
Cake Decorating
Culinary – Cooking
Digital Photography
First Aid
Fresh Floral Design
Learning Electronics
Notary Public
Salsa Dancing

Community Program
Ceramics
Oil Painting
Support Services
Employment Services
Financial Aid

Career Technical Education
Acute Care – CAN
Administrative Assistant and Secretarial Svcs

Career Technical Education
Advanced Private Security Academy
Applied Office Skills
Automobile Mechanic/Automotive Technician
Basic Medical Billing & Coding
Barbering
Building & Maintenance
Caregiver Certification
Certified Nurse Assistant – Restorative
Certification Combination Welder
Computer Repair and Networking
Continuing Education for Health Career Professionals
Cosmetologist
Culinary Arts
Day Care Worker/Child Care
Dental Assistant/Radiation Safety/Coronal Polishing
Electrical Appliance Service/Major Appliance Electrician
Esthetician
General Office Occupations & Clerical Services
Home Health Assistant
HVAC
Machine Operator & CNC
Medical Assistant/Front & Back Office
Medical Secretary
Medical Terminology
Optical Dispensing Technician
Pharmacy Clerk
Pharmacy Technician
Practical Nurse/LVN
Psychiatric Technician
Water Technology
Welding

Associates of Applied Science Degree General Education

Biology 101	Psychology 101
Freshman English Composition	Speech Communication
College Algebra	Health Science & Nutrition
Statistics	Counseling 101
Introduction to Anatomy	Electives

DIBBLE CAMPUS

1600 Pontenova Avenue, Hacienda Heights, CA 91745
(626) 933-8305

Office Hours: Monday – 8:00 A.M. to 7:00 P.M.
Friday 8:00 A.M. to 4:30 P.M.

Elbia Sarabia, Director – Adult Academics & Community Education
Theresa Petersen, Assistant Director – Adult Academics & Community Education
Maria Tellez – Administrator of Counseling Services

Academics
Adult Basic Education (ABE)
Adult Independent Study (AIS)
American Sign Language (ASL)
Citizenship Preparation
Distance Learning (DL)
EL Civics
English as a Second (ESL)
High School Equivalency Preparation (HSE)
Foreign Language:
  *Chinese
  *Spanish
High School Diploma

Parent Education
Parenting – The Adolescent
Parenting the Preschooler
(Mommy & Me)

Community Classes
Understanding & Using
Computers

Fee Based
Guitar
Ceramics
Violin

HUDSON ADULT LEARNING CENTER

445 North Glendora Avenue, La Puente, CA 91744
(626) 934-6761

Office Hours: Monday – Thursday 8:00AM to 7:00PM
Friday 8:00AM to 3:30PM

Elbia Sarabia, Director – Adult Academics & Community Education
Theresa Petersen, Assistant Director – Adult Academics & Community Education
Maria Tellez, Administrator of Counseling Services

Academics
Adult Basic Education (ABE)
EL Civics
English as a Second Language (ESL)
High School Diploma

Community
After-School Program (K-12 Schools)

HACIENDA LA PUENTE ADULT EDUCATION
SUPPORT SERVICES

1. **ASSESSMENT CENTER**
   Career Testing & Evaluation
   Willow Center
   (626) 934-2820

2. **RESOURCE CENTER**
   Willow Center
   (626) 934-2850

3. **CHILD CARE**
   Amar Children's Center
   (626) 933-7100
   Willow Center
   (626) 933-2974 (Babysitting)

4. **COUNSELING, ACADEMICS**
   Dibble (626) 933-8305

   COUNSELING, CTE
5. Willow Center
   (626) 934-2814

   COUNSELING, REHABILITATION
6. Innovative Rehabilitation Services
   (IRS) - (626) 934-2920

   FINANCIAL AID ADVISEMENT
   Willow Center
7. Workforce Department
   (626) 934-2850

8. **TEST PREPARATION GED/HiSET/TASC**
   Willow Center Information
   (626) 934-2838 or 934-2818

9. **JOB PLACEMENT COUNSELING**
   Willow Center
   (626) 934-2850

10. **SENSORY IMPAIRED & SPECIAL STUDENT SERVICES**
    (626) 934-2970
    (626) 855-3766 TTY Line

11. **LEARNING AND ASSESSMENT CENTER (LAC)**
    Willow Center
    (626) 934-2949

12. **VETERANS INFORMATION**
    Willow Center
    Workforce Department
    (626) 934-2850

HACIENDA LA PUENTE
UNIFIED SCHOOL DISTRICT

The ABC's of
Hacienda La Puente Adult and
Continuing Education

NATURE OF THE ADULT LEARNER

THE ADULT LEARNER:

- is a student whose frame of reference is family, culture, and experience.
- may differ widely in age, ethnic background, ability, job experience, education, and goals.
- may have been away from school for some period of time.
- may have to overcome feelings of insecurity, fear, or anxiety.
- may have responsibilities that interfere with attendance and study.
- may have been employed and/or recently become unemployed.

THE ADULT EDUCATION TEACHER:

- is on time and ready to teach with lesson plans and necessary materials on hand.
- is expected to give student full instructional value for the hours students invest in class.
- presents sound, sequential, timely and appropriate subject matter that accommodates open entry and exit format.
- uses various learning strategies such as grouping, demonstrations, and individualized projects to draw all students into constructive participation.
- must be in class during the entire instructional period.
- structures learning activities to meet student needs and program objectives.
- strives to maintain open communication with all students.
- does not use their position to promote personal, political, religious or financial gain.
- **shall not accept gifts from students.**
- maintains a positive classroom environment that promotes student learning.
- completes forms and reports such as attendance rosters, student update records, timesheets, and student accountability forms in an accurate and timely manner.

Absences

Interruption of adult school classes is to be avoided. If you must be absent, report your absence to the Office Manager at your site as well as your supervisor as soon as possible, and at least one hour prior to the start of your assignment, so that arrangements can be made for a substitute. You may be asked for a doctor's release when you return to work. Please check your contract for actual language on absences.

Request for leave of absences such as for personal emergencies, vacation, jury duty, military duty, maternity leave, etc., require pre-approval and must be submitted to your administrator with as much notice as possible.

Absences from work are marked on your time sheet with the appropriate symbol listed on the top of the time sheet. (i.e. I=ill, V=vacation, EI=personal necessity). For EI affidavit, use form #1013-C. Prior approval is required in most cases including non-paid absences.

Accidents – Staff or Student

Any accident in the classroom or on campus <u>must</u> be reported to the administrator on duty immediately.

The *employee must complete an accident report* whether medical treatment is required or not. The forms may be obtained from your site office and are to be returned to the appropriate office on the same day of the accident. If medical attention is required, and you would like to have your own doctor care for you, you must have a Personnel Physician Request form signed by your physician on file in the district office. Forms may be requested from the Worker's Compensation/Benefits Department at the district office at 933-3860.

> # At no time should students be left in class or at school events unsupervised.

Accountability Requirements

The adult school must comply with state and federal accountability requirements in all program areas. The registration form is the source of student information. By having the form fully completed by the student, the attendance department is able to pre-print forms for teachers to alleviate some manual completion. Everyone must comply with the process so that the adult school can adhere to state and federal requirements in a timely and complete manner.

1. **Registration Intake**: Everyone who assists students in completing the registration forms must make sure that they are filled out as completely as possible and signed.
2. **Registration Input**: Designated staff in each program are expected to input registration forms on a regular basis. Without a complete registration form in the ASAP attendance system, the student is not officially enrolled in school. Attendance cannot be taken on ASAP unless a current registration form is on file.
3. **Entry Records** are inputted upon registration in ASAP.
4. *Update Records*: Teachers **MUST** complete the update record in ASAP for all students on a regular basis as they exit the program. Our success in identifying why students have left, especially if they have found jobs or completed the program is critical to funding your classes. Please make every effort to identify why students have dropped or if they have found employment.
5. **Testing Records**: Academic and CTE programs will test students on scheduled dates throughout the school year. The program administrator will share these dates and procedures with you.
6. **Workforce and Supplemental Forms**: CTE program teachers may be asked to complete these forms (progress reports). Your program administrator will discuss them with you.

Accountability Requirements – Additional

Follow Up Survey – Teachers must follow-up with graduate completers to monitor job placement. Once employment is verified, teachers must complete the Student Update form and enter the survey information into ASAP. The **Student Update form** must be submitted to the designated employee in the Workforce Department.

Completion, Placement, & Licensure (CPL) form data must be maintained for CTE graduate completers. CPL forms must be submitted when required by HLPAE Administration and at no less than at the end of each semester or program session.

Student Progress Reports may be required to monitor student progress. Teachers must complete, place a copy in the student file, and return to designated employee within the allotted time stated.

Accreditation Required Policies & Procedures

All faculty and staff are provided with a binder of the required plans and procedures of Hacienda La Puente Adult Education and must become familiar with it as required by the Council on Occupational Education for accreditation. The binder includes the following:

1. Facility and Campus Improvement
2. Work-Based Activities Training Plan
3. Follow-Up and Placement Plan
4. Strategic Plan
5. Media Services Plan

6. Equipment Maintenance & Disposal Plan
7. Operations, Maintenance, and Improvement of Physical Plant Plan
8. Campus Health and Safety Plan/Emergency Plan
9. Student Services Effectiveness Plan
10. Transfer Policy
11. Equipment Acquisition/Maintenance System
12. Refund Policy
13. Complaint & Grievances Policy
14. Faculty & Staff Evaluation Procedures
15. Organizational Chart
16. Faculty & Staff Orientation Procedures
17. Procedures to Access Student Records
18. Student Grievance Policy for handling complaints

Accreditation Requirements – Council on Occupation Education (COE)

The Commission of the Council on Occupational Education (COE) requires the following benchmarks for completion, placement, and licensure exam pass rates for CTE programs:

BENCHMARK	PERCENTAGE
Completion Rate	80%
Placement Rate	80%
Licensure Exam Pass Rate	80%

Addresses and Emergency Information, Employees

The employee's address and telephone must be kept current at your campus front office and at the District's Human Resources Department. Please notify the site office manager about any change in address, telephone number or emergency card information.

Admissions, Student

HLPAE Admission Policies: HLPAE will admit any student who is 18 years of age or older and not attending high school. Students 18 and under who have verified that they have a high school diploma (with proof) will be admitted as a regular adult. Students 18 and under, who are presently attending high school, must see a counselor prior to enrollment and have a referral from their high school counselor.

HLPAE admits qualified students on a space available and first come, first served basis. All Hacienda La Puente Adult Education's CTE programs require an assessment of basic skills and an orientation prior to the beginning of the semester or session. Some programs also have additional requirements or pre-requisites that are clearly stated in the school brochure, and at www.hlpae.com to ensure successful completion of the course of study.

Students presently enrolled in high school are called concurrent students and must comply with all referral requirements. Students must complete the referral process with their high school and have a signed referral signed by the home school counselor and parent before meeting with the adult school staff.

Advertising and Sales

See: **Conflict of Interest**

Advisory Committee

There are various advisory committees that meet throughout the year. The purpose of the committees is to give the community an opportunity to provide input regarding programs. All CTE programs must conduct an advisory meeting within the Fall Semester and one in the Spring Semester to comply with regulations and accreditation compliance requirements. There is also a student advisory committee that meets five times annually. The student advisory committee is an opportunity to obtain input from current students in HLPAE progress. For more information regarding these committees, please see your administrator.

The Institutional Advisory Committee is made up of members external to the Adult School. Meetings are held no less than twice a year.

The Occupational Advisory Committee is CTE program specific and is comprised of at least three people external to the Adult School. Instructors and staff also participate as "ex-officio" members. The committee must meet at least twice a year with at least two official members present. Meetings must be maintained to document activities of the committee and minutes kept on file.

Annual Report Council on Occupational Education (COE)

To receive the authorization to process Title IV (Pell Grant) benefits for CTE students, HLPAE must remain compliant with COE Accreditation requirements. In December of each year HLPAE must submit an Annual Report of the Completion, Placement, and Licensure (CPL) for each CTE program. CTE teachers will be required to perform follow-up procedures of their graduate completers, maintain, monitor, and submit data regularly. See Accountability Requirements.

Assessment and Orientation

There are various assessment procedures in place in a variety of programs. See your administrator for additional information. Assessment has been established at all three Adult Education campuses to prepare and provide these services to students. Please ensure all students attend the assessment session prior to enrollment.

See brochure for academic registration schedule.

Assigned Hours

Teachers are required to teach for the entire number of hours assigned. Teachers must be in their classroom with sufficient time to begin class at the assigned time. Please be prompt so that class begins on time and in an organized manner. Because classes are publicized with specific dates, classes may not be re-scheduled. If a problem arises in fulfilling your assignment, please contact your administrator immediately. Under no circumstances are students to be left *unsupervised* in classrooms!

Attendance, Instructions for Completing Roster *(also see – Enrollment)*

Per state regulations, attendance must be taken on a daily basis on Administrative Software Applications (ASAP). Completed rosters are due to the attendance clerks no later than the following Tuesday. **Failure to turn in your rosters when due results in a serious breakdown of the attendance reporting process.** Please follow the instructions carefully and completely.

1. The weekly roster is a legal document and each page must be signed and dated by you.
2. Please respond quickly to requests for missing information. The most common are missing registration and birthdate.
3. Adding Students – All students entering your class must present you with a completed registration form.
4. Teacher Signatures – The weekly roster requires the teacher's signature on each page. This identifies that the teacher has reviewed and verified accuracy and date.
5. **Hour by hour accounting** – It is the responsibility of the teacher to take attendance every hour.   Please be sure that the time identified on the roster is a true reflection of the time the student attended the class. Inform the supervisor if days or times are incorrect. The day and time should reflect the work schedule.
6. A new signature sheet must be signed each time changes are made to the attendance by the teacher.
7. Web attendance can only be viewed and adjusted within a **7** day period.

Books and Supplies

See: **Textbooks** and also **Supplies**

Bullying

See Board Policy at end of employee handbook in section *Other Information and Sample Forms* regarding District expectations.

CalWORKS

California's CalWORKS program was established in 1998 to provide temporary assistance to needy family recipients with the skills needed to acquire employment. The adult school provides academic and vocational programs to CalWORKS participants. The Workforce and Community Development department works with instructors to monitor student attendance and progress. Instructors are responsible for tracking their students' progress and may be asked for input. Any questions regarding this program may be directed to the Workforce staff.

Cancellation of Classes

All classes will meet the first week of each semester. Classes must maintain a minimum of 17 students per hour in attendance. If the class enrollment falls below the minimum, it is subject to closure. Teachers are encouraged to contact students by phone or mail to increase their class size.

Please DO NOT harass students on their cell – NO TEXT MESSAGING

Class numbers are expected to reach 17 by the end of the first week and maintain a minimum of 17 students each day. If there are a great number of students enrolled in the class, the teacher needs to inform the program administrator. Only the program administrator may close enrollment due to size and make alternative adjustments.

Cell Phones

We live in an age when most employees have a personal cell phone in their possession at work. All employees must remember that it is not appropriate to receive nor to place calls on a personal cell phone during your district paid work time. Under no circumstances should classroom instruction or the office work environment be interrupted by the use of or ringing of a cellphone. While at work, personal cell phones should be placed on vibrate or turned off.

Child Abuse/Dependent Adult/Elder Abuse

When a staff member, within the scope of his or her employment, has reasonable suspicion that a minor student, child, dependent adult or elderly person has been the victim of abuse, the suspected incident must be immediately reported to the appropriate authorities. The administrator must be informed of the report. Failure to report such incidents is a misdemeanor and is subject to penalties of the law. Please follow the guidelines in Board Policy regarding this issue.

Civility Policy

This policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. In the interest of presenting district employees as positive role models to the students we encourage positive communication and discourage negative actions. (See Annual Employee Reminders.)

Closing and Canceling Classes

Only the program administrator may close, cancel, or adjust a class schedule. If it is necessary to make any change in the time or location of a class, the program administrator will arrange to inform all students regarding the change that must be taken.

Code of Conduct

All faculty and staff are expected to maintain a professional code of conduct at all times. Teachers should be positive role models to the students. All faculty and staff are expected to respect the students' and colleagues' right to privacy and maintain confidentiality accordingly.

Concurrent

Students presently enrolled in a high school should be referred to adult school by their home high school counselor. Students must complete the referral process with their high school before meeting with adult school staff.

Conference/Workshop Attendance

Conference and workshop attendance will be based on a staff member's annual objectives and need to enhance work skills. The following procedures will be used when requesting authorization to attend an educational conference.

1. Conference requests must be submitted to the supervisor eight (8) weeks prior to the conference/workshop.
2. The conference request must be approved by the supervisor prior to an employee attending.
3. Conference attendees will be required to submit a report two weeks after the conference to their immediate supervisor.
4. Only approved expenses incurred during the conference time will be reimbursed with original receipts.
5. Employees will not be paid beyond their normal assigned working hours.

Conflict of Interest – Sale of Items or Services

Employees may not bring or sell items in their classroom. Advertising and sales by students and staff is not allowed in classrooms or on school property. Outside vendors are not allowed to sell goods on campus without specific approval by

administration. Please contact your program administrator if you have questions about specific situations.

Course Outlines

The final copy of approved course outlines is on file at the District Office. Additional copies are kept in the main office at Willow Center, Dibble Campus, and Hudson. All classes must follow a course outline approved by the Board of Education and the State Department of Education. Instructors must maintain a copy of their current course outline in the classroom and must update it no less than every two years. If you need assistance, please see your program administrator.

Credentials

Each teacher must possess a current valid credential covering his/her area of assignment. **It is the responsibility of the teacher to maintain and renew their credential**. A valid credential is required to maintain employment.

Disaster Preparation

Each site has a disaster plan that must be followed in the event of a disaster. There are emergency supplies at each major site. Please review the plans and evacuation map so you are aware of your role in the event of an emergency.

Discipline Action

*Please see Discipline Policy and Procedures on page 43 for more details.

Step 1: Teacher meets with the student and documents the discussion

Step 2: Teacher refers student to the office for counseling with written referral, and student put on contract with counselor/administrator. Ideas for improvement stated.

Step 3: Student referred to the office for counseling and/or dismissal.

Step 4: Letter of dismissal or additional contract documenting action taken by administrator/counselor.

Disclosure of Information

Student and staff information is considered confidential and must be treated as such. Information may only be used for specific school business. Do not release any personal information to anyone regarding students and staff. Please direct questions to your program administrator.

District Forms

Employee and school forms may be found on the HLPUSD website. Click on "District Forms". Choose the form you are looking for and print it out.

Dress Code

The district has established Dress and Grooming Guidelines. It is incumbent upon all staff to consistently enforce and adhere to the dress code.

Drug and Alcohol Free Workplace

Refer to Annual Employee Reminders.

E-mail

Every employee shall maintain an ***ACTIVE*** **HLPUSD** e-mail account. Complete and submit an application to the NCS department. Applications are available from any Adult Education office manager. E-Mail is to be used and updated regularly.

NOTE: Using personal emails in lieu of a HLPUSD email account is highly discouraged. As some pertinent material is emailed ONLY to the HLPUSD email address.

The exchange of an employee's personal email account with students is not recommended.

Enrollment/Registration

The adult school cannot claim attendance on anyone who is not registered for the class. Upon entering a class, *the student must show the teacher a copy of the current registration form*. It is the teacher's responsibility to ensure that students do not remain in class unless they are registered.

On July 1, all continuing students must complete a new registration and accountability form. Many programs require an assessment prior to enrollment. Please refer to the course catalog.

1. Registration Form

   The registrant must sign the form. The office staff or teacher is responsible to ensure that the registration form is accurately completed.

2. Additional Data Information

   - **Concurrent enrolled in HS/K-12** – Student enrolled in high school and adult school classes at the same time
   - **Cultural Barriers** – Student's attitudes, beliefs, customs, or practices influence a way of thinking, acting, or working that may serve as a hindrance to employment

- **English Language Learner** – Student's native language is a language other than English and has limited ability in speaking, reading, writing, or understanding the English language
- **Ex-Offender** – has been convicted of committing a status offense or delinquent act or requires assistance in overcoming barriers to employment resulting from an arrest or conviction
- **Foster Care Youth** – Student is currently in foster care or has aged out of the foster care system
- **Homeless** – Shares housing, lives in a motel/hotel, or lives a shelter
- **Incarcerated** – Student is presently in a prison or jail environment
- **Long Term Unemployed** – Student has been unemployed for 27 or more consecutive weeks
- **Low Income** – Receives assistance through supplemental nutrition assistance program, temporary assistance for needy families program, supplemental security income program, or family income does not exceed the higher of the poverty line or 70% of the lower living standard income level.
- **Low Levels of Literacy** – Unable to read, write, and speak in English.
- **Migrant Farmworker** – Student is a seasonal farmworker and whose agricultural labor requires travel.
- **Seasonal Farmworker** – Student employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment
- **TANF** – Temporary Assistance for Needy Families; individuals receiving funds through TANF, welfare, or California Work Opportunity and Responsibility to Kids (CalWORKS)
- **Exhausting TANF with Two Years** – Danger of exhausting lifetime eligibility for TANF

3. Class Registration Section

This may be completed by staff or student, filled out completely, and include the course number. The office staff must account for all fees collected for the course.

Equipment

Equipment is assigned to a specific class/location and may not be relocated to a new location without completing an Equipment Transfer/Removal Request Form. Any changes must be pre-approved by the central office administration. All PERKINS Grant Funded (CTE Area) equipment must be processed and logged prior to issuance to classrooms. Teachers should make arrangements with their administrator if they need equipment such as an overhead projector, DVD player

and monitor, etc. Please report any missing equipment to your supervisor immediately. Inventory lists must be updated annually.

Evaluations

Evaluation procedures are described in your employee contract. If you have additional questions, please see your program administrator.

Field Trips

Field trips must have an educational content, based on the instructional objectives of the class. Student participation is voluntary. Authorization forms for field trips must be signed by the teacher and submitted for approval to the program administrator <u>four weeks prior to the event.</u> Field trips must be scheduled as part of a regular class meeting. Teachers must inform students that childcare is **not provided to the children** of parents on field trips. Teachers are not authorized to transport students unless <u>form 345-C</u> has been completed and approved by the district office and <u>cannot</u> transport children.

Financial Aid

Students receiving Title IV benefits must maintain regular attendance and satisfactory progress at all times. Teachers may be required to complete a progress report for the Workforce Department. Please complete and return within the allotted time. Keep a copy in the student file in your classroom.

Pearson-Vue (GED Testing)

HLPAE is an approved Pearson VUE testing center and offers computerized GED® testing. Students must register on line at www.myged.com

Gifts to Teachers

Teachers shall not accept gifts or favors that might impair or appear to impair professional judgment per Board Policy E 4119.21(a).

Gradebook

All programs, regardless of location or mode of delivery, are qualitatively consistent and have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

HLPAE uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupations studied and (b) notations of completion of and/or withdrawal from programs, are maintained and made a part of his/her record.

Grades should be input in the electronic gradebook located in Web Attendance. It is the teacher's responsibility to maintain a record of students' progress.

Guest Speaker

An excellent way to bring variety into teaching is to invite a guest speaker to your class. The program administrator *must approve the guest speaker prior to the presentation.* Guest speakers are not paid honorariums. All visitors/guest speakers are required to sign in at the office prior to visiting classes.

HISET Testing

HLPAE is an approved ETS HiSet testing center that offers both paper and computer based HiSet testing. Students must register in person at the Willow Front Office.

HLPnet (Internet)

See: http://eros.enet.hlpusd.k12.ca.us/hlpusdStatus/Status/Health

Injuries at Work

See: **Accidents – Staff or Student, page 15.**

In-Service and Professional Development

Various in-service activities may be held throughout the year. Teachers who work 18 hours or more may also be scheduled to attend a monthly meeting, per contract language. Professional Development activities may be applied to meet credential renewal requirements.

Inventory

Each teacher is responsible for the safekeeping and use of all property and materials purchased by the school. The records of all school equipment and materials must be updated on a regular basis. Employees are not to move any equipment from one room to another room or building without first receiving approval from a program or site administrator. Many items are purchased through special funding and must be tracked accordingly. Report any missing equipment to the program administrator. Inventory will be reviewed annually. (See also Equipment p.23)

Keys

The program administrator issues keys on an as needed basis. **All lost keys must be immediately reported to the administrator on duty.** Rooms not supervised by a teacher must be locked. Keys must never be given to a student or duplicated for any purpose; they must remain in your possession at all times. You may be financially responsible for lost keys.

Lesson Plans

Lesson plans are a required part of a teacher's daily preparation. Administration/Management will require a lesson plan for each classroom observation as a part of the evaluation process. Teachers must also provide at least three lesson plans to the office manager and/or to their supervisor in the event that a substitute is needed for coverage. Please see you program administrator regarding the requirements for lesson plans and emergency lesson plans. Assignments, quizzes and tests related to lesson plans should be inputted in the electronic gradebook in Web Attendance.

Mailboxes

Staff mailboxes are located at the main office of each site. Please check your mailbox each day and empty it at the end of each week.

Personal Belongings

Personal belongings left in the classroom will be cleaned out, and discarded at the end of each academic year. All personal belongings MUST be taken out of the classrooms before the last day of school of each fiscal year. If left after the current fiscal school year ends, the School District claims no responsibility in lost, stolen, discarded, broken, etc. of personal items that do not belong to the school.

Placement Procedures

All faculty and staff must be familiar with the placement services available to students. Services include, but are not limited to: Job Specialist counseling, Employment Skills classes, Career Preparation tutorials, job referrals, assistance with state licensure applications, State Board preparation, and more. CTE teachers will be required to perform follow-up procedures of their graduate completers, maintain, monitor, and submit data regularly. Please see the Accountability Requirements and the HLPAE Follow-Up and Placement Plan.

Professional Organizations

The California Council for Adult Education (CCAE) is the only professional organization for adult schools that include teachers, administrators, and classified personnel. This organization retains a lobbyist and sponsors legislation concerning the future of adult education. Please see a CCAE chapter representative for additional details.

Rescheduling Classes

Only the program administrator has the authority to modify or reschedule classes. If it is necessary to make any change in the time or location of a class, the program administrator will arrange for all students to be informed regarding the change that must be taken.

Resignations

Employees who wish to terminate their employment should complete the district form and submit it to their administrator as soon as possible. Such situations should be discussed with the administrator before submitting written notice. If at all possible, sufficient time should be allowed for the administrator to obtain a suitable replacement.

Retention of Students

The adult school policy is to continue classes to the end of the course, if a minimum level of student attendance is maintained. **If your class is consistently below 17, the class may be canceled.** Please encourage students to attend regularly. Since income from attendance supports the program, retaining students is in everyone's best interest. Teachers may use Web Attendance to contact students to encourage them to return to class by phone, mail, or email.

Room Responsibility

Since many staff members share space, please be considerate of others who share your room. Adult school equipment and supplies are for the use of all adult school staff unless otherwise noted.

- Teachers should leave their classroom in good order:
- Return equipment and furniture to original configuration;
- Erase chalkboards or white boards;
- Secure windows before leaving;
- Return computer screens to their original settings;
- Lock all doors;
- Report problems to the office immediately.

Sexual Harassment

Sexual harassment of or by an employee or student will not be tolerated. Sexual harassment is a serious offense that can result in disciplinary action including suspension or expulsion. Please review the Board Policy. (See Annual Employee Reminders)

Smoking/Vaping on Campus

Smoking on campus is prohibited. See: **Tobacco Free Workplace**

Student Referral

See Discipline Action

Substitute Teacher Material

The teacher must prepare detailed written instructions for a substitute teacher. Instructors should include class assignments and lesson plans for each day the teacher is absent. ***There should be three emergency lesson plans on file with your program administrator at all times.*** **Teachers are not to secure their own substitutes.**

Substitute Pay

Any hours worked as a substitute teacher are paid at a flat rate per hour, per contract. All *substitute hours are recorded on the Adult Education Substitute Hourly Time Sheet*. The time sheet is submitted bi-monthly and paid eight working days after the end of the pay period.

Supplies

Supply requests are submitted to your program administrator for approval. If there are materials that you need on a regular basis, please plan and order them ahead of time. Supplies purchased without administrator's approval will not be reimbursed.

Technology Assistance

All staff must report the need for technology services to the Office Manager and/or Administration who will submit an iHeat ticket using the district website.

Telephones

Employees should not use the telephone for personal calls during working hours. Staff may make local calls during their breaks. Classroom telephones are not for student use. See: **Cell Phones**

Textbooks

Various CTE textbooks may be purchased at the main office. Special arrangements can be made for classes that are not at the main sites. Please see your program administrator for assistance. Book inventories must be maintained and receipts are issued to students when purchasing books.

Timesheets - Teachers

All timesheets are located in the main office. Timesheets and mileage forms need to be turned in on time. Late timesheets and mileage subject the district to significant fees and penalties that will be charged back to programs and that will impact what funds will be available to the department. Plan on turning timesheets in 2 to 3 days early to allow managers time to review, sign and deliver. Staff that turn in late timesheets will need to meet with managers regarding this issue to ensure that it does not occur again.

Certificated Annualized (Monthly) - uses form #1059 which is submitted weekly.   Timesheets are located in the main office. Each day, initial or bubble in the appropriate box and sign your name in the space provided. By Friday all timesheets should be signed. 10 MONTH/Monthly employees are paid on the first working day of the month.

Certificated Hourly - uses form #1017-2 which is submitted monthly. See office manager for schedule. Each pay period for hourly certificated employees begins on the 19th of each month and ends on the 18th of the following month. Hourly classified employees are paid on the 5th of each month. If the 5th falls on a Saturday or Sunday, payday will be the day before.

Timesheets – Classified

Classified Monthly (11/12) – are submitted weekly. Timesheets are located in the main office. Each day, initial or bubble in the appropriate box and sign your name in the space provided. By Friday all timesheets should be signed. All 11 and 12 Month employees are paid on the last day of the month. If the last day falls on a weekend/holiday, payday will be the day before.

Classified Monthly (10 months) – uses form #1059 which is submitted weekly.   Timesheets are located in the main office. Each day, initial or bubble in the appropriate box and sign your name in the space provided. All 10 MONTH/Monthly employees are paid on the first working day of the month. If the last day falls on a weekend/holiday, payday will be the day before.

Classified Hourly – uses form #1015 which is submitted monthly. See office manager for schedule. Each pay period for hourly classified employees begins on

the 19th of each month and ends on the 18th of the following month. For every pay period, 2 timesheets are due per pay period (i.e. 19 – 30 and 1 – 18). Hourly classified employees are paid on the 5th of each month. If the 5th falls on a Saturday or Sunday, payday will be the day before.

Tobacco Free Workplace

HLPUSD enacted a tobacco free workplace effective January 1, 1994. **The code prohibits the use of tobacco on school property owned, leased, or rented and within all school vehicles.**

Uniform Complaint Procedures

The Governing Board recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall follow uniform compliant procedures when investigating complaints alleging unlawful discrimination based on age, actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. See BP1312.3 (a).

Vacations - Classified

Classified must complete and submit a vacation request to their supervisor for approval. Ten month employees should take their vacation during the months they are assigned to work. Summer vacations may be approved by supervisors for employees whose assignments are for eleven or twelve months.

Visitors

Visitors are welcome in all of our classes with the permission of the program administrator. They must check in at the front office. *Under no circumstances shall visitors sign the ADA sheet for attendance purposes or be counted as a class member.* Children are not allowed in classrooms or offices unless it is a parent education class specifically including children.

HACIENDA LA PUENTE
ADULT EDUCATION

District Map and School Locations

Main Campuses

Willow Center

(626) 934-2801
14101 E. Nelson Ave. La Puente, CA 91746

Office Hours:
Monday - Thursday   8 AM - 7 PM
Friday   8 AM - 4 PM

Dibble Campus

(626) 933-8305
1600 Pontenova Ave. Hacienda Heights, CA 91745

Office Hours:
Monday - Thursday   8 AM - 7 PM
Friday   8 AM - 3:30 PM

Hudson Adult Learning Center

(626) 934-6761
445 N. Glendora Ave.   La Puente, CA 91744

Office Hours:
Monday - Thursday   8 AM - 7 PM
Friday   8 AM - 3:30 PM
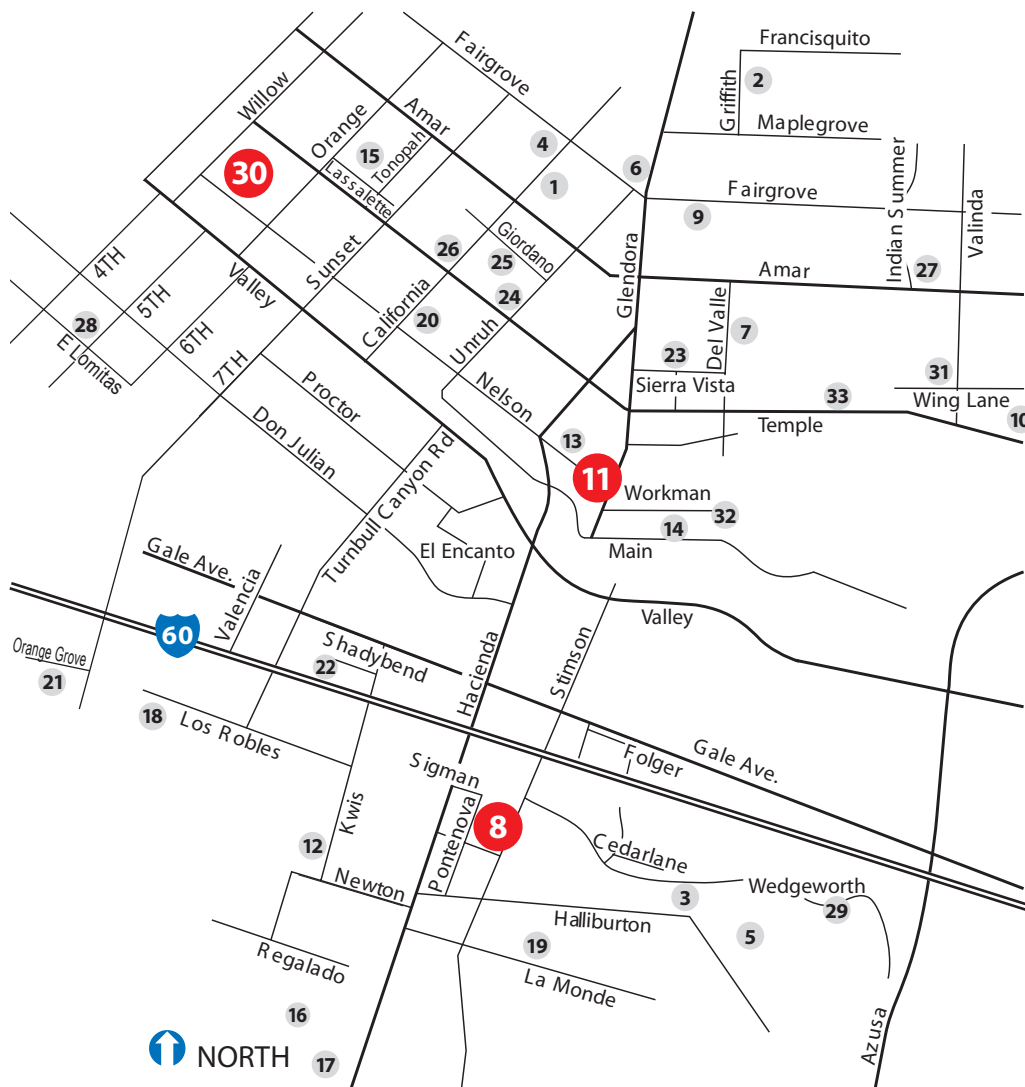
1. **Amar Center**
   1000 N. California Ave., LP
2. **Baldwin Academy**
   1616 Griffith, LP
3. **Bixby Elementary**
   16446 Wedgeworth Dr., HH
4. **California Elementary**
   1111 California Ave., LP
5. **Cedarlane Academy**
   16333 Cedarlane Dr., HH
6. **Delhaven Community Center**
   15135 E. Fairgrove, LP
7. **Del Valle Elementary**
   801 N. Del Valle, LP
8. **Dibble Campus**
   1600 Pontenova, HH
9. **Fairgrove Academy**
   15540 E. Fairgrove, LP
10. **Grandview College Prep**
    795 N. Grandview, Valinda
11. **Hudson Adult Learning Ctr**
    445 N. Glendora, LP
12. **Kwis Elementary**
    1925 S. Kwis, HH
13. **La Puente High School**
    15615 E. Nelson, LP
14. **La Puente Senior Center**
    16001 E. Main, LP
15. **Lassalette School**
    14333 Lassalette St., LP
16. **Los Altos Elementary**
    15565 Los Altos Dr., HH
17. **Los Molinos Elementary**
    3112 Las Marias Dr., HH
18. **Los Robles Elementary**
    1530 Ridley Ave., HH
19. **Mesa Robles School**
    16060 Mesa Robles, HH
20. **Nelson Elementary**
    330 N. California Ave., LP
21. **Orange Grove Middle School**
    14505 Orange Grove Ave., HH
22. **Shadybend Training Center**
    15430 Shadybend, HH
23. **Sierra Vista Middle**
    15801 Sierra Vista Ct., LP
24. **Sparks Elementary**
    15151 Temple Ave., LP
25. **Sparks Middle**
    15100 Giordano St., LP
26. **Temple Academy**
    635 California, LP
27. **Valinda School of Academics**
    1030 Indian Summer, LP
28. **Valley Adult Campus**
    14162 E Lomitas Ave., LP
29. **Wedgeworth Elementary**
    16949 Wedgeworth, HH
30. **Willow Center**
    14101 E. Nelson, LP
31. **Wing Lane Elementary**
    16605 Wing Lane, LP
32. **Workman Elementary**
    16000 Workman, LP
33. **Workman High School**
    16303 E. Temple, LP

NORTH

Map not to scale.

HACIENDA LA PUENTE
ADULT EDUCATION

Other Information and Sample Forms

ADULT EDUCATION DIPLOMA REQUIREMENTS

The following directives shall be applicable to the graduates as of July 1, 2005 and thereafter.

1.   Credits - 200 credits required

a.   Maximum Credits per Year

        Any number of credits may be earned during the year.

b.   Adult Basic Education

        Credit for adult basic education courses may be granted toward a high school diploma
        upon receipt of grades and credits from the adult basic education teachers.

c.   Credit Earned Per Course

        For each academic course successfully passed, five units of credits shall be granted.
        Partial credit may be granted.

d.   Credits Granted by a Director/Site Administrator

        A director/site administrator has the authority to issue credits toward graduation in a
        program of studies developed for this specific purpose and which meets the above
        criteria.

e.   Minimum Credit Requirement for Establishing Residency

        A minimum of five credits must be earned in residence in the adult program in conjunction
        with meeting the other requirements in order to be eligible to receive a diploma.

f.   Credit by Evaluation

        (1)   Student with records

                 Counselors will evaluate courses previously taken compared to adult courses and
                 diploma requirements. Credit will be awarded for those courses that the counselor
                 judges appropriate to district standards.

        (2)   Student without Records

                 In the event of unattainable official school records for a student 18 years of age or
                 over, the counselor may, based on satisfactory evidence, establish a level of
                 credits earned by evaluation.

2.   Course Requirements

a.   English Language Arts - 40 Credits Required

        (1)   All English course offerings are applicable to meet the requirement.

b.   Social Science - 30 Credits Required

(1)   All social science diploma requirements shall be met by the courses of study in World Studies, U.S. History, Civics, and Economics. Other Social Science courses may be used for additional academic and/or elective credit.

c.   Mathematics - 30 Credits Required

    (1)   All math course offerings are applicable to meeting the requirement:

    (2)   All students must complete coursework in mathematics that meets or exceeds the rigor of the academic content standards for Algebra 1.

d.   Science - 30 Credits Required

    (1)   Biological, Physical and earth Sciences shall be used to meet the Science graduation requirement.

    (2)   At least one year of science shall be a life/biological science course.

      e. Fine Arts, Visual/Performance Arts or Foreign Language - 10 Credits Required.

    (1)   For visual/performing arts credit, the following are applicable:

- Art
- Dance
- Humanities
- Drama
- Music

This requirement may be met with a combination of courses from the above applicable areas.

(2)   The Foreign Language requirement shall be met with 10 credits of the same language.

    Credit may be granted to foreign students who studied their native language through formal schooling in their former country corresponding to the high school level of education.

      f. Vocational Education or Additional Academic Course Work - 20 Credits Required.

    (1)   The vocational education requirement shall be met with credits taken in one of the following areas:

- Health careers
- Automotive
- Business careers
- Community vocational training
- Cosmetology
- Trades and service occupations

(2)   The additional academic course work shall be met with credits taken beyond the prescribed amount required in English language arts, social science, mathematics and science.

g.   Electives - 40 Credits Required

May be taken from any of the adopted course offerings.

(1)   Military Service or Work Experience.

Up to 40 credits may be granted for honorable military services and/or work experience. One unit of credit will be granted for each 30 hours of verified work.

To receive eligible military and/or work experience credit, a student shall provide verification on one of the following:

- Official military letterhead
- Official employer letterhead
- Honorable discharge document
- Payroll document

h.   Demonstration of Competency

(1)   All adult students are required to pass the California High School Exit Examination (CAHSEE).

(2)   Computer literacy - pass a course containing the district designated computer literacy content or pass the district computer literacy test.

Approved: 02/01/2003
Revised: 06/08/2006
Revised: 08/31/2010

30 THINGS TO KNOW FOR SURE ABOUT ADULT LEARNING

Motivation to Learn

1. Adults seek out leaving experiences in order to cope with specific life changing events, e.g., marriage, divorce, a new job, a promotion, being fired, losing a loved one, moving to a new city.
2. The more life change events an adult encounters, the more likely he or she is to seek out learning opportunities. Just as stress increases as life-change events accumulates, the motivation to cope with change through engagement in a learning experience increases.
3. The learning experiences adults seek out on their own are directly related-at least in their perception to the life-change events that triggered the seeking.
4. Adults are generally willing to engage in learning experiences before, after, or even during the actual life change event. Once convinced that the change is a certainty, adults will engage in any learning that promises to help them cope with the transition.
5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging learning experiences.

Curriculum Design

1. Adult learners tend to be less interested in, and enthralled by survey courses. They tend to prefer single concept, single-theory courses that focus heavily on the application of the concept to relevant problems. This tendency increases with age.
2. Adults need to be able to integrate new ideas with what they already know if they are going to keep-and use-the new information.
3. Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly.
4. Information that has little "conceptual overlap" with what is already known is acquitted slowly.
5. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.
6. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trail-and-error ventures.
7. Adults tend to take errors personally and are more likely to let them affect their self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks.
8. The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with the learner. Some instruction must be designed to effect a change in belief and value systems.
9. Programs need to be designed to accept viewpoints from people in different life stages and with different value "sets."
10. A concept need to be "anchored" or explained from more than one value set and appeal to more than one developmental life stage.
11. Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional, they select more than one medium for learning, and they desire to control pace and start/stop time.

12. Nonhuman media such as books, programmed instruction and television have become popular with adults in recent years.
13. Regardless of media, straightforward how-to is the preferred content orientation. Adults cite a need for application and how-to information as the primary motivation for beginning a learning project.
14. Self-direction does not mean isolation. Studies of self-directed learning indicate that self-directed projects involve an average of 10 other people as resources, guides, encouragers and the like. Nevertheless, even for the self-professed, self-directed learner, lectures and short seminars get positive ratings, especially when these events give the learner face to face, one to one access to an expert.

In the Classroom

1. The learning environment must be physically and psychologically comfortable; long lecture periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
2. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts. Bad experiences in traditional education, feelings on authority and the preoccupation with events outside the classroom affect in-class experiences.
3. Adults have expectations, and it is critical to take time early on to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own expectations, not for those of students.
4. Adults bring a great deal of life experiences into the classroom, invaluable assets to be acknowledged, tapped and used. Adults can learn well and much from dialogue with respected peers.
5. Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check-or compensate for it by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.
6. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance.
7. The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it up. When they shelve egos and stifle the tendency to be threatened by challenge to plans and methods, they gain that kind of facilitative control needed to effect adult learning.
8. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less advocate than orchestrator.
9. Integration of new knowledge and skill requires transition time and focused effort on application.
10. Learning and teaching theories function better as resources than as a Rosetta Stone. A skill-training task can draw much from the behavioral approach; for example, while personal growth centered subjects seem to draw gainfully from humanistic concepts. An eclectic, rather than a single theory based approach to developing strategies and procedures, is recommended for matching instruction to learning tasks.

Andre Hamil
We help our MHN members get the support they need.

Your Employee Assistance Program

How can we help?

Life can be complicated. With MHN, getting help is easy.

Your EAP is here to help with life's many challenges. MHN provides the following services, paid for by your employer.

Problem-solving support

Call us for help with life's ups and downs. We're here 24/7 to connect or refer you to a professional who can help with:

- Marriage, family and relationship issues.
- Problems in the workplace.
- Stress, anxiety and sadness.
- Grief, loss or responses to traumatic events.
- Concerns about your use of alcohol or drugs.

When you call, you can make an appointment that works for you:

- **Face-to-face sessions** – Meet with a provider from our network (for example, a counselor, marriage and family therapist, or psychologist) in his or her office. We can provide a referral when you call us. You can also search for a provider on our member website.
- **Phone or web-video consultations** – Easily accessed support provided by a network provider or MHN consultant.

Remember that EAP services are not medical care or mental health treatment of any kind. If, in the course of a consultation, clinical problems are suspected, including drug or alcohol problems, we will offer a referral to appropriate medical or mental health services.

Work and life services

Our experts can help you balance your work with your life![1] Call us for:

- **Childcare and eldercare assistance** – We'll find out what kind of help you need caring for children or elders in your life. Then we'll give you names and numbers of providers in your area with confirmed openings.
- **Financial services** – Talk to an advisor over the phone about:
  - Budgeting
  - Credit and financial questions (investment advice, loans and bill payments not included)
  - Retirement planning
- **Legal services** – Talk to a lawyer over the phone or face to face about:
  - Civil, consumer and criminal law
  - Personal and family law, including adoption, divorce and custody issues

[1]Please contact us for details, including limitations and exclusions.

– Financial or tax matters. (Business matters are excluded. Also excluded are any disputes or actions between members and their employer, business partners, MHN, Health Net, or their affiliates.)

– Real estate

– Estate planning

- **Identity theft recovery services** – Speak with a certified consumer credit counselor who can learn more about your situation and help you create a plan. If there is a potential of ID theft, we'll connect you to an identity recovery specialist.

- **Daily living services** – Need help with errands? Planning an event or a vacation? We'll track down businesses and consultants for you. (MHN does not cover the cost nor guarantee delivery of vendors' services.)

Our member website can help with:

- Childcare and eldercare directories.

- Tips, tools and calculators to help you with finances, legal issues and retirement planning.

Health and wellness resources

Take charge of your well-being! MHN can help. Just register on our member website to:

- Assess your health and get tips for living better.

- Track progress toward your wellness goals.

- Take advantage of interactive e-learning programs.

- Find articles and videos about health topics.

Call your EAP number to learn more about our wellness coaching services – personalized support to help you set and reach your wellness goals.

This is just a summary. For details about services and eligibility, please contact MHN or your employer, or check your plan documents (such as an *Evidence of Coverage* booklet or *Summary Plan Description*).

Your privacy

EAP services are confidential. Your privacy is important to us, and it is protected by state and federal laws.

Need help?

Call toll-free, 24 hours a day, seven days a week: 1-888-327-0020
TTY users call 711.
Or visit us at: members.mhn.com
and register with the company code: reep

You are entitled to 5 face-to-face sessions or telephonic or web-video consultations for problem-solving support per incident, per calendar year.

Separate limits apply for work-life consultations.

We speak your language!

When you call MHN, free interpretation services are available in over 170 languages. We also contract with a vendor who can physically attend appointments with you, at no cost, if you need help communicating with doctors or other providers.

¡Hablamos su mismo idioma!

Cuando llame a MHN, podrá usar nuestros servicios de interpretación gratuitos en más de 170 idiomas. Además, contamos con proveedores contratados que pueden asistir en persona a las citas con usted, sin cargo alguno, en caso de que necesite ayuda para comunicarse con los médicos u otros proveedores.

我們說您的語言!

您致電 MHN 時，我們可提供 170 多種語言的免費傳譯服務。我們還聘用了翻譯人員，如果您需要翻譯人員幫助您與醫生或其他醫療服務提供者進行交流，該翻譯人員可以與您一道參加約診，該服務為免費提供。

Students may be suspended or dismissed if the act is related to a school activity or school attendance while on school grounds.

OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Classroom/Campus Disruption Willful defiance of valid authority of school officials Violation of School Rules Cheating in classroom including plagiarism Use of skateboards, skates, radios, CD's, cassettes, iPods, electronic devices, or cellular phones during class time Violation of School Dress Code and Grooming Standards Profanity, vulgarity, inappropriate language, attire, and/or ethnic slur to another person including offensive materials on clothing and personal/school items Gestures – including gang signs and/or ethnic slur	1. Warning (Informal Talk) 2. Instructor-Student Conference 3. Possible referral to counselor depending on severity 4. Possible direction to leave school/school district property promptly by the appropriate administrator or designee depending on severity. 5. Possible drop from class depending on severity 6. Possible citation by Police	1. Counselor-Student Conference 2. Student Contract 3. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 4. Possible drop from class depending on severity 5. Possible citation by Police	1. Director/Administrator-Student Conference 2. Student Contract 3. Adjustment to Program (Alternate School Site, Hours, or Program) 4. Possible dismissal from adult education 5. Possible citation by Police
Excessive unexcused tardiness, excessive absences, truancy or class cuts Daytime/ Evening loitering	1. Warning (Informal Talk) 2. Instructor-Student conference 3. Possible Counselor-Student Conference 4. Possible Student Contract	1. Counselor-Student Conference 2. Student Contract 3. Possible Adjustment to Program (Alternate School Site, Hours, or Program)	1. Counselor-Student Conference 2. Student Contract 3. Possible recommendation for drop from class/ program 4. Possible Director/Administrator-Student Conference
Use and/or possession of tobacco on campus and/or paraphernalia including lighters and matches	1. Warning (Informal Talk) 2. Instructor-Student Conference 3. Possible citation by Police (may depend on whether the student is an adult or minor on campus)	1. Counselor-Student Conference 2. Student Contract 3. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 4. Possible citation by police	1. Director/Administrator-Student Conference 2. Student Contract 3. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 4. Citation by Police 5. Possible dismissal from adult education
Setting off fire alarms	1. Restitution 2. Report to Fire/Police 3. Possible Adjustment to Program (Alternate School Site, Hours, or Program) if severe 4. Counselor-Student Conference 5. Student Contract	1. Restitution 2. Report to Fire & Police 3. Director/Administrator- Student Conference 4. Possible dismissal from adult education	
Under the influence of any controlled substance	1. Counselor-Student Conference 2. Student Contract 3. Adjustment to Program (Alternate School Site, Hours, or Program) 4. Refer student to outside intervention program 5. Refer to Police 6. Possible program-specific drug testing requirements	1. Dismissal from adult education 2. Refer to Police	

OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Intimidation or attempting to cause or threatening to cause injury to another person Aids or abets the infliction or attempted infliction of physical injury to another person Hazing	1. Report to Police depending on severity of incident 2. Counselor-Student Conference 3. Student Contract 4. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 5. Possible drop from class 6. Possible dismissal depending on severity.	1. Report to Police 2. Director/Administrator- Student Conference 3. Student Contract 4. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 5. Recommendation for drop from class/ program	
Vandalism, Graffiti, defacing school or the property of others including books Theft, or attempting to or knowingly stealing or receiving school or private property	1. Restitution 2. Refer to police 3. Counselor-Student Conference 4. Student Contract 5. Possible Adjustment to Program (Alternate School Site, Hours, or Program)	1. Restitution 2. Refer to Police 3. Director/Administrator- Student Conference 4. Student Contract 5. Adjustment to program 6. Possible dismissal from adult education	
Possession, use of or sale of imitation firearms, knives, explosives, or other dangerous weapons or objects or any item capable of causing death or great bodily harm Causing Serious Physical Injury – except in self-defense Robbery Extortion	1. Director/Administrator-Student Conference 2. Report to Police 3. Dismissal from adult education		
Sexual Harassment Hate Violence, Harassment, threats or intimidation	1. Instructor-Student conference 2. Possible Counselor-Student Conference depending on severity 3. Student Contract 4. Possible referral to police 5. Possible Adjustment to Program (Alternate School Site, Hours, or Program) 6. Possible dismissal from adult education depending on severity	1. Director/Administrator- Student Conference 2. Student Contract 3. Possible referral to Police 4. Dismissal from adult education	
Inaccurate or falsified records (forgery) Assault or fighting Making terroristic threats against school officials or school property, or both Possession, use of drugs, drug paraphernalia, or alcohol, or otherwise furnished or any controlled substance Possession or lighting of fire crackers Starting fires	1. Report to Fire/Police depending on severity of incident 2. Restitution 3. Dismissal from adult education		

Note: Many vocational programs have off-campus internships and clinical experiences that warrant additional provisions and consequences.

HACIENDA LA PUENTE ADULT EDUCATION
COUNSELING REFERRAL FORM

STUDENT: _____ COURSE/AREA: _____

1. REASON FOR REFERRAL   DATE: _____

   ☐ VIOLATION OF CLASS/SCHOOL RULES   ☐ WILLFUL DEFIANCE

   ☐ NEGLECTS HOMEWORK   ☐ POOR ACADEMIC/ VOCATIONAL PROGRESS

   ☐ HAS NOT MADE UP MISSED WORK   ☐ IRREGULAR ATTENDANCE

   ☐ HAS LOW TEST GRADES   ☐ FREQUENT TARDINESS

REFERRAL NUMBER (WITHIN CURRENT PROGRAM YEAR) _____

  INCIDENT (S) * _____

_____

_____

_____

_____

2. RECOMMENDATIONS: *

_____

_____

_____

_____

3. STUDENT'S SIGNATURE: _____ FACULTY SIGNATURE: _____

FOR COUNSELOR'S USE ONLY

NOTES ON DISCUSSION (Student's reaction, attitude, plan of action, etc.): *

_____

_____

_____

_____

STUDENT IS ON CONTRACT AS OF: _____

COUNSELED BY: _____ DATE: _____

Rev. 8/17 * If you are using the computer to type on this referral, then you must set "Line Spacing" to 1.4 for the word box only.

2019-2020
Completion, Placement, and Licensure Form
for Postsecondary Programs
-- Public and Non-Public Institutions --

			Program Names
		SAMPLE CALCULATIONS	**Your Program Name Here**
		Campus _14101 East Nelson Avenue, La Puente, CA. 91746_ .	
		Reporting Period: _July 1, 2019 – June 30, 2020_	
Enrollment	5	**Beginning Enrollment** (The number shown in row 8 from the last reporting period.)	
	6	New Enrollees (Those new students added to the roll anytime during this reporting period. Certain subtractions may apply here – see instructions.)	
	7	**Cumulative Enrollment** (Sum of Rows 5 and 6)	
	8	**Students Still Enrolled** (Students who were still enrolled in their program at the end of this reporting period.)	
Completion	9	**Non-Graduate Completers** (Students who left the program without a credential to work in the field/related field of training.)	
	10	**Graduate Completers** (Students who are no longer enrolled in the program but have earned a credential for completion of all or part of that program.)	
	11	**Total Completers** (Sum of Rows 9 and 10)	
Placement	12	**Non-Graduate Completers Employed in Positions Related to Field of Instruction** (This number must be identical to that in row 9.)	
	13	**Graduate Completers Employed in Positions Related to Field of Instruction** (Employed in Field/Continuing Education/Enlisting in Military)	
	14	**Total Completers Employed in Positions Related to Field of Instruction** (Sum of Rows 12 and 13)	
	15	**Graduate Completers Employed in Positions Unrelated to Field of Instruction**	
Licensure	16	**Graduate Completers Waiting to Take Licensure Exam** (Including those graduates waiting for examination results.)	
	17	**Graduate Completers Who Took Licensure Exam** (Students who have received latest exam results.)	
	18	**Graduate Completers Who Passed Licensure Exam**	
	19	**Graduate Completers Unavailable for Employment** (Due to health issues, incarceration, death, etc.)	
	20	**Graduate Completers Who Refused Employment** (Graduates who refused interviews, employment, or took program for personal reasons.)	
	21	**Graduate Completers Seeking Employment/Status Unknown**	
	22	**Withdrawals** (Students who left the program without earning a credential AND **without** gaining employment in the field/related field of training.)	
	23	**Sum of Rows 16, 19, and 20** (These students **do not** affect placement percentages.)	
	24	**Difference of Row 10 minus Row 23**	
	25	**Difference of Row 11 minus Row 23**	
	26	**Graduation Rate (%)**	
	27	**Total Completion Rate (%)**	
	28	**Graduate Placement Rate (%)**	
	29	**Total Placement Rate (%)**	
	30	**Licensure Exam Pass Rate (%)**	

INSTRUCTIONS

Annual Completion, Placement, and Licensure Form
For POSTSECONDARY Programs

-- Public and Non-Public Institutions –

At the top of the form, list the reporting year (end date - month & year) for which you are providing information. The reporting year listed <u>must</u> cover 12 months. Institutions may choose the most recent 12-month period that provides accurate and complete data for all of the rows on this form. The reporting period selected can be any consecutive 12-month period starting no earlier than **April 1, 2015** and ending no later than **June 30, 2017**. Data must be reported for all programs shown on the latest COE Approved Programs List.

Row 5	***Beginning Enrollment:*** the total number of students enrolled in the program on the **first day** of the reporting period (12 consecutive months). *Students continuing enrollment in their programs from the prior Annual Report reporting period. (This number should be the same number from the prior reporting period shown in Row 8 – Students Still Enrolled.).* *(The number of students enrolled in a program on the first day of the reporting year means the number of students enrolled in each program on the last day of the previous reporting year AND remained in school on the first day of the current reporting year.)*
Row 6	***New Enrollees:*** The number of new, unduplicated enrollments for the program <u>during</u> the reporting period, minus allowable subtractions.
Allowable Subtractions	***Subtract students from Row 6: New Enrollees who belong in any of the following categories:*** ____ A. Students who transferred to another program **within** the institution; ____ B. Students who received a 100% refund of tuition after withdrawal from the program or those who stopped attending class after the first day; ____ C. Students documented to be unavailable to earn a credential in their programs due to situations such as pregnancy, other serious health-related issues (physical/mental/behavioral), caring for ill family members, incarceration, death, etc.; ____ D. Students who left their program of study before completion to serve with a foreign aid service of the Federal government, such as the Peace Corps; to serve on an official church mission; or, due to military duty activation or relocation (for those students who are active national guard or military before and during program enrollment); and, ____ E. Secondary students (Some institutions may be required to report completion rate data for secondary students on a separate form.) _____ ***Total the number of enrollees for A, B, C, D, and E above. Subtract this total from Row 6: New Enrollees. (Keep this information on file with the final annual report and document each subtraction in individual student files.)***
Row 7	***Cumulative Enrollment***: The sum of rows 5 and 6.
Row 8	***Students Still Enrolled:*** The number of students enrolled in each program on the **last day** of this reporting period, and continuing in their program in the following reporting period. *TIP: This will be the number for 'Beginning Enrollment' for the next Annual Report reporting period.*

Row 9	**Non-Graduate Completers:** The total number of students who left a program before graduation but have acquired sufficient competencies for employment in the field of instruction or related field **as evidenced by such employment**. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 10	**Graduate Completers:** The number of students who have demonstrated the competencies required for a program and have been awarded the appropriate certificates, diplomas, and/or degrees upon completion. *TIP: The sum of rows 13, 15, 16, 19, 20, and 21 must equal the number in this row.*
Row 11	**Total Completers:** Total of rows 9 and 10. *TIP: The sum of rows 14, 15, 16, 19, 20, and 21 must equal the number in this row.*
Row 12	**Non-Graduate Completers Employed in Positions Related to Field of Instruction:** As defined, a non-graduate completer **must** be employed in the field of instruction; therefore, the number in this row **must be the same as the number reported in row 9**. (Do not include non-graduate completers placed in field from a period other than the reporting period.)
Row 13	**Graduate Completers Employed in Positions Related to Field of Instruction:** Graduates who (1) are employed in the field of instruction pursued, (2) have entered the military, or (3) are continuing their education.
Row 14	**Total Completers Employed in Positions Related to Field of Instruction:** Total of rows 12 and 13.
Row 15	**Graduate Completers Employed in Positions Unrelated to Field of Instruction:** Graduates who are now employed in fields unrelated to the field of instruction for which they enrolled.
Row 16	**Graduate Completers Waiting To Take Licensure Exam PLUS Graduate Completers who are Awaiting Results:** The number of graduates who have completed their programs of instruction and are waiting to take a state- or federally-administered licensure exam PLUS those graduates who took an exam and are still waiting for pass/fail results at the end of reporting period*. *(A licensure examination program is a program of instruction where the graduate **must** pass a licensure examination in order to become employed in the field of instruction pursued. The term 'certification' is used by the Council to describe an optional credential a student may obtain to demonstrate competency in a specialized field of work.)* *TIP: *If any completer waiting to take a licensure exam or awaiting results is already employed in a position related to the field of instruction, DO NOT include them in this row.*
Row 17	**Graduate Completers Who Took Licensure Exam:** Those graduates who have completed taking state- or federally-required licensure exams and have received pass/fail results.
Row 18	**Graduate Completers Who Passed Licensure Exam** (self explanatory) *TIP: The number reported in this row cannot exceed the number in row 17. Do not report data from graduates of prior reporting periods.*

Row 19	**Graduate Completers Unavailable for Employment:** The number of graduate completers documented to be unavailable for employment because of situations such as pregnancy, other serious health-related issues (physical/mental/behavioral), caring for ill family members, incarceration, death, etc. ALSO, graduate completers who, instead of securing traditional employment, are volunteering with a foreign aid service of the Federal government, such as the Peace Corps, or who are participating on an official church mission.
Row 20	**Graduate Completers Who Refused Employment:** The number of graduate completers for whom the institution has documented evidence that the completers failed to keep interview appointments, enrolled in the program of instruction strictly for personal use, or simply refused an employment offer in the field of instruction.
Row 21	**Graduate Completers Seeking Employment/Status Unknown:** The number of graduate completers who are currently seeking employment in the field for which they were instructed, **AND** those graduate completers who cannot be traced for follow-up purposes.
Row 22	**Withdrawals:** The number of students who withdrew from their respective programs of instruction **without** earning a credential or securing employment in their field of training. **TIP**: *These are students who cannot be subtracted from Row 6 (see Allowable Subtractions).*
Row 23	**Sum of Rows 16, 19, and 20:** Total the numbers in rows 16, 19, and 20 and enter here. **TIP:** *The number reported in this row cannot exceed the number reported in row 10.*
Row 24	**Difference - Row 10 minus Row 23:** Subtract the number in row 23 from the number in row 10 and enter the result here.
Row 25	**Difference - Row 11 minus Row 23:** Subtract the number in row 23 from the number in row 11 and enter the result in this row.
Row 26	**Graduation Rate:** A. For each program, take the cumulative enrollment number listed in row 7, subtract the number of students still enrolled listed in row 8. B. Divide the number of graduate completers listed in row 10 by the total obtained in 'A' above and multiply by 100. This is the graduate completion rate for the program.
Row 27	**Total Completion Rate:** A. For each program, take the cumulative enrollment number listed in row 7, subtract the number of students still enrolled listed in row 8. B. Divide the number of completers listed in row 11 by the total obtained in 'A' above and multiply by 100. This is the overall completion rate for the program.
Row 28	**Graduate Placement Rate:** Divide the number in row 13 by the number in row 24 for each program and multiply by 100.
Row 29	**Total Placement Rate:** Divide the number in row 14 by the number in row 25 for each program and multiply by 100.
Row 30	**Licensure Exam Pass Rate:** Divide the number who passed licensure exams (row 18) by the number who took the exams (row 17) and multiply by 100.

TIP (Finishing the Form): *To balance the figures on the form, add the figures in rows 8, 11, and 22. The result should equal the number in row 7.*

STUDENT FOLLOW-UP INFORMATION

Program Title	Instructor	Completion Date

Last Name	First Name/Middle Initial

Address	City	Zip Code

Phone No.	E-mail Address

05 Follow-up Type (After Exit)	06 Follow-up Date	07 Interview Date
1 30 Days (Instructor's responsibility) 2 60 Days (Instructor's responsibility) 3 Semester (If no contact, submit to Workforce Office)		

08 Labor Force Status	09 Type of Degree or Certificated Attained	
1 Employed Full-Time 2 Employed Part-Time 3 Unemployed 4 Not in Labor Force 5 Status Unknown	1 High School Diploma 2 Equivalency/GED 3 AA or AS Diploma/Degree 4 BA or BS Diploma/ Degree	5 Occupational Skills License 6 Occupational Skills Certificate or Credential 7 Other

10 Date Degree or Certificated Attained	11 Licensure Exam Taken:
	Date: _____ Type: _____ Passed:

12 Continuing in Post-Secondary Education	13 Continuing in Advanced Training
1 Yes Name of Institution: _____ 2 No	1 Yes Subject: _____ 2 No

14 In Military	15 In Qualified Apprenticeship
1 Yes 2 No	1 Yes 2 No

Most Recent Employer or Employer at Follow-up

16 Date Employed	17 Employer Name

18 Employer Address	19 Employer City, State, Zip

20 Contact	21 Phone

22 Position	23 Hours per Week	24 Hourly Wage	25 Follow-up Staff Name

Instructor's responsibility:
1. Obtain data by calling, email, … student(s) at the 30, 60 days and semester (05 Follow-up Type)
2. When data is obtained, input information into Follow-up Survey on Web Teacher Attendance (ASAP)
3. Submit completed form to Workforce
4. If job placement has been verified, submit a copy of company information to Designed Employee

2019-2020 Adult School Calendar

2019-2020 Adult School	First Week (Mon Tue Wed Thur Fri Sat)	Second Week (Mon Tue Wed Thur Fri Sat)	Third Week (Mon Tue Wed Thur Fri Sat)	Fourth Week (Mon Tue Wed Thur Fri Sat)	Days Taught	Holiday	School Recess
First School Month — Aug. 1 - Aug. 23	Aug. 1 2 · 3	5 6 7 8 9 10	12 13 14 15 16 17	19 20 21 22 23 24	10	0	0
Second School Month — Aug. 26 - Sept. 20	26 27 28 29 30 31	Sep. 2* 3 4 5 6 7	9 10 11 12 13 14	16 17 18 19 20 21	19	1	0
Third School Month — Sept. 23 - Oct. 18	23 24 25 26 27 28	30 Oct.1 2 3 4 5	7 8 9 10 11 12	14 15 16 17 18 19	20	0	0
Fourth School Month — Oct. 21 - Nov. 15	21 22 23 24 25 26	28 29 30 31 Nov.1 2	4 5 6 7 8 9	11* 12 13 14 15 16	19	1	0
Fifth School Month — Nov. 18 - Dec. 13	18 19 20 21 22 23	x25 x26 x27 x28* x29* x30	Dec.2 3 4 5 6 7	9 10 11 12 13 14	15	2	3
Sixth School Month — Dec. 16 - Jan. 10	16 17 18 19 20 21	x23 x24* x25* x26 x27 x28	x30 x31* Jan.1* x2 x3 x4	6 7 8 9 10 11	10	4	6
Seventh School Month — Jan. 13 - Feb. 7	13 14 15 16 17 18	20* 21 22 23 24 25	27 28 29 30 31 Feb.1	3 4 5 6 7 8	19	1	0
Eighth School Month — Feb. 10 - Mar. 6	10 11 12 13 14 15	17* 18 19 20 21 22	24 25 26 27 28 29	Mar.2 3 4 5 6 7	18	2	0
Ninth School Month — Mar. 9 - Apr. 3	9 10 11 12 13 14	16 17 18 19 20 21	23 24 25 26 27 28	30 31 Apr.1 2 3 4	20	0	0
Tenth School Month — Apr. 6 - May 1	x6 x7 x8 x9 x10* 11	13 14 15 16 17 18	20 21 22 23 24 25	27 28 29 30 May1 2	15	0	5
Eleventh School Month — May 4 - May 29	4 5 6 7 8 9	11 12 13 14 15 16	18 19 20 21 22 23	25* 26 27 28 29 30	15	0	0
Totals					**180**	**11**	**14**

Fall Classes Begin - Aug. 12, 2019
Spring Classes Begin - Jan. 6, 2020
Contract Year Ends - May 22, 2020

Staff Development Day - August 9, 2019

* Holidays
Sep. 2, 2019 - Labor Day
Nov. 11, 2019 - Veteran's Day
Nov. 28-29, 2019 - Thanksgiving
Dec. 23, 2019 -Jan. 3, 2020 - Winter Break
Jan. 20, 2020 - Martin Luther King Jr.
Feb. 10, 2020 - Lincoln's Birthday
Feb. 17, 2020 - Washington's Birthday
April 10, 2020 - Classified Holiday
May 25, 2020 - Memorial Day

x School Recess Periods
November 25 - 27, 2019
April 6, 2020 - April 10, 2020   Spring Break

x Saturday Recess Dates
November 30, 2019
December 28, 2019
January 4, 2020
April 11, 2020

Acronym List

ABE	Adult Basic Education
ACE	Adult and Community Education
ACETAHLP	Adult & Community Education Teacher Association of Hacienda La Puente
ACSA	Association of California School Administration
ACT	Adult Career Training Center
ADA	Average Daily Attendance
AEC	Adult Education Center
AIM	Adult Attendance Information Management System
AJCC	America's Job Center of California
ARC	Arts and Recreation Center
ASAP	Administrative Software Applications Program
ASE	Adult Secondary Education
ASES	After School Education & Safety
ATB	Ability to Benefit
AYES	Automotive Youth Educational Systems
CABE	California Association for Bilingual Education
CAEAA	California Adult Education Administrators Association
CAHSEE	California High School Exit Exam
CAEP	California Adult Education Program
CalPro	California Professional Development
CalSAFE	California School Age Family Education
CalWORKs	California Work Opportunity and Responsibility for Kids
CAPS	Career Aptitude Placement Survey
CARF	Commission on Accreditation of Rehabilitation Facilities
CASAS	Comprehensive Adult Student Assessment System
CATESOL	California Instructors of English Speakers of Other Languages
CBET	Community Based English Training
CBT	Computer Based Testing
CCAE	California Council for Adult Education
CDE	California Department of Education
COMPTIA	Computer Technology Industry Association
CNC	Computer Numerical Control
COE	Council on Occupational Education Accreditation
COPS	Career Opportunity Preference System
CPL	Completion, Placement, Licensure
CPR	Cardio-Pulmonary Resuscitation
CSEA	California State Employee Association
CTE	Career & Technical Education
CWA	California Workforce Association
DOR	Department of Rehabilitation
DPSS	Department of Public Social Services
EDD	Employment Development Department
ESL	English as a Second Language
ESLR	Expected Schoolwide Learning Result
FAFSA	Free Application for Federal Student Aid
GAAP	Generally Accepted Accounting Principles
GAGAS	Generally Accepted government Auditing Standards

GED	General Education Development
GROW	General Relief Opportunities for Work
HIL	Hearing Impaired Literacy
HISET	High School Equivalency Test
HLPAE	Hacienda La Puente Adult Education
HLPAA	Hacienda La Puente Administrators Association
HLPTA	Hacienda La Puente Teachers Association
HLPUSD	Hacienda La Puente Unified School District
HSD	High School Diploma
HSE	High School Equivalency
IRS	Innovative Rehabilitation Services
IT	Information Technology
IET	Integrated Education & Training
LAC	Learning and Assessment Center
LACOE	Los Angeles County Office of Education
LAN	Local Area Network
MCITP	Microsoft Windows 7 Desktop Support Technician
MCTS	Microsoft Windows 7 Configuration
MSDS	Material Safety Data Sheets
NATEF	National Automotive Technicians Education Foundation
NCOA	National Council on Aging
NCS	Networks and Computer Services Department
OTAN	Outreach and Technical Assistance Network
PAC	Performing Arts Center
PIHRA	Professionals in Human Resources Association
PIL	Programmed Individualized Lab
PPS	Pupil Personnel Services
SACS	Standardized Accounting Code Structure
SER	Service Employment Redevelopment
SEIU	Service Employees International Union
SCANS	Secretary's Commission on Achieving Necessary Skills
SLOs	Schoolwide Student Learning Outcomes
SSI	Student Success Institute
TAA	Trade Adjustment Assistance
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion (HSE Test)
TB	Tuberculosis (testing)
TE	TOPS Enterprise
TOPS	Tracking of Program and Students
TOSA	Teacher on Special Assignment
TRA	Trade Re-adjustment Act
TTY/TDD	Text Teletype/Telephone Device for the Deaf
VA	Department of Veterans Affairs
VABE	Vocational ABE
VEA	Vocational Education Act.
VESL	Vocational ESL
W7	Windows 7
WASC	Western Association of Schools and Colleges
WIOA	Workforce Investment Opportunity Act
WtW	Welfare to Work