

NORWALK-LA MIRADA ADULT SCHOOL

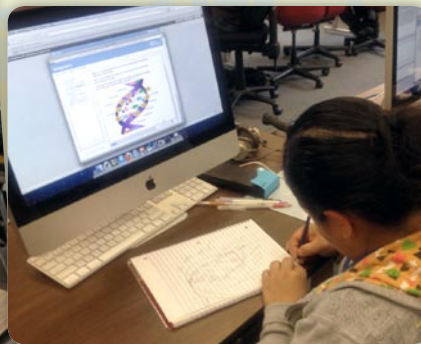
INLWMAAS 1937

EDUCATION OPENS DOORS

**NORWALK - LA MIRADA
ADULT SCHOOL**

SELF-STUDY REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
POSTSECONDARY ACCREDITATION**



MARCH 17-20, 2013

Norwalk - La Mirada Unified School District

NORWALK - LA MIRADA ADULT SCHOOL

SELF-STUDY REPORT

**WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES
POSTSECONDARY ACCREDITATION**

**NORWALK CAMPUS
15711 Pioneer Blvd., Norwalk, CA 90650**

**LA MIRADA CAMPUS
15920 Barbata Road, La Mirada, CA 90638**

MARCH 17-20, 2013

NORWALK - LA MIRADA UNIFIED SCHOOL DISTRICT

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PREFACE

The Norwalk-La Mirada Adult School (NLMAS) began its formal WASC Self-Study process in the spring of 2011, though the Schoolwide Action Plan and Expected Schoolwide Learning Results from our previous accreditation visit were a continual focus of our work over the past six years. The Co-Chairs of the Self-Study were first selected, and they assisted the school administrators in organizing Focus Groups and planning the overall strategy to accomplish the study. Representatives from each curricular and support staff department were assigned to each Focus Group, and each Focus and Programmatic Group had appointed leaders to facilitate meetings and oversee the accomplishment of each criterion goal. As steps were accomplished through the process, updates on progress and findings through classroom visits and student and staff surveys were shared with the Leadership Team and Student Council members. Student Council representatives' participation was particularly crucial to the outcome of the plan goals.

Technology was utilized in our effort to gain participation from every staff member. Face-to-face meetings were conducted for the majority of the work, but email and shared online storage resources allowed everyone to give input and access documents. On occasion, FaceTime was used to hold meetings with personnel on the separate campuses.

The Schoolwide Learner Outcomes were established on the base of 21st century learning skills. Technology has been a personal passion for many staff members, so the need to build those skills within our students rather than just acquire tools for teacher use was a welcome focus of our new action plan. Staff members realize that it is no longer a luxury to have technology equipment, but a necessity for students to achieve success in digital literacy and fluency in order to accomplish our fundamental mission.

Staff and students reported that the most informative and enjoyable aspects of our WASC Self-Study were the classroom visits and student interviews. Gaining that first-hand experience of the curriculum goals and strategies used in various departments generated greater collegiality and ownership of our adult students as a whole rather than just as members of an individual class. The "Linked Pathways" section of the plan speaks to our sincere desire to designate time for cross-departmental collaborations. That work will benefit our students as they move toward college or career as well as our staff as we increase our accountability for achieving the Schoolwide Learner Outcomes.

All staff members recognize the time and effort that will be required to accomplish the School Action Plan that was produced through our self-study work over the past two years. It will be a challenge for us, but one that has us excited about the effect it will have on our students. We are confident that the thoughtful, inclusive work that produced our action plan, including a system of review and reporting, has laid the foundation for success in its accomplishment.

Sharon Renfro Todd
Director, Norwalk-La Mirada Adult School

WASC VISITING COMMITTEE MEMBERS

Chair

Ms. Martha Young-Jones
Assistant Principal (retired)

Members

Ms. Sandra T. Bishop
Director (retired)

Mr. Tom Petrich
Coordinator
Murrieta Valley Adult School

Mrs. Blanca Rochin
Assistant Principal
Downey Adult School

Ms. Carolyn Vang-Walker
Assistant Director
Ventura Adult and Continuing Education



NORWALK-LA MIRADA SCHOOL DISTRICT

Board of Education

Ed Hengler, President

Margarita Rios, Vice President

Darryl R. Adams, Member

Karen Morrison, Member

Chris Pflanze, Member

Jesse Urquidi, Member

Ana Valencia, Member

District Administration

Dr. Ruth Pérez, Superintendent

Dr. Lila Bronson, Assistant Superintendent, Educational Support Services

Estuardo Santillan, Assistant Superintendent, Business Services

Wayne Shannon, Assistant Superintendent, Human Resources

Adult School Administration

Sharon Renfro Todd, Director

Mary Kay Stephens, Assistant Director

WASC SELF-STUDY LEADERSHIP TEAM

Elma Barajas
Janet Belo
Elisabeth Brewer
Elizabeth Chong
Linda Hodo
Marian Farber
Terri Farber

Mary Hampton-Reyes
Heather Klingsporn
Virginia Lara
Jo Lai
Mindy Noh
Jessica Sickle
Mary Kay Stephens

Sharon Todd
Robert Tully
Debbie Van Driesen
Inaam Zakaria

Lana McMillen - Retired June 2012
Susan West - Retired June 2012

WASC SELF-STUDY FOCUS GROUPS

Curriculum - Jessica Sickle (HSD), Chair

Elizabeth Chong (HSD)
Linda Gonzales (Support Staff)
Marian Farber (CTE)
Rosemarie Murphy (ESL)

Kathy Nishimoto (ESL)
Inaam Zakaria (PFCA)
Melissa Young (Student – HSD)

Instructional Program - Elma Barajas (ESL) & Heather Klingsporn (HSD), Co-Chairs

Elisabeth Brewer (CTE)
Barbara Ferry (Support Staff - CTE)
Sarah Hwang
Heather Klingsporn (HSD)
Ana Munoz (Student-HSD)
Djalma (DJ) Oliveira (Support Staff)

Bob Rockhill (ESL)
Robert Tully (ESL/HSD)

Nancy Haddad (ESL) – Retired June 2012
Lana McMillen (PFCA) – Retired June 2012

Use of Assessment - Mindy Noh (HSD) & Linda Hodo (ESL), Co-Chairs

Tom Anderson (PFCA)
Terri Farber (CTE)
Bryna Gonzalez (CTE)
Delia Grandfield (Student – CTE)
Mary Hampton-Reyes (Support Staff)

Joyce Jang (ESL)
Michael Los (ESL)
Yvonne Nettles (PFCA)
Frances Sanchez (Support Staff)

Student Support Services – Debbie Van Driesen (HSD), Chair

Trissia Baughman (PFCA)
Janet Belo (HSD)
Otto Hernandez (ESL)
Jo Lai (HSD)

Virginia Lara (Support Staff - CTE)

Susan West (CTE) – Retired June 2012

WASC SELF-STUDY PROGRAMMATIC GROUPS

High School Diploma – Jessica Sickle, Chair

Elma Barajas
Ron Carroll
Ruben Cota
Liz Chong
Susan Ellison

Janis Gevirtzman
Linda Hodo
Heather Klingsporn
Cheryl Jensen
Jo Lai

Mindy Noh
Ben Platt
Adriana Rodriguez
Robert Tully
Debbie Van Driesen

English as a Second Language – Elma Barajas, Chair

Norma Claman
Deanna Gross
Otto Hernandez
Sarah Hwang
Linda Hodo

Michael Los
Joyce Jang
Maria Kohatsu
Rosemarie Murphy
Kathy Nishimoto

Ben Platt
Bob Rockhill
Robert Tully
Kathleen Witowich

Parent, Family, and Consumer Awareness

Tom Anderson
Trissia Baughman
Pilomena Choi
Mona Doshay

Mark Hillard
Yvonne (Bonnie) Nettles
Gilda Osorio
Charlene Park

Elsa Van Leuvan
Ming-Hua Wang
Inaam Zakaria

Career Technical Education – Marian Farber, Chair

Ellie Bassi
Elisabeth Brewer
Terri Farber
Mina Garcia
Bryna Gonzalez

Anthony Green
In-Hee Kim
Chris Marquez
David Nishakawa
Charlene Park

Rosie Reed
Marianna Rhodes
Ed Weekes

Support Services – Janet Belo and Mary Hampton, Co-Chairs

Elizabeth Brennan
George Campos
Pauline Claborn
Gil Correia
Marisol Esparza
Barbara Ferry

Linda Gonzales
Bryna Gonzalez
Martha La Madrid
Virigina Lara
Irma Moya
Jose Martinez

Betsy Nunez
Djalma (DJ) Oliveria
Victoria Ortega
Esthela Ortiz
Martin Rojas
Frances Sanchez

CHAPTER

ONE



**INSTITUTIONAL, COMMUNITY, AND
STUDENT CHARACTERISTICS**

Characteristics

INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS

INSTITUTIONAL CHARACTERISTICS

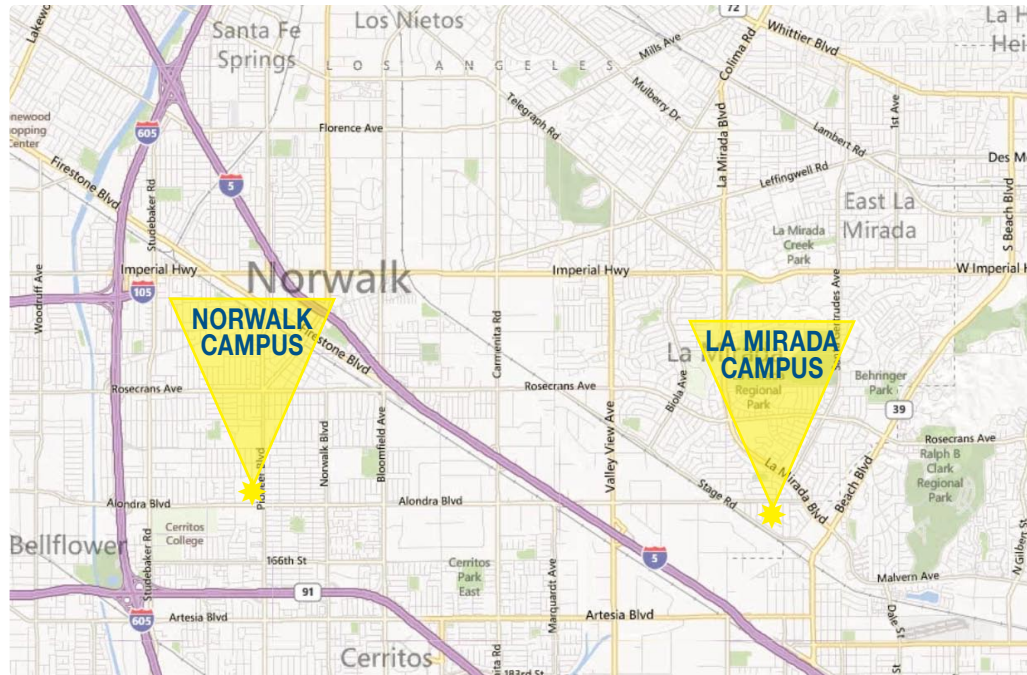
INTRODUCTION

The Norwalk-La Mirada Adult School is a member of the Norwalk-La Mirada Unified School District (NLMUSD), a district whose programs and schools have received numerous distinguished honors in its service to approximately 21,000 students within the communities of Norwalk and La Mirada. Broad opportunities for high academic achievement are offered through the district's K-12 program that includes 17 elementary schools, 6 middle schools, 3 comprehensive high schools, a continuation high school, and a community day school. The district also serves the community through its strong Adult Education, Career Technical Education, Southeast ROP, and Head Start/State Pre-School programs.

The Norwalk-La Mirada Adult School's long-held motto is "Education Opens Doors." With a proud 75-year heritage of service, the school offers 21st century-focused classes designed to meet the varied academic, career, and social needs of parents, workers, and community members. Core programs include ESL, Adult Basic Education, High School Diploma and GED, a variety of Career Technical Education classes, and life skills and functional academic classes. Classes are offered at two primary locations within Norwalk and La Mirada. Its largest site is the historic Excelsior Union High School campus in Norwalk. Its La Mirada site utilizes a former district elementary school.

The Adult School also provides classes at various NLMUSD and community sites. Distance Learning is offered at one middle and three elementary sites and a senior social dance class is offered at a middle school. Supported living and mobility skills classes are provided at institutions within the city of Norwalk including the Norwalk Senior Center, Villa Elena Rehabilitation Center, and Norwalk Meadows.

Map of Norwalk Campus and La Mirada Campus:



Adult School Main Offices:

Norwalk Campus

15711 Pioneer Blvd.
Norwalk, California 90650
(562) 868-9858

Office Hours

Monday - Thursday: 7:30 a.m. - 9:30 p.m.
Friday: 7:30 a.m. - 4:00 p.m.

La Mirada Campus

15920 Barbatia Road
La Mirada, California 90638
(714) 670-9279

Office Hours

Mon., Tues., Thurs.: 7:30 a.m. - 5:30 p.m.
Wednesday: 7:30 a.m. - 8:30 p.m.
Friday: 7:30 a.m. - 4:00 p.m.

The Adult School is committed to providing students with foundational skills that will link them to greater opportunities beyond its scope. It achieves this through challenging curriculum, a supportive and experienced staff, and an atmosphere that emphasizes communication and collaboration. Together, these elements create a safe and engaging environment in which all students can excel.

HISTORY OF THE INSTITUTION

The Norwalk-La Mirada Adult School has a rich history, dating back to 1937 when it began as the Excelsior Evening High School Adult Education Program at its current site, the Excelsior Union High School campus. Within three years, day classes were established at two off-site campuses. In 1942, the original mission statement was published:

“Classes will help to focus attention that education is a basic factor in the continuance of our democracy.”

Early in its history, classes included subjects such as poultry, rabbitry, millinery, pasteurization, air-raid warden, petroleum, production, and service station sales. Key events in the history of the Adult School include:

- 1941 - Vocation Training for National Defense (classes in Ship Fitting, Welding, and Aircraft Assembly for women)
- 1945 - Classes added for returning soldiers including oil field, welding and related industries
- 1947 - Excelsior Evening School moves to new building north of Excelsior Campus. (The new building is the first facility in California built specifically for adults.)
- 1966 - Name changed to Norwalk-La Mirada Adult School
- 1981 - Adult School moves to Los Alisos site on Jersey Ave.
- 1997 - School moves back to Excelsior site. (The facility is devoted to adult education for the first time.)
- 2012 - Norwalk-La Mirada Adult School celebrates its 75th anniversary.

The Norwalk-La Mirada Adult School is woven into the fabric of the school district and its communities. Though the mission statement and course offerings have evolved over time to meet the changing academic, career, and social needs of its communities, the primary focus on student achievement has remained resolute.

MISSION STATEMENT & THE SCHOOLWIDE LEARNER OUTCOMES

Through meetings and discussions involving all stakeholders, the following Mission Statement and Schoolwide Learner Outcomes (SLOs) have been established for the Norwalk-La Mirada Adult School.

Mission Statement:

"The mission of the Norwalk-La Mirada Adult School is to empower our community with the knowledge, skills, and cultural awareness necessary to participate effectively as responsible citizens in a global society."

Schoolwide Learner Outcomes (SLOs)

Digital Age Literacy

21st Century Learners who:

- Manage multiple forms of technology
- Respect and value diversity
- Use multiple literacies to access and evaluate global information

High Productivity

Determined and Productive Learners who:

- Are self-motivated and able to develop and reach goals for future growth
- Organize to efficiently achieve goals
- Manipulate current tools and demonstrate their effective uses

Effective Communication

Efficient Communicators who:

- Collaborate and share knowledge to achieve common goals.
- Utilize a wide range of communication skills
- Engage in meaningful interactions

Inventive Thinking

Critical Thinkers who:

- Use reasoning skills and acquired knowledge to solve problems
- Express curiosity, creativity, and a willingness to take risks
- Adapt to and manage multiple environments and tasks

GOVERNANCE AND STAFF INFORMATION

The Director, Assistant Director, Leadership Team, and Department Chairs are the primary decision makers of the Adult School with input, feedback, and approval from all stakeholders including part and full-time teachers, counseling and classified staff, District Administration, and the Board of Education.

The Norwalk-La Mirada Adult School staff currently consists of:

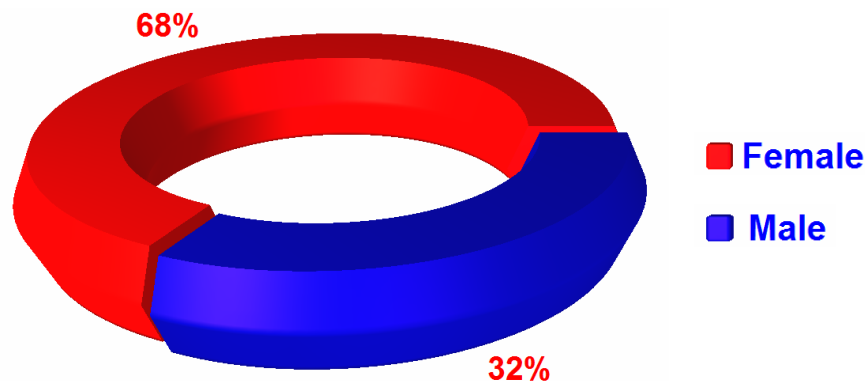
- One Director
- One Assistant Director
- Four Department Chairs
- Forty-seven full and part-time teachers
- Twenty-six classified staff

All certificated teachers hold valid and relevant credentials for their teaching subject areas.

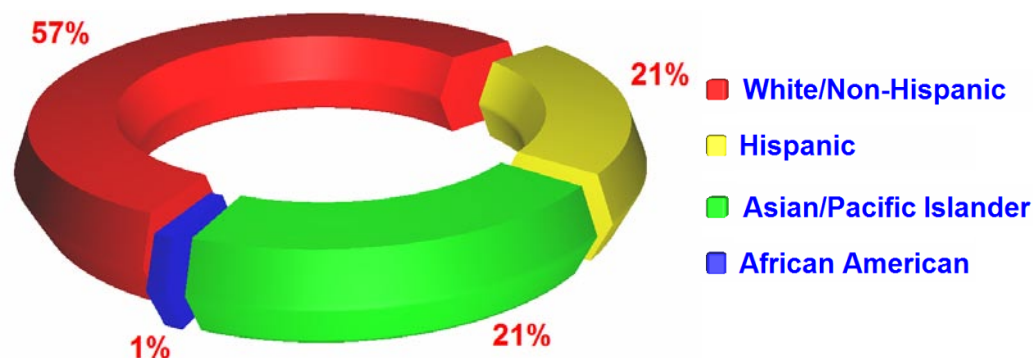
Staff Demographics Data from Survey

The following data are the results of responses collected from the Staff Demographics Survey administered in the fall of 2012.

Gender Distribution of NLMAS Staff:



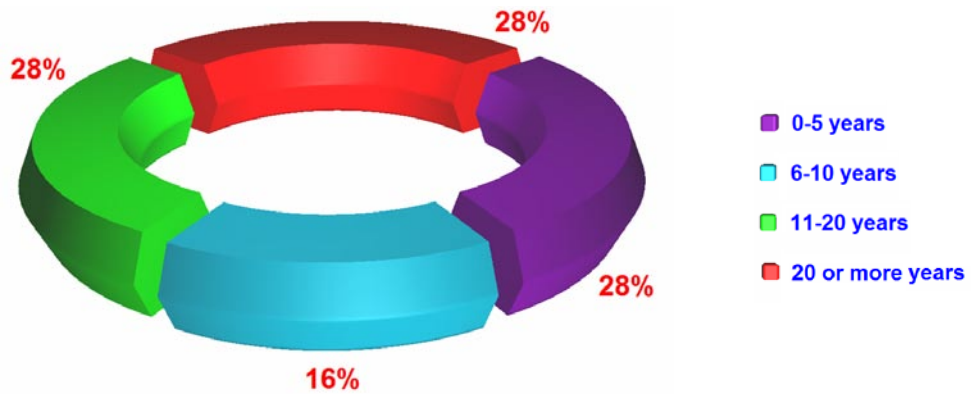
Ethnic Breakdown of NLMAS Staff:



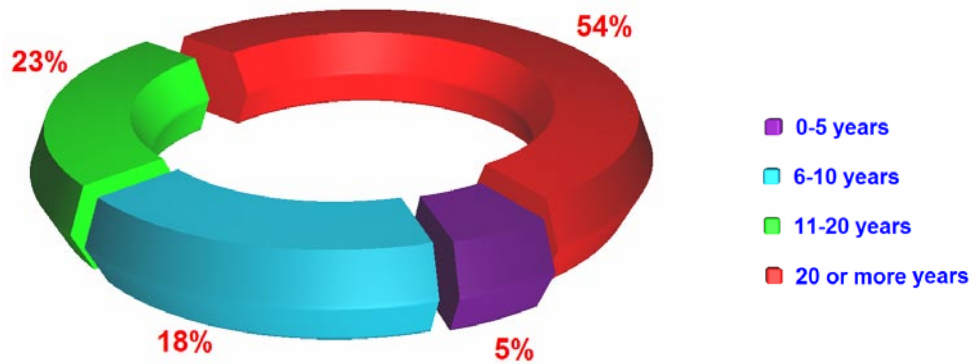
Degrees Held by NLMAS Staff:

DEGREE	NUMBER	PERCENTAGE OF TOTAL RESPONSES
AA Degree	9	16.10%
BA Degree	25	44.60%
BS Degree	6	10.70%
MA Degree	15	26.80%
MS Degree	8	14.30%
Ed.D.	1	1.80%
None of the above	16	28.60%

Years of Service at the Adult School:



Years of Service in Education:



NLMAS PROGRAMS

NLMAS currently offers the following programs:

ESL - English as a Second Language is a trimester length program that meets 4 to 5 days a week at the two campuses. Each trimester is approximately ten to twelve weeks and aligned with district holidays and breaks. A condensed ESL program is also offered during the summer months. The ESL program provides six instructional levels beginning with literacy (Level 0), beginning-low (Level 1), beginning-high (Level 2), intermediate-low (Level 3), intermediate-high (Level 4), and advanced-low (Level 5). The program, however, occasionally combines one or two of the instructional levels into one classroom during declining enrollment. ESL along with Citizenship Preparation is also available as Distance Learning at both campuses. Class sizes vary between levels and sites but range between 20 and 50 students daily.

HSD - The High School Diploma program offers semester length courses in both structured teacher-led classrooms as well as self-paced independent learning centers (including online learning). These classes are predominantly held at the Norwalk Campus both mornings and evenings. Courses for original high school credit are available for adults returning for a high school diploma. Credit recovery is also available for concurrent high school students in the afternoons and evenings. The Adult School also offers preparation and administration of the General Educational Development Test (GED) and the California High School Exit Exam (CAHSEE). Courses in Adult Basic Education (not for high school credit) are also available to improve basic skills. In the Fall of 2012, all self-paced independent learning center courses moved to online learning from traditional textbook learning. Class sizes vary between subject matter and range from the low 20s to high 40s in daily student attendance. The combined GED and ILC lab has daily attendance ranging from 30 to 50 students.

CTE - The Career Technical Education Center is EDD, CalWorks & Gain approved and offers both teacher-directed and self-paced study in computer skills needed for employment. A variety of computer classes are offered including Computer Basics, Microsoft Office 10 Suite, Adobe, and QuickBooks. Additional classes are offered to complete specific career paths. As a Certipoint Authorized Testing Center, the school delivers and administers computer-based industry certifications in MS Suite, Adobe, QuickBooks, and IC3. Most classes are approximately ten-week courses that are offered as Session I and II each semester. In addition to career path computer classes, CTE also provides classes in Notary Public, Real Estate, Medical Billing, CPR/First Aid, VESL Technology Lab, Computers for Seniors, iPad for Work or Play, Cooking, Baking and Floral Design. The average daily attendance in CTE's teacher-directed courses varies from the high teens to the 40s. The CTEC daily attendance ranges from the 20s to the 50s.

PFCA - What is currently referred to as the Parent, Family, and Consumer Awareness department includes the following courses: Beaded Jewelry, Clothing Construction and Design, Needlecraft Arts, Quilting, Painting, Oriental Brush Painting, Singing, Speaking and Acting, Yoga, Chair Exercise, Social/Square/Line Dancing, and Brain Fitness. The smallest classes are typically the painting classes which average 18 students in attendance per day while clothing and quilting classes average 34 students in attendance each class period.

TYPES OF CERTIFICATES AWARDED

Certificates of Pathway Completion

- CTEC Career Path (Gold Seal Certificates)

Certificates of Course Completion

- Computer Classes
- ESL Classes
- Distance Learning (Parenting)
- Medical Terminology
- Medical Billing
- Notary Public
- Certified Notary Loan Signing Agent
- Real Estate (Principles, Practice, & Finance)
- Floral Design
- Brain Fitness

Certificates of Attendance & Participation

- ESL Classes
- CTE Classes (Direct Instruction)

Certifications

- CPR/First Aid/AED (American Red Cross)
- Microsoft Office Specialist
- IC³
- QuickBooks
- Adobe

GED Certificate

High School Diploma

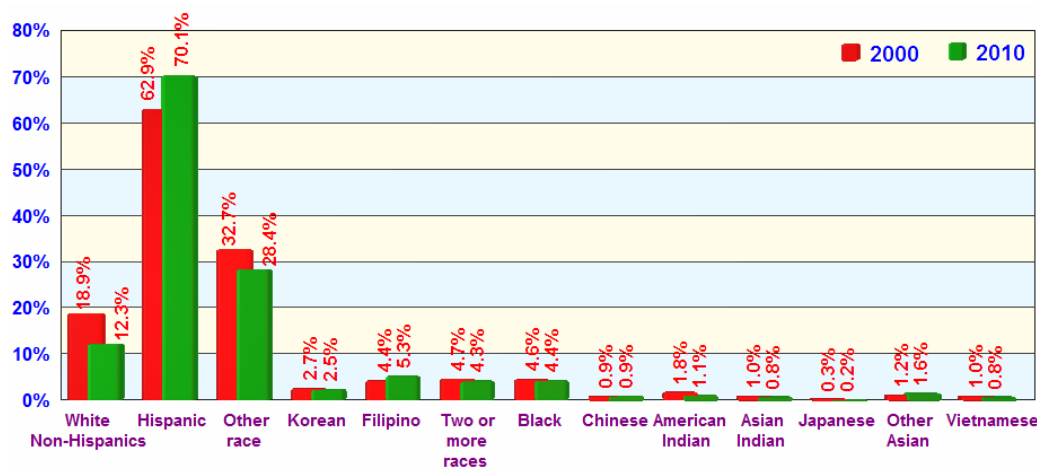
COMMUNITY CHARACTERISTICS

CITY OF NORWALK

The City of Norwalk was incorporated in August 1957. Located 17 miles southeast of Los Angeles and covering an area of 9.77 square miles, it is the home to Metrolink and Metro Greenline Stations. According to the most recent census data, Norwalk continues to be a multi-ethnic community with the following distribution of ethnicities.

Comparison Charts of Norwalk Demographics from 2000 to the 2010 Census (%)

NORWALK DEMOGRAPHICS	2000	2010
White Non-Hispanics	18.9%	12.3%
Hispanic	62.9%	70.1%
Other race	32.7%	28.4%
Korean	2.7%	2.5%
Filipino	4.4%	5.3%
Two or more races	4.7%	4.3%
Black	4.6%	4.4%
Chinese	0.9%	0.9%
American Indian	1.8%	1.1%
Asian Indian	1.0%	0.8%
Japanese	0.3%	0.2%
Other Asian	1.2%	1.6%
Vietnamese	1.0%	0.8%
MEDIAN AGE	29.7	32.5
TOTAL POPULATION	103,298	105,549



As observed in the demographics comparison data, the majority of Norwalk's population identified themselves as follows: Hispanics, Other Race, and White Non-Hispanics. Currently, the total population of Norwalk is 105,549. This is a 2.2% increase since 2000 (103,298). The median age has increased slightly from 29.7 to 32.5 since the last census.

CITY OF LA MIRADA

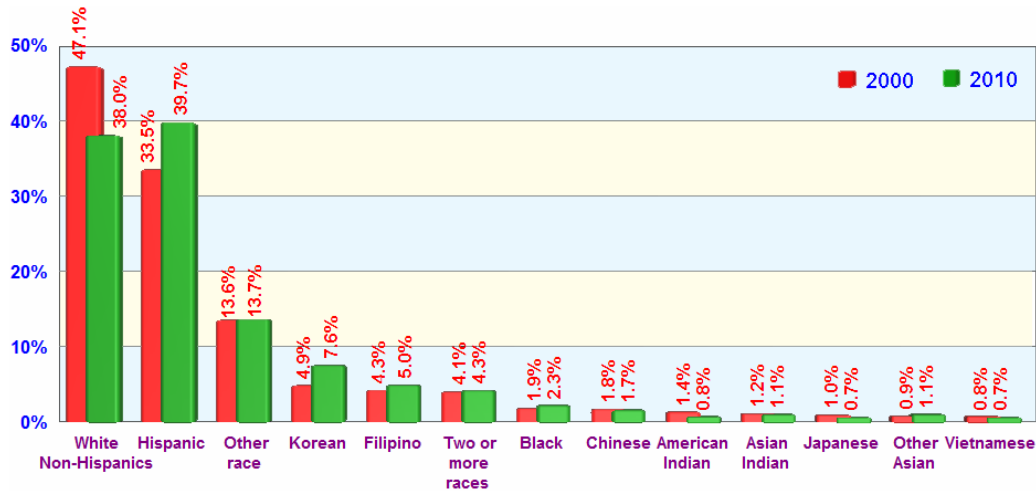
Adjoining Norwalk is the city of La Mirada, incorporated on March 23, 1960. Located southeast of Los Angeles adjacent to the Orange County line, La Mirada covers 7.78 square miles and has been recognized as a business friendly city for the third consecutive year. The total current population of La Mirada is 48,527 according to the 2010 census. This is a 3.7% increase since the 2000 census (46,783). With a current median age of 37.9, this multi-ethnic community has a population growth projection of 5.74% by 2015. Below is a breakdown of La Mirada's latest demographics as compared to the 2000 census.

Comparison Charts of La Mirada Demographics from 2000 to the 2010 Census (%)

LA MIRADA DEMOGRAPHICS	2000	2010
White Non-Hispanics	47.1%	38.0%
Hispanic	33.5%	39.7%
Other race	13.6%	13.7%
Korean	4.9%	7.6%
Filipino	4.3%	5.0%
Two or more races	4.1%	4.3%
Black	1.9%	2.3%
Chinese	1.8%	1.7%
American Indian	1.4%	0.8%
Asian Indian	1.2%	1.1%
Japanese	1.0%	0.7%
Other Asian	0.9%	1.1%
Vietnamese	0.8%	0.7%

MEDIAN AGE	35.4	37.9
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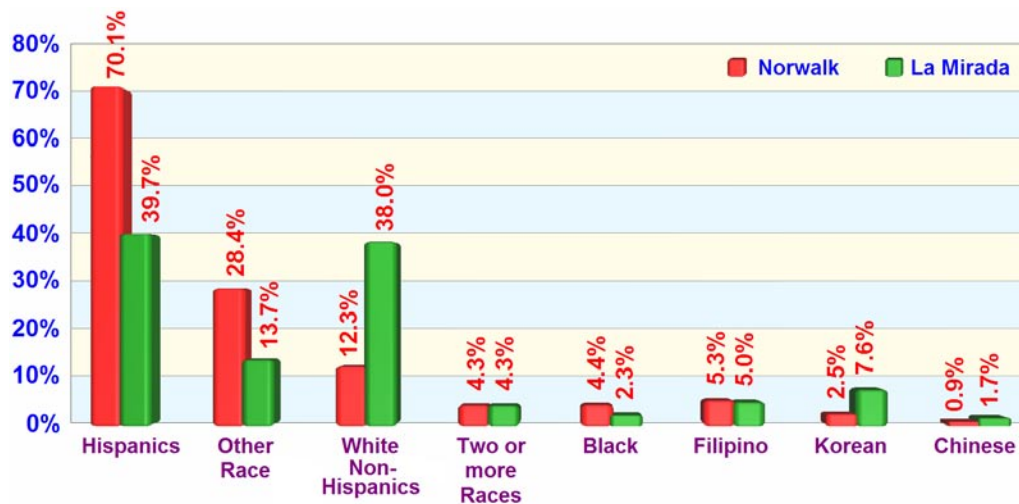
TOTAL POPULATION	46,783	48,527
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Norwalk and La Mirada, although close in proximity, are two distinct communities. Some comparisons, according to the 2005-2009 American Community Survey from the Census Bureau, are found below:

	NORWALK	LA MIRADA
Foreign born persons	35.7%	21.5%
Language other than English spoken at home	65.2%	37.5%
In labor force (16 years and over)	63.8%	62.4%
High school graduates	71.6%	87.3%
Bachelor's degree or higher	14.1%	27.7%
Median Household Income	\$47,524	\$83,235

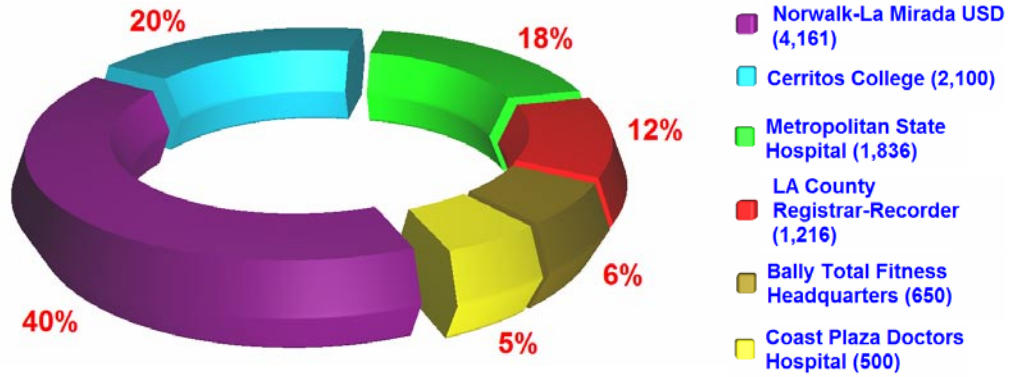
Comparison Chart of the top eight ethnicities in Norwalk and La Mirada in the 2010 Census



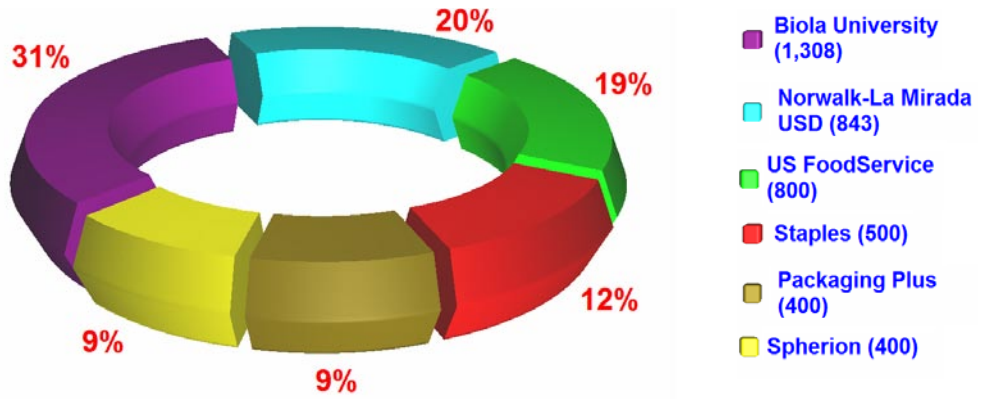
As the two cities differ in demographics, the Norwalk-La Mirada Adult School meets the needs of each community by continuing to provide somewhat different programs on the two main campuses.

PRINCIPAL EMPLOYERS FOR NORWALK AND LA MIRADA

These are the top six employers for the City of Norwalk:



The following are the top six employers for the City of La Mirada:



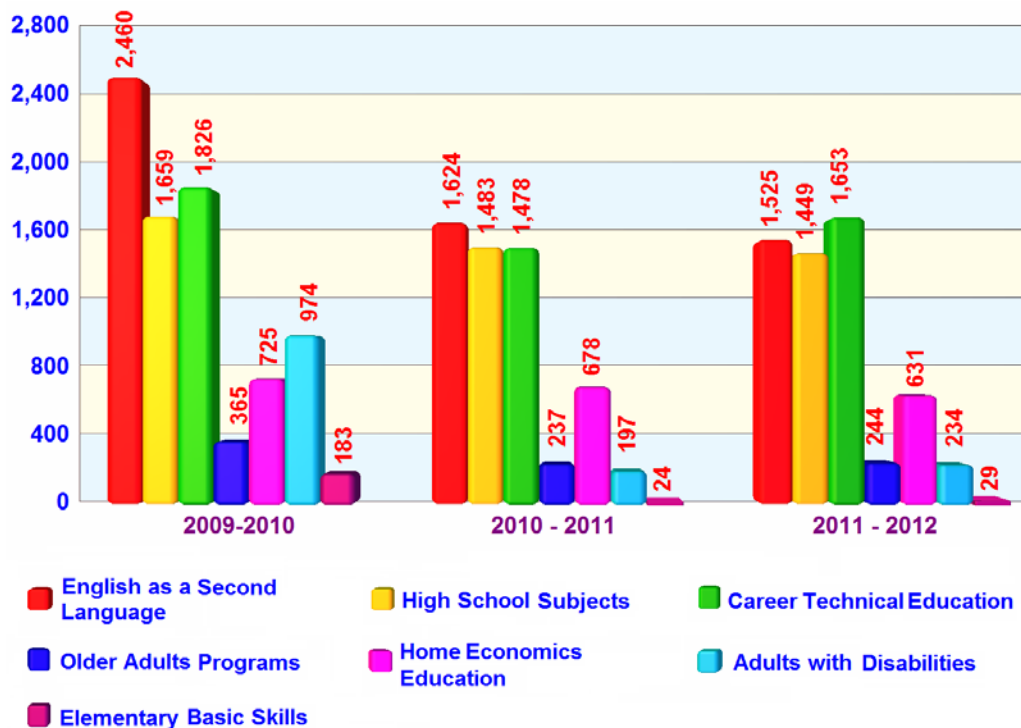
STUDENT CHARACTERISTICS

STUDENT & PROGRAM INFORMATION

The Norwalk-La Mirada Adult School offers classes in seven different program types which are subgroups of the following four departments: ESL, High School Diploma, Career Technical Education, and Parent, Family and Consumer Awareness. There were 5765 unduplicated student enrollments in the 2011-12 school year. The three primary programs with the highest number of unduplicated students are 1) Career Technical Education, 2) English as a Second Language, and 3) High School Subjects. Together, they comprise 90% of the total enrollments.

Unduplicated Student Enrollment Count by Program (2009 - 2012)

PROGRAM	2009-2010	2010-2011	2011-2012
Elementary Basic Skills	183	24	29
High School Subjects	1659	1483	1449
English As A Second Language	2460	1624	1525
Adults with Disabilities	974	197	234
Career Technical Education	1826	1478	1653
Older Adults Programs	365	237	244
Home Economics Education	725	678	631
<i>Total Unduplicated Student Enrollment Count</i>	8195	5721	5765



Since the last WASC self-study in 2007, the total number of students served has decreased by 36%. However, the comparison charts below show that while the number of adults served has been decreasing, the number of concurrents served has been steadily increasing over the years. Student race proportions remain comparable to the previous WASC report with a slight increase in our Hispanic and Asian population and a slight decrease in the White population. Currently, NLMAS is serving a student body that is predominantly Hispanic (62%), White (16%), and Asian (18%).

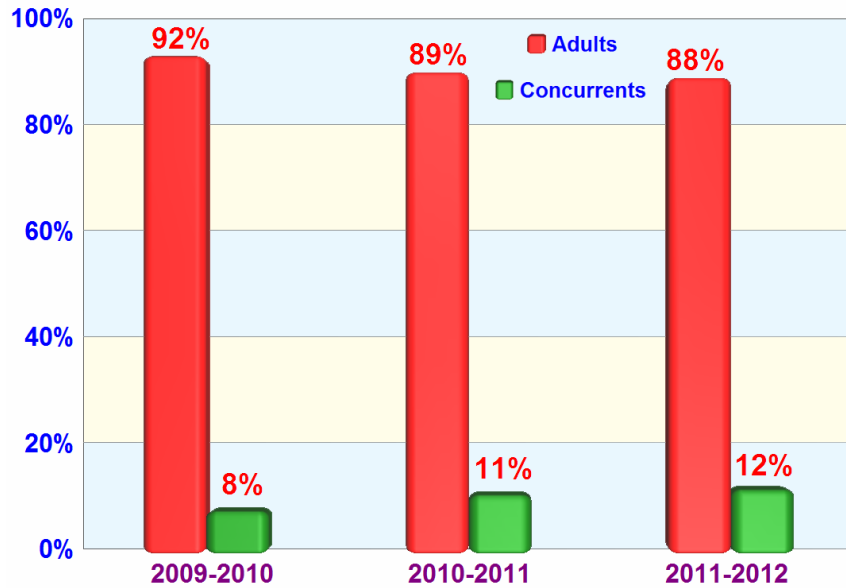
Student Ethnicity

	2005 - 2006 (reported on previous WASC report)	2009 - 2010	2010 - 2011	2011 - 2012
Hispanic	60.97%	63.00%	64.00%	62.00%
White	17.18%	19.00%	15.00%	16.00%
Asian	13.60%	14.00%	16.00%	18.00%
Unspecified	4.90%	0.41%	0.31%	0.33%
Black	1.36%	2.00%	2.00%	2.20%
Filipino	1.34%	1.00%	1.65%	1.68%
Other	0.23%	0.01%	n/a	n/a
Alaskan	0.15%	n/a	n/a	n/a
Pacific Islander	0.15%	0.13%	0.24%	0.26%
Others	0.04%	n/a	n/a	n/a
American Indian	n/a	0.17%	0.24%	0.24%

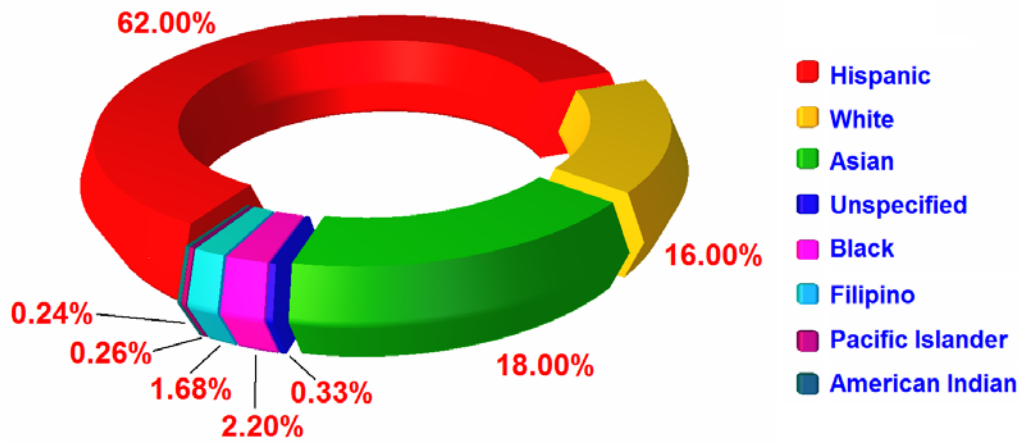
Students Served by ADA Type

	2005 - 2006 (reported on previous WASC report)	2009 - 2010	2010 - 2011	2011 - 2012
Total adults	96.00%	92.00%	89.00%	88.00%
Total concurrents	4.00%	8.00%	11.00%	12.00%

Comparison Chart of Adult vs. Concurrent Students Served (2009 - 2012)



Student Ethnicity Breakdown for 2011 - 2012

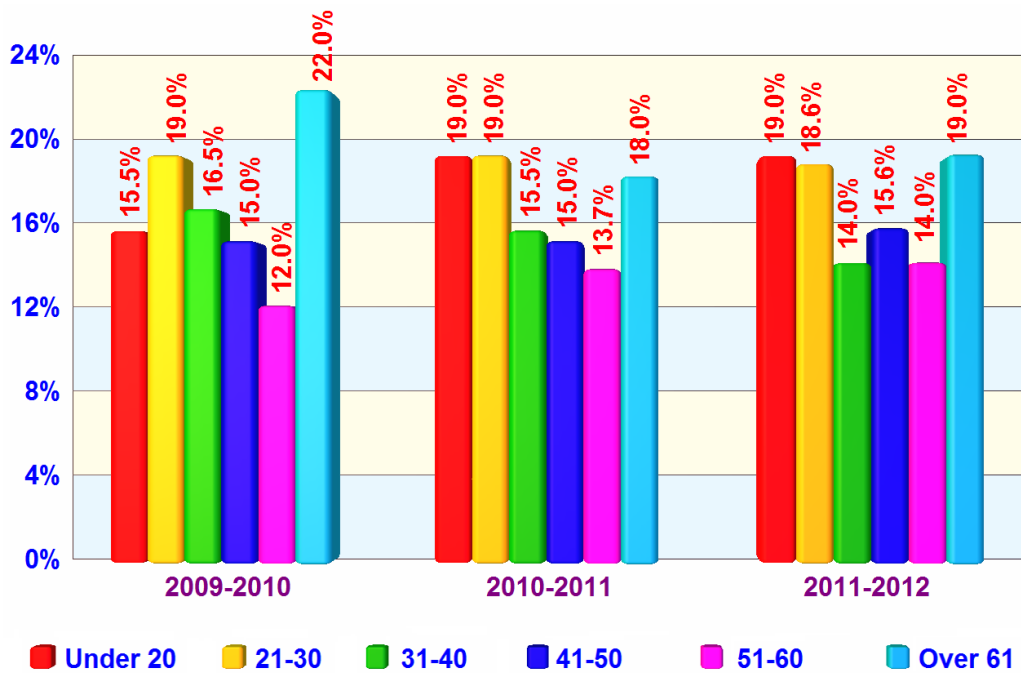


Student Age Group

The majority of the Adult School's student population remains between the ages of 21-60. They encompass more than 60% of the student population each year. However, the number of students in this age group has dropped significantly over the past two years. Students over 61 continue to make up approximately 20% of the school's population, although there has been a significant drop in this age bracket as well. In comparison, the number of students under 20 years of age continues to hold steady, and percentage-wise, has seen an increase in the past two years. As of the 2010-11 school year, 63% of the students are between the ages of 21-60, 18% are over 61, and 19% are under 20 years of age.

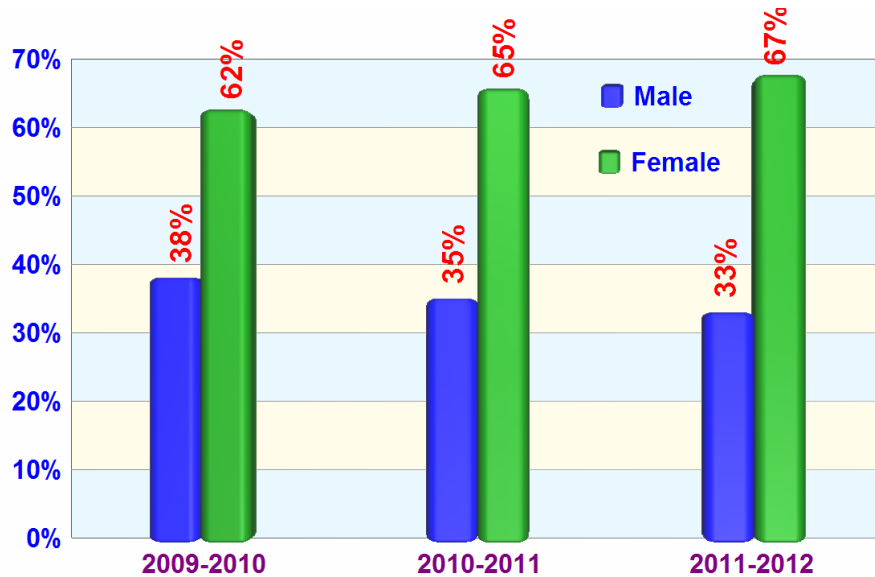
STUDENT AGE GROUP	2009 - 2010	2010 - 2011	2011 - 2012
Under 20	15.50%	19.00%	19.00%
21-30	19.00%	19.00%	18.60%
31-40	16.50%	15.50%	14.00%
41-50	15.00%	15.00%	15.60%
51-60	12.00%	13.70%	14.00%
Over 61	22.00%	18.00%	19.00%

Student Age Group Comparison Chart (2009 - 2012)



Note: Percentages may not equal 100% due to rounding.

Comparison Chart of Male and Female Students (2009-2012)

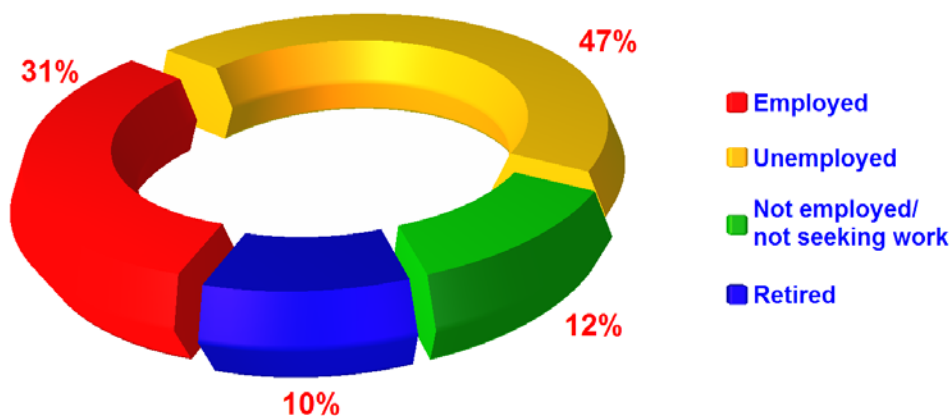


In the 2010-11 school year, 44% of the Adult School student population were unemployed. Close to 33% were employed and 23% were either retired or not employed/not seeking work. In comparison to data from the last WASC report period (2006-07 school year) where 29% of the student body reported being unemployed, there has been a 15% increase of students reporting unemployment. There has also been a 6% increase, however, in the number of employed students since the 2006-07 school year.

Labor Force Status (2011 - 2012)

LABOR FORCE STATUS	% OF TOTAL
Employed	31%
Unemployed	47%
Not employed/not seeking work	12%
Retired	10%

Labor Force Status Comparison Pie Chart for 2011 - 2012

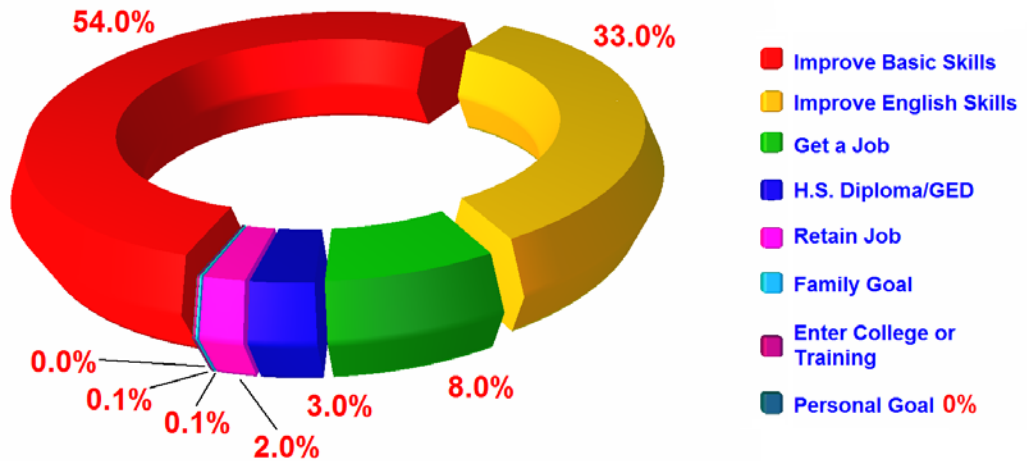


The Adult School students' primary attainable goal continues to be to "improve basic skills" followed by "improve English skills." Despite the high percentage of students that are unemployed, only 7.5% selected "get a job" as their primary attainable goal.

Primary Attainable Goals (2011 - 2012)

PRIMARY ATTAINABLE GOAL	%
Improve Basic Skills	54%
Improve English Skills	33%
Get a Job	8%
H.S. Diploma/GED	3%
Retain Job	2%
Family Goal	0.1%
Enter College or Training	0.1%
Personal Goal	0%

Primary Attainable Goal Pie Chart for 2011 - 2012

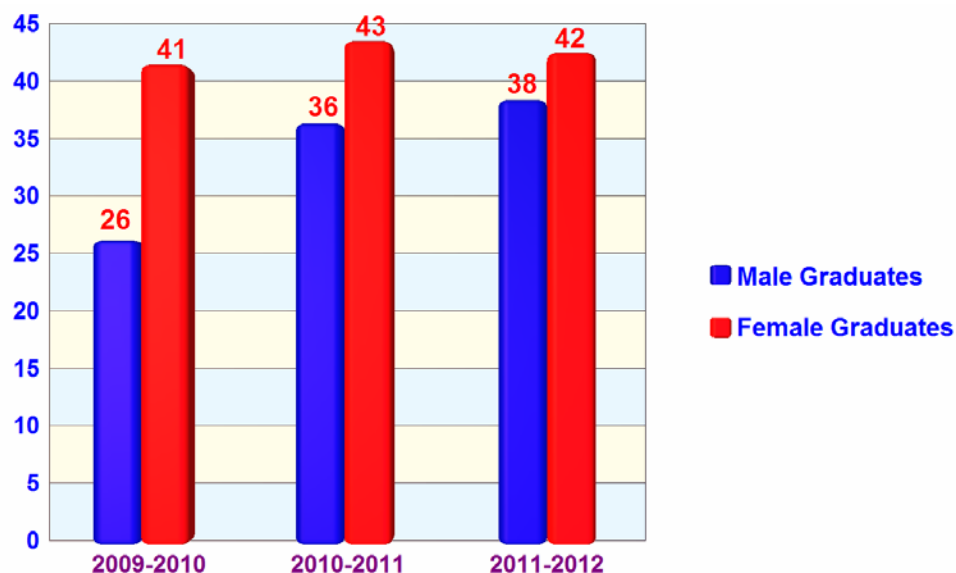


STUDENT LEARNING DATA

High School Diplomas

There has been an upward trend of graduates in the past 6 years overall. Except for 2007, the number of female graduates has exceeded the number of male graduates each year. These graduation rates do not include the number of concurrent students the Adult School serves in meeting their diploma requirements through their individual high schools each year.

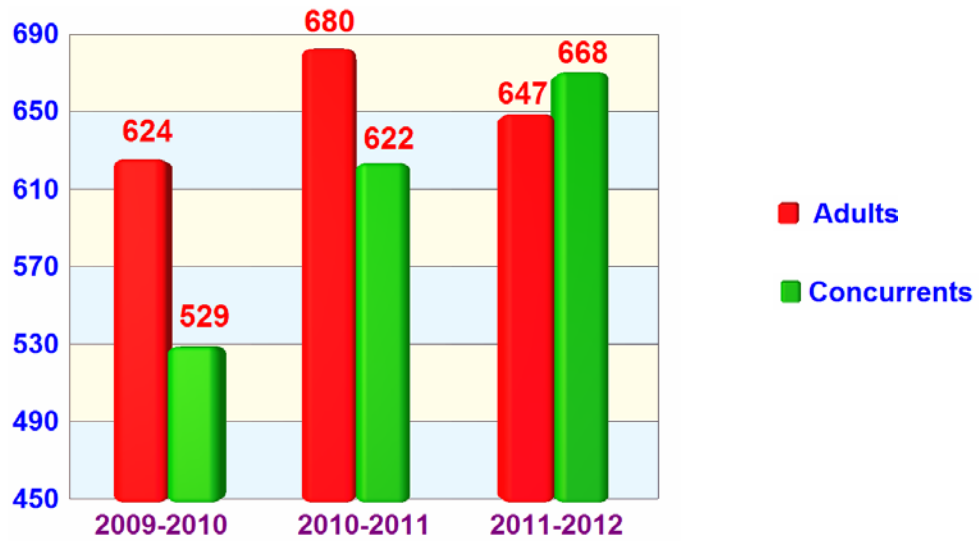
Comparison Chart of Male and Female Graduates (2009 - 2012)



High School Subjects - Total Number of Students with Earned Credit

The High School Diploma department continues to see more students successfully completing high school diploma courses and earning credits each semester. In particular, the number of concurrent high school students earning high school diploma credit has been increasing over the years in both structured, teacher-led courses and online courses through the Individualized Learning Center (ILC). In the 2011-12 school year, 647 adult students and 668 concurrent HSD students earned credit through the Adult School's High School Diploma department.

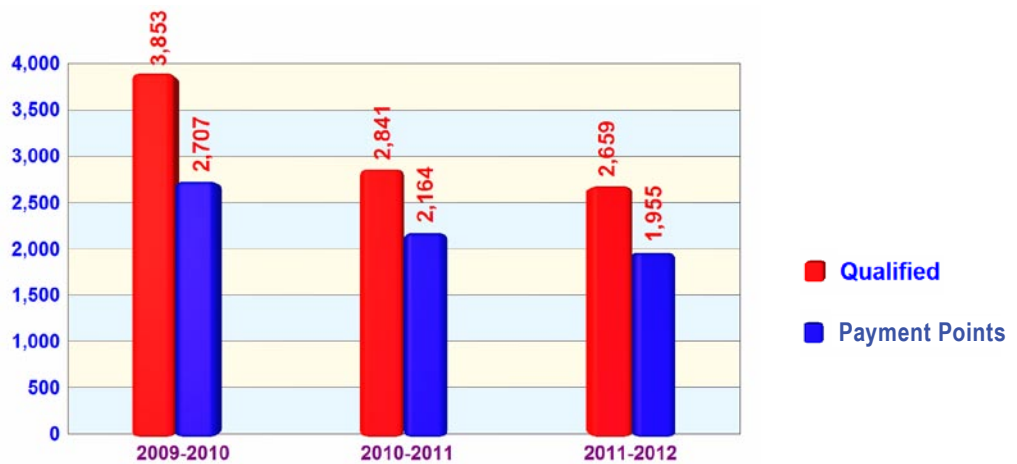
Comparison Chart of Adult and Concurrent Students with Earned Credit in HSD Courses (2009 - 2011)



WIA Title II Grant Payment Points

This is a total distribution of payment points for 2009-2012. The Adult School's payment points are based on the results of the CASAS test which is part of the WIA 231 EL Civics grant. Due to the lower number of enrollees in the past three years, total payment points have also decreased.

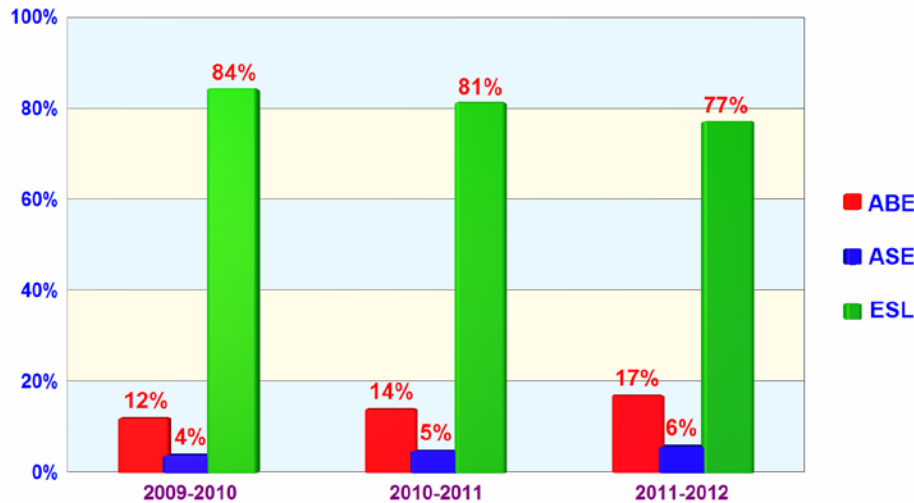
Comparison Chart of Qualified # of Enrollees and Payment Points (2009-2012)



CASAS Testing Level Completions by Program (ABE, ASE, and ESL)

This is a breakdown of the total number of students completing a benchmark level (column D) in the three different programs that are CASAS tested for educational gains. A detailed look at the educational gains and attendance by educational functioning level follows this summary chart.

Comparison Chart of Level Completions by Program for 2009-2012



Educational Gains and Attendance by Educational Functioning Level

Student Records Dated between 07/01/2009 and 06/30/2010
 Consumer Records Dated between 07/01/2009 and 06/30/2010

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	41	9,823	6	6	0	35	14.63
ABE Beginning Basic	13	3,872	3	2	0	10	23.08
ABE Intermediate Low	55	9,888	28	19	8	19	50.91
ABE Intermediate High	259	37,298	61	24	34	164	23.55
ASE Low	91	10,884	26	5	13	52	28.57
ASE High	29	3,014	7	N/A	7	15	24.14
ESL Beginning Literacy	34	4,939	24	18	2	8	70.59
ESL Low Beginning	57	9,698	35	32	4	18	61.40
ESL High Beginning	204	33,159	131	114	9	64	64.22
ESL Low Intermediate	481	81,225	234	178	26	221	48.65
ESL High Intermediate	421	83,164	197	148	25	199	46.79
ESL Advanced	422	74,660	52	N/A	31	339	12.32
Total	2,107	361,624	804	546	159	1,144	38.15

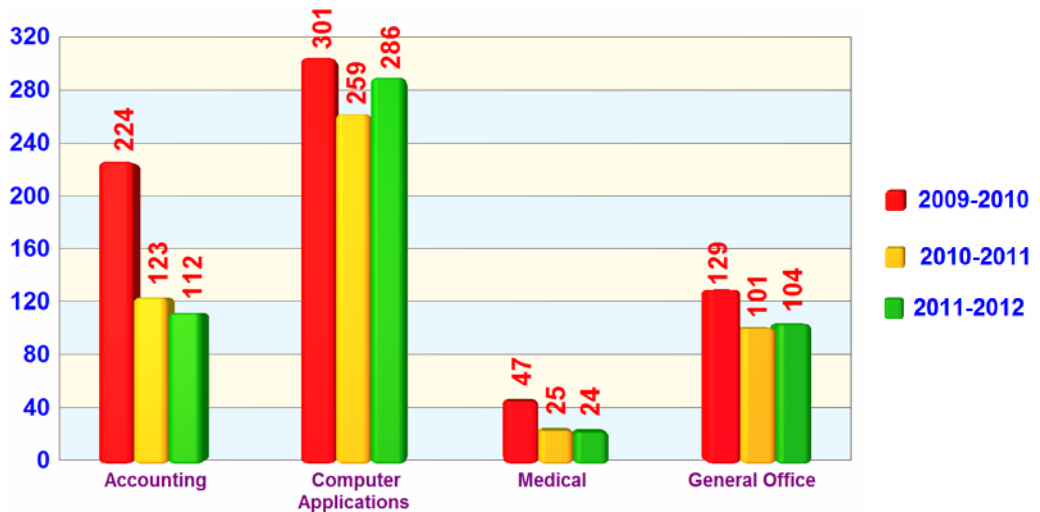
Student Records Dated between 07/01/2010 and 06/30/2011 Consumer Records Dated between 07/01/2010 and 06/30/2011

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	25	3,600	5	5	1	19	20.00
ABE Beginning Basic	16	2,596	8	8	0	8	50.00
ABE Intermediate Low	58	11,326	32	17	4	22	55.17
ABE Intermediate High	213	30,449	50	14	33	130	23.47
ASE Low	97	6,467	19	5	13	65	19.59
ASE High	47	3,376	13	N/A	5	29	27.66
ESL Beginning Literacy	21	3,143	12	11	0	9	57.14
ESL Low Beginning	52	7,134	35	35	0	17	67.31
ESL High Beginning	162	28,388	116	98	5	41	71.60
ESL Low Intermediate	365	63,229	215	185	13	137	58.90
ESL High Intermediate	282	53,813	132	107	11	139	46.81
ESL Advanced	345	61,020	40	N/A	23	282	11.59
Total	1,683	274,541	677	485	108	898	40.22

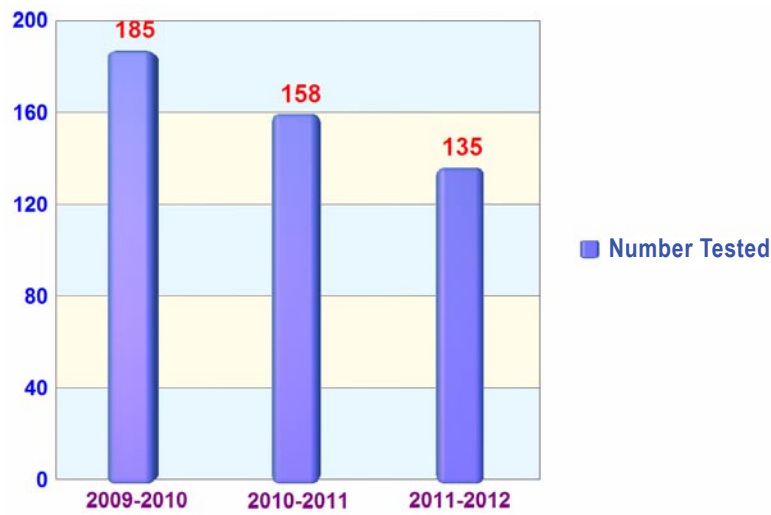
Student Records Dated between 07/01/2011 and 06/30/2012 Consumer Records Dated between 07/01/2011 and 06/30/2012

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	24	4,332	12	11	0	12	50.00
ABE Beginning Basic	15	2,884	6	5	1	8	40.00
ABE Intermediate Low	58	10,079	25	14	2	31	43.10
ABE Intermediate High	211	28,906	60	23	24	127	28.44
ASE Low	98	9,718	23	5	24	51	23.47
ASE High	38	2,072	13	N/A	3	22	34.21
ESL Beginning Literacy	8	1,233	4	3	0	4	50.00
ESL Low Beginning	35	8,794	29	27	0	6	82.86
ESL High Beginning	146	27,543	106	96	1	39	72.60
ESL Low Intermediate	288	56,437	158	128	10	120	54.86
ESL High Intermediate	294	65,525	127	101	11	156	43.20
ESL Advanced	336	64,502	54	N/A	22	260	16.07
Total	1,551	282,025	617	413	98	836	39.78

CTEC Completions

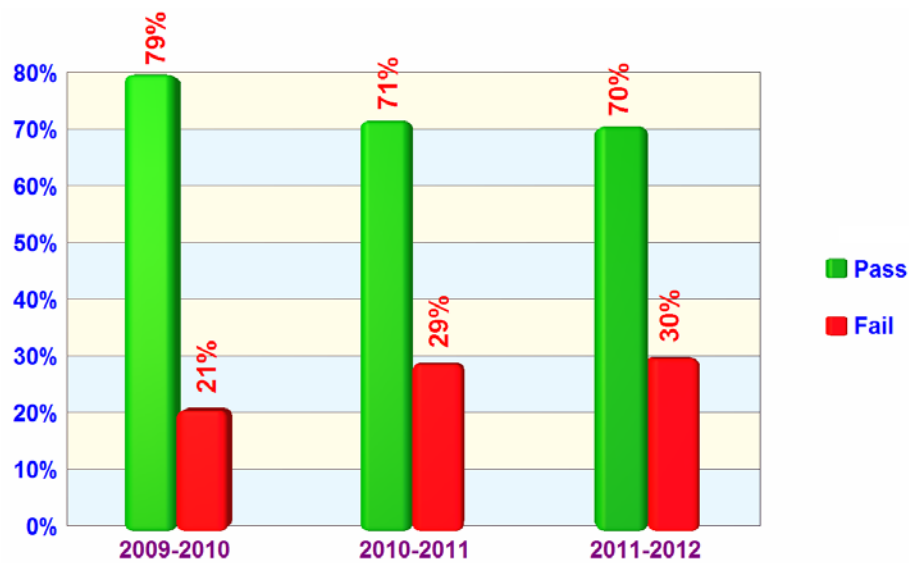


GED Data



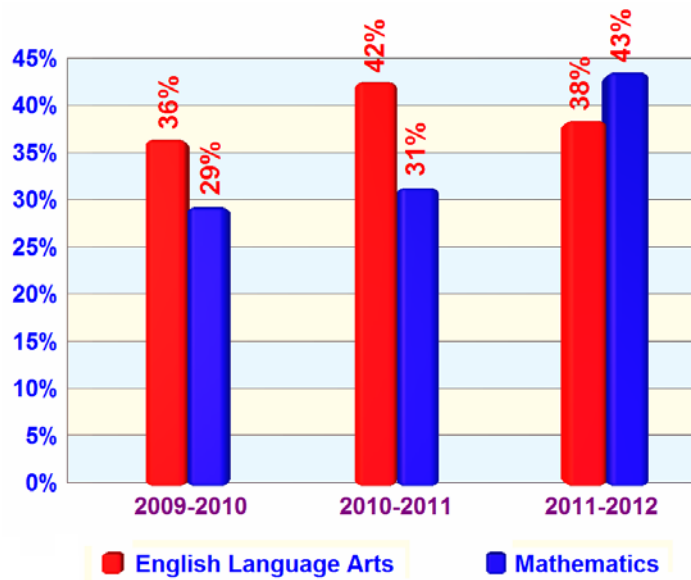
GED Testing Volumes for 2009-2012

Comparison Chart of Pass/Fail Rates for 2009-2012



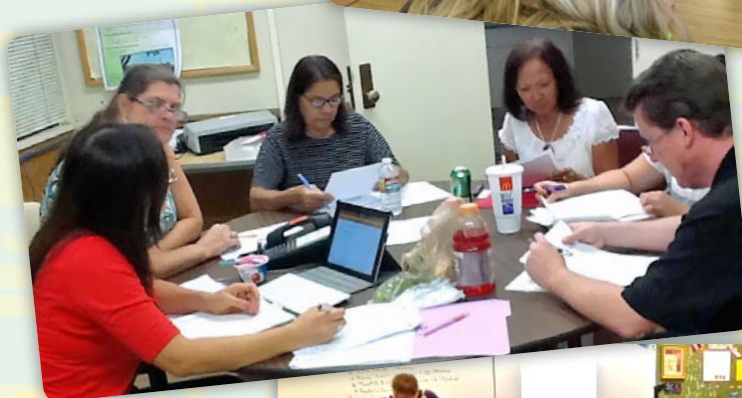
CAHSEE Data

Comparison Chart of CAHSEE Pass Rates for English and Mathematics (2009-2012)



The High School Diploma department has been analyzing CAHSEE data and strategizing to increase pass rates for both English Language Arts and Mathematics. Currently, the ESL and High School Diploma departments are working together to integrate the skills necessary to pass the CAHSEE into their respective curricula.

CHAPTER TWO



**PROGRESS REPORT ON
PAST RECOMMENDATIONS**

Progress Report

PROGRESS REPORT ON PAST RECOMMENDATIONS

SIGNIFICANT CHANGES

Since the 2007 WASC Accreditation Visit, the Norwalk-La Mirada Adult School has experienced significant changes in a few key areas. Primarily, adult education's entrance into Categorical Flexibility-Tier III with a twenty percent reduction in state funding created the largest challenge to the program in many years. Due to the decreased funding, the school's focus shifted from growth of course offerings and student enrollment to one of protecting "core mission" classes and those that supported district goals. This has resulted in a decrease in the number of staff and a reduction of offerings and services. Curriculum has also changed dramatically as more standardized content and a 21st century mode of delivery was instituted with the introduction of computer-based CASAS testing and online courses in the Individualized Learning Centers. Finally, support and collaboration with the district was further strengthened by the service of Adult School administrators and teachers on numerous district leadership teams and increased participation in the district's comprehensive staff development program.

2007 WASC Visiting Committee Critical Areas for Follow Up

The 2007 WASC Visiting Committee affirmed that the NLMAS 2007 Self-Study had accurately identified four major key issues in its Action Plan. The committee listed those key issues as critical areas for follow up in its summary and numbered them one through four. An additional key issue was also identified by the committee as a result of its observations and was listed as the fifth area for follow up.

The following were the 2007 WASC Visiting Team's Schoolwide Critical Areas for Follow Up:

- 1. Curriculum:** Continue to provide a challenging, relevant, coherent, and responsive curriculum in all subject areas. Review and revise curriculum on an ongoing basis.
- 2. Technology:** Review status of software and equipment in all departments and respond to areas of need within available resources. Update and maintain an up-to-date level of software and equipment.
- 3. Marketing:** Increase attendance through improved marketing of their programs and improved student persistence through effective goal setting.
- 4. Staff Development:** Continue to encourage participation in opportunities for professional growth both on and off of the campus, including training in the use of technology.
- 5. Analysis:** Analyze thoroughly all school areas to include curriculum, testing of students, and school wide activities, marketing and student persistence so that analysis becomes a key driving force in leadership team decision making to improve student academic and personal growth.

During its visitation, the committee asked the Leadership Team to integrate the fifth recommendation of data analysis into its Action Plan, and Leadership did so to the committee's satisfaction.

When the Visiting Team departed, all stakeholders were given the opportunity to review the revised Action Plan throughout a series of meetings. As the four key issues of the Action Plan were a carryover and refinement from the previous WASC self-study, there were committees already in place to monitor the implementation. These committees had group titles that aligned with the Action Plan key issues: Curriculum, Technology, Marketing, and Staff Development. At these first post-WASC meetings, stakeholders were invited to join or transfer to the Action Plan committee that most interested them and for which they had experience and training.

By the fall of 2007, newly assembled committees had been formed and the work of implementing the 2007 Action Plan was well under way. A full-time certificated staff member chaired each committee. Leadership and department teams reviewed each of the Action Plan's key issues at their monthly meetings and focused their work towards school improvement through the implementation of the Action Plan steps. The next three years consisted of continuous work by stakeholders towards Action Plan implementation.

WASC 2010 Mid-Term Progress Report

In 2010, the Adult School staff prepared a mid-term progress report on its implementation and refinement of the 2007 Action Plan. In this report, the staff detailed its progress as well as its plan for ongoing implementation. These “next steps” included areas of refinements that were outgrowths of focused work on the Action Plan and included: the continuation of professional learning communities within Leadership and department cohorts; and the development of clear career paths program wide.

After the WASC Mid-Term Visiting Committee met with the Leadership Team and reviewed the mid-term progress report, it stated in its written summary that the main focus of its visit was to move the narratives of the report into the school’s Action Plan and ensure that it was a living document. The committee affirmed the Adult School’s establishment of professional learning communities to deepen implementation of its Action Plan and stated that this action had been a “major positive step for them and is the focus point of growth/change in curriculum, technology, staff development, and analysis.” The committee recognized that fiscal issues continued to play an important role in future planning.

The committee also affirmed the Adult School’s plan for continuing the implementation of its Action Plan. At the same time, though, it submitted two recommendations to the Leadership Team for further work. The first was to expand the use of writing rubrics in the ESL and High School Diploma programs towards finalization. The second was that “the contributions of the Microsoft certification program should move forward.”

2007 Action Plan Implementation, Monitoring, and Accomplishments and Integration of the two 2010 Mid-Term Recommendations into the Action Plan

The following is a summary of procedures, monitoring, and accomplishments of the Action Plan implementation.

ACTION PLAN A: Strengthen curriculum through analysis of student data and through greater input from students and community members.

Action Steps:

1. Analyze existing student data more extensively to:
 - Establish baseline measurements
 - Monitor and track data to measure student success and the effectiveness of curriculum
 - Increase school wide awareness of benchmark achievement
 - Review resource allocation
2. Develop increased opportunities for students and community members to have greater input in the following ways:
 - Increase student participation on Leadership Teams and Student Council
 - Student evaluation of classes and schoolwide surveys

WASC Visiting Committee Schoolwide Critical Areas for Follow-Up Correlations:

- 1. Curriculum:** Continue to provide a challenging, relevant, coherent, and responsive curriculum in all subject areas. Review and revise curriculum on an ongoing basis.
- 5. Analysis:** Analyze thoroughly all school areas to include curriculum, testing of students, and school wide activities, marketing and student persistence so that analysis becomes a key driving force in leadership team decision making to improve student academic and personal growth.

Action Step 1: Analyze Existing Data

Focused data collection and analysis began in the fall of 2007. Most departments immediately began the process of data analysis, a practice that continues to the present time.

Through regular monthly department meetings, the ESL and High School Diploma teachers identified what they considered the best data assessments and measurements and established baselines to determine student success and effectiveness of curriculum. They also worked together to monitor, analyze, and track data. All staff participated regularly in reviewing data results and developed methods for program improvement based upon data.

Examples of actual data consistently used in analysis included CASAS pre and post test scores, hours of attendance, persistence rates, course completions, student completions, CAHSEE scores and pass rates, graduation rates, enrollment, Student Council recommendations, and student feedback through student surveys and interviews.

As a result of data analysis, changes were made in scheduling, interventions, delivery, and promotion of student services directly related to course completions and testing success. The staff believes that these changes account for the increase in high school diploma course completions, increased number of high school diploma graduates, some increases in CAHSEE math test scores, increased number concurrent credit recovery courses, and increased student persistence for ESL students. Student feedback from online surveys and Student Council reports indicated students' satisfaction with various components of the ESL, High School Diploma, and the CAHSEE preparation instructional program.

The Parent, Family, and Consumer Awareness (PFCA) and Career Technical Education (CTE) departments monitored essential student data such as enrollment, hours of attendance, persistence, and course completions at their individual department meetings. Each meeting dedicated time for collegial discussions about strategies to improve learner outcomes through curriculum revisions and teaching strategies that are engaging to adult learners.

In addition, the administration regularly monitored program wide class attendance data and provided curricular and instructional support to teaching staff to increase student persistence and completions. Support included administrative and collegial assistance,

review of educational articles, access to training videos and websites, and small and large group professional development. The administration also regularly published enrollment and attendance data internally for all staff.

Action Step 2: Increased Student And Community Input

Well-publicized Student Council meetings have been held each trimester on both campuses for morning and evening students. Administrators have facilitated Student Council meetings where agendas included topics discussed in Leadership meetings as well as other areas of student interest. In each meeting, students have the opportunity to bring student and class concerns directly to administration. This has been a valuable collaborative exchange. Students have responded through robust participation, greater engagement, and a sense of ownership as they learned about critical issues and initiatives of the Adult School and took on the responsibility of communicating important information to their peers in class.

The Norwalk-La Mirada Adult School has also initiated a cross-curricular thrust for all departments to create easily accessible student online surveys to capture critical student feedback about the strengths and growth areas of its instructional programs. The administration has provided one-on-one staff development for creating student surveys. Student feedback gathered through these online surveys as well as from Student Council is regularly shared with staff. As a result, student practices, policies, curriculum, and teaching have adjusted in response to students' comments.

All Expected Schoolwide Learner Results were addressed through the work of these Action Steps.

ACTION PLAN B: Increase data collection and analysis of the use of technology to determine its effectiveness in increasing student learning. Maintain state of the art technology throughout the school.

Action Steps:

1. All departments will develop a new six-year plan and submit to the Schoolwide Technology Committee and Administration. The Technology Committee will synthesize the information from all six-year plans and develop a schoolwide technology plan.
2. The Technology Committee will assist departments with assessing the use of technology on student learning.
3. Update the policy and procedure manual for the correct use of technology.

WASC Visiting Committee Schoolwide Critical Areas for Follow-Up Correlations:

- 2. Technology:** Review status of software and equipment in all departments and respond to areas of need within available resources. Update and maintain an up-to-date level of software and equipment.
- 4. Staff Development:** Continue to encourage participation in opportunities for professional growth both on and off of the campus, including training in the use of technology.
- 5. Analysis:** Analyze thoroughly all school areas to include curriculum, testing of students, and school wide activities, marketing and student persistence so that analysis becomes a key driving force in leadership team decision making to improve student academic and personal growth.

Action Steps 1 and 2: Develop a technology plan to maintain state of the art technology and increase student learning. Assist the departments with assessing the use of technology on learning.

The Technology Committee surveyed all staff on technology use and needs. The results of this survey drove technology purchases and staff development for the first two years proceeding WASC 2007. Eventually, the district created a Site Technology Liaison Committee and invited the Adult School to participate. The director chose a co-chair of the Technology Committee to serve as the school's liaison to the district committee. The result has been a rich alignment with district technology initiatives through the liaison's participation on this committee. The liaison serves as a consult to administration, Leadership, and department chairs in creating and implementing a plan to update technology hardware and instructional strategies in classroom learning.

Since the March 2007 visit, nearly all technology equipment used for instructional purposes has been replaced and staff development has been provided on the use of new equipment.

Technology hardware purchases have included the following:

- Digital cameras, projectors, and tech carts
- The replacement of all computers and printers in the computer labs serving CTEC students; the replacement of all computers in the computer labs serving ESL, HSD, and PFCA; two Mac Labs were installed in place of two PC labs
- More than 20 iPads purchased for classroom use along with a charging cart and cases, and district recommended applications
- Powerful routers installed in strategic areas throughout the Norwalk site to ensure that students and staff would be able access and maintain stable connections
- Windows 7 operating system installed on most CTEC computers; MS 10 installed on most CTEC computers and in Mac labs

- As new computers replaced older ones in computer labs, the older ones were migrated out to classrooms
- New projection screens installed in several key classrooms

Significant Technology Program Additions:

- Initiation and completion of steps to establish NLMAS as an active Certiport Authorized Testing Center for MS Office, Adobe, QuickBooks, and IC3 skills: application and approvals process, proctor training and certification, hardware and software purchases, teacher certifications, alteration of curriculum to address skills needed for certification, and promotion of this service to all stakeholders
- Full conversion to online curriculum for Independent Learning Center adult high school diploma students and district credit recovery concurrent students

Technology staff development has included the following:

- Multiple workshops or individualized training on the use of digital cameras, projectors, tech carts, and iPad for classroom instruction
- Multiple staff development sessions or individualized training on the integration of technology into curriculum and its use in classroom management
- District workshops that focused on the integration and management of online curriculum (Apex, e2020), intervention programs such as iLearn and Reading Plus, and the use of the district online data reports
- Multiple staff development sessions provided for staff assigned to teach and substitute in online curriculum classes
- Multiple staff development on the maintenance of web pages, online attendance record keeping, and email communication.

Action Step 3: Update the policy and procedure manual for the correct use of technology.

With the increased use of digital devices and the frequent hardware and software releases in the marketplace, the district has recommended that all hardware be replaced after the three-year warranty expiration date. Due to the frequent changes in technology, it was decided that continually updating a technology policy and procedure manual would not be efficient. Instead, key staff members stay current with technology and assist their colleagues with newer programs and devices through demonstrations and sharing of resources.

As a result of all of the action steps for Action Plan B, there has been greater integration of technology into curriculum, the launching of an online high school diploma course delivery program, and updated software program offerings in the Computer Technology Education Center.

All ESLRs were addressed through the work of these Action Steps.

ACTION PLAN C: Analyze student data related to the effectiveness of our marketing activities and by soliciting more input from students and community members about our program.

Action Steps:

1. Create data collection tools to analyze current marketing practices to study the effectiveness of our marketing program; adjust practices as needed
2. Continue to expand our participation in community organizations such as the Chamber of Commerce, community colleges, and multi-agency focus teams
3. Expand our Community Advisory Board to gather input from the business community to be sure our program is meeting community needs
4. Network with other training facilities to gather new ideas to stay current with new program

WASC Visiting Committee Schoolwide Critical Areas for Follow-Up Correlations:

- 3. Marketing:** Increase attendance through improved marketing of their programs and improved student persistence through effective goal setting.
- 5. Analysis:** Analyze thoroughly all school areas to include curriculum, testing of students, and school wide activities, marketing and student persistence so that analysis becomes a key driving force in leadership team decision making to improve student academic and personal growth.

Action Step 1: Marketing Data Analysis

When Adult Education entered into flexibility, NLMAS shifted its focus from that of expanding its programs to maintaining its core offerings. Formalized marketing data analysis became much less critical as expending resources towards marketing of the program was no longer advantageous to the district or the school. Leadership made the decision to focus on community relations by communicating our value and increasing our visibility in the district and our communities. Semester brochures continue to be sent out to all addresses in the community, but further resources towards marketing of the program have not been pursued. Focusing on maintaining core offerings allows NLMAS to best support district initiatives as well as continue to meet the basic educational needs of the community's adult population.

Action Step 2: Expand Participation in Community Organizations

The Adult School is committed to ensuring that its programs stay current. To meet this objective, the administration and Leadership gathers input through networking with the business community, other adult schools and training centers, and with adult education professional organizations to ensure that its programs are meeting community needs.

The NLMAS Job Developer, under the direction and supervision of the administration, has been closely involved with agencies such as the Norwalk Chamber of Commerce, the Southeast Los Angeles County Workforce Investment Board (SELACO WIB), Cerritos College, the Employment Development Department (EDD), and a number of local employment staffing agencies.

NLMAS informs the local community of its programs and services through regular participation at job fairs sponsored by the Norwalk Chamber of Commerce, Congresswoman Linda Sanchez's Job and Career Fairs, and Cerritos College and through its networking at monthly Collaborative Community Network meetings sponsored by SELACO WIB Cerritos, and at frequent Chamber of Commerce events. NLMAS also provides information about its programs at district K-12 parent and community functions.

Several staff members belong to and network with professional organizations dedicated solely to the advancement of adult education such as the California Council for Adult Education, California Adult Education Administrators' Association, and the Association of California School Administrators. The TOSA attends quarterly WIA networking meetings and the Assessment and Evaluation Technician attends quarterly TOPSPro networking meetings. All of these networking relationships allow NLMAS to be responsive to the basic educational needs of the community through a better understanding of the employment market and trends in adult education.

Action Steps 3 and 4: Expand Community Advisory Board and network with other training facilities.

In the first three years after WASC 2007, NLMAS continued its practice of hosting annual Business Community Advisory meetings. These events always resulted in obtaining relevant information about skills training needed for employment. In fact, NLMAS significantly updated its self-paced and teacher-directed courses within its CTEC based upon the collective information received from this advisory group. For the past two years, though, the decline in the labor market has impacted attendance at these meetings. In place of these Business Advisory Meetings, then, NLMAS has initiated individual contact with local business representatives, staffing agencies, EDD, and other adult schools to learn critical information about employment skills needed for the workplace. The Adult School regularly makes adjustments to courses that reflect updated information about necessary skills for the workplace.

All ESLRs were addressed through the work of these Action Steps.

ACTION PLAN D: Provide staff development that focuses on data analysis, student goal setting, effective communication, and identified staff needs.

Action Steps:

1. Provide professional development to increase communication among staff
2. In-service staff on the following:
 - Available data from testing
 - Reading and interpreting data
 - Adapting teaching methods and lesson plans based on the data
3. In-service staff on the effective use of student goal setting
4. Continue to provide staff development on current methodologies
5. Formalize the process of orientation and support for new staff

WASC Visiting Committee Schoolwide Critical Areas for Follow-Up Correlations:

- 4. Staff Development:** Continue to encourage participation in opportunities for professional growth both on and off of the campus, including training in the use of technology.
- 5. Analysis:** Analyze thoroughly all school areas to include curriculum, testing of students, and school wide activities, marketing and student persistence so that analysis becomes a key driving force in leadership team decision making to improve student academic and personal growth.

Action Steps 1 through 4: Professional Development for Staff

In the fall of 2009, all monthly Leadership and department meeting changed emphasis from being policy and information focused to that of sharing professional development strategies. Topics covered have included the following:

- Establishing protocol for using district email for school wide communication
- Teaching students the processes of goal-setting
- Creating, posting, and referencing effective learning objectives for increased student success
- Sharing assessment methods
- Developing ways to provide frequent, useful feedback to students in the teaching and learning environment
- Studying and sharing useful strategies from Teach Like a Champion by Doug Lemov
- Studying and collaboratively summarizing information about 21st century skills

- Discussing, implementing, and debriefing experiences regarding research-driven strategies for well-organized and well-managed group work in the classroom
- Analyzing, interpreting, and synthesizing available student data for program improvement
- Technology training: Website, Engrade, iPad, digital camera, projector, smartboard
- Creating and posting student surveys that produce useful feedback

As evidenced through collegial discussions at Leadership and department meetings, student responses from council and online surveys, and informal classroom observations, the faculty is integrating staff development they have gained as a professional learning community.

Action Step 5

The administration has refined the process for mentoring new staff by regularly meeting with them to increase their understanding of the school mission, SLOs, policies, and culture. New staff meet with the assistant director or TOSA during their first year of employment to discuss classroom teaching and learning, office and campus procedures, and relevant documents pertaining to employment at the school and district. New employees are also given the opportunity to shadow veteran teachers, observe classrooms and colleagues, and participate in on-site and district staff development. They continue to be mentored through their second and third year of employment at the school.

All ESLRs were addressed through the work of these Action Steps.

Additional WASC 2010 Mid-Term Visiting Committee Recommendations:

1. Expand the use of writing rubrics in the ESL and High School Diploma programs towards finalization.

In its mid term progress report, ESL and High School Diploma departments reported that they had co-created rubrics for various types of writing assignments that were being used by ESL and Language Arts teachers. During the committee's discussions with the Leadership Team, both departments expressed their desire to continue refining and implementing writing rubric standards. This was in response to analyzing CAHSEE data and determining that students had struggled with the writing section. The committee agreed that this would be a refinement to the Action Plan and made this recommendation.

Upon further analysis of CAHSEE data and student interviews, though, the High School Diploma department determined that students were, in many cases, not comprehending the actual writing prompt directions resulting in lowered scores. While standardized writing rubrics would be beneficial to students, the most immediate need appeared to be

accurate reading and responding to writing prompts. Higher-level ESL and High School diploma classes provided practice for students in this skill area. The 2013 School Action Plan calls for more opportunities for cross-curricular conversations to increase student achievement and the creation of formalized writing rubrics across the ESL and High School diploma program may occur.

2. The contributions of the Microsoft certification program should move forward.

NLMAS has built upon the work that had been done with Certiport industry certifications at the time of the mid-term progress report. The Adult School now has a well-articulated and established Certiport Authorized Testing Center offering certifications in Microsoft programs, Adobe, QuickBooks, and IC3. The CTE department offers classes that provide instruction in skills required by these certifications. Several teachers have become certified through the NLMAS Certiport center, and all CTEC staff promotes certification for students. The 2013 Action Plan will continue to move certifications forward through its key issue of strengthened pathways.

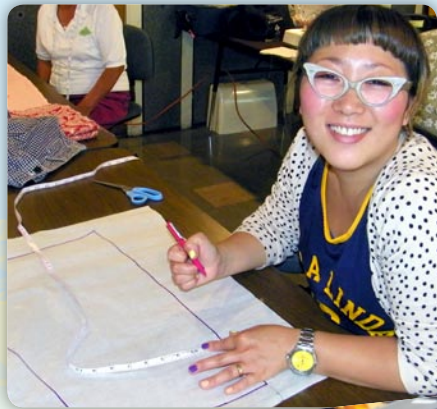
All key issues of the 2007 Action Plan have been accomplished, and the results of this schoolwide work have direct links to key issues identified in the 2013 School Action Plan.

EVIDENCE

- Advertisements for CAHSEE workshops
- Business Advisory Committee agendas and minutes
- CAHSEE data
- CAHSEE workshop agendas, handouts, photos, and sign-in sheets
- CASAS data
- Chamber of Commerce flyers
- Course completion data
- Flyers from job fairs
- Graduation data
- Handouts from workshops presented by various adult education organizations
- Leadership and department meeting sign-ins, agendas, minutes, handouts
- Monthly enrollment and attendance reports
- Photos
- Purchase orders
- SELACO WIB agendas and handouts
- Student Council agendas and minutes
- Survey Monkey surveys

CHAPTER

THREE



**SELF - STUDY FINDINGS BASED ON
THE WASC POSTSECONDARY CRITERIA**

Self-Study Findings

SELF-STUDY FINDINGS BASED ON THE
WASC POSTSECONDARY CRITERIA

CRITERION 1: INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES



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

Indicator 1.1

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

Mission Statement of the Norwalk-La Mirada Adult School

The mission of the Norwalk-La Mirada Adult School is to empower our community with the knowledge, skills, and cultural awareness necessary to participate effectively as responsible citizens in a global society.

Findings

The work of revisions to the Mission Statement to meet the needs of the Adult School's broad and changing student population began September of 2011 through ongoing discussions in various meetings including:

- Department chair meetings
- Department meetings
- Leadership meetings
- Special WASC meetings

In these meetings, NLMAS staff reviewed past and current student populations, their needs/goals, and current course offerings to clarify the school's ultimate objective in meeting students' needs – both academically and personally. Course offerings for the Adult School are determined with input from as many sources as possible to best match the needs of its community and student population. Course offerings are established after review of the following:

- Attendance trends and data
- Counseling input
- District needs and requests
- Job market studies
- Student requests

All courses offered at NLMAS are approved by the state of California and the Board of Education.

The current Mission Statement is the outcome of revisions made to the previous one after extensive discussions between administration, department chairs, and teacher leaders representing all departments. The NLMAS Leadership concluded that the previous Mission Statement still communicated the school's fundamental goals and mission. Continued discussions and brainstorming led to a list of points most critical for the Adult School's community, such as becoming job ready, entering higher education, and acquiring 21st century skills.

In updating the Mission Statement, the goal to improve student achievement in all programs was the most critical component. Leadership studied and reviewed current research-based best practices and discussed the importance of incorporating 21st century skills in all classes. After numerous discussions looking at past and current student learning data, community and school demographics, and educational research and best practices, the NLMAS Leadership concluded that the ultimate goal as an institution is to empower its community members with the knowledge, skills, and cultural awareness necessary to participate effectively as responsible citizens in not just the local but the global community.

Indicator 1.2

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

Findings

The initial draft of the Mission Statement was presented at the following meetings and via email correspondences during the fall of 2011 to get feedback and approval from as many stakeholders as possible:

- Leadership meetings
- Department meetings
- Email to all staff members
- FYI weekly bulletin to all staff members
- Student Council meetings
- Teachers in the classrooms to students

The work of revisions to the Mission Statement was the product of a collaborative effort led by Leadership, department chairs, and teacher leaders that involved all stakeholders including Student Council. The revised Mission Statement is the result of discussions, brainstorming, and findings from evaluating the following:

- The validity of the previous Mission Statement
- Student learning data
- Community and school demographics
- Course offerings
- District needs and requests
- Educational research-based best practices

After feedback and approval from as many stakeholders as possible, the Leadership officially announced the adoption of the revised Mission Statement to the Adult School and the Board. The Mission Statement is posted in the classrooms, on brochures, and on the school website. The Mission Statement is a foundation and reference at all meetings as discussions and decisions are made to promote student learning in all classrooms. Student achievement and meeting the needs of the Adult School and its community are the highest priorities in all decisions. Official review and revisions to the Mission Statement will continue yearly at Leadership, department, and Student Council meetings to maintain relevancy and effectiveness.

Indicator 1.3

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

Findings

The Mission Statement and SLOs are central to the school's institutional planning and decision-making activities. It is at the forefront of the decision-making process and a constant reference when faced with making decisions on:

- Curriculum changes/adjustments
- Course offerings
- Course materials and textbooks
- Classroom management
- Professional development
- Fiscal spending

Decisions to purchase new equipment and/or materials are based on curricular needs, relevant data, and the best interest of students. Approval for professional development and/or attendance at educational conferences is based on its support of the Mission Statement and the SLOs. Decisions on course offerings each semester and curriculum adjustments are data driven to best meet the needs of its two communities and student populations.

Action Teams formed to address each section of the 2007 Schoolwide Action Plan met frequently to work on the steps that would lead to goal accomplishment and evaluate their progress toward meeting the school's Mission Statement and Expected Schoolwide Learning Results (ESLRs). Their progress, concerns, and requests for input were regularly addressed in Leadership and department meetings. However, in 2009, when Adult Education funding was placed into Tier III flexibility and its future became a critical issue, a significant shift in priorities made some aspects of the Action Plan, such as marketing, obsolete. Since that time, the Adult School has focused on maintaining its core programs and providing as many community interest classes as possible. The current WASC self-study process that motivated the school to reevaluate its Mission Statement and Student Learner Outcomes has allowed faculty and staff to center their thoughts on student achievement and program improvement rather than the uncertainties facing adult education. The revised Action Plan reflects the collaboration and determination of the Norwalk-La Mirada Adult School to powerfully meet the needs of its 21st century learners and raise schoolwide student achievement.

Indicator 1.4

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

NLMAS Schoolwide Learner Outcomes (SLOs)

Digital Age Literacy

21st Century Learners who:

- Manage multiple forms of technology
- Respect and value diversity
- Use multiple literacies to access and evaluate global information

High Productivity

Determined and Productive Learners who:

- Are self-motivated and able to develop and reach goals for future growth
- Organize to efficiently achieve goals
- Manipulate current tools and demonstrate their effective uses

Effective Communication

Efficient Communicators who:

- Collaborate and share knowledge to achieve common goals.
- Utilize a wide range of communication skills
- Engage in meaningful interactions

Inventive Thinking

Critical Thinkers who:

- Use reasoning skills and acquired knowledge to solve problems
- Express curiosity, creativity, and a willingness to take risks
- Adapt to and manage multiple environments and tasks

Findings

After the process of revising and approving the Mission Statement, the NLMAS staff met to discuss and establish the current Schoolwide Learner Outcomes.

In order to establish the current SLOs, NLMAS staff reflected on and discussed the Mission Statement, looked at relevant data on past and current students (school, student and community characteristics), and current research studies such as 21st century skills. Discussions on 21st century skills and data have been continuing for several years in Leadership and department meetings prior to discussions leading to the SLOs.

With representatives from all departments, NLMAS staff met and discussed learner outcomes desired in all courses that are currently offered through the Adult School. Through whole group, small group, inter and intra department groups, staff members were able to establish the above SLOs. After multiple revisions in Leadership, department, and special WASC meetings, the proposed SLOs were presented to all stakeholders including the Student Council for feedback and approval.

Discussions leading to the current SLOs involved topics and data related to:

- Past and current student learning needs
- Future student learning needs
- Required skills in the workforce
- Required skills for higher education
- Effective skills for success in any classroom or employment
- 21st century skills
- Digital literacy
- Student characteristics/demographics
- Future direction of the Adult School

Teachers in all departments are in discussions to effectively integrate the SLOs into their lesson planning. All departments are incorporating into their lessons the use of technology to increase digital literacy, goal setting to develop productive learners, and collaborative and discovery learning methods to create efficient communicators and critical thinkers. High School and ESL curriculum will be updated with embedded technology as part of the Action Plan to promote digital literacy and fluency with the ultimate goal of increasing student achievement.

Indicator 1.5

The institution demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

Findings

The current SLOs were established after months of professional development in monthly Leadership and department meetings where best practices based on current research-based ideas have been shared, modeled, and practiced. The institution's SLOs are based on synthesized research of 21st century skills needed to function as productive members of communities. These include the ability to access and utilize multiple types of technology and communication. Setting measurable objectives and goals as a class and as individuals are stressed in all programs. It is an integral component of all classes to promote student persistence and achievement. Effective teaching techniques from *Teach Like a Champion* are shared at Leadership meetings and in the weekly FYIs. Presentations of strategies and classroom experiences from using these techniques are regularly shared in Leadership and department meetings by teachers from all departments. All department chairs and interested staff members attending leadership meetings have been given a copy of Doug Lemov's *Teach Like a Champion* for ongoing professional development to keep teaching practices current and relevant to students' needs. Other relevant research-based articles and best practices are shared regularly in both Leadership and departmental professional learning communities.

Through faculty involvement in District Educational Services, the Adult School is able to stay on top of new trends and ideas in education including current educational literature. Faculty members involved in District Ed Services share new ideas, strategies, and resources that are relevant to the Adult School to address student learning needs and increase student achievement. Student learning needs of the Adult School are determined through data analysis schoolwide and by departments. Various relevant data are collected and distributed by the data clerks for review by administrators and in meetings by staff members and the Student Council. Course specific data are distributed directly to teachers to help in lesson planning and differentiated instruction where possible.

The SLOs are based on 21st century skills necessary for employment and higher education. Based on a yearly review of student and community profile data, student learning data, and current research-based findings, the SLOs will be reviewed for continued relevancy and updated as needed.

Indicator 1.6

The institution has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

Findings

Administration, teachers, and other staff members review the courses and programs offered per semester for High School Diploma, per trimester for ESL, and per quarter for CTE and PFCA. Attendance records are evaluated for each department. Input on attendance trends from the counseling office as well as input from department chairs and the Student Council are considered in order to evaluate course and program offerings. Courses and programs offered are evaluated and reviewed through past and current enrollment/completion data, student survey results, and demands to determine future offerings.

The Adult School also reviews and determines course offerings based on district needs. District Leadership emphasizes its goal for all programs to support each other and its students. One of the many ways the Adult School supports the district is through credit recovery courses for its High School Diploma students. Credit recovery courses offered are both structured (classroom courses) and online (Individualized Learning Center).

AREAS OF STRENGTH

- A strong professional learning community exists in Leadership and is dedicated to meeting professional development needs at monthly Leadership/PLC meetings.
- Feedback from all departments and strong attendance/participation at special WASC meetings resulted in the development and revision of the SLOs.

KEY ISSUES

- More stakeholder representation (student & community members) in WASC and other leadership meetings is needed.
- An official system in place is needed to annually review the Mission Statement and the SLOs for continued relevancy.

EVIDENCE

- Brochures/Schedule of Classes
- Data from Chapter 1 Profile:
 - Attendance data
 - Census 2000
 - Census 2010
 - Community information
 - Completion data
 - Enrollment data
 - Student demographics
 - Student learning data
- Email correspondences examples
- Meeting agendas and minutes
- Mission Statement and SLO posters
- Mission Statement drafts
- NLMAS website
- Professional Development resources:
 - Handouts & packets
 - *Teach Like a Champion* by Doug Lemov
- Research:
 - 21st century skills
 - Collaborative Teaching Strategies & Effective Group Work
 - Writing Effective Learning Objectives
- Student surveys
- Weekly FYIs



CRITERION 2: ORGANIZATIONAL INFRASTRUCTURE AND SCHOOL LEADERSHIP

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

Indicator 2.1

The institution has clearly defined roles of governance that provide for ethical and effective leadership and results in continued improvement of the institution.

Findings

The Norwalk-La Mirada Adult School operates under the authority of the Board of Education of the Norwalk-La Mirada Unified School District. This entity derives its authority from and operates under California Department of Education, the California Education Code, its own rules and regulations, and the expressed will of the electorate. The Board of Education has the authority to make rules and regulations, formulate policies, and monitor results to ensure the smooth operations of the school district. It meets twice monthly throughout the calendar year. Board policies, meeting dates, agendas, and minutes are posted on the Norwalk-La Mirada Unified School District's website. Community members are welcomed to make presentations to the Board during a designated time at each meeting.

The District Administration has a clearly defined organizational structure headed by the Superintendent, who works with the Board to create a vision for the district, implements Board policies and directives and ensures district compliance with all federal, state, and local educational regulations. Three Assistant Superintendents report directly to the Superintendent and each heads a major district division: Educational Services, Business Services, and Human Resources. A number of directors and coordinators report to each of the Assistant Superintendents and have clearly delineated duties to ensure effective operation and implementation of the Local Educational Agency Plan.

Adult Education is under the direct supervision of the Superintendent and supported by the Assistant Superintendents of Curriculum and Instruction, Human Resources, and Business Services. The Director of Adult Education heads the Adult School and is responsible for the following programs:

- GED Preparation and Training
- High School Diploma for Adults
- Credit Recovery for Concurrent Students
- Distance Learning for ESL, Citizenship, and Parenting
- Adult Basic Skills
- Career Technical Education
- English as a Second Language
- WIA 231 Family Literacy Grant
- Adult Education Perkins Grant
- Adult School Certiport Testing Center
- Para-Educator Testing
- Parent, Family, and Consumer Awareness.

All district site administrators, including the Adult Education Director, are regularly given detailed training and support to carry out Board policies, adhere to the California Education Code, and promote and implement the district's mission and initiatives. This training and support is facilitated by district administrators and Educational Services and consists of an annual week-long summer leadership training and twice-monthly principals' meetings held throughout the academic year.

Indicator 2.2

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

Findings

The Adult School Director fosters strong staff cohesion for student success. She consistently communicates her vision of staff accountability to students and high levels of student achievement through monthly Leadership and departmental meetings, weekly written communications, and an open-door policy that deepens collaboration and demonstrates her respect and value for staff.

Norwalk-La Mirada Adult School's Leadership Team is led by the Director, and consists of an Assistant Director, a Teacher on Special Assignment (TOSA), all department chairs, all contracted and fringe benefits teachers, other school leaders, and any interested staff member. This team meets monthly to discuss matters of importance to the school and to participate in professional development activities. While it is important that various topics regarding the school be addressed at these meetings, the Leadership Team places emphasis on school improvement and high levels of student achievement through its focus on research-based professional development.

These meetings are opportunities for the Leadership Team to collaboratively assess and improve the quality of classroom instruction.

The administration plans and facilitates Leadership Team meetings; however, all members of the Leadership Team actively participate in discussions and activities during these meetings. In the weeks following these Leadership meetings, department chairs share this information and training with their respective departmental colleagues in monthly department meetings. This flow of training, from the district to the Adult School Director to the Leadership Team to departments ensures that critical district policies and initiatives as well as Adult School information and training is communicated to all staff throughout the Adult School program. Leadership and department meetings are always guided by the school's mission statement, SLOs, and shared vision of purpose, passion, and professionalism. Administrators and department chairs regularly monitor the implementation by staff of all training and initiatives introduced, discussed, and practiced at staff meetings and professional development and provide individual and schoolwide feedback as to the progress of implementation.

Members of the Leadership Team frequently attend professional development conferences provided by educational organizations such as CCAE, OTAN, CATESOL and CALPRO as well as training provided by the district. Attendance by faculty and staff at professional development events is fully supported by the administration, if the training costs fall within budgetary allowances and the outcomes support the advancement of the school's mission and SLOs.

The administration's open door policy promotes an environment for faculty and staff members to communicate with an administrator regarding all areas of the school's program. Department chairs likewise share this open door policy and are entrusted with the role of mentor and guide to members of their respective groups. Topics directly affecting a specific program area are often first addressed to department chairs.

The Adult School Director serves on the District's Secondary Action, Educational Services, and School Liaison teams in addition to participation in the District's Principals' meetings. The Assistant Director attends monthly District Assistant Principals'/ Deans' meetings. The Teacher on Special Assignment is a member of the District Site Technology Liaison Committee, and the High School Diploma chair serves on a District Common Core Curriculum committee. Their active roles on these committees allow the Adult School to be an integral part of district initiatives.

Indicator 2.3

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

Findings

NLMAS regularly and consistently evaluates its organizational processes and decision-making structures through a variety of established practices. These practices ensure that all stakeholders have a voice in the decision-making process.

As the school's most significant stakeholders, students give input regarding class offerings, school resources, and other matters of importance to the Adult School through Student Council meetings that meet each trimester. Representatives from all classes participate in these meetings, which are held during morning and evening classes at both the Norwalk and La Mirada campuses. Administrators facilitate these Student Council meetings and follow Leadership Team agendas, providing student representatives with information about critical issues and initiatives of the Adult School. Student Council input is shared with the faculty and staff at Leadership Team meetings and then communicated to departments by chairs.

Students also frequently provide feedback about individual classes through student surveys created by departments and/or individual teaching staff. These surveys measure students' attitudes regarding class procedures, academic content, and instructional support. Department survey results are always shared with departmental teaching staff and individual class surveys are frequently shared with departmental colleagues. The Adult School considers student survey data as critical feedback for guiding teaching and learning practices.

The counseling staff has the opportunity to spend one-on-one time with students through the academic planning process. During these meetings, students often provide valuable feedback about the Adult School academic programs. Counseling staff shares this student feedback with administrators, department chairs, individual teachers, and at Leadership Team meetings, and this feedback often serves as a catalyst for targeted program improvement.

Faculty and staff regularly discuss and make decisions regarding matters that affect their programs during formal staff meetings. All faculty and staff are invited to participate in Leadership meetings where schoolwide matters are often initially discussed and decided upon. At both Leadership and department meetings, faculty and staff analyze various sources of data such as CASAS benchmarks, TOPSPro information, CAHSEE results, and Average Daily Attendance (ADA) to make reasoned and effective decisions.

NLMAS faculty and staff also share valuable input and insight by participating in several committees organized for specific purposes such as WASC Focus Groups, the Business Advisory Committee, and the Independent Learning Center/online learning staff committee.

NORWALK-LA MIRADA ADULT SCHOOL ADMINISTRATIVE RESPONSIBILITIES

DIRECTOR - RENFRO TODD

- Oversees and Approves All Policies, Procedures and Publications
- Supervision of Instruction
- NAC/LMAC Site Supervision
- Evaluations-Administrators, Counselors, Teacher, and Classified
- Budget
- Payroll
- Staff Development
- WASC Oversight and Team Development
- Categorical Program Monitoring (CPM)
- Leadership Meeting Agendas and Minutes
- Ed Services Meetings
- District School Liaison Team (DSLTL)
- Secondary Action Team (SAT)
- All District Leadership Meetings
- Board Meetings and Correspondence
- Master Calendar
- Marquee (LM)
- Personnel Hiring, Review, and Position Evaluation
- Custodial Staff
- Office Staff
- PFCA Department Teachers, Assignments, and Course Proposals
- District Notifications
- TANLA/CSEA Notifications
- Weekly Calendar and Announcements ("FYI")
- Counseling Office Staff, Policy and Procedures
- Field Trips
- Contracts-Outside
- Adult Education Organizations
- Plant and Grounds at LM and Norwalk
- Facilities Usage
- Purchasing
- Student Council @ LM
- Coordinates Summer School

ASSISTANT DIRECTOR - STEPHENS

- Supervision of Instruction
- NAC/LMAC Site Supervision
- Evaluations-Certificated and Classified
- Curriculum Development
- Staff Development
- WASC Support
- Distance Learning Program
- Categorical Program Monitoring (CPM)
- Field Trips
- HSD and CTE Department Teachers, Assignments, and Course Proposals
- Instructional Aides (CTE/HSD)
- Marquee (Norwalk)
- Security Staff
- Carl Perkins Grant Application and Requirements
- Perkins Grant Budget
- Career Resource Center
- PBA Accountability (CASAS)
- Attendance Accounting System (ASAP)
- Brochure Oversight and Coordination
- Renewal Plan
- Disaster Preparation
- Security/Emergency Plan
- Business Community Advisory Meetings
- Job Developer
- Student Board Representative
- Student Council @ Norwalk
- Substitute Teacher Development

ADMIN TOSA - NOH

- Support of Instruction
- NAC/LMAC Site Supervision
- Curriculum Development
- Staff Development
- ESL Department Teachers and Assignments
- Substitute Teacher Development
- WASC Co-Chair
- Implementation of Technology in the Classroom
- NLMAS Website Support and Management
- APEX Program/Curriculum
- WIA Grant Application and Requirements
- WIA Grant Budget
- PBA Accountability (CASAS) and testing
- Course Approval (District/State)
- Instructional Aides (ESL)
- Marquee (Norwalk/ESL)
- (FED/State)(CASAS/TOPS)
- ID Cards
- Food Services
- Student Council @ Norwalk

HEAD COUNSELOR - VAN DRIESEN

- Adult and Concurrent Student HSD
- Program Testing and Registration
- Counseling Office Schedules
- Graduation Planning and Program
- Concurrent Student/Parent Information
- Communication with District Counselors
- District Counselor Meetings
- Coordinates Student Records and Grades
- Student Discipline
- Test Administration of GED and CAHSEE

Indicator 2.4

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

Findings

The district publishes a legal "Annual Notices" that details Board policy related to employees' rights and responsibilities according to federal, state, and local laws. A formal policy has been established by the district to ensure that all employees annually review this legal document. The district and its certificated and classified bargaining units also release yearly negotiated updates to bargaining agreements, and these documents are posted on the district's website. In addition, the Adult School has developed a clearly defined set of policies and procedures based upon NLMUSD Board Policies and Master Agreements with the certificated and classified bargaining units. These policies and procedures are published in an annual Norwalk-La Mirada Adult School Faculty/Staff Handbook. This document is also distributed and reviewed with all faculty and staff. Updates to these procedures and policies are based upon district initiatives, Leadership feedback, and staff input. While this document contains many policies and procedures for NLMAS, other documents such as computer lab schedules, iPad checkout procedures, and registration processes also provide guidance for faculty and staff.

The NLMAS administrative's open door policy as well as an established leadership structure strongly encourages faculty and staff to give their insight as to the best methods for providing services and resources to students so that they will reach their desired Student Learner Outcomes.

AREAS OF STRENGTH

- Clearly defined and established organizational structure at both district and site levels that supports student learning
- Strong involvement by key Adult School staff on District Leadership teams
- Strong district and Board support of Adult School Program
- Open door policy of administration and department chairs that allows staff to provide critical program input

KEY ISSUES

- Broaden Adult School staff participation on Leadership Team and Business Advisory Committee
- Formalize processes for greater development, administration, and examination of data from both schoolwide and departmental student surveys

EVIDENCE

- Adult School Faculty/Staff Handbook
- Annual Notices (nlmusd.org)
- Annual Notices sign-offs
- Computer Lab schedules for ESL and HSD
- Counseling department's student contracts
- Department policies
- Director's "Back to School" vision statements, letters to staff, and other communications regarding academic focus for each new academic year
- Focus Group agendas, minutes
- FYIs
- iPad checkout procedures
- Leadership and Programmatic/department meeting agendas and minutes
- NLMAS Leadership Team roster
- NLMAS organizational chart
- NLMUSD Board Policies (nlmusd.org)
- NLMUSD Board meeting dates, agendas, and minutes (nlmusd.org)
- NLMUSD organizational chart
- Published Adult School standards on website and in brochure
- Published Adult School policies for classified staff
- Registration procedures for all departments
- Renewal Committee agendas, minutes
- Self-paced learning center policies
- Staff surveys
- Student Council agendas, sign-in sheets, minutes 2006-2012
- Student surveys
- WASC Teacher Survey 2012



CRITERION 3:

FACULTY AND STAFF

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

Indicator 3.1

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

Findings

The NLMUSD Board of Education has instituted District Board Policies that regulate all employee hiring, evaluation, and retention processes. These policies adhere to regulations established by federal and state law and educational agencies including the California State Board of Education, the California Department of Education, the California Commission on Teacher Credentialing, the California Education Code, and local Master Agreements with the California School Employees Association and the Teachers Association of the Norwalk-La Mirada Area. All NLMUSD staff meet the required eligibility criteria for their specific positions including education, credentials, training, and experience.

The Adult School Director facilitates the development, articulation, implementation, and stewardship of a vision of learning that is communicated through its mission and Student Learner Objectives. With input from her administrative staff and the Leadership Team, the Director makes staffing decisions based upon critical analysis of a number of factors including budget, student enrollment, class size management, necessary staff qualifications, experience, credentials, and personnel movements such as transfers, resignations, and retirements.

Indicator 3.2

The institution's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Findings

All NLMUSD hiring is facilitated through the District Human Resources (HR) department under the direction of the Board and District Administration and aligned with contractual agreements with the classified and certificated bargaining units. The District has a clearly articulated set of procedures that must be followed in the selection of personnel. Human Resources provides administrative support throughout all hiring processes.

All permanent part-time and full-time Adult School classified, teaching, and administrative staffing positions must be approved in advance by District Administration. When necessary hiring approvals have been obtained, the HR staff provides support to clearly articulate all necessary requirements for the Adult School's staffing positions. These include a description of duties, license and certification requirements, experience, education, details of the position, and application procedures. All applications and accompanying documentations are submitted to HR. NLMAS open employment positions are advertised to the community through published Job Notices posted on the district website, in the Human Resources department, and at each school site.

After a position has been posted with a reasonable deadline for application, HR screens submitted applications to ensure that they have met minimum qualifications. It then forwards those that have met the criteria to the Adult School Director who further screens to choose those whose qualifications and experiences closely align with the Adult School mission and goals. The Director assembles a site interview team that is comprised of a representative of management, one member each from the certificated and classified staff who have received approvals by their union presidents to participate on the interview team, and a student and community member. After the interview team has been assembled and a list of potential applicants has been selected, the Director and her administrative staff prepare all required documentation requested by HR for approval. These documents include the list of applicants to be interviewed, members of the interview team, interview questions, and an interview date and times. Once HR gives approval to the submitted documents, either the Adult School or HR contacts the candidates to set interview appointments.

The site interview team follows strict district procedures in conducting the interviews and in the selection of a final candidate as well as an alternate, if possible. The team then signs an HR document stating their final choices and submits their recommendation to the Director for approval. After meeting with the interview team leader to discuss the selection process, the Director makes the final choice and forwards this candidate's name to Human Resources to process the hiring. If an alternate has been recommended, the Director forwards this name as well in the event that the final choice declines the offer of employment.

In the case of part-time, temporary teaching staff, the Adult School Director has the authority to make hiring decisions based on program needs, provided the candidates' education, credentialing, fingerprinting, and background checks have been verified by HR.

Indicator 3.3

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

Findings

The District publishes a mandated Annual Notices that details federal, state, and local regulations as well as Board Policies that govern all employees' rights and responsibilities. A formal policy has been established by the District to insure that all employees annually review this legal document. The District and its certificated and classified bargaining units also release yearly negotiated updates to bargaining agreements, and these documents are posted on the district's website.

In addition, the Adult School Director, in accordance with Board and District policies and with input from the Leadership Team, has developed a code of workplace ethics, expected standards of professionalism, and policies and procedures that are published and distributed annually to all employees and reviewed at the September back-to-school meeting. The document is also reviewed at follow-up department meetings. The Director continues to communicate these policies and procedures during monthly Leadership and department meetings and through all written and verbal communications with staff. Any additions or changes to Board Policy or Adult School practices are reviewed at staff meetings and noted in the weekly FYIs. All Adult School employees are expected to adhere to both District employee mandates as well as Adult School expected standards of professionalism. The Director consistently fosters Adult School employees' professionalism by maintaining an open-door policy that promotes respect and value for her staff and promotes staff cohesion for student success.

All employee files are housed at the District HR department and each has the right to view them by contacting HR.

Indicator 3.4

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

Findings

The Board of Education and District have established a uniform code of professional ethics as well as a system of evaluation and assessment for every employee. These are clearly articulated in both classified and certificated Master Agreements. Upon hiring, all employees are provided with copies of their respective Master Agreement contracts and are directed to access negotiated updates by visiting the district's website.

The District provides yearly training and evaluation support to all site Administrators and monitors all personnel evaluations. The Adult School administration strictly adheres to District employee evaluation procedures.

The primary purpose of teacher evaluation is to recognize commendable practices and to provide assistance with the improvement of instruction and effective management of students. The evaluation process assures teacher competence and effectiveness in relation to instructional methodology and adherence to the District's recorded curriculum.

All certificated teaching staff must complete yearly Stull Bill learning objectives that reflect the school's mission statement and SLOs. Those who are being formally evaluated first meet with an administrator to review their objectives and set a time for the first observation. Most teachers are observed twice during an evaluation cycle. After each observation, the administrator reviews the findings with the evaluatee to allow feedback and offer commendations as well as suggestions for areas of improvement. A final evaluation is prepared within the evaluation cycle and a formal conference is held to review the evaluation with the evaluatee. The certificated Master Agreement provides clearly articulated procedures for both the evaluator and evaluatee should the evaluation require further performance improvement.

Indicator 3.5

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

Findings

All staff participated in the development of the Student Learner Outcomes, which are published throughout the institution. Embedded in the school's operating budget is salary for staff to participate in monthly meetings for all curricular programs. At these meetings, multiple sources of student learning data are analyzed for evidence that teaching and learning is effectively meeting approved curriculum standards, the school's identified core strategies, and the school's SLOs and mission. The Director has established non-negotiable professional standards for all staff that are published and revised on Teacher Prep Day and communicated throughout all Leadership and departmental conversations.

As a result of these teaching standards and multiple opportunities for collaboration, staff takes ownership of student learning through collaboratively developing and deepening a data-driven, district-aligned, and a research-based curricular program for student success.

Indicator 3.6

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

Findings

Professional development is provided for all staff through a number of avenues. The school's primary professional development practice is accomplished through monthly professional development meetings. One significant professional obligation of all school leaders is their participation in monthly Leadership Team meetings where time is exclusively devoted to professional development in core strategies that meet the goals of the Schoolwide Action Plan. Following these Leadership Team meetings are monthly, paid department meetings to which all teaching staff are requested to attend and that focus on professional development introduced at Leadership Team meetings.

The District also provides ongoing curricular professional development. Adult School staff participate in these offerings when the training is directly related to its curricular programs.

Adult School staff also participate in off-site training offered through various professional development organizations such as the California Council for Adult Educators, OTAN, and CALPRO and paid for with designated Adult School funds. The staff also takes advantage of multiple online professional development through video and published resources.

Indicator 3.7

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

Findings

The evaluation of classified staff follows Board policy and contract language that establishes a timeline and standards for continued employment. Classified staff participate in regular meetings with the Director where continuous staff development needs and important issues are addressed. In addition, the District provides annual professional development for various classified positions. The Adult School administration provides continuous direction and support through their close work with non-teaching staff in carrying out the functions required for the smooth and effective operation of the Adult School support program.

AREAS OF STRENGTH

- Clear contractual evaluation procedures for all employees
- All faculty and staff have qualifications and necessary certifications for their positions
- Stakeholder involvement in hiring process
- Strong collaboration and support with District Human Resources concerning personnel issues
- School supports professional development opportunities for staff
- Involvement of all stakeholders in student progress

EVIDENCE

- Adult School Faculty/Staff Handbook
- Adult School procedures for storage of personnel records and District's procedures for employee's access to their records
- Adult School website
- Attendance by staff at outside staff development
- Communication from Director to staff
- Course outlines
- District Job Bulletins – Adult School
- Examples of interview questions
- FYIs
- Handouts from workshops/strategies facilitated by staff to increase student achievement
- Leadership and department meeting agendas and minutes
- Minutes of data conversations with staff
- Minutes of Director's meetings with clerical support/custodial staff
- NLMUSD Administrator's Evaluation Handbooks for Classified and Certificated Staff
- Processes and timelines for evaluation (nlmusd.org)
- Professional development PowerPoint
- State and District credentialing criteria
- Student and staff surveys
- Stull Bills



CRITERION 4: CURRICULUM

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

Indicator 4.1

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

Findings

The Norwalk-La Mirada Adult School lists courses and provides outlines and objectives for all major stakeholder groups in the following ways:

- All courses are updated annually and on file in the counseling office for stakeholder review.
- Instructors provide students with a course syllabus that includes a class description, policies, and expectations.
- Daily and/or weekly objectives are posted in each classroom and reviewed with students on a regular basis.
- Courses are listed and described in a published brochure that is mailed to the community and posted on the school website.

Each course has clearly identified learner outcomes based on district, state, and federal standards. A major focus in Leadership has been developing and writing effective objectives that include clear learner outcomes.

Institutional resource allocation is connected to curriculum development in the following ways:

- Administration allocates resources to support curriculum needs, staff development, and technology as identified by Leadership, department chairs, Student Council, and individual requests.
- Through 2010-11, renewal funds were appropriated by a committee that made decisions based on teacher requests for curriculum needs and SLOs. Currently, renewal funds are distributed according to district needs.
- Funding is provided for monthly department meetings, curriculum planning, and revision, and instructional support.

Indicator 4.2

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

Findings

Curriculum discussions occur on a regular basis through collegial discussions in all department meetings. When student learning data indicates the need for a curriculum review or revision, committees within the departments are formed to research new textbooks and materials as well as current district, state, and federal standards' compliance. After a review, department members collaboratively suggest curricular revisions and implementations, and written proposals are submitted to the administration for approval. Teachers also share current information about new texts and materials as researched through online discussions, current curricular resources, university graduate work, district training and initiatives, and conferences. All teachers are given the opportunity and encouragement to be involved in the curriculum development process. In addition, stipend-funded revision committees, such as the Renewal Fund Committee, had been formed annually when funding was available, and funds were used for curricular resources such as textbooks, software, technology equipment, and classroom visual aides.

Each department reviews their curriculum, textbooks, and technology to ensure that they provide alignment to the standards and meet current teaching and technology integration strategies and techniques. Departments submit their requests for curricular resources, such as textbooks and technology, to the administration, with detailed rationales given in writing or verbally. The administration then determines approval based on grant criteria, budget line items for various departments, and clear rationales that demonstrate alignment with standards, 21st century teaching, district initiatives, and student input. Renewal money expenditures resulted from recommendations by specially elected committees who made decisions based upon department and individual teacher requests for the improvement of classes and programs. The administration provided final approval for renewal funds distribution.

The curriculum in each department includes textbooks and support materials that are district adopted or that align with district initiatives, software and technology that meet the Business Advisory Committee's skills recommendations. Curricular materials are evaluated through examining test results, student feedback, teacher observations, and the extent to which the standards are effectively met in the various disciplines. Students receive syllabi that reflect the learner goals. Teachers are surveyed to evaluate the quality of the learning materials and to ensure that they provide accurate and up-to-date information to their students. Students have been surveyed to gather their opinions on the relevancy of the learning materials they use in each classroom and course.

All departments have monthly meetings during which curriculum discussions are held. Those teachers who are unable to attend meetings are invited to communicate needs and opinions via email.

All of the NLMAS SLOs are research-based and curriculum to meet these objectives continues to be reviewed and updated under the umbrella of the school's mission. Most of the classes in the CTE, ESL, and High School Diploma departments utilize some form of technology as a teaching and learning tool on a regular basis. Collaboration on projects within classes and departments gives opportunities for multicultural interaction for the diverse student body.

Ongoing research and discussion of curriculum at Leadership and department meetings leads to continuous evaluation of the relevancy of programs and curriculum, not only to meet the needs of the student demographics of this community, but also to provide current content and skills needed to successfully enter the workforce or higher education.

Indicator 4.3

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

Findings

Texts are purchased as needed and are updated and adopted when budgets permit. Requested supplemental materials for the ESL Department to support student learning are approved as funding allows. The High School Diploma department uses district adopted textbooks for language arts. All other teacher-directed high school diploma classes use texts that address state standards. As technology is rapidly changing, the CTE department updates its software and accompanying textbooks to meet the Business Advisory Committee's and staffing consultants' recommendations for skills needed in the marketplace.

All classrooms at the Norwalk site have access to upgraded high-speed wireless Internet that is accessible through school-owned iPads, computers in each room, and a full computer lab that is available to all classes for class assignments and research purposes. The La Mirada campus has a Mac computer lab that is also available to all classes. All classrooms have had dictionaries ordered as class sets and when those class sets have diminished in number, there are additional dictionaries available for replacement in the book room. In addition, both High School Diploma and ESL departments have separate teacher resource rooms with materials that can be checked out for student support. Classroom sets of textbooks have been obtained for all high school diploma classes, all ESL classes, and most CTE classes. Those CTE classes without classroom sets have copies of textbook resources made available by the instructor. In the few cases where CTE classroom sets are not available, students are advised through the class descriptions in the brochure and again at registration that they will have to purchase a textbook to meet the course objectives.

The Norwalk-La Mirada Adult School has both PC and MAC labs to ensure multiple levels of digital literacy. There is one computer lab on both the Norwalk and La Mirada campuses dedicated for student use under the supervision of a teacher. ESL classes on the Norwalk campuses have assigned weekly computer lab time. High school diploma and PFCA classes can sign up to use the Norwalk computer lab during the remainder of time available. The Mac lab on this campus is fully dedicated for online high school courses and credit recovery. There is a Mac lab available each AM for the La Mirada classes. This Mac lab is dedicated to concurrent credit recovery in the afternoons.

iPads are available for student and teacher use at both campuses and can be obtained through teacher checkout. Media carts equipped with document cameras and projectors are available on both campuses. Laptop computers as well as additional projectors and documents cameras are also available for daily teacher checkout. A variety of technology courses are offered through the CTE department and students are encouraged by all staff to increase their technology skills through enrollment in these classes. Lastly, there are specialized computer classes available four afternoons per week. One computer class provides English language assistance to ESL students; another provides basic computer training for seniors; and a third provides cognitive training software and instruction.

AREAS OF STRENGTH

- Ongoing focus and collaboration within departments to improve and update curriculum and practices
- Commitment to technology integration at all levels in all programs

KEY ISSUES

- Increased staff development to align with district curriculum
- Greater continuity across departments to meet curricular needs of students
- Need for staff development opportunities on both campuses to increase technology skills necessary to support curriculum

EVIDENCE

- Brochure
- Classroom observations
- Class syllabi
- Computer Lab schedules
- Conference attendance
- Course Outlines
- Department meeting agendas, minutes
- District, state, and federal standards
- "Effective Objective Writing" PowerPoint presentation
- ESL book adoption 2009
- ESL seasonal events/celebrations' programs, photos
- ILC annual review meeting
- Lesson plans and student work
- PLC/Leadership agendas and minutes
- Perkins Grant terms
- Purchase orders for new materials
- Renewal Committee meeting agendas & minutes
- Student surveys
- Teacher surveys
- Website (nlmas.org)
- WIA Grant terms



CRITERION 5: INSTRUCTIONAL PROGRAM

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

Indicator 5.1

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

Findings

The Norwalk-La Mirada Adult School consistently provides its students with high-level instruction. Teachers in all departments follow state and/or district curricular guidelines for their specific courses and areas of study. Some adaptations of these guidelines are implemented to meet the unique needs of the Adult School population and programs. Curricular guidelines include, but are not limited to:

- District Curriculum Mapping
- California State Standards
- Model Curriculum Standards
- Textbook recommended scope and sequence

In order to ensure that instruction has the appropriate breadth, depth, rigor and sequencing for all programs and courses, the Norwalk-La Mirada Adult School believes in regularly assessing the quality of instruction in the classrooms. This is accomplished through:

- Administrators' observations on both a formal and informal basis
- Department chairs' informal classroom visits
- Peer visits to classrooms
- Honest and open dialogue among colleagues in department and leadership meetings

However, the best measurement of the quality of instruction is candid student feedback received through:

- Student surveys throughout and at the end of each course
- Conversations with students and class discussions

Student feedback is an invaluable tool that aids teachers in adjusting their teaching methods and strategies to meet the needs of students and to ensure that they receive the highest quality and most effective instruction.

The Norwalk-La Mirada Adult School staff recognizes that to provide high-level instruction, it is important that faculty members keep current in instructional strategies in their areas of expertise. NLMAS faculty members take every opportunity to keep current in instructional strategies to offer engaging, meaningful instruction in their classes.

Many teachers attend off-campus conferences and seminars in their areas of expertise. Among the professional organizations which offer quality professional development for teachers are:

- CCAE
- CATESOL
- LACOE
- CALPro
- Norwalk-La Mirada School District Educational Services
- OTAN
- CUE
- CA Council for Social Studies
- CBEA
- California Mathematics Council

Several faculty members have furthered their professional development through earning graduate degrees and advanced certifications, in some cases earning honors in their fields. These teachers have been engaged in thesis projects while working towards their masters' degrees. Findings from their research have been and continue to be presented at the Leadership meetings.

In addition to off-campus training, teachers regularly collaborate with their colleagues by sharing effective instructional strategies in their department meetings, Leadership meetings, and trainings offered by colleagues.

Many teachers keep current in their areas of expertise by taking online courses, studying online professional development videos, and engaging in webinars on topics such as:

- California State Standards
- Model Curriculum Standards
- TOPSPro and CASAS
- GED conferences
- Content-specific teaching strategies

The Adult School faculty also studies and implements strategies from research-based articles and other professional literature. Teachers also gain valuable training from other leaders in their field of instruction.

Indicator 5.2

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

Findings

The Adult School faculty members use differentiated instruction to accommodate multiple intelligences as appropriate to specific areas of study and courses. Teachers use their professional experience and training to select the most effective strategies for their particular course and student population, making adjustments throughout the lesson based on the needs of their students.

Some common teaching strategies and methodologies use are:

- Whole group instruction/lecture
- Small group instruction and participation
- Partners or pairs
- Independent/individual study
- Technology-based instruction
- Hands-on demonstrations
- Formative and summative assessments
- Student self-evaluations to meet personal goals
- Teacher observation and on-going student feedback

The Norwalk-La Mirada Adult School staff acknowledges the changing needs of the student population in response to various economic climates and in accordance to their specific demographics. NLMAS is aware that the unique academic and occupational needs of its students require regular evaluation by the faculty to develop instructional and pedagogical strategies to meet these educational and employment goals. As a result, the NLMAS faculty has great support in developing differentiated teaching strategies through peer discussions among colleagues, quantitative feedback from standardized assessments, and other regular observations.

Regularly examined data include:

- Student completion data
- CAHSEE results
- CASAS results

Providing the best teaching strategies is a priority for the Norwalk-La Mirada Adult School. Therefore, intentional and formal discussions about helping its students achieve the Schoolwide Learner Outcomes (SLOs) and meeting their academic and occupational goals take place during official meetings and trainings in both department and Leadership meetings.

Academic conversations regarding teaching strategies occur on an informal basis at off-campus conferences, seminars and classes, as well as on-campus discussions during one-on-one or group trainings and mentoring sessions.

Indicator 5.3

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

Findings

The Norwalk-La Mirada Adult School faculty is committed to integrating updated technology in to the instructional program of the school and to teaching its students to manage multiple forms of technology.

Classes at both the Norwalk and La Mirada sites have access to computer labs on campus. The iPads are also available for class use at both campuses.

Computers and iPads are used for various purposes such as:

- Practicing basic skills
- Taking online quizzes
- Presenting various art projects for students' review.

A wide variety of courses is available through the CTE department which allows students the opportunity to learn important skills. Twelve percent of respondents to the student survey indicated they were taking or have taken courses in the CTE department.

APEX online courses were offered at NLMAS from September 2010 through August 2012. In the Fall of 2012, the Adult School began using a different service provider for its online classes, Education 2020 or "e2020." E2020 courses are offered to give students the opportunity to make up needed high school credits through online courses. In the past, the Adult School's APEX completion rates were excellent and compared very favorably with those of district high schools. Currently, the ILC staff is evaluating e2020 student learning data and strategizing to help its students successfully complete their courses and earn high school credit through this new, engaging online program. Online course offerings in e2020 are approved through the Norwalk-La Mirada School District. All courses that earn credit for the HSD are approved by the Board of Education.

An extensive selection of technologies is available for students to use in order to help them reach their educational, personal, and career goals. These technologies are used in diverse ways to meet the specific requirements of each course and the unique needs of each student.

Some technologies are:

- iPads
- Desktop computers
- Laptops
- Sewing machines
- Electronic translators

Student feedback indicates technology is being effectively used to help students achieve course learning goals and objectives.

Review of technological advances and teacher training allows NLMAS faculty to effectively integrate and use new technology in instruction.

Assigned members of the Leadership Team oversee immediate technological needs, review technology advances, and train and assist staff in incorporating technological tools into instruction.

The Leadership Team evaluates available technology and works to ensure its effective use in instruction.

Training on the effective use of new technology tools occurs through the professional learning community developed in Leadership and departments meetings. “Tech Tools You’ll Love and Use” has become a regular part of Leadership Team meetings, typically led by the school’s TOSA who serves on the District Site Technology Liaison Committee. This portion of the Leadership meetings is used to help staff with available technological resources such as the school website and tech carts. Department chairs, who are an integral part of the Leadership Team, participate in these trainings and discussions and then share this information with the members of their departments at monthly meetings.

The Norwalk-La Mirada Adult School faculty and staff are regularly given the opportunity to advance their technological knowledge outside of staff meetings. For example, all staff members were invited to attend iPad demonstrations in the Spring of 2012, and the CTEC lab and structured classes are also available to NLMAS faculty and staff at no charge.

AREAS OF STRENGTH

- Numerous professional development opportunities are promoted both on and off-campus.
- Administration supports and promotes professional development.
- Collaboration among teachers and departments on effective teaching methods and strategies exists.
- Aligned lessons to state/district guidelines are adapted as needed to the school population and programs.
- Active implementation of student feedback on instruction is a regular practice.
- A positive work place based on respect and camaraderie exists.

KEY ISSUES

- Formalize Technology Team to:
 - Assess the technology needs of students and staff
 - Evaluate new technology options
 - Train and support staff on new technology tools by giving small group or individualized guidance and instruction
- Increase teacher collaboration by creating opportunities for meaningful and guided conversations among staff to share effective teaching strategies.
- Formalize student feedback surveys on a schoolwide basis.

EVIDENCE

- Agendas/meeting notes/materials from the following trainings:
 - APEX
 - ASAP training
 - California Business Association
 - E2020
 - GED workshops
 - Perkins meetings
 - Webinars
- California Model Curriculum Standards for Career Technical Education
- California Model Curriculum Standards for English as a Second Language
- Class survey results from the CTEC and HSD programmatic groups (Survey Monkey and hardcopies)
- Classroom observations and student interviews
- Consumer Home Economics Comprehensive Core
- "Creating Student-Friendly Teacher Webpages" by Jessica Sickle and Mindy Noh
- ESL department meeting agendas
- Home Economics Education Career Path Guide & Model Curriculum Standards
- iPad demonstrations by Mindy Noh
- Leadership meeting agendas
- NLMUSD Curriculum Mapping in Language Arts
- NLMUSD Curriculum Mapping in Math and Algebra
- On-site professional development handouts
- Registrations and materials from trainings for:
 - CA Council for Social Studies
 - California Mathematics Council
 - CALPro
 - CATESOL
 - CBEA
 - CCAE
 - CUE
 - LACOE
 - NLMUSD
 - OTAN
- Student Council meeting agendas
- Student surveys and student interviews
- "Teach Like a Champion" collaborative study by Leadership
- Teacher Certifications
- WASC classroom observations
- WASC Student Survey 2012
- WASC Teacher survey questions 4, 5, 9, 19, 25, 26
- WASC Teacher Survey 2012



CRITERION 6: USE OF ASSESSMENT

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

Indicator 6.1

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

Findings

The Norwalk-La Mirada Adult School instructional staff consistently develops appropriate and rigorous lessons and/or units of study by:

- Creating engaging lessons that are aligned to state standards and learning outcomes
- Discussing, revisiting, and revising core competencies and learning outcomes based on state standards and district curricular maps
- Incorporating effective teaching strategies during direct instruction and checking for understanding
- Observing student performance, responses, and written work to modify, differentiate, or reteach lessons to ensure skill or concept mastery
- Consistently reviewing assessment data for re-teaching and individualized instruction

The Norwalk-La Mirada Adult School staff regularly evaluates their instructional plans, lessons, and units to ensure depth, breadth, rigor, and sequencing by:

- Collaborating to plan lessons and team teaching sessions
- Simulating lessons to staff for collegial feedback and revisions
- Incorporating strategies that appeal to the Multiple Intelligences, varied learning styles and Bloom's Taxonomy
- Observing student partner and small group work and conversations
- Synthesizing student responses to discussion questions
- Analyzing student performance on daily tasks, quizzes, and tests
- Asking students to identify strategies that facilitate their learning
- Giving students opportunities to evaluate lessons/units

The Norwalk-La Mirada Adult School staff has made the following improvements to courses and programs as a result of analyzing learning outcome data:

- Classes have been added to accommodate higher numbers and demand in many programs.
- New equipment has been purchased and technology has been updated as a result of student surveys.
- CAHSEE workshops in language arts and math are offered to increase pass rates.
- Curriculum was modified in the CTEC Lab based on learning outcome data. Low completion rates in keyboarding have resulted in a shift from textbook to a computer-based curriculum.

Indicator 6.2

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

Findings

Administration and faculty discuss pertinent learning data at monthly department, Leadership, and during informal staff meetings. Relevant data such as enrollment, attendance, completion rates, and test data are analyzed and disaggregated to formulate a plan for program/course improvement and increase student achievement.

As a result of CAHSEE pass rate evaluation, CAHSEE preparation workshops during and after class hours were assembled for the High School Diploma department. These mini-CAHSEE tutorials have resulted in higher pass rates in math during some testing periods. In addition, all high school courses consistently incorporate lessons that address the CAHSEE format, language and test taking strategies. Presently, there's collaboration between the HSD and ESL for implementing CAHSEE preparation in ESL courses.

The Leadership Team meets monthly to discuss student learning, engagement and achievement. Staff researches and presents effective teaching strategies from professional literature at Leadership meetings. Numerous Leadership meetings have been devoted to staff development on clear and measurable objectives to help students set goals which promote student success. Student learning data from various classes supports the practice of posting and communicating learning objectives to increase student achievement.

To enhance teaching methodologies based on 21st century skills, new Macs, iPads and updated software in the CTEC lab (MS 2010, Windows 7) have been made available for staff and students. Students report greater engagement and productivity as a result of effective technology use by teachers and students in the classrooms and labs.

Each department meets monthly to discuss student learning data and make recommendations to address key issues. Student surveys, CASAS testing results, and TABE scores are used to determine placement and/or assess student learning progress. Teacher created student surveys are administered at the beginning and end of courses to gain student feedback on the student's learning goals.

CASAS pre and post testing results are vital for effective lesson planning in every course. Teachers evaluate whole class and individual student strengths and weaknesses on the CASAS tests and other assessment data to effectively target instruction. Teachers analyze student performance daily through multiple assessment tools.

The GED's process includes diagnostic and individualized study plans. Teachers administer diagnostic tests to determine specific student learning needs. Based on the results of the diagnostic tests and past test scores (if applicable), teachers work with students in the ILC on an individual basis to assign individualized study plans and practice tests to master their areas of weakness.

In CTEC, assignment guides are given for each subject matter and students are tested for prospective career paths. Once a career path is determined, students are given instructions and counseling to successfully complete their career paths.

The schoolwide Action Plan emphasizes the Adult School's focus on data. Regular analysis of student learning data is critical for improving curriculum. Course completion rates, CAHSEE/GED pass rates, and enrollment data are constantly reviewed to direct changes for program improvement.

Staff development and instructional decisions are based on assessment results and student learning needs. The link between the school mission statement and the SLOs are considered as the assessment results are discussed as well as when evaluating/revising prerequisites for courses based on assessment results. Other factors such as students changing needs as well as district initiatives are also taken into consideration in the decision making process.

Indicator 6.3

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

Findings

To make institutional changes that enable students to reach their educational goals and achieve academic success, a number of regularly scheduled staff meetings take place. The administration meets weekly, each department meets monthly, Leadership meets monthly, and Student Council and classified staff meet three times a year to discuss and analyze student learning levels and other pertinent data.

To reach educational goals and achieve academic success for all students daily, instructors use formative and summative assessment to adjust, modify and improve teaching approaches for increased student learning. Student learning outcomes are assessed through quizzes, tests, reviews, group projects, oral presentations, student responses (verbal, written and gestures) and feedback. To increase student motivation, the NLMAS staff accommodates students' interests, addresses concerns, and assists them with resources to find solutions.

Analyzing student learning data has resulted in various, research-based teaching practices to accommodate different learning styles. More technology is available to enhance teaching and learning, and multiple assessments such as portfolios, presentations, and oral exams measure student achievement.

The school evaluates CASAS benchmark results and completion rates per course to determine program and course effectiveness. Student surveys results, CASAS testing, TOPSPro updates, attendance, and graduation rates are tools to measure effectiveness of programs and courses.

Indicator 6.4

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

Findings

Student learning data such as the CASAS test scores, CAHSEE pass rates, GED pass rates, CTEC certificates, ESL and HSD completion rates, and ADA (students' average daily attendance) are shared at department meetings, Leadership/staff meetings, cabinet, Student Council, and district Board meetings.

Pre and post CASAS test scores and benchmarks for the departments are analyzed each trimester in ESL and each semester in HSD and other departments.

CAHSEE and GED pass rates are evaluated in the HSD Department and Leadership on a regular basis. The CAHSEE pass rates in math and English are used to formulate a tutorial action plan for the upcoming CAHSEE by the HSD Department.

CTEC certificates/completions are reported in regular CTE department meetings and Leadership.

ESL and HSD course completion rates (including Distance Learning, ILC, Apex/e2020, concurrents vs. adults) are reported in department and Leadership meetings each trimester in ESL classes and each semester in HSD classes.

ADA or Average Daily Attendance is shared monthly in cabinet, departments, and Leadership/staff meetings.

All pertinent student learning data is reported in Student Council meetings, district Board meetings, the "Board Update" and highlighted in district-related publications that go out to the Community.

The marquee, school website and teacher webpages are avenues for highlighting school and student achievement.

Class Performance reports for the CASAS are available for teachers after each testing session and in department meetings as needed. The data show how the classes performed overall. The reports indicate how students scored on individual questions. These reports help teachers determine what students know and what areas need improvement. Teachers use this data to determine if student needs are met. Student Gains by Class reports display student performance on their CASAS pre and post tests at the end of the semester.

Learner results are reported in Leadership, departments, cabinet and Student Council as well as Board meetings each semester.

Indicator 6.5

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

Findings

All stakeholders are involved in the decision making process. The administration reviews and discusses data (learning and test data in addition to attendance) with teachers in various meetings to formalize decisions on institutional planning, Action Plan revision, and resource allocation. Institutional plans and budget allocations are presented to district leaders and the Board of Education for final approval.

Learning data analysis is used to assess the relevance and appropriateness of course offerings per semester during department meetings before new class offerings are published. Administration, Leadership, and departments review course outlines, curriculum, and available resources to determine relevance, appropriateness and suggest changes or adjustments.

Budget allocations are based on department and student needs as revealed in data.

Teachers request classroom resources such as textbooks and other supplementary materials by submitting a supply request form to their department chairs. The chairperson determines relevance and forwards it to administrators for final approval.

Assessment of current student learning data has resulted in an emphasis on technology and staff development. To meet student learning needs, more computer labs have been updated to include PCs and Macs. Technology carts, document cameras, projectors, iPads, and additional laptops have been provided to teachers. Technology training is provided in Leadership, department meetings and in individual training sessions.

Assessment of learning data has resulted in a shift to more schoolwide staff development to meet staff instructional needs. To increase student persistence and goal setting, all teachers have been trained to post and communicate effective learning objectives in addition to incorporating research-based best practices.

AREAS OF STRENGTH

- Student learning data analysis is a regular, integral part of all departments.
- Budget allocation/expenditures are based on data.

KEY ISSUES

- Create a more efficient process to gather and distribute data to all stakeholders.
- Incorporate a formalized process to document discussions and conclusions based on data.
- Provide staff development on interpreting CASAS data to target student needs and plan differentiated instruction.

EVIDENCE

- ADA Data
- Apex Student Completion Surveys (Survey Monkey)
- Attendance records (ASAP)
- Board meetings and agenda
- Brochure
- Budget requests
- CAHSEE data
- CAHSEE mini-workshop schedules, flyers and sign-in sheets
- CASAS performance results
- Classroom observations
- Completion data
- Course assessments
- CTEC Career Paths (Brochure)
- CTEC certificate samples
- CTEC student completions
- Enrollment in ILC and DL
- GED pass rates
- Leadership and department meeting agendas and minutes
- Learning Objective PowerPoint and handouts
- Lesson plans
- Meeting pictures and videos
- Micro Type program
- Mission Statement
- Nlmas.org (Website)
- NLMUSD School News
- Payment Points report
- Peer observations

- Pictures of tech lab, carts, and training sessions
- Purchase orders
- Sample ESL lesson plan (Incorporating CAHSEE skills)
- Staff attendance at CUE, CBEA, and CCAE conferences
- Staff development
- Staff development agenda – “What We Have Done”
- Staff development plan
- Student surveys and interviews
- Student work samples/projects
- “Teach Like a Champion” by Lemov
- Teacher notes
- Teacher sites
- Teacher surveys
- Weekly FYIs



CRITERION 7:

STUDENT SUPPORT SERVICES

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

Indicator 7.1

The institution provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Findings

All members of the Norwalk-La Mirada Adult School operate with the goal of creating the best learning environment and experience possible for student success. Classified support staff, including secretaries, instructional aides, custodians and security assistants understand that their valuable roles in providing a helpful, clean and safe environment are critical to student success. They, along with certificated counseling staff, are responsible for the foundation of services that assists students in achieving schoolwide learner outcomes.

Students access academic and personal counseling during morning and evening hours through the counseling office that is staffed by one full-time and three part-time counselors along with a full-time classified Student Support Services Technician. The counseling office is opened daily, and no appointments are necessary. Services offered in the counseling office include:

- Academic counseling on high school diploma completion and educational options
- Personal counseling on issues that affect educational goals
- Abilities assessment through TABE (Test of Adult Basic Education)
- Transcript analysis
- Referrals to neighboring community colleges and ROP programs
- GED information, guidance, assessment, and official test administration

The counseling office refers students to outside counseling and health services using the Collaborative Community Network Resource Guide and the school district generated list, Community Resources for Families. Counseling staff also provide verification of high school diploma completions, GED certificates, attendance, and enrollment for job applications, school applications, and citizenship.

NLMAS also has a Career Resource Center that is opened daily either in the morning or evening. A part-time job developer organizes speakers and seminars, provides resume and job search assistance to students, and makes classroom visits to share information about the services provided by the center.

The job developer works closely with the Career Technical Education Center (CTEC) staff to guide students toward career paths available at the school. Additionally, she networks with community and staffing agencies to keep abreast of current job trends and organizes the Community Advisory meetings. This job developer also attends the Norwalk Chamber Extravaganza and Cerritos College Job Fair. The Career Resource Center also provides weekly job listings, informational DVDs, books, and other materials.

Adult School administrators share the oversight of support staff groups that include counselors, secretaries, custodians, security assistants, and instructional aides. The Adult School Director evaluates or supervises the evaluation of all support staff according to contract language. Student Council members also provide feedback on support services.

Annual student surveys, student council reports, student follow-up contacts, diploma and GED completion data as well as attendance and persistence rates indicate the level of success the school achieves in student support.

Indicator 7.2

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

Findings

Many of the school's counseling policies and procedures have been developed in collaboration with district high school counselors and are found in the new NLMUSD Counselor Pacing Guide. All district counselors meet regularly with the Director of Instructional Support Services to discuss issues of attendance and discipline, course requirements, CAHSEE data, and college and career preparation. In addition to regular formal evaluations on all staff members, informal evaluation of counseling takes place through data analysis of program and credit completions, student surveys, and student council reports.

Each spring, the counseling office personnel conducts a graduation meeting for all possible graduates. Local community college representatives attend these meetings and provide information about their programs to the students. An informational rack that contains literature about local community colleges and training centers is also maintained in the counseling office.

The counseling staff participates in site staff development and attends the yearly GED State Conference and in-service trainings in Southern California. The head counselor attends regular district counselor meetings and the annual Cerritos College High School Counselor Conference.

Indicator 7.3

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

Findings

NLMAS provides support for students from recruitment to completion of goals or graduation through a variety of methods. The school publishes a brochure twice annually that is distributed to all addresses within Norwalk and La Mirada. Brochures are also distributed at the community chambers of commerce, district office, Regional ROP office and site offices. The brochure and additional information regarding the program and new class offerings that are offered each semester are posted on the school's website at nlmas.org. Administrators, teachers, counselors, instructional aides and the job developer attend various district and community programs to present information about the opportunities available at the school and to recruit students.

All students who are interested in ABE, HSD, and GED courses meet with a credentialed counselor to review goals, educational options, and expectations. The counseling office uses the abilities assessment TABE to assist in placing students in ABE, High School Diploma and GED courses. It has created worksheets to evaluate students' transcripts and progress toward diploma completion. The Adult School administers CASAS placement tests to all enrolling ESL students as well as pre and post CASAS testing in their High School Diploma and ESL classes.

Adult School counselors work with feeder high schools to assist their students in credit recovery. Counselors also meet and frequently converse with the district's high school counselors to discuss concurrent student needs and ensure that proper placement and outcomes are achieved with those students. These students have "Standards of Conduct" they must abide by. A parent or guardian of each concurrent student must meet with the Adult School counselor along with their student to establish expectations and discuss strategies for success. Students who show a lack of progress in a class are monitored using Pupil Personnel Records.

In other department areas, teachers, instructional aides and secretaries provide information and support to assist students in acclimating to the environment and accessing resources to increase their success. Additionally, NLMAS works closely with GAIN, EDD, Alta Med and CYC (Community Youth Corp) to support their students in taking classes here.

The Adult School honors graduates at their annual high school diploma graduation each June and offers a second opportunity for celebration each August when the district conducts a district wide summer graduation. The Adult School further supports students in continuing their education by providing thousands of dollars in scholarships each year from the school itself, teacher union and administrator organizations in the district and various individual and business donors.

Indicator 7.4

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

Findings

The Adult School offers a variety of avenues for students to articulate their learning support needs to staff.

All high school diploma, GED, and ABE students meet first with an academic counselor prior to enrollment. During this initial interview, students are able to communicate first hand their learning support needs. The Adult School has a number of established student support mechanisms, such as evaluation tools, course options and references that counselors review with new students. Continuing students also have access to counselors and often check in with them to express their support needs.

While ESL, CTEC, and PFCA students do not usually meet with an academic counselor at enrollment, the content and instruction in these classes allows for greater opportunities for students to learn about support services. Staffs in these departments are well versed with institutional support and share this information with students or direct students to the counseling office for further assistance.

It's been a tradition for the NLMAS Counseling Department to conduct regular open discussions about student support needs with administration, Leadership, teaching, and support staff in an effort to ensure that it is providing sufficient support in line with its mission and SLOs. The administration and head counselor closely monitor all student support services to assure their quality. Students throughout each program complete qualitative surveys regarding their experiences in the classroom, at enrollment and counseling, and while on campus. Leadership reviews the results of these surveys to measure the quality of support services. Student Council representatives also communicate student support needs as well as the quality of service as reported to them by their classmates. Administration and Leadership discuss issues of concern and construct measures to improve service.

Indicator 7.5

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

Findings

NLMAS follows procedures established by the Board of Education regarding confidentiality and the release of any student records or information. This information is published on the district website under “Board Policies.” All secretaries have been trained on and follow protocol pertaining to the release of any information on both adult and concurrent students.

Students who request documentation from the counseling office regarding GED and HSD completions must sign to have records released or request records in person. Students must give written permission to have their records released to others.

The school district maintains servers that back up school site files. After each graduating class, the counseling secretary sends verified graduate status transcripts to the district office for permanent storage. On site, the secretary backs up the counseling office database that contains diploma and GED completions as well as a database for students whose status is “audit, exempt or concurrent.” Student records are maintained with confidentiality and kept in fireproof filing cabinets that are locked at the end of each day.

Indicator 7.6

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

Findings

The school brochure, containing general information and policies, is mailed twice annually to neighboring communities and posted at the site and district offices and other community centers. The school maintains a website that is designed to be easily navigated. Critical policies and procedures are posted in the front office of each site and when appropriate, in each classroom or at each school entrance area.

Board of Education agendas are posted in the main office at Norwalk one week prior to each meeting. Policy information and locations are shared annually with the faculty and staff as well as with members of the Student Councils.

From the evaluation of attendance, CASAS and CAHSEE data, through diploma, GED and CTE certificate completions, to individual student contacts and program wide surveys, NLMAS staff seeks evidence to ensure students are achieving their goals and the Student Learner Outcomes. Regular Leadership and department meetings are used to address instructional and support needs of students.

AREAS OF STRENGTH

- NLMAS has varied and multiple areas of student support.
- The school website is easily accessible and easy to navigate.
- The school brochure is mailed twice annually to all Norwalk and La Mirada residents.
- Support staff are available morning and evening.
- The Counseling Office collects data from various sources and creates useful reports.
- Confidentiality and record security is maintained.

KEY ISSUES

- Increase use of survey results to modify programs.
- Increase collaboration between departments in order to better meet complete needs of students and create smooth transitions.
- Create pathways throughout programs that indicate current and continuing education and career options.
- Develop ways to follow student progress upon program exit.

EVIDENCE

- Agenda for graduation meeting
- Alta Med, Veterans Association, GAIN and Perkins Forms
- Board Policy regarding student records
- Bulletin boards at both sites
- CASAS End-of-Year Report
- CASAS School Wide Results
- Cerritos College conference notes
- Cerritos College Dental School visitation schedule
- Certificates of Completion
- Collaborative Community Network Resource Guide
- Concurrent application and permission to attend adult school classes
- Concurrent Standards of Conduct
- Counseling schedule
- Course schedules
- End-of-semester data
- End-of-year data
- Enrollment form
- Exemption status forms
- GED testing schedule
- GED state wide conference & workshop notes

- Graduation questionnaire
- Job Developer folders/flyers
- Job Developer schedule
- List of community resources for families
- Monthly district counselor meetings
- NLMAS Brochure
- NLMAS transcript worksheet
- Pupil Personnel Record
- Schedule for Technology Lab visitations
- Security schedule
- Student ID request form
- Student work/projects
- TABE
- TABE Test Referral Form
- Teacher lesson plans
- Transcript evaluation form
- Transcript evaluation worksheet



CRITERION 8:

RESOURCE MANAGEMENT

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

Indicator 8.1

The institution has sufficient resources to offer its current educational courses and programs.

Findings

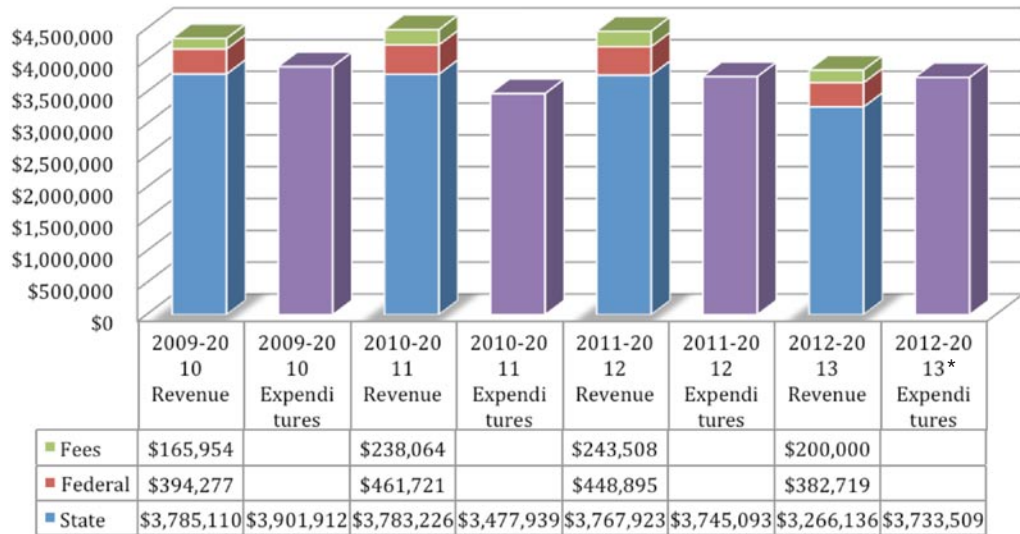
The Norwalk-La Mirada Adult School has consistently maintained services within its budget. Due to the fiscal constraints of the state educational budget, the school trimmed course offerings and support services in 2009. Under Tier III flexibility, the district has swept budget reserves that were in excess of \$3.5 million. However, the district continues to set aside the full adult education state apportionment to support the needs of the adult learners in the Norwalk and La Mirada communities. These funds, along with the federal Perkins and Workforce Investment Act (WIA) grants and the institution of modest student fees in the fall of 2009, have allowed the Adult School to continue to provide a wide range of educational services within the budget.

The Assistant Superintendent of Business Services is responsible for monitoring and communicating all district budgets on a regular basis as well as projecting out future budget needs for three years. Each February, the Director of Adult Education meets with the Assistant Superintendent to discuss program needs and the level of funding provided to Adult Education for the coming school year. The director then builds a budget based on given parameters and school goals. The district provides assistance with general budget monitoring and grant compliance issues. The director also has computer access to the budget for continual monitoring of expenditures and balances.

The budget planning process begins with an evaluation of the resources currently available and those required to accomplish the school's mission and learner outcomes. The budget is broken down by program department, so resource allocations are evident and adjustments can be made when shifts of focus occur. In addition to schoolwide goals, enrollment and attendance data is reviewed to determine whether course offerings and staffing need to be altered to meet the current needs of its students and community.

Revenue and expenditures for the past few years and current budget and projected expenditures are shown below:

Revenues and Expenditures 2009-2013



*2012-2013 expenditures are estimated.

Indicator 8.2

The institution operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Findings

The Board of Education must approve all budgets prior to the release of funds for use by any site or program. The Superintendent, with the support of Business Services, oversees the annual budget along with required projections for certification with the Los Angeles County Office of Education. All site budgets are monitored on a regular basis, and annual audits are conducted district-wide by outside agencies.

The district has a history of operating in a fiscally conservative manner and has, to date, been consistently certified as able to meet obligations each year. Audits have rarely indicated the need for minor adjustments in fiscal practice or policies, and those adjustments are addressed and communicated to each site in a timely manner.

When corrections are needed, administrators and secretaries are notified immediately through email of necessary changes. The Business Services department, when necessary, also addresses principals during bi-monthly operations meetings. Support to clarify issues and assist with changes is available by numerous district office staff members.

Business Services keeps abreast of current and proposed issues that affect educational funding. The district prepares multiple budgets based on best and worst case scenarios of funding from the state and federal governments. The various issues and budgets are presented to the Board, district leadership, and site administrators. Budget planning at the site level is then outlined according to the various possible outcomes, with substantial plans submitted in March.

As district budgets are adopted by the Board of Education in open sessions, they become a matter of public record. The district budget is regularly presented to site administrators, and they in turn, share them with their staff members. At the Adult School, general budget concerns and decisions are shared in Leadership, department, and Student Council meetings.

Due to Tier III flexibility, the Adult School is not guaranteed a level of funding year-to-year, though the district has fully supported the program. Adopted budgets are honored, and the school is currently in a “status quo” agreement with the district that allows them to provide the same level of service to the community that was provided during the 2011-12 school year.

As of June 2012, all reserves and unused funds were swept from the Adult School budget with the expectation that this procedure would become an annual practice. NLMAS has always operated in a fiscally conservative manner and even more so in the past four years as cuts to education and continuing uncertainty about adult education funding have placed the budget in a top priority position. The school budget is designed with a level of flexibility to address possible emergencies and shortfalls, but substantial needs would create a dependence on district support.

The Adult School and their sites are covered through an insurance policy maintained by the district. All claims are filed through the Risk Management office of the Business Services department.

The Director of the Norwalk-La Mirada Adult School is responsible for the immediate oversight of its complete budget, grants, funded programs, and contractual relationships with support in all areas provided by the district Business Services department. Business Services is responsible for all institutional investments and assets.

Indicator 8.3

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

Findings

District budget reports are developed and reported regularly to the Board of Education. The Board formally adopts all budgets prior to funds being released for use by the sites. Business Services maintains a formal process of budget review for each site individually, and presents district budget reports quarterly to all principals during regular leadership meetings. For the 2012-13 school year, the Assistant Superintendent of Business Services has established a practice of sending weekly categorical budget updates to each site.

Short-term budget priorities are determined by the Leadership Team and departmental goals, as well as by individual teachers or class requests to meet student needs. Long-term goals are addressed through the multi-year school action plan and an evaluation of attendance trends and community needs. With those priorities in mind, the Director of Adult Education meets with the Assistant Superintendent of Business Services each February to review program requirements and financial resources.

Based on provided funding, the director prepares and submits a budget in March for the coming school year. As soon as funds become available in July, purchases are made according to the school plan. Throughout the year, as needs arise or change, decisions are made that require a shift in resources. Those changes are made based on information gathered in stakeholder meetings. It is a rare occurrence that a purchase request is denied, and if so, it is based on a lack of connection to student achievement.

The annual Adult School budget includes the coverage of costs associated with retirement and health benefits, facilities maintenance, utilities and other issues not directly associated with the classroom. The school also pays annual direct and indirect costs to the district for usage of rooms, maintenance, insurance and various program support personnel.

Indicator 8.4

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

Findings

The Norwalk-La Mirada Adult School staff recognizes the impact a clean, safe and supportive environment has on student achievement, and that fact is reviewed in staff meetings each year. Most changes in facilities are motivated by changes in the curriculum or program offerings that are reviewed each semester. The recent move toward online curriculum and computer-based CASAS and GED testing, for example, have caused a reorganization and upgrade of facilities in order to best serve students and focus on student learner outcomes.

The Adult School enjoys the use of a beautiful community landmark site in Norwalk with a formal auditorium that is used by numerous district schools and outside organizations. The district's School-to-Career Program and Grounds Department are also housed in separate buildings on the site. The Norwalk facilities include six dedicated rooms for computer labs, fiber optic Internet and wireless access in most areas. The site also has a kitchen with professional appliances and serves as the base for counseling and job developer services. The La Mirada site utilizes an old elementary school and is shared by the district's Performance Learning Center community day school. It has three dedicated computer labs and fiber optic Internet access to fifty percent of the site. Parking is plentiful and close to classrooms. Both sites are viewed as community learning environments and are easily accessible by the public. While the facilities are well-maintained, basic upgrades such as painting, carpet replacement and communication systems will need to be addressed in the near future.

Safety and comfort are important to adult school students, and those concerns are an area of focus for the staff. The school employs one security assistant and crossing guard for morning classes and two security assistants who cover crossing guard needs of the Norwalk site in the evening. Safety inspections are conducted on each campus every December and March with reports submitted to the district on findings. Three full-time custodians keep the campuses clean and assist students and teachers with individual needs. Support staff meetings regularly include an emphasis on customer service, and student council meetings provide critical feedback on how well the school is meeting their needs. The Adult School is also supported by the district in areas of security, technology, and facilities maintenance.

AREAS OF STRENGTH

- The school is well supported by the district and remains fully funded in terms of state and federal dollars.
- There are clear and defined policies for the development, monitoring and sharing of budgets and relevant issues.
- Budgets are designed with a level of flexibility in case of unforeseen needs.
- The Norwalk-La Mirada Adult School consistently operates within its budget.
- Students have access to professional tools and current technology.
- Sites are easily accessible to the community.

KEY ISSUES

- There is no dedicated funding stream for Adult Education.
- Facilities will need refurbishing in the near future.
- Bell and communication systems need upgrading.

EVIDENCE

- Accident reporting forms and policies
- Adult School budget
- Emergency and preparedness and evacuation plans
- Fiscal Services Accounting and Payroll Procedures handbook
- Income and expenditure report for past three years
- Maintenance and Operations handbook
- Professional equipment (i.e., computers, iPads, software programs, ovens, sewing machines, quilting machine)
- Safety Inspection checklists
- Student Incident Report form



CRITERION 9:

COMMUNITY CONNECTION

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

Indicator 9.1

Efforts are made by the institution to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

Findings

The Norwalk-La Mirada Adult School makes a strong effort to connect to community businesses and organizations that enhance the learning opportunities for students. Most departments have established community connections that address the needs of their particular student population.

The CTE department maintains a strong connection to community organizations and leaders through monthly Collaborative Community Network meetings attended regularly by the job developer. This network includes representatives from the California Employment Development Department (EDD), local community colleges, Regional Occupation Program (ROP) and various veteran organizations. Through this group, members share information regarding student and community needs. NLMAS has made strong partnerships with these representatives and engages in information sharing that benefits its students. Some examples of these partnerships are the school's connection with Ramona Head Start, employment agencies, and Cerritos College outreach programs. The job developer also regularly shares information from outside agencies and organizations with students via presentations and job notices posted on the Career Center bulletin board.

Until 2009, the CTE department held an annual job fair at the Norwalk campus featuring representatives from community retailers and military forces. Since that time, the decline in employment meant fewer businesses were recruiting or participating in this type of event. Rather than hold the annual fair, resources were refocused to provide students more opportunities to interact with community representatives during small workshops that are hosted by the Career Center throughout the year. Additionally, CTE teachers and staff annually attend the Business Expo hosted by the Norwalk-La Mirada Chamber of Commerce to increase connections with local employers.

The ESL department has a long-standing relationship with the Cerritos College Dental Hygiene program that has proven to be mutually beneficial. Every spring, Cerritos College students conduct lessons on oral hygiene and provide valuable resources for those students with dental issues. The information they provide has been invaluable to the immigrant population who are often unfamiliar with the resources available to them in the surrounding communities.

Additionally, the ESL department has worked with the University of Southern California's annual blood drive. Coordinators of this event give students the opportunity to make a contribution to their communities by donating blood while providing them information on the importance of this essential community effort.

The ESL department has invited the California Highway Patrol to speak to its students about the dangers of drinking and driving and familiarize them with laws regarding traffic regulations in California. These presentations have been met with high praise by students and teachers alike.

Each spring, Cerritos College representatives are invited to speak to potential NLMAS graduates on higher learning opportunities and available financial aid at the annual graduation meeting. NLMAS' partnership with Cerritos College is also evident in their regular referral of students to the Adult School campus to take GED tests and to complete their high school diploma requirements.

Norwalk-La Mirada Adult School's commitment to working with community leaders extends to the strong partnerships formed within the district, helping provide services to K-12 students and their parents. NLMAS offers Distance Learning classes at elementary and intermediate schools in the district allowing parents the flexibility to attend parenting, ESL, and citizenship classes at their local school campus. Also, LMAS welcomed the district's community day school, the Performance Learning Center, to its La Mirada campus in the fall of 2011.

Indicator 9.2

The institution has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the institution's mission.

Findings

Norwalk-La Mirada Adult School's Parent, Family, and Consumer Awareness department has a long history of providing its students with the intangible rewards of reaching out to less fortunate members of its communities through their service projects for organizations such as Support Our Troops, Rancho Los Amigos Rehabilitation Center, Rescue Mission, Quilts for Valor and Little Dresses for Africa. Students in PFCA sewing and quilting classes have lovingly created and donated Christmas stockings and other notable crafts to these worthwhile groups. PFCA students have also made wheelchair bags for patients in local rehabilitation centers and bags filled with collected toiletries for various women and children in homeless centers.

Classes in the PFCA and the ESL departments have also reached out to local veteran organizations. Various ESL classes wrote letters to veterans as a Veterans Day class project.

Indicator 9.3

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

Findings

The Norwalk-La Mirada Adult School programs clearly reflect the career and educational needs and goals of its communities. The school website, brochure, marquee, and flyers are essential means of communicating the numerous learning opportunities available to community members. The brochure is sent out each fall and spring semester to every address in both Norwalk and La Mirada. It is also placed in community locations such as city libraries, senior centers, and social services centers. The school website is regularly updated with the latest class information and other relevant announcements. The brochure and the website are primary resources by which current and prospective students learn about the Adult School programs and classes. However, student referrals have shown to be the most effective method of advertisement.

The Norwalk-La Mirada Adult School strives to meet the needs of both communities and makes course offering decisions based on data found in the school profile.

GAIN students are served through the ESL, HSD, and CTE departments. The majority of these students enroll in CTE classes that prepare them for entry level clerical or medical office positions. Students referred from EDD also find courses that allow them to fulfill employment and educational requirements in a variety of vocational and academic areas. NLMAS serves as the center for official para-educator training and testing for those seeking employment in the district. The school has also provided specialized training for district office staff and teachers.

The Norwalk-La Mirada Adult School hosts and mentors many student teachers through its ESL department. Several teachers have mentored students from Biola University's TESOL department and the USC Rossier School of Education. On occasion, these students have returned to serve as volunteer teaching assistants, and some have been hired as instructors at the Adult School.

The Adult School has a number of reporting mechanisms to measure student success after they leave its programs. Students often report back to teachers when they have secured employment. The job developer conducts follow-up surveys through emails and postcards on students who have used the Career Resource Center. Through the WIA grant protocol, the Assessment and Evaluation Technician also makes calls and sends letters to former students requesting feedback on their post Adult School status. Attaining significant data in this area continues to be a challenge for the program.

AREAS OF STRENGTH

- The Norwalk-La Mirada Adult School develops and maintains valuable partnerships with various community organizations.
- A strong understanding of the community profile results in program planning that meets the educational needs of the Adult School communities.

KEY ISSUES

- Investigate and implement more effective methods of tracking student successes after leaving the Adult School.
- Increase community partnerships.
- Expand the number of students and departments participating in community outreach projects.

EVIDENCE

- Agendas from graduation meetings: 2006-2012
- Agendas, handouts, and minutes from monthly Collaborative Community Network meetings
- Awards received from Rancho Los Amigos (at La Mirada office)
- Brochure and/other documents showing location and staff of the CDE school
- Career Path map
- Cerritos College Dental Hygiene visiting schedules: Spring 2006-2012
- Conference materials and registrations from Business Expo
- Course/class listing for Distance Learning which show off-site classes
- Course outlines for DL parenting classes
- Documents showing GED referrals from Cerritos College
- Emails and/or other correspondence with these organizations
- Emails and other documents showing placement of student teachers and/or follow up placement as volunteers or staff members.
- Emails to and from CHP Officer
- Follow-up surveys, emails and/or responses
- Forms used to refer and place GAIN and EDD students at NLMAS
- Gold Seal Certificates
- Invitations to community workshops and events
- Job Fair flyers
- Materials provided to grads from Cerritos College
- Minutes of Board meetings during which projects were presented by PFCA students
- Para-educator and AP testing schedules
- Pictures of the donated projects and of organizations receiving them

- PowerPoint presentation to Cerritos College dental hygiene students by ESL department chair, Elma Barajas
- Thank you letters from these organizations
- USC's Blood Drive schedules
- Workshop flyers, attendance sheets, handouts



CRITERION 10: ACTION PLAN FOR CONTINUING IMPROVEMENT

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

Indicator 10.1

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

Findings

Through the self-study process, the NLMAS staff and students created a School Action Plan that reflects the efforts of all stakeholders and specifies actions that will ultimately lead to the accomplishment of the school's primary goal of increased student achievement. The Action Plan contains three major areas of focus or components that integrate key issues identified through its self-study: Pathway Links, Digital Literacy and Fluency, and Data Analysis. Each area of focus provides a rationale for its inclusion in the overall Action Plan as well as detailed, specific steps to address key issues, persons responsible, timelines for completion, and resources needed. Each step also includes comprehensive methods of assessing, monitoring, and reporting of progress that will require continual review and editing as dictated by student needs and changing conditions. The final step in all three components is an annual review of progress.

Indicator 10.2

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

Findings

Through the accreditation process, NLMAS staff and students identified key issues for the Adult School, prioritized these issues and met to create the School Action Plan that addresses the three most important areas of growth. Each of the four Focus Groups – Curriculum, Instructional Program, Use of Assessment, and Student Support Services – met on a monthly basis to discuss the criterion for which they were responsible. Focus Group members reviewed evidence such as peer observation notes and student/teacher surveys, discussed and wrote narratives addressing all indicators, and identified strengths and key issues for their individual criterions.

In Focus Group, Leadership, and department meetings, there was much discussion and revision of the narratives to ensure that they are a true reflection of the Adult School program. Representatives of both the certificated and classified staff were present at all meetings. Student Council representatives were invited to all Leadership meetings in addition to Student Council meetings. Throughout the process, strengths and key issues were determined from the findings in each criterion area.

When the narratives were completed, a list of strengths and key issues were compiled and presented at a Leadership meeting where representatives of all departments and Student Council synthesized the key issues into various themes. These themes were then prioritized in order of greatest impact on student learning. From this prioritized list, three most important areas of focus emerged. At the following Leadership meeting, Leadership members and student representatives discussed their overall vision of how to target the three areas of focus and possible activities to accomplish this task.

WASC Co-Chairs and administrators then synthesized the work of the Leadership Team to outline steps to address each of the three areas of focus. These outlines were presented to the Leadership Team, who worked in groups to revise the necessary steps to address each area of focus and to complete all remaining columns of the Action Plan. Each group then presented their work to the entire Leadership Team for discussion and input.

In order to ensure consistency and to make the Action Plan more “user-friendly,” the WASC Co-Chairs and administrators made modifications to the Action Plan created by the Leadership Team. At the December Leadership meeting, the resulting Action Plan was once again presented to the Leadership Team for their review and approval. Following this meeting, the School Action Plan was emailed to every staff member and the Student Council for their review and approval.

Indicator 10.3

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

Findings

NLMAS has established procedures to ensure the implementation of all areas of focus in the Action Plan and the participation and support of all stakeholders.

For every step in each key issue addressed, the Leadership team evaluated the individuals and groups that would best serve to accomplish the specific tasks. Those individuals and/or groups were assigned the responsibility for implementing each identified step. In addition, an administrator has been assigned to oversee each area of focus of the Action Plan, and the Leadership Team has the collective responsibility to move the entire plan forward.

The administration is committed to the accomplishment of the Action Plan and will prioritize funding to that end. Department chairs and Leadership Team members have been asked to evaluate the Action Plan in terms of resources needed to accomplish it and submit those items for budget planning.

In monthly department meetings, all staff will have the opportunity to review and revise the Action Plan, and the Leadership Team will review and revise the plan each June. Appropriate sections of the Action Plan will also be presented in Student Council meetings for their review and input.

Indicator 10.4

The institution has a definite plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

Findings

Each step of the three components of the Action Plan leads to evidentiary products for assessing and monitoring the work and also requires a report to stakeholders. These products and reports are clearly specified for each step and persons accountable for the assessing, monitoring, and reporting are clearly identified. The final step of each component of the Action Plan is to report progress at an annual Action Plan review.

Indicator 10.5

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

Findings

The Norwalk-La Mirada Adult School will use the Action Plan as the foundation for all aspects of the program. The curriculum, instruction, budget and staffing will be influenced by the new Action Plan, Schoolwide Learner Outcomes and revised Mission Statement. All components of the Action Plan have been thoughtfully and purposefully developed to lead the school to greater achievement for its students. The steps are clear and detailed, and resources are being planned for implementation. Movement toward accomplishment of the Action Plan has already begun. Stakeholders will continue to be informed of progress and provide input on the process through established means of communication and increased collaborations.

AREAS OF STRENGTH

- Purposeful processes of identifying key issues and determining critical areas of focus
- Comprehensive action steps aligned with 21st century learning and skills

KEY ISSUES

- Build stronger partnerships with community colleges, the business community, and other agencies with similar missions.

EVIDENCE

- Emails to and from staff
- Leadership meeting agendas and minutes
- School budget
- Schoolwide Action Plan
- Student Council meeting agendas and minutes

CHAPTER

FOUR



**REVISING THE
SCHOOL ACTION PLAN**

School Action Plan

REVISING THE SCHOOL ACTION PLAN

The new School Action Plan outlined in this chapter represents a recognition of past work dedicated to the separate areas of curriculum, technology, data and marketing from the previous action plan and consolidates them into a new, relevant action plan that centers on deeper meaning and outcomes for the students of the Norwalk La Mirada Adult School. Through the recent self-study, it was determined that curriculum will be re-written with embedded technology skills focused on student digital literacy and fluency. The emphasis on data will shift from identifying information and methods of collection to digging down into the data to analyze trends, evaluate implications, and make decisions based on facts rather than assumptions. Finally, the previous goal of marketing in order to build programs has taken an inward approach. Adult School programs and offerings will be “marketed” to current students and staff in order to build a clearer understanding of and support for the various pathways students can take through the Adult School and into college or the workforce. Greater collaboration between departments will serve as a critical link to overall student success in reaching their goals and the program’s mission.

While the new School Action Plan will be accomplished with input from all stakeholders, each member of the NLMAS faculty and staff has selected a specific area of Action Plan they desire to focus on as an additional aspect of their work. The staff is proud of the collaborative work undergone to establish this plan and looks forward to implementing the steps that will result in increased schoolwide student achievement.

SCHOOL ACTION PLAN: PATHWAY LINKS

Key Issue: Implement a process that strengthens schoolwide collaborations and establishes pathways that link to the workplace and higher education.

Rationale: Strengthening schoolwide collaborations and establishing pathways will impact student achievement by providing targeted resources and support to reach academic and employment objectives.

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
1. Create and publish curricular pathways.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs 	July 2013 - December 2013	<ul style="list-style-type: none"> ▪ Planning time ▪ Outside publisher 	<ul style="list-style-type: none"> ▪ Published pathway guide ▪ Distribution of guide to students, staff, district high schools ▪ Reports to Leadership, Student Council, and School Board
2. Provide professional development on pathways to all staff	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Head Counselor 	January 2014 - June 2014	<ul style="list-style-type: none"> ▪ Planning time ▪ Materials 	<ul style="list-style-type: none"> ▪ Staff surveys ▪ Agendas and minutes of Professional Development
3. Create and implement systems to support students in choosing a curricular pathway that meets their academic and career goals.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Student Council Representatives 	September 2013 - June 2014	<ul style="list-style-type: none"> ▪ Planning time ▪ Materials ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Student and staff surveys ▪ Pathway planning worksheets ▪ Reports to Leadership and published in "Board Updates"

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
4. Provide regular opportunities for students to gain exposure to and experience multiple curricular paths.	<ul style="list-style-type: none"> ▪ Department Chairs ▪ Head Counselor ▪ Teachers ▪ Job Developer 	Beginning September 2013	<ul style="list-style-type: none"> ▪ Planning time ▪ Instructional time ▪ In-house presenters ▪ Outside presenters ▪ Marketing materials 	<ul style="list-style-type: none"> ▪ Marketing materials ▪ Adult School calendar ▪ Student surveys ▪ Reports to Leadership
5. Develop a schoolwide portal of resources, lesson plans, student work, and tutorials	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs ▪ Digital Literacy Team ▪ Teachers 	May 2013 - October 2013	<ul style="list-style-type: none"> ▪ Development time ▪ Professional Development ▪ District tech support 	<ul style="list-style-type: none"> ▪ Portal contents ▪ Reports to Leadership and departments ▪ Staff surveys on use and effectiveness
6. Institute collaborative meetings to discuss curricular goals and objectives and share effective strategies.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs 	Beginning May 2013	<ul style="list-style-type: none"> ▪ Meeting time 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes ▪ Reports to Leadership
7. Evaluate the efficacy of curricular pathways and schoolwide collaborations.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Counselors ▪ Department Chairs ▪ Teachers ▪ Student Council 	September 2014 - January 2015	<ul style="list-style-type: none"> ▪ Evaluation time ▪ Student and staff surveys ▪ Attendance data ▪ Counseling data 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes ▪ Student and staff surveys ▪ Attendance data ▪ Counseling data ▪ Reports to Leadership
8. Report progress at annual Action Plan review.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Head Counselors 	June 2014 June 2015 June 2016	<ul style="list-style-type: none"> ▪ Meeting time 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes

SCHOOL ACTION PLAN: DIGITAL LITERACY AND FLUENCY

Key Issue: Embed technology tools and resources into the schoolwide curricula to increase teacher and student use and management of multiple forms of technology to build 21st century skills.

Rationale: Embedding the use of technological resources for both students and staff will impact achievement by giving students the knowledge and skills to manage multiple forms of technology and use multiple literacies to access and evaluate global information.

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
1. Establish expectations for students digital literacy and fluency.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Leadership Teams 	April 2013 - July 2013	<ul style="list-style-type: none"> ▪ Planning time ▪ ISTE standards ▪ Research on best practices ▪ SLOs 	<ul style="list-style-type: none"> ▪ Agendas and minutes ▪ Resulting expectations ▪ Reports to Leadership and departments
2. Embed technology tools and resources into the curriculum.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Teacher Leaders 	July 2013 - December 2013	<ul style="list-style-type: none"> ▪ Meeting time ▪ Course outlines ▪ District Tech Plan ▪ District tech resources 	<ul style="list-style-type: none"> ▪ Updated course outlines ▪ Updated curriculum
3. Provide professional development for effective implementation of revised curriculum.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Digital Literacy Team 	January 2014 - June 2014	<ul style="list-style-type: none"> ▪ Meeting time ▪ Professional Development ▪ Materials and tools ▪ District support 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes ▪ Student and staff surveys ▪ Peer observations

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
4. Establish a digital fluency mentoring program for staff.	<ul style="list-style-type: none"> ▪ Administrators ▪ Digital Literacy Team ▪ Department Chairs ▪ Teacher Leaders 	January 2014 - June 2014	<ul style="list-style-type: none"> ▪ Planning time ▪ Mentor staffing ▪ Dedicated peer mentoring time 	<ul style="list-style-type: none"> ▪ Mentoring schedules and outcome reports
5. Develop a schoolwide portal of resources, lesson plans, student work, and tutorials.	<ul style="list-style-type: none"> ▪ Administrators ▪ Digital Literacy Team ▪ Department Chairs ▪ Teacher leaders 	September 2013 - December 2013	<ul style="list-style-type: none"> ▪ Development time ▪ Website manager ▪ District tech support 	<ul style="list-style-type: none"> ▪ Portal contents ▪ Staff surveys ▪ Reports to Leadership and departments
6. Evaluate the digital literacy and fluency of students and teachers.	<ul style="list-style-type: none"> ▪ Administrators ▪ Digital Literacy Team ▪ Leadership Team ▪ Department Chairs 	January 2014 - June 2015	<ul style="list-style-type: none"> ▪ Evaluation time ▪ Evaluation document ▪ ISTE standards ▪ Course outlines ▪ District Tech Plan ▪ Student and staff surveys ▪ Learner outcome data 	<ul style="list-style-type: none"> ▪ Student and staff surveys ▪ Learner outcome data ▪ Student work ▪ Reports to Leadership, departments, and District Ed Services
7. Report progress at annual school Action Plan review.	<ul style="list-style-type: none"> ▪ Administrators ▪ Digital Literacy Team ▪ Department Chairs 	June 2014 June 2015 June 2016	<ul style="list-style-type: none"> ▪ Meeting time 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes

SCHOOL ACTION PLAN: DATA ANALYSIS

Key Issue: Formalize a process to collect and analyze data that includes student feedback in all departments and more opportunities for cross-curricular conversations to increase student achievement.

Rationale: Emphasizing the deep analysis of data through collaborative discussions will assist staff with implementing more responsive and focused curriculum and instruction that leads to student achievement.

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
1. Determine the most critical data for improving student achievement in each department.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs 	September 2013 - June 2014	<ul style="list-style-type: none"> ▪ Meeting time ▪ District data resources ▪ Research-based practices ▪ Online Professional Development 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes ▪ List of critical data
2. Create processes for gathering critical data including student and staff feedback.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs ▪ Data Analysis Team ▪ Teachers ▪ Support Staff 	September 2013 - June 2014	<ul style="list-style-type: none"> ▪ Collaboration time ▪ District practices ▪ Research-based practices ▪ Online Professional Development 	<ul style="list-style-type: none"> ▪ Student and staff surveys ▪ Resulting protocol ▪ Meeting agendas and minutes ▪ Data conversations ▪ Reports to Leadership and departments
3. Create processes for distributing data.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs ▪ Data Analysis Team ▪ Teachers ▪ Support Staff 	September 2013 - June 2014	<ul style="list-style-type: none"> ▪ Collaboration time ▪ Research-based practices ▪ District practices 	<ul style="list-style-type: none"> ▪ Resulting protocol ▪ Meeting agendas and minutes ▪ Reports to Leadership and departments

STEPS TO ADDRESS KEY ISSUE	PERSON(S) RESPONSIBLE	TIMELINE FOR COMPLETION	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR, AND REPORT PROGRESS
4. Integrate data analysis as an essential component of department collaborations.	<ul style="list-style-type: none"> ▪ Administrators ▪ Department Chairs ▪ Leadership Team 	September 2013 - June 2014	<ul style="list-style-type: none"> ▪ Meeting time ▪ Resulting protocols ▪ Professional Development ▪ District practices 	<ul style="list-style-type: none"> ▪ Data Analysis Protocol ▪ Meeting agendas and minutes
5. Identify and implement strategies to improve student needs identified through data analysis.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs ▪ Teachers 	September 2014 - June 2015	<ul style="list-style-type: none"> ▪ Meeting time ▪ Professional Development ▪ District resources ▪ Research-based practices ▪ Learner outcome data ▪ Student and staff surveys 	<ul style="list-style-type: none"> ▪ Professional Development plan ▪ Professional Development resources ▪ Meeting agendas and minutes
6. Evaluate the results of strategies developed to address needs.	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Data Analysis Team ▪ Department Chairs 	January 2015 and end of successive semesters	<ul style="list-style-type: none"> ▪ Meeting time ▪ Learner outcome data ▪ Peer observation data ▪ Student and staff surveys ▪ Student work 	<ul style="list-style-type: none"> ▪ Learner outcome data ▪ Peer observation data ▪ Student and staff surveys ▪ Meeting agendas and minutes ▪ Reports to Leadership, departments, District, and Board of Education
7. Report progress at annual schoolwide Action Plan meeting	<ul style="list-style-type: none"> ▪ Administrators ▪ Leadership Team ▪ Department Chairs 	June 2014 June 2015 June 2016	<ul style="list-style-type: none"> ▪ Meeting Time 	<ul style="list-style-type: none"> ▪ Meeting agendas and minutes

APPENDIX



Glossary of Acronyms

ABE	Adult Basic Education - generally includes K-8 education
ACSA	Association of California School Administrators
ADA	Average Daily Attendance - previous basis for state Adult Education funding
ADA	Americans with Disabilities Act - federal act that protects the rights of the disabled
ASAP	Administrative Software Applications Program
CAHSEE	California High School Exit Exam
CALPRO	California Adult Literacy Professional Development Project
CDE	California Department of Education
CARL PERKINS	a grant for technical education students
CASAS	Comprehensive Adult Student Assessment Systems - used to assess adult basic skills.
CATESOL	California Teachers of English to Speakers of Other Languages - provides professional development for teachers of English language learners
CBEA	California Business Education Association
CBET	Community Based English Tutoring
CCAЕ	California Council for Adult Education
CDE	California Department of Education
COABE	Commission on Adult Basic Education - advances national and international adult education literacy opportunities
CTE	Career Technical Education
CTEC	Career Technical Education Center
CUE	Computer-Using Educators, Inc. - a non-profit agency that advances student achievement through technology
EDD	Employment Development Department – California state agency that connects job seekers and employers

EL CIVICS	English Literacy and Civics section of the federal WIA grant to support literacy programs linked to civics education
ESL	English as a Second Language
FYI	Norwalk-La Mirada Adult School's "For Your Information" weekly staff bulletin
GAIN	Greater Avenues to Independence - a state program for low-income participants
GED	General Education Development Test
HSD	High School Diploma
HR	Human Resources
ILC	Individualized Learning Center
LACOE	Los Angeles County Office of Education
NLMAS	Norwalk-La Mirada Adult School
NLMUSD	Norwalk-La Mirada Unified School District
OSHA	Occupational Safety and Health Administration
OTAN	The Outreach and Technical Assistance Network - a resource for information relevant to teaching adults
PFCA	Parent, Family, and Consumer Awareness
ROP	Regional Occupational Program
SCANS	Secretary's Commission on Achieving Necessary Skills – designed to determine the skills students need to succeed in the world of work
TABE	Tests of Adult Basic Education
TOPSPro	Learner management and accountability software
WASC	Western Association of Schools and Colleges – The official accrediting body for California
WIA	Workforce Investment Act – federal act that offers workforce development activities
WIB	Workforce Investment Board – designed to provide seamless service among various workforce programs and provide community leadership around workforce issues

Employees List

NAME	POSITION	CREDENTIAL/CERTIFICATION	PROGRAMMATIC GROUP	FOCUS GROUP	LEADERSHIP TEAM
Anderson, Harold	Teacher	Designated Subjects Adult	PFCA	Assessment	
Barajas, Elma	ESL Dept. Chair/Teacher	Single Subject Teaching, Crosscultural, Language and Academic Development	ESL/HS Diploma	Instructional Program Co-Chair	X
Bassi, Eleanora	Teacher	Designated Subjects Vocational	CTE		
Baughman, Trissa	Teacher	Designated Subjects Adult	PFCA	Support Services	
Belo, Janet	Secretary		HS Diploma	Support Services	X
Brennan, Elizabeth	Para-educator		CTE		
Brewer, Elisabeth	Teacher	Designated Subjects Vocational	CTE	Instructional Program	X
Brown, Carol	Counselor	Standard Secondary Teaching, Standard Pupil Personnel Services	HS Diploma		
Campos, George	Security		Support Staff		
Carroll, Ron	Teacher	Multiple Subject Teaching	HS Diploma		
Choi, Philomena	Teacher	Designated Subjects Adult	PFCA		
Chong, Liz	Teacher	General Elementary Teaching, Administrative Services,	HS Diploma	Curriculum	X
Chung-Nguyen, May	Counselor	Pupil Personnel Services	HS Diploma		
Claborn, Pauline	School Clerk		Support Staff		
Claman, Norma	Teacher	General Elementary Teaching, Academic Development	ESL		
Correia, Virgilio	Custodian		Support Staff		

NAME	POSITION	CREDENTIAL/CERTIFICATION	PROGRAMMATIC GROUP	FOCUS GROUP	LEADERSHIP TEAM
Cota, Ruben	Counselor	Pupil Personnel Services	HS Diploma		
Ellison, Susan	Teacher	Single Subject Teaching	HS Diploma		
Esparza, Marisol	Para-educator		Support Staff		
Farber, Fatima	Teacher	Designated Subjects Adult Designated Subjects Vocational	CTE	Assessment	X
Farber, Marian	CTEC Dept. Chairs	General Secondary Teaching	CTE	Curriculum	X
Ferry, Barbara	Para-educator		Support Staff	Instructional Program	
Garcia, Mina	Teacher	Designated Subjects Vocational	CTE		
Gonzales, Merlinda	Secretary III		Support Staff	Curriculum	
Gonzalez, Bryna	Teacher	Designated Subjects Adult	CTE	Assessment	
Graham, James	Counselor	Pupil Personnel Services	HS Diploma		
Hampton, Mary	Secretary III	Certified Professional Secretary	Support Staff	Assessment	X
Hernandez, Otto	Teacher	Single Subject Teaching	ESL	Support Services	
Hilliard, Mark	Teacher	Single Subject Teaching	PFCA		
Hodo, Linda	Teacher	Multiple Subject Teaching, Administrative Services, Crosscultural, Language and Academic Development	HS Diploma	Assessment Co-Chair	X
Hwang, Sarah	Teacher		ESL	Instructional Program	
Jang, Joyce	Teacher	Multiple Subject Teaching	ESL	Assessment	X
Kim, Inhee	Teacher	Designed Subjects Vocational	CTE		
Klingsporn, Heather	Teacher	Single Subject Teaching	HS Diploma	Instructional Co-Chair	X
Kohatsu, Maria	Teacher	Designated Subjects Adult	ESL		
Koppe, Jerry	Counselor	Pupil Personnel Services	HS Diploma		
Lai, Josephine	Teacher	Designated Subjects Adult	HS Diploma	Support Services	X

NAME	POSITION	CREDENTIAL/CERTIFICATION	PROGRAMMATIC GROUP	FOCUS GROUP	LEADERSHIP TEAM
Lamadrid, Martha	Para-educator		Support Staff		
Lara, Virginia	Job Developer		CTE	Support Services	
Los, Michael	Teacher	Designated Subjects Adult	ESL	Assessment	
Marquez, Chris	Teacher	Full Time Designated Subjects	CTE		
Martinez, Jose	Custodian		Support Staff		
Mc Millen, Lana	Teacher	Designated Subjects Adult	PFCA	Instructional Program	
Moya, Irma	Para-educator		Support Staff		
Murphy, Rosemarie	Teacher	Standard Elementary Teaching, Reading Specialist	ESL	Curriculum	
Naumann, Jennifer	Teacher	Single Subject Teaching	HS Diploma		
Nettles, Yvonne	Teacher	Designated Subjects Adult	PFCA	Assessment	
Nishikawa, David	Teacher	Designated Subjects Adult	CTE		
Nishimoto, Kathy	Teacher	Designated Subjects Adult	ESL	Curriculum	
Noh, Mindy	Teacher	Designated Subjects Adult	ESL/HS Diploma	Assessment Co-Chair	X
Oliveira, Djalma	Senior Custodian		Support Staff	Instructional Program	
Ortega, Jonathan	Software Tech		CTEC		
Ortiz, Esthela		Para-educator	Support Staff		
Osorio, Gilda	Teacher	Designated Subjects Vocational	PFCA		
Park, Charlene	Teacher	Designated Subjects Adult	CTE		
Patterson, Ila	Counselor	Pupil Personnel Services	HS Diploma		
Platt, Ben	Teacher	Multiple Subject Teaching, Language Development Specialist	ESL/DL		
Rhodes, Marianna	Teacher	Designated Subjects Vocational	CTE		
Rockhill, Robert	Teacher	Designated Subjects Adult	ESL	Instructional Program	
Rojas, Martin	Security		Support Staff		

NAME	POSITION	CREDENTIAL/CERTIFICATION	PROGRAMMATIC GROUP	FOCUS GROUP	LEADERSHIP TEAM
Sanchez, Frances	School Clerk		Support Staff	Assessment	
Selnick-Doshay, Mona	Teacher	Designated Subjects Adult	PFCA		
Sickle, Jessica	Teacher	Single Subject Teaching	HS Diploma	Curriculum Chair	
Smith, James	Teacher	Designated Subjects Vocational	PFCA		
Sprowls, Debbie	Teacher	Single Subject Teaching	HS Diploma		
Stephens, MaryKay	Assistant Director	Administrative Services, Crosscultural, Language and Academic Development, Designated Subjects Adult	Administration		X
Todd, Sharon	Director	Pupil Personnel Services, Administrative Services,	Administration		X
Tully, Robert	Teacher	Designated Subjects Vocational	ESL/HS Diploma	Instructional Program	X
Van Driesen, Debra	Counselor	Bilingual Certificate, Multiple Subject Teaching, Pupil Personnel Services	HS Diploma	Support Services Chair	X
Van Leuven, Elsa	Teacher	Designated Subjects Adult	PFCA		
Wang, Ming-Hua	Teacher	Designated Subjects Adult	CTE		
Weekes, Edward	Teacher	Designated Subjects Vocational	CTE		
Wells, Andrew	Teacher	Single Subject Teaching	HS Diploma		
Witowich, Kathleen	Teacher	Standard Elementary Teaching	ESL		
Wood, Dan	Teacher	Designated Subjects Vocational, Single Subject Teaching, Special Secondary Vocational Class A Teaching	HS Diploma		
Zakaria, Inaam	Teacher	Designated Subjects Adult	PFCA/CTE	Curriculum	X

Teacher Survey

Key Survey Questions Connected to Criterion Findings

Q5 On which of the following technologies have you received professional development? (Check all that apply.)

Answer Choices	Responses	
Document Camera	58.06%	18
Projector	45.16%	14
Laptop Computer	48.39%	15
Desktop Computer	38.71%	12
iPad	38.71%	12
Smart Phone	6.45%	2
eBeam Digital Whiteboard	41.94%	13
Word Processing Program	22.58%	7
Internet	51.61%	16
Computerized Sewing Machines	3.23%	1
Overlock Machines	3.23%	1
Embroidery Machines	3.23%	1
Basic Computer Skills	45.16%	14
Other, please specify	19.35%	6
Total Respondents: 31		

Q7 Which of the following technologies do **YOU** use in your instruction to aid your students in meeting the course learning objectives? (Check all that apply.)

Answer Choices	Responses	
Document Camera	48.39%	15
Projector	61.29%	19
Laptop Computer	45.16%	14
Desktop Computer	48.39%	15
iPad	25.81%	8
Smart Phone	32.26%	10
eBeam Digital Whiteboard	3.23%	1
Word Processing Program	29.03%	9
Internet	87.10%	27
Computerized Sewing Machines	3.23%	1
Overlock Machines	3.23%	1
Embroidery Machines	3.23%	1
Basic Computer Skills	32.26%	10
Other, please specify	16.13%	5
Total Respondents: 31		

Q8 Which of the following technologies do **YOUR STUDENTS** use in class to meet the course learning objectives? (Check all that apply.)

Answer Choices	Responses	
Document Camera	6.45%	2
Projector	9.68%	3
Laptop Computer	6.45%	2
Desktop Computer	54.84%	17
iPad	16.13%	5
Smart Phone	25.81%	8
eBeam Digital Whiteboard	0%	0
Word Processing Program	32.26%	10
Internet	64.52%	20
Computerized Sewing Machines	3.23%	1
Overlock Machines	3.23%	1
Embroidery Machines	3.23%	1
Basic Computer Skills	38.71%	12
Other, please specify	22.58%	7
Total Respondents: 31		

Q9 In what types of technology related professional development have you taken part?

Answer Choices	Responses	
On-Campus Staff Development/PLCs	83.87%	26
Online Courses	32.26%	10
Conferences	45.16%	14
Other, please specify	16.13%	5
Total Respondents: 31		

Q18 I have all the texts and learning materials I need in a timely manner.

Always	Sometimes	Never	Total	Average Rating
70.97% 22	29.03% 9	0% 0	31	1.29

Q20 How do you communicate your learning objectives/outcomes with your class?

Answer Choices	Responses	
Detailed objectives written on the board	90.32%	28
Teacher communicated (orally)	87.10%	27
Class syllabus	58.06%	18
Class/student goal setting	51.61%	16
I don't	0%	0
Other, please specify	3.23%	1
Total Respondents: 31		

Q21 What type of data do you use on a regular basis to improve your course and/or monitor student progress?

Answer Choices	Responses	
Class quizzes and/or tests results	74.19%	23
CASAS pre-and post-tests	41.94%	13
Student work	90.32%	28
Class surveys	54.84%	17
Other, please specify	32.26%	10
Total Respondents: 31		

Q27 Which of the following student support services information is available in my class?

Answer Choices	Responses	
Counseling hours	30%	9
GED test dates & info	3.33%	1
CAHSEE test dates	10%	3
Graduation requirements	6.67%	2
Job developer hours	16.67%	5
Other, please specify	33.33%	10
Total		30

Student Survey

Key Survey Questions Connected to Criterion Findings

Q3 The TEACHER uses the following technologies in this class. (Check all that apply.)

Answer Choices	Responses	
Document Camera	41.70%	279
Projector	53.81%	360
Overhead Projector	28.25%	189
Laptop Computer	26.01%	174
Desktop Computer	29.00%	194
Word Processing Program: Word, Pages, etc.	16.29%	109
Internet	45.59%	305
iPad	25.11%	168
Smart Phones	15.84%	106
Smart Board	1.49%	10
Computerized Sewing Machines	7.17%	48
Overlock Machines	7.77%	52
Embroidery Machines	7.77%	52
Other, please specify	17.94%	120
Total Respondents: 669		

Q4 The STUDENTS use the following technologies in this class. (Check all that apply.)

Answer Choices	Responses	
Document Camera	6.13%	41
Projector	10.31%	69
Overhead Projector	6.43%	43
Laptop Computer	6.73%	45
Desktop Computer	43.80%	293
Word Processing Program: Word, Pages, etc.	18.54%	124
Internet	46.79%	313
iPad	12.56%	84
Smart Phones	26.61%	178
Smart Board	0.75%	5
Computerized Sewing Machines	7.62%	51
Overlock Machines	7.32%	49
Embroidery Machines	6.88%	46
Other, please specify	20.48%	137
Total Respondents: 669		

Q5 The technology that my TEACHER uses in this class helps us to reach our learning/educational goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
59.34% 397	31.24% 209	7.03% 47	1.49% 10	0.90% 6	669	1.53

Q8 How does your teacher explain what you are going to learn in each class? (Check all that apply.)

Answer Choices	Responses	
Written Explanation - teacher writes objectives on the board	78.48%	525
Oral Explanation - teacher tells you what you are going to learn	86.40%	578
No explanation	3.74%	25
Total Respondents: 669		

Q10 How do YOU know how much you are learning? (Check all that apply.)

Answer Choices	Responses	
Quizzes/Tests/Exams	75.93%	508
Surveys	17.49%	117
Projects	44.69%	299
Exit Tickets	15.40%	103
Other, please specify	24.81%	166
Total Respondents: 669		

Q17 Which of the following was helpful in learning about the Adult School? (Check all that apply.)

Answer Choices	Responses	
School Website	35.13%	235
Brochure	46.64%	312
Flyers	21.67%	145
Counseling Office	26.01%	174
Main Office	22.27%	149
Career Center	9.87%	66
Referral from a family member or friend	29.75%	199
Other, please specify	9.42%	63
Total Respondents: 669		

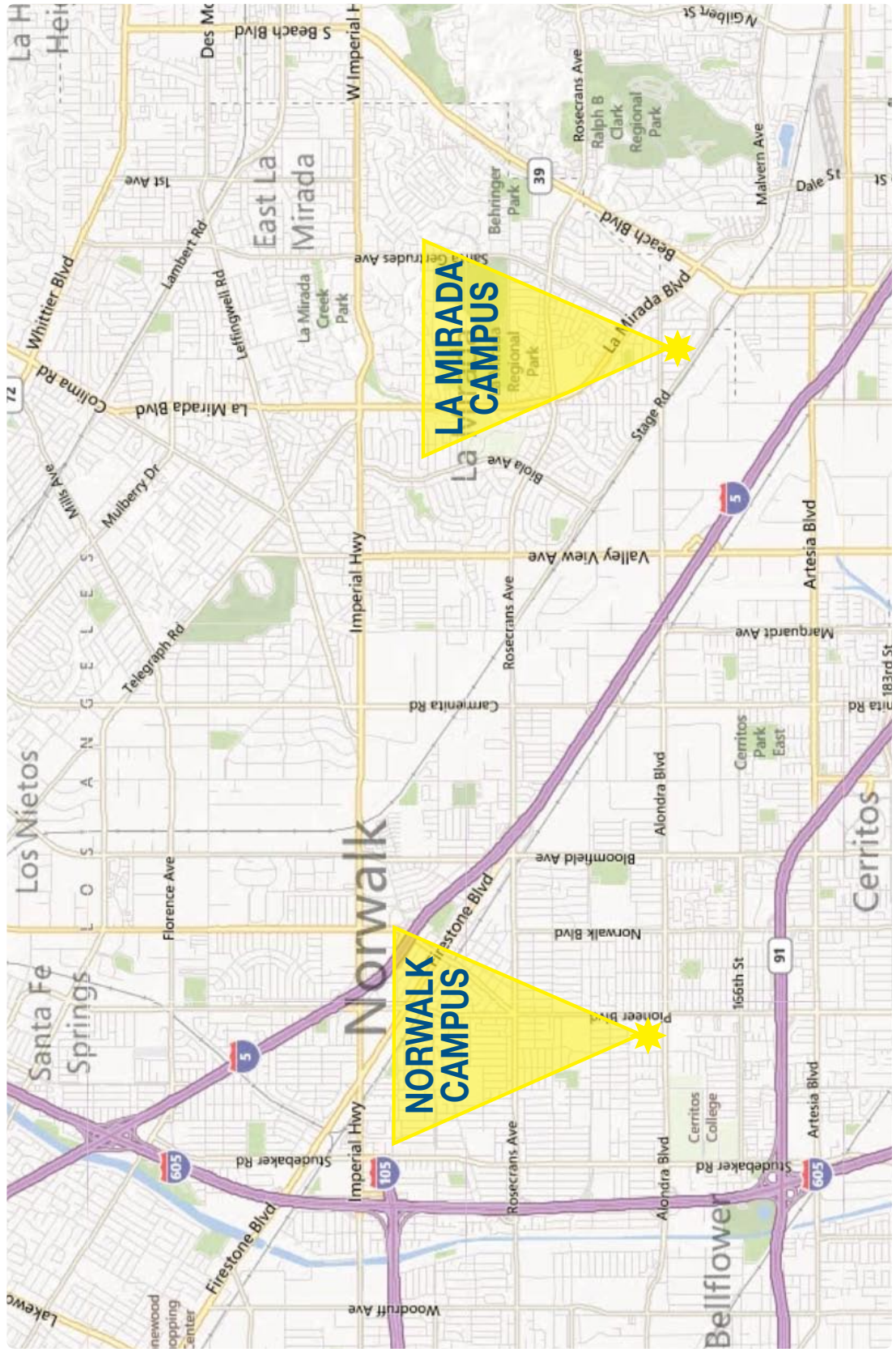
Q29 At school, or because of what I have learned here, I am able to ...

Answer Choices	Responses	
Motivate myself to work towards my goals	51.69%	244
Be organized when working towards my goals	10.38%	49
Use different types of tools or resources in a way that helps me be productive and successful	18.22%	86
Solve problems	6.99%	33
Be curious, creative and/or comfortable taking risks	4.24%	20
Work on different tasks	8.47%	40
Total		472

Q30 In my classes I have had the following experiences (Check all that apply.)

Answer Choices	Responses	
Work with other students to share ideas	76.71%	359
Work with other students to reach common goals	51.71%	242
Talk and listen to others	70.51%	330
Write my own ideas and read other's ideas	47.86%	224
Interact with other in a way that is valuable to me	51.28%	240
Total Respondents: 468		

Map of Norwalk and La Mirada



MISSION STATEMENT

“The mission of the Norwalk La Mirada Adult School is to empower our community with the knowledge, skills, and cultural awareness necessary to participate effectively as responsible citizens in a global society.”

SCHOOLWIDE LEARNER OUTCOMES

Digital Age Literacy

21st Century Learners who:

- Manage multiple forms of technology
- Respect and value diversity
- Use multiple literacies to access and evaluate global information

High Productivity

Determined and Productive Learners who:

- Are self-motivated and able to develop and reach goals for future growth
- Organize to efficiently achieve goals
- Manipulate current tools and demonstrate their effective uses

Effective Communication

Efficient Communicators who:

- Collaborate and share knowledge to achieve common goals.
- Utilize a wide range of communication skills
- Engage in meaningful interactions

Inventive Thinking

Critical Thinkers who:

- Use reasoning skills and acquired knowledge to solve problems
- Express curiosity, creativity, and a willingness to take risks
- Adapt to and manage multiple environments and tasks