Self-Study Report

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

For

**SAN MATEO ADULT &
CAREER EDUCATION**

**789 E Poplar Ave
San Mateo, CA 94401**

March 27 - 29, 2023

Contents

Preface

The *Self-Study Report* begins with a preface (500 words or less) written by the administrator/director. It should describe how the accreditation process was implemented in the school, how it was received by stakeholders, and how the self-study process impacted the school and student learning. The administrator/director should confirm to what degree the school meets the five overarching self-study expectations of the ACS WASC process, listed as follows:

1. The involvement and collaboration of all stakeholders in the self-study process
2. The clarification of the school's mission and Schoolwide Learner Outcomes (SLOs)
3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the ACS WASC Postsecondary Criteria
4. The creation of a schoolwide *Action Plan* that develops specific action steps to address identified growth areas
5. The development of an accountability system for monitoring the implementation of the schoolwide *Action Plan* and analyzing its degree of success.

The involvement and collaboration of all stakeholders in the self-study process

SMACE is committed to the ongoing ACS WASC accreditation process. As the visiting committee completed the process by March 14, 2020, the coronavirus pandemic forced a near-total shutdown of schools on March 15, 2020 - a historic upheaval of schooling in the United States. In that transition, we were unable to directly address or share the commendations, recommendations, and action plan with all stakeholders.

SMACE received the visiting committee's Mid-Cycle WASC report on March 30, 2020, and the formal letter of approval in July 2020. The WASC report was shared with the SMACE cabinet, the district Superintendent and Deputy Superintendent, Human Resources and Student Services.

We were unable to address anything related to WASC between March 2020 to September 2021 due to several reasons: SMACE was responding to the pandemic, and SMACE lost Tim Doyle, a director and a teacher of thirty-two years of service. At the same time, the Assistant Director went out on medical leave. The new director was hired in July 2020 in the midst of the pandemic, and the new assistant director was hired in July 2021. The change in administration, the pandemic, and moving the school community–the teachers, staff, and students–from in-person to online took priority. The leadership team (the director, the assistant director, and the Admin assistant) started conversations and met several times to bring focused attention to the WASC and build a professional culture to support a school-wide Action plan. The leadership first attended the first WASC training on Wednesday, September 29, 2021, and the second training on Wednesday, January 26, 2022.

In February 2022, the value of the ongoing accreditation WASC process was shared during all staff meetings. A staff Focus Group Participation Interest Form was shared with staff members to prioritize their areas of interest, and assignments were considered based on staff responses. It was important to make sure that all program areas and staff classifications were in each of the focus groups. The Focus Group leaders were identified, and the WASC Chair shared the Visiting Committee's report, action plan and the WASC timeline with the Focus Group leaders via Google Classroom. The focus groups began their formal meetings and discussion on August 15, 2022, in person, via Zoom, and through recorded sessions to reach greater participation. They concluded their tasks by August 30, 2022.

In March 2022, the leadership in collaboration with the cabinet reviewed the action plan and the recommendations to see what had been achieved and what had been lost over the pandemic. School-wide teacher, office, and student surveys were conducted in July 2022 to evaluate the entire program and reflect on whether the school is doing everything possible to support the high achievement of all its students. Stakeholder involvement took several forms such as focus group leaders' meetings with the WASC Chair, focus group meetings, student surveys, staff surveys, and student focus groups.

The clarification of the school's mission and Schoolwide Learner Outcomes (SLOs)

At the August 15, 2022, Back-to-School meeting, the Visiting Committee's commendations and recommendations were presented to the entire staff. The school leadership solicited input for the revision and update of the school's mission and Schoolwide Learner Outcomes (SLOs). The guided questions were presented to evaluate the current mission statement as well as the SLOs. The staff identified that the school mission statement and the SLOs needed to go through revision as it did not reflect the trends and needs of our student community that emerged during the pandemic such as diversity, equity, and technical skills. Suggestions were made to strengthen the relevance of the SLOs to the mission statement and to make them specific, measurable, achievable, relevant, and time-bound. All suggestions were taken into consideration and the mission statement and SLOs were updated.

Mission Statement:

San Mateo Adult and Career Education prepares adults from diverse backgrounds and educational needs for success in college, career, and community engagement. Our programs provide equitable opportunities to access and acquire academic, workforce, life, and technology skills.

Schoolwide Learner Outcomes:

- Students will set and meet academic, career, and/or individual goals.

- Students will gain knowledge and apply critical thinking skills to achieve their goals.

- Students will engage with, integrate, and utilize technology.

The assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the ACS WASC Postsecondary Criteria

As a result of the accreditation process, the WASC leadership team identified these growth areas as critical items that will impact student learning outcomes and help increase the achievement levels of students.

The school has identified the following growth areas:

- In order to improve student learning outcomes, we will develop standardized level assessments for each ESL level that align with curriculum and promotion criteria.

- Increase PD for both classified and certificated staff, as needed. PD/training sessions should be scheduled at a time that maximizes participation. There is also a need to provide more opportunities for teacher and staff collaboration time.

- To increase students' digital literacy and technology skills, students should be provided with computer classes, and lab support. Digital equity and integrating technology in instruction, curriculum, and learning should be an integral component of all courses.

The creation of a schoolwide *Action Plan* that develops specific action steps to address identified growth areas

The Action Plan clearly identifies timelines for completion, persons responsible, and resources needed. The methods to assess, monitor, and report progress were challenging to identify for all activities within each growth area.

The development of an accountability system for monitoring the implementation of the schoolwide *Action Plan* and analyzing its degree of success.

The school will continue to implement and monitor the Action Plan by reviewing it monthly with the school leadership team and annually with all stakeholders. In the past year, our Leadership Team and staff have had a turnover in key positions. In spite of the changes and vacancies, the current team has continued moving forward in the development and participation in this process.

Self-Study Committee Members

A list of Self-Study Focus Group members, Leadership Team members, and other programmatic committees follows the preface. This list makes it easier for the Visiting Committee to contact the people directly responsible for each ACS WASC criterion or program area during the site visit.

Adult Education Program Administration

Angela Taylor, Director

Harkirat Mann, Assistant Director

Cabinet Members

Angela Taylor, Director

Harkirat Mann, Assistant Director/WASC Coordinator

Lisa Sparks, English as a Second Language Program Coordinator

Lynnette Garcia, Career Education Program Coordinator

Jeri McGovern, Active Adults Program Coordinator

Stefanie Wright, Administrative Assistant

Patty Villar, Transition Navigator

Tommy Ly, Operations Maintenance Employee Lead

Robin Sator, Technology Support

District Administration

Randall Booker, Superintendent

Kirk Black, Deputy Superintendent Human Resources and Student Services

Julia Kempkey Assistant Superintendent of Curriculum and Instruction

Yancy Hawkins, Associate Superintendent Chief Business Officer

San Mateo Union High School District Board of Trustees

Greg Land, President

Ligia Andrade Zuniga, Vice President

Robert Griffin, Clerk

Teri Chavez, Trustee

Jennifer Jacobson, Trustee

Self-Study Committee Members
Angela Taylor - Director
Harkirat Mann - Assistant Director, WASC Coordinator
Lisa Marie Sparks – ESL Coordinator, Editor

WASC Focus Groups

Curriculum	
Lilly Adlawan	**Focus Group Leader**
Kelly Underwood-Rozmus	FG Co-Leader - ESL
Lisa Marie Sparks	ESL
Kristal Pomerville	ESL
Sarah Ribbers	ESL
Melvin Ong	ESL
George Engle	HSD
Karsten Barnes	GED
Demetrius Booker	CE
Instructional Program	
Allison Knaus	**Focus Group Leader**
Marie Cole	ESL
Jessica Giambruno	ESL
Paula Ockerman	ESL
Oscar Mendez	ESL
Pat Bordin	HSD
Aaron Villarreal	GED
Juliet Martine	AAP
Cheryl Torres Stubblefield	CE
Marina Kravtsova	Office Staff
Robin Sator	Office Staff

Student Support Services	
Lynnette Garcia	**Focus Group Leader**
Tamara Donavan	FG Co-Leader - ESL
Michelle Gonella	ESL
Jose Sanchez	ESL
Jeanne Dimon	CE
Jerri McGovern	AAP
Carlota Zuniga	HSD/GED
Patty Villar	Navigator
Gloria Gonzalez	Office Staff
Araceli Pena	Office Staff
Tia Marlowe	Office Staff
Katherine Guardia	Office Staff
Monica Suarez	Office Staff
Use of Assessment	
Jean Tom	**Focus Group Leader**
Cheryl Watkins	FG Co-Leader - ESL
Deep Bhullar	ESL
Betty Chen	ESL
Frantz Prince	HSD
Deborah Au	AAP
Karsten Barnes	GED
Dina Suarez	Navigator

Chapter I. School, Community, and Student Characteristics — School's Mission and Schoolwide Learner Outcomes

In narrative form, the school should provide the following information, with supporting charts and graphs as needed. Answer the specific questions included in the template.

Basic Information
1. Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as a school
2. School address, website, branches, extension sites, etc.
3. History of the school (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)
4. Description of any significant developments that have had a major impact on the school
5. List specific changes in programs since the last visit
6. Student demographics (ethnicity, gender, enrollment patterns, etc.)
7. Governance structure of the school
8. Schoolwide Learning Outcomes
9. The total number and types of programs offered and the number of students in attendance
10. Typical class size for teachers
11. Types of certificates awarded
12. Total number of administrative and teaching staff members
13. Calendar system used
14. Typical load for the average student

Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as a school

The San Mateo Adult and Career Education (SMACE) is part of the San Mateo Union High School District (SMUHSD), based in San Mateo, California, and serves students in six cities—San Bruno, Millbrae, Burlingame, Hillsborough, San Mateo, and Foster City. The district consists of six public high schools, a special Middle College program in conjunction with the College of San Mateo, an alternative/continuation high school, and a robust Adult School Program. SMACE serves diverse adult learning needs in the Peninsula. Adult Education exists to provide adults education and training opportunities, including career pathways and college readiness skills, so that they can be effective citizens, workers, consumers, parents and community members. Our program offerings include English as a second language (ESL) to acquire language acquisition and Career Technical Education (CTE) that involves a multiyear sequence of courses that integrate core academic knowledge with technical and occupational knowledge. In addition, SMACE offers Adult Secondary Education (ASE) which creates the opportunity for students to earn high school diplomas (HSD) or high school equivalency (HSE). All programs provide students with a pathway to postsecondary education and careers where they can further gain essential skills for entry-level employment and economic sufficiency. Our Active Adult program serves the community at large to continue the pursuit of knowledge through life-long learning.

The district serves a total population of 8,900 students with a staff of more than 900 employees; the San Mateo Adult School approximately serves 3,000 students.

As stated in our mission statement, San Mateo Adult and Career Education prepares adults from diverse backgrounds and educational needs for success in college, career, and community engagement. Our programs provide equitable opportunities to access and acquire academic, workforce, life, and technology skills.

School address and website

The adult school program serves the San Mateo community at the main campus located at San Mateo Adult and Career Education, 789 East Poplar Ave. San Mateo, CA 94401. The school website is https://sanmateoadulted.org/.

History of the School

Located in the center of San Mateo County, the San Mateo Adult School serves the cities of San Bruno, Millbrae, Hillsborough, Burlingame, Foster City, and San Mateo. The school began operations in 1914 as the San Mateo Evening School, offering high school subjects and, eventually, classes in "Americanization." Today, the San Mateo Adult School is one of eight schools in the San Mateo Union High School District, which includes six comprehensive and one alternative/continuation high school.

The Adult School's main campus at 789 East Poplar in San Mateo was established in the early 1990s and houses the majority of the ESL, CTE, Adult Secondary classes, and a Pearson View GED Test Center. There are five off-campus locations throughout the service area, including a community center, recreation center, senior centers, Mills High School, and San Mateo County Jail. These off-site facilities are an important part of the school's effort to make classes more accessible to the community.

In March 2013 SMACE joined and played a major role in the inception of the Adult, College, Career, and Educational Leadership (ACCEL) consortium which covers San Mateo County and includes four other Adult Schools, Jefferson Adult, South San Francisco Adult, La Costa Adult, and Sequoia Adult together with the three colleges, Canada, College of San Mateo and Skyline of the San Mateo Community College District. We are working together to build pathways for adult learners, so they can achieve economic self-sufficiency in an area with one of the highest costs of living in the nation. Our consortium is committed to having a positive collective impact on the local workforce, building a just economy, and a healthy community. For more information on the consortium go to:

https://newfuturesanmateo.com/

Annual Plan 2022-2023

ACCEL Strategic Action Team Roles and Expectations

Significant School Changes and Development

The San Mateo Adult and Career Education (SMACE) program has undergone some significant changes since our WASC accreditation visit in 2017. The major changes were in SMACE leadership, staffing, student enrollment, technology, curriculum development, instructional modalities, the introduction of new programs, marketing, additional support services to students, and the COVID -19 pandemic.

SMACE Leadership

The school has experienced a significant change in leadership over the last three years. The new director, Angela Taylor, was hired in the midst of COVID on July 1, 2020, and a new assistant director, Harkirat (Kira) Mann, was hired on July 1, 2021. The school not only experienced a change in administration but also experienced a change in program leadership. The new Career Education (CE) Coordinator, Lynnette Garcia, was hired in January 2022 and the ESL Coordinator, Lisa Sparks took her position in July 2022. Both the coordinators were former experienced CE and ESL teachers respectively at SMACE. In the Adult Secondary program, a new coordinator was hired in June 2022. She only worked until July 14, 2022, before moving on with another opportunity. Eventually, Jesenia Contreras was hired in December 2022 as the new ASE Coordinator and Counselor. The struggle to keep up with staffing shortages has created a hardship in growing the ASE program.

Instructional and Support Staff

The COVID-19 impact was surreal. At SMACE, we experienced an overwhelming number of retirements, resignations, and new hires in the last three years from 2019 -2022.

Certificated Staff: 9 Retirements, 9 Resignations, 21 New Hires, in total 43 certificated employees. Classified Staff: 2 Retirements and 2 New Hires. The evening Transition Navigator moved out of state so a new navigator was also hired. To meet the needs of the evening program, we created a new position, English Learner Specialist. The position has been filled by Olena Babych–a student, who is also a former student ambassador and a student council member. As CASAS testing demands grew during the pandemic, the need to remote test required another layer of organization and coordination. The Testing Coordinator position was created in 2021 and former ESL teacher, Jean Tom, was hired to support the organization and implementation of program-wide testing. Currently, we have a total of 24 classified employees.

Specific changes in programs since the last visit

New Programs

We have continued to grow our CTE program. Within the last year, we have added Phlebotomy Technician, Medical Billing and Coding, and Dental Rover Sterilization Technician. Amazon Web Services program was introduced in 2019 and now has two certifications: AWS Academy Cloud Foundations and Academy Cloud Architecting. In partnership with Construction Trades Workforce Initiative, we also now offer Math Test Prep Class to help students successfully pass the local union Apprenticeship Exam. We introduced the Integrated Education and Training (IET) program with Medical Terminology and converted the CTE Professional Communication for Business and Beyond into an IET program to reach and support our ELL student population.

In the HSD program, the most specific change was the reduction of High School credits from 200 to 180 in the year 2020 and the introduction of AB104 in the year 2021, where HSD

requirements were reduced to 130, meeting state-mandated graduation course requirements. Furthermore, in 2022 the board just approved the reduction of credits to 150. We added an online platform in alignment with the district using Edgenuity software creating distance learning/online opportunities for students. In the GED program, we introduced GED Spanish in the evening and added an online Aztec Learning System to provide greater access and opportunities to accelerate student learning. In the ESL program, we expanded our ESL classes to the San Mateo County Jail.

Marketing

In 2019, SMACE contracted with a marketing coordinator to meet the ever-changing demands of the program. Since then, printed brochures have been discontinued, while the website has been continuously updated to reach our student community. New three-fold flyers were created in 2020 and 2021 and in 2022, because of the significant decline in student enrollment in the CE, ASE, and AAP programs during the pandemic, SMACE has reprioritized working on a Strategic Marketing Plan. This year we have contracted with Alford Communication to develop, expand, and manage marketing and outreach for SMACE programs through social media such as Instagram, Facebook, Twitter, and Next Door. The company will also work on target marketing based on our student demographics data and media trends. Since we also serve an adult student population of all ages who might not use social media or websites, postcards and additional tri-folds are being created to send out into the community by mail to promote all programs. We have also expanded our advertising capacity through three DMVs: Redwood City, Daly City, and San Mateo.

Curriculum, Instruction and Assessment

Since the last WASC self-study visitation in March 2020, the ESL Curriculum Committee has continued working on a revision to the ESL Curriculum. The work is based on the Immigrant Integration Framework developed by ALLIES and which has become the basis for the state-level Immigrant Integration Metrics mandated by AB 54. The overall goal of the curriculum is to have teachers focus on what students will be able to do rather than what students will learn. It incorporates previous work done on the Transitions Integration Framework, TIF, which explicitly teaches transition skills. Professional Learning Communities (PLC) are organized across departments to support best practices and make data-driven decisions to promote student learning and outcomes. In addition, SMACE's Curriculum Committee has developed, implemented, and delivered instructional activities which integrate EL Civics content–incorporating English Language, literacy instruction, and civics education–with ESL instruction and curriculum. At present, eight Immigration Integration Curriculum Units have integrated EL Civics into the core curriculum. In addition, the Technology Committee has worked with the Curriculum Committee to develop level appropriate tech skills for each of the 7 ESL levels. We are currently collaborating with teachers within our PLC to plan on how to implement and support both teachers and students in this process to ensure that each student succeeds.

ESL Clear Pathways Exam: [This Grammar, Writing, Reading, Listening, and Speaking placement exam](#) is designed in conjunction with CSM and ESL Advanced Level teachers as a way for the Adult School ESL students to both graduate from the Adult School's ESL program and also smoothly transition to ESL Level 4 at the College of San Mateo. When taken, students are offered priority enrollment at CSM and a "warm handoff" between the Adult School and CSM's Transition Navigators and campuses. In partnership with CSM, the Adult School proctors this CSM placement exam twice each year. 71% and 61% of students who took the exams in the Spring and Fall of 2022 passed, making these students ready to transition to a college pathway.

The ASE program continues to update and revise its core and elective courses with the CCR standards. Personal Finance, Career Choice, and Short Stories one and two were recently upgraded. A Distance Learning program using Edgenuity software was introduced in alignment with the district. It supports high school students' transition to Adult Education and has created online opportunities for all students. In the GED program, a teacher-led online instructional opportunity was created, and for the first time, a Spanish GED class was introduced in 2021.

SMACE experienced a significant impact on assessment. SMACE had to pivot from CASAS e-testing to remote testing, and we were unable to test students in March and April 2020. The school made considerable effort to arrange testing in a parking lot with tables and laptops available to students offered throughout the week, including the weekends. The school experienced no shows or small participation due to the fear of the pandemic. In addition, remote testing required specific proctor training. It took time to build education and capacity around it. Finally, we had qualified staff ready to remote test by the Fall Semester, August 2020, but the test required students to have a laptop with Windows 10 operating system and a Wi-Fi connection. Not all students possessed laptops, and some had issues with their Chromebook or Wi-Fi. Some students did not test at all and some tests got dropped due to bad Wi-Fi connection. The teachers, office staff and students all experienced frustration around e-testing with constant technical issues. We were unable to collect accurate data due to the student's inability to remote test especially in the low ESL levels. Due to these challenges, we hired a new testing coordinator to balance and maintain a regular testing schedule. As ESL was the largest program, the coordinator was able to move into an organized testing schedule with e-testing and remote testing in 2021. In 2022, we are still working on the HSD and GED programs which were significantly impacted with no pre-post testing.

Instructional Modalities

Another major impact of the COVID-19 pandemic is the shift in instructional modalities. In March 2020, all schools, including ours, pivoted from traditional in-person instruction to online. This shift created new opportunities for teaching and learning while also significantly highlighting the digital inequities in education. Our teachers upskilled their own tech skills and helped to support the development of students' tech skills so that they could navigate their new learning environments. Once COVID rates decreased and vaccines became available, our school then shifted from a fully online modality into hybrid classrooms in Spring 2021. Now, based on the results of the Students' Interest Survey in early 2022, we offer two modalities in the core program in ESL, HSD, and GED: in-person and online instruction. The ESL writing continues with an online modality via Zoom and Listening/Speaking classes are hybrid. The CE and AAP programs continue to stay in a hybrid format to increase equitable access and community participation.

Student Life

SMACE is committed to student involvement and for years has had an active student body. While Student Ambassadors and Student Volunteer programs continued during the pandemic, we were unable to maintain the Student Council due to an exodus of staff in the midst of the pandemic year 2021. Student Ambassadors and Student Volunteers provided support throughout the pandemic in the student registration process, including orientation, technology support, CASAS assessment, translation, and classroom support as we continuously pivoted based on CDC guidelines. Other student involvement opportunities include Green Team, City Government Academy for ESL students, Alumni Conversational Club, and the Community Garden.

Wellness Program

In collaboration with San Mateo Union High School District, Juliet Martine, the Wellness Facilitator and a registered yoga teacher for the Active Adult Program, supports all staff's general well-being by creating opportunities on campus for Biometric Screening, Free Chair Massages, Walk, Bike, and Roll Day and encourages healthy eating habits. The district encourages staff to take advantage of the wellness program through the following resources: In-person or virtual fitness classes, Adult Sports Events/Leagues reimbursements, Weight Watcher@ Work, and employee discounts at the fitness center and community health clubs, and also offers mindfulness zoom classes.

Student Enrollment

Another significant change involves the decrease in the overall number of student enrollments over the last 3 years. The chart below shows unduplicated student enrollment in the programs at SMACE. In the ESL program in the year 2020, the enrollment noted was 2,532. It dropped in the midst of the pandemic in 2021 to 2,196 and increased to 2,333, still not meeting the pre-pandemic numbers. The ABE program maintained stability in enrollment with 77 students in the year 2020-2021 and gained enrollment by 104 students in 2022. In the ASE program, in the year 2020, the enrollment from 252 dropped to 209 students in the year 2021 but gained enrollment in 2022 to 222 students. The CE program was the most impacted program during the pandemic. In the year 2020, the enrollment noted was 298 students and significantly dropped to 137, but bounced back in 2022 to 334 students, surpassing pre-pandemic numbers.

Student Enrollment by Program
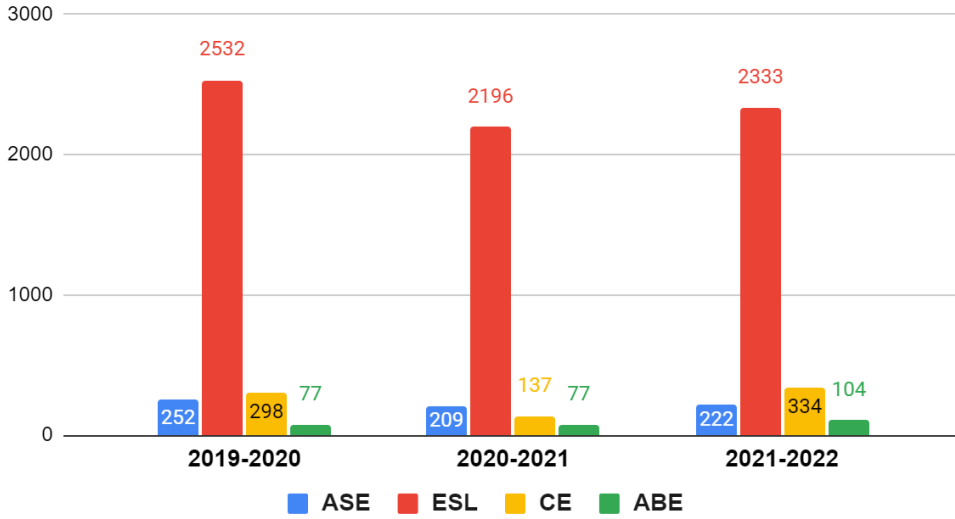
The five adult schools in the ACCEL Consortium mirrored the same trend of an overall significant decline in the year 2021 and increased enrollment in 2022, yet consortium-wide, adult schools still have not reached the pre-pandemic numbers. The chart below shows an unduplicated significant drop in student enrollment across all five adults: Jefferson Adult School, South San Francisco Adult Education, San Mateo Adult, and Career Education, LaCosta Adult School, and Sequoia Adult Education.

Enrollment Unduplicated Students
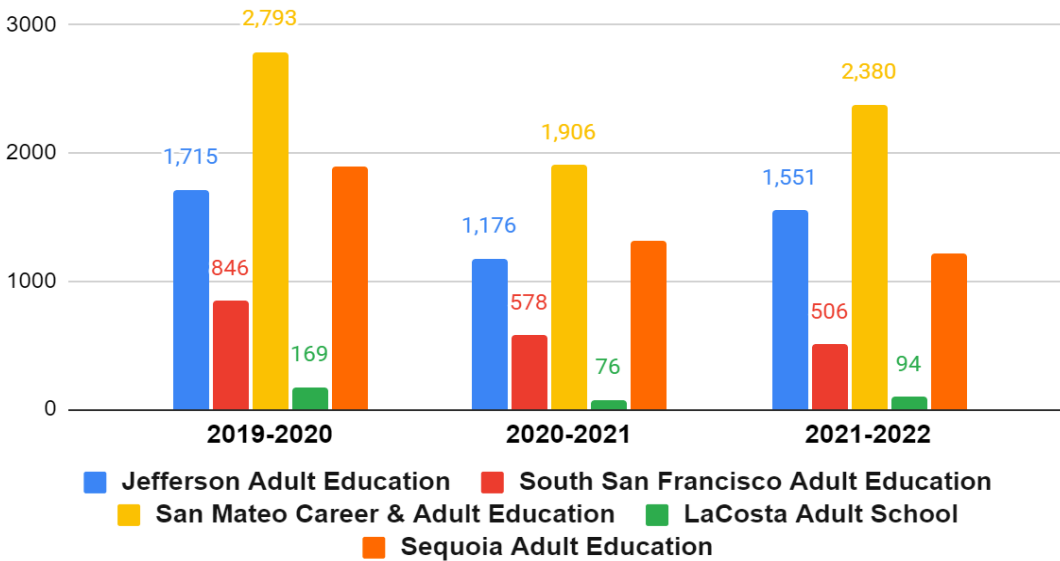
Technology

Burlington English: Burlington English has assisted teachers in providing blended learning opportunities to students that correspond with the themes in the curriculum. The number of Burlington English software licenses for ESL classrooms was 475 (2020). As a result of low enrollment and usage during the pandemic, the number of licenses dropped to 250 (2021) and current usage is 100 (2022).

Edgenuity: During the pandemic, in partnership with the San Mateo Union High School District we added Edgenuity to the High School Diploma program as an online platform to support student learning needs. The courses combine direct-instruction videos with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

Aztec Learning System was introduced in the GED program in the year 2021 as an additional resource so students could accelerate their learning beyond the classroom.

Reading Plus Software: We purchased 50 licenses in the year 2021 and maintained consistency in using 50 licenses to serve ESL and ASE programs. Reading Plus is designed to improve reading skills such as fluency, comprehension, and motivation. It also gives students greater access to learning experiences outside of the classroom.

Technology Upgrade: The testing computer lab was upgraded with desktops with the new headsets. All classes have access to laptop carts individually assigned to each class. All teachers are given in-depth training and practice with Google Applications, Zoom, and Remind. The GED classroom was updated creating a computer-based learning environment.

COVID-19 Impact: When the pandemic hit in March 2020, the school provided students with loaner Chromebooks, laptops, and hotspots so that they could have access to remote learning. Unfortunately, not all the laptops and Chromebooks were returned but we have continued with the loaner program to support student learning based on the student needs, even when students returned in Fall 2022. We also have several classes that offer online and hybrid learning that allows flexibility and retention of students. In addition, Video conferencing platforms via Zoom have promoted lifelong learning skills beyond the classroom.

Student Demographics and Enrollment Patterns

The students at San Mateo represent a diverse community of learners. Student enrollment showed a significant decline of 41% in the pandemic year 2021. The tables below provide a breakdown of enrollment by gender, ethnicity, and age group.

Student Enrollment by Gender
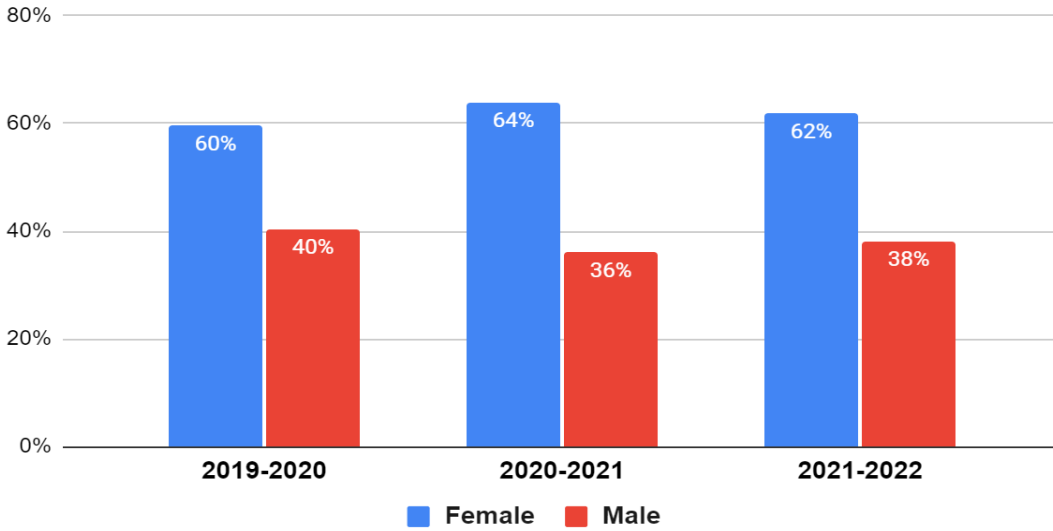
In the past three program years, our enrollment by gender has remained consistent with female students averaging around 62% and male students averaging 38%.

Student Enrollment by Ethnicity
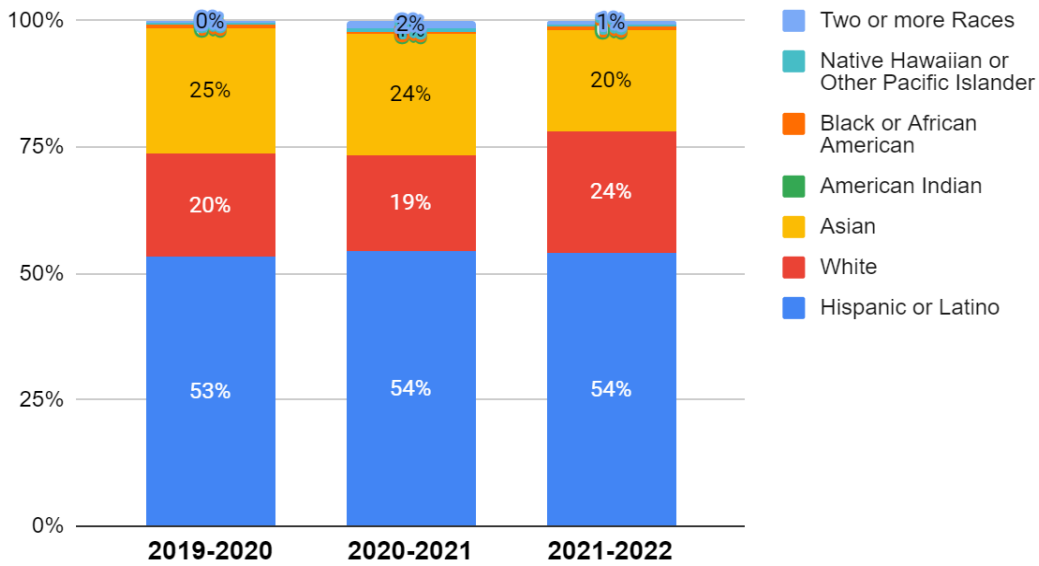
Our enrollment at SMACE by ethnicity continues to be predominantly Latino averaging 53% in the years 2020-2022. The Asian population representing 23% is slightly higher than the White population averaging 21%. The African American, Native Hawaiian, or other Pacific Islander or two or more races only represent 1% of the student population.

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Student Enrollment by Age

The 25-44-year-old age group represents 50% of the student enrollment. The 19-24 and 45-54 years-old age group represents the average 16.3% and 15.3% respectively. The graph is a true representation of Adult Education empowering students of all ages to meet their college, career, and community needs.
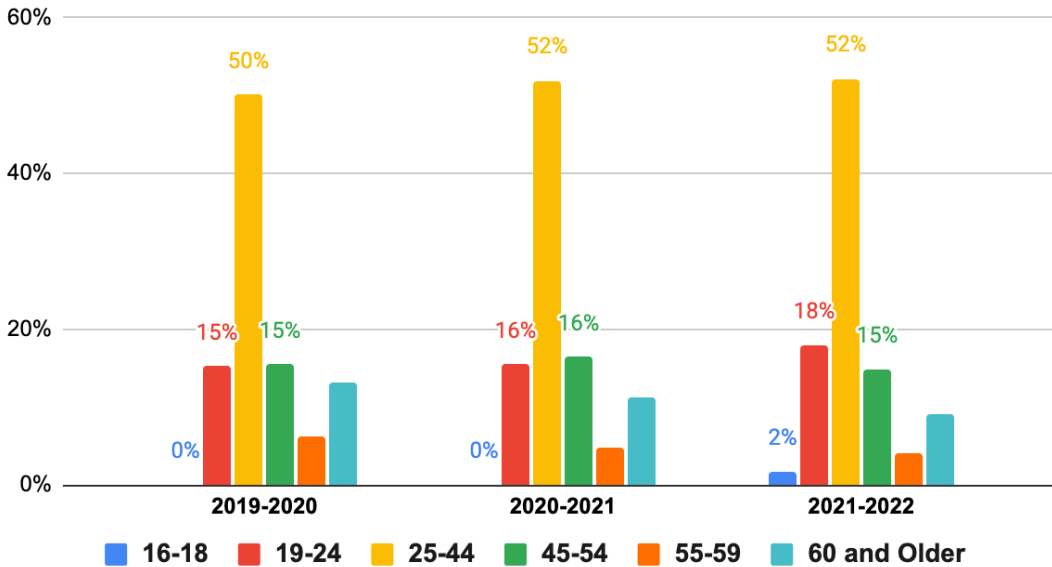
The Governance Structure of the School

The San Mateo Adult Education program structure includes one director, one assistant director, four program coordinators, 43 certificated and 24 classified staff. Certificated staff report to their program coordinators who report directly to the assistant director and director. Classified staff report to the assistant director and director with their first point of contact being the administrative assistant. The ACCEL consortia executive director reports to the adult school director. The director reports to the Superintendent of San Mateo Union High School District.

The Organizational Chart at the district level.

SMACE Organizational Chart
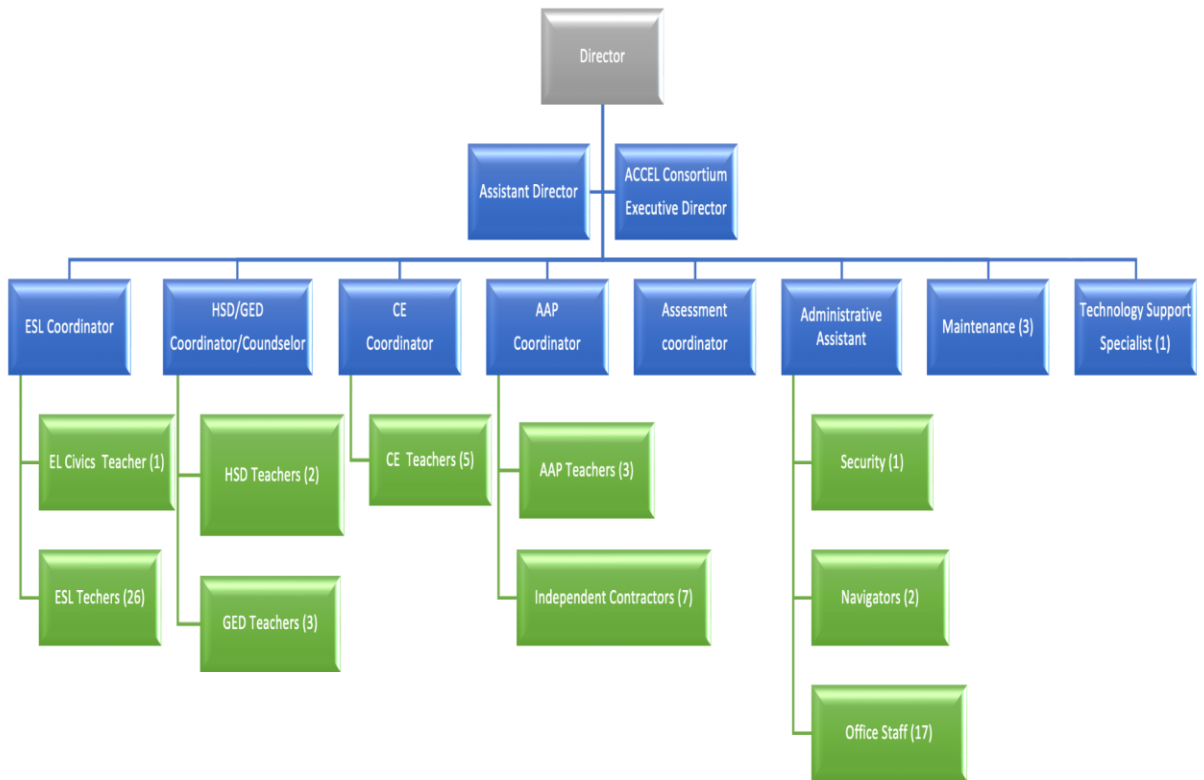
Schoolwide Learner Outcomes

- Students will set and meet academic, career, and/or individual goals.

- Students will gain knowledge and apply critical thinking skills to achieve their goals.

- Students will engage with, integrate, and utilize technology.

Program Offerings

Adult Secondary Education(ASE)
High School Diploma (HSD)
The HSD is a self-paced program. Students work on their own, one class at a time, on packets or online software Edgenuity. The Adult Learning Center is open Monday through Thursday in the morning and evening. Students have the autonomy to decide which days and times they want to come to work on their packets or on their online classes. HSD used Edgenuity, an online curriculum that provided students with flexibility, accessibility, and accelerated learning.
The lab is guided by the teachers to provide continuous check-in and support to the students with the curriculum, instruction, and assessment. The teachers also provide accommodations to support district transfers with an Individualized Education Plan (IEP).

General Education Development (GED)
GED Preparation classes are available to students age eighteen or older. Classes are available in both English and Spanish. The orientation and CASAS placement exam are given to all students that want to enroll in English or Spanish GED Prep class, and a counseling appointment is made. The GED department offers a combination of on-campus (morning and evening) and online (evening) schedules. Aztec Software, CCRs aligned, is used as an additional resource to enhance the GED preparation experience. Aztec's GED Test Preparation Series utilizes ongoing test data to generate and continuously adapt to individual students' learning plans. Aztec GED flash allows learners to review concepts in Reading Language Arts, Math, Science, and Social Studies. Further, to assess how prepared the students are for the Official GED test, a Ready Test is given. San Mateo Adult and Career Education is a GED testing site.

English as a Second Language (ESL)
The English as a Second Language Program provides English instruction to non-native English speakers interested in developing their communication skills in reading, writing, listening, and speaking. The focus of instruction is on furthering education, life skills, employment preparedness, and immigrant integration. We offer seven levels of instruction ranging from Literacy to High Advanced in the morning and evening with both in-person and online teaching modalities. All levels of ESL Listening/Speaking classes are offered in the afternoon five days per week in a hybrid modality. The focus is on the development of listening comprehension and speaking fluency. We also offer three levels of online writing classes: basic, intermediate, and advanced, which support the student in mastering writing basic sentences and get them ready to move on to paragraphs and essays. In general, the focus of the entire ESL program is to develop English language skills while also developing workforce readiness, and transitioning students into HSD or GED programs or post-secondary education. Furthermore, in collaboration with the College of San Mateo, we offer a pronunciation class to ESL students at the High Intermediate level or above level and it is taught by CSM faculty. It supports a smooth transition and warm handoff to post-secondary education.

Citizenship
The ESL/Citizenship classes offer ESL instruction as well as prepare students to become U.S. citizens by passing the Naturalization interview given by the USCIS. As part of the interview preparation, all students learn a variety of strategies in Speaking, Writing, Listening, and Reading. The focus of the ESL/Citizenship class is to educate adults on how to become informed citizens who participate in decisions about society. Students learn knowledge of the nation's institutions and rules of law as they apply to social and human relationships. Teachers work with students to understand and master the content contained in the newly redesigned Naturalization test questions in conjunction with U.S. history, government, and civics. Students entering the program must have a Permanent Residence Card.

Integrated Education and Training (IET)
English Language Learners co-enroll in ESL & CTE programs in an effort to contextualize literacy, workforce training, and workforce preparation skills simultaneously. SMACE implemented two IET offerings at the beginning of the 2021-2022 program year: Intro to Medical Terminology and Professional Communication. Both classes are designed to meet English language proficiency with literacy activities concurrently and contextually integrated with workforce preparation activities and workforce training for educational and career advancement. Students attending the classes have the opportunity and pathway to transition into the Career Education Program or into employment with entry-level office jobs.

Career Technical Education (CTE)
Occupational courses offered by SMACE Program are concentrated in the following
main career areas:
- Health Education: Pharmacy Technician Training Program, Clinical Medical Assistant Training Program, Medical Billing and Coding Specialist, Dispensing Opticians Training Program, Dental Rover: Sterilization Technician, and Phlebotomy Technician Program.
  - These programs are in partnership with Career Training Solutions, Canada College, and CalRegional respectively. Each program has an externship and an industry certification requirement that leads to employability.
- Business, Finance, and Computer Classes: Amazon Web Services Academy (in partnership with College of San Mateo) Office 365 Cloud Essentials, Intro to Accounting, QuickBooks and Google Basics, and Microsoft Excel Certification. These classes are led by CTE Certified Instructors and on completion, students earn certificates of completion and college credits through articulation and can move into dual enrollment.
- Career and Professional Development: Construction Math Test Prep Program, SMACE, and Construction Trades Workforce Initiative partner to help students successfully pass the local union Apprenticeship Exam which includes Plumbers, Pipefitters, Welders, HVAC, Sprinkler Fitters, Electricians, Sheet Metal Workers, Operating Engineers, and Insulators.

In addition, the CTE program has open lab hours Monday through Friday in the afternoon and evening, providing students with individualized support for homework completion, practicing typing, and all applications necessary to support their learning.

Active Adults Program (AAP)
The school 's Active Adult Program includes classes in Applied Arts, Music Appreciation, Foreign Language, Health and Fitness, Current Events, Memoirs, Stories, and Genealogy. These classes are designed to meet the community's needs and are in different locations throughout the community, including a community center, recreation center, senior centers, and Mills High School. Our instructors are experts in working with the vast range of physical and
cognitive abilities represented in the active adult population.

SMACE is committed to serving our district's adult community even though the California Adult Education Program (CAEP) no longer funds the program. In order to provide learning opportunities to all members of our older active adult community, SMACE keeps student fees as low as possible, with price reductions or fee waivers available for students who need financial assistance.

Typical Class Size
In general, the typical class size is between twenty-five to thirty students. There is no recommended class size for teachers in accordance with the current Collective Bargaining Agreement between the San Mateo Adult School Federation of Teachers and the San Mateo Union High School District. However, when teachers combine their class with another (to substitute for another teacher), Article IX of said agreement provides for "Salary Compensation at twenty-five dollars an hour above their base pay provided there is an attendance of no fewer than thirty students in the combined class."

Types of Certificates Awarded
SMACE awards the High School Diploma and High School Equivalency diploma to all students who complete the program. ESL students receive certificates of completion during the ESL program graduation. In Career Technical Education, on completion of the Clinical Medical Assistant course, students can take the certification exam through National Health Career Association (NHA). On completion of the Pharmacy Technician program with externships, students can receive certification by taking the Pharmacy Technician Certification Board's PTCB exam, and on completion of the Dispensing Option Program, students can acquire ABO Board certification.

Administrative and Teaching Staff Members

STAFF	Part-Time	Full-Time	TOTAL
Administrators		2	2
ACCEL Consortium Director		1	1
Counselor		1	1
Teachers	32	11	43
Classified Staff	10	14	24
Adult School Instructors (formally Independent Contractors)	7		7

Calendar system used
SMACE Adult School uses a tri-semester calendar with classes offered in the Fall, Spring, and Summer. Currently, the Fall Semester runs August-December, the Spring Semester runs January-April, and the Summer Semester runs from May to mid-July.

San Mateo Union High School District

Adult School Calendar 2022-2023   Fiscal Year 23

Summer - Fall 2022

July	M	T	W	T	F
					1
	H	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

August	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

September	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

October	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

November	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

December	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

Spring - Summer 2023

January	M	T	W	T	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

February	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28			

March	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

April	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

May	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

June	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

KEY

H	SCHOOL HOLIDAY - EVERYONE OFF	
PLC	AST PLC (Non Student Day) EVERYONE AT WORK	
R	TEACHERS & SDO OFF	
R*	TEACHERS, SDO, & 12 MO AS OFF	
	CLASSIFIED DISTRICT PD	

Calendar Days / Work Days	
AS Teachers/SDO	213
AS 12-Mo Clerical	230
AS 12-Mo & Cert Mgmt.	245

Typical load for the average student

High School Diploma: On average students can earn 10/15 Credits based on time and effort per semester.
GED: 1 class / 3 to 4 days per week
ESL: 1 class / 4 to 5 days per week
ESL: cohort class / 2 days per week

Community Information
1. Description of geographic area
2. Population of area served by the school
3. Population characteristics
4. Anticipated changes in school demographic data

Geographic Area

San Mateo County is located on the peninsula immediately south of San Francisco and is bordered to the west by the Pacific Ocean, to the south by Santa Clara County and Silicon Valley, and to the east by the San Francisco Bay. The county occupies 449 square miles and has a population of 737,888 (US. Census).

The US Census quick facts report San Mateo's self-identified Race/Ethnicity as 58.0% White, 31.8% Asian, 24% Hispanic or Latino, 2.8 % African American, 0.9% American Indians and Alaska Native, 1.4% Native Hawaiians and other Pacific Islanders, and 5.1% two or more races and 37.4 % White alone and not Hispanic or Latino

Some quick facts about San Mateo are as follows:

San Mateo's population is 737,888 (2021) and 764,442 (2021) with - 3.5% percentage change - from April 1, 2020, to July 1, 2021.

- 90.4% with High School Graduation or higher
- 52.1% have a Bachelor's Degree or higher
- Median Household Income is $128,091
- San Mateo housing consists of 59.9% and the median gross rent is $2,435.
- Total employment change 2019-2020 is 4.3%

Population of area served by the school

San Mateo Adult and Career Education (SMACE) is part of the San Mateo Union High School District (SMUHSD) and serves students from six surrounding cities: Burlingame, Foster City, Hillsborough, Millbrae, San Bruno, and San Mateo. The main campus is centrally located in the heart of the SMUHSD service area and in its most populated city, San Mateo. SMACE is also situated between major transportation routes, Highway 101 and El Camino Real, and is easily accessible by bus (SAMS Trans) and Caltrain, making the SMACE campus an ideal location to serve the district's students and community. Below is the pie chart representing Service Area Population. 41.8 % San Mateo with the largest population, 18.2% San Bruno, 13.0% Foster City, 12.7% Burlingame, 9.4% Millbrae, and 4.9% Hillsborough with the smallest population.
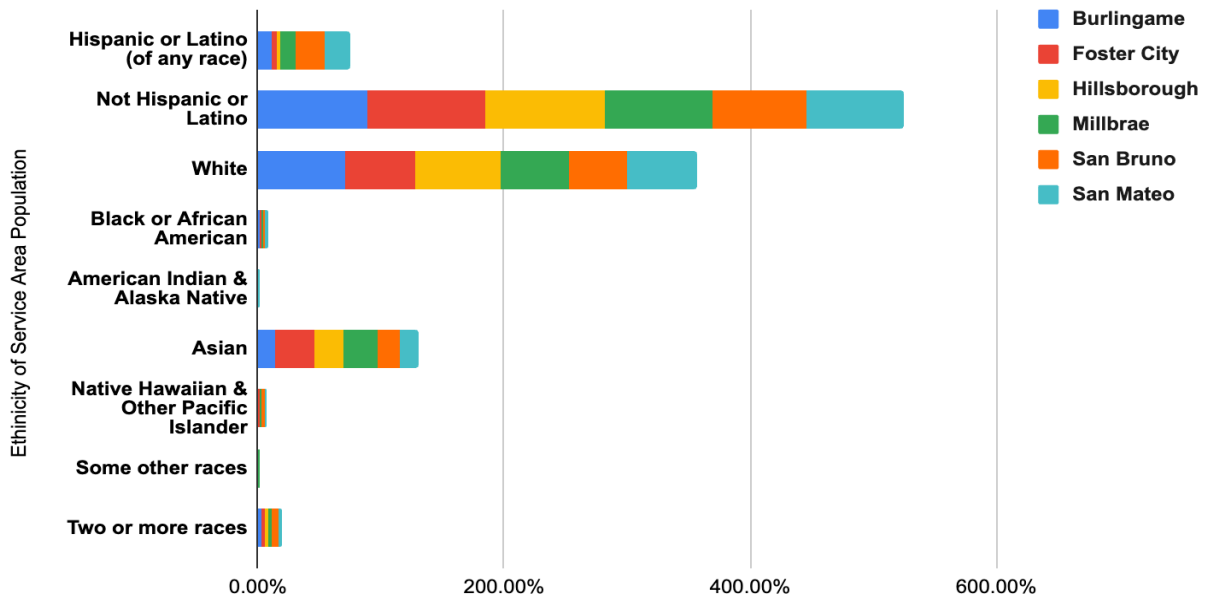
Service Area Population
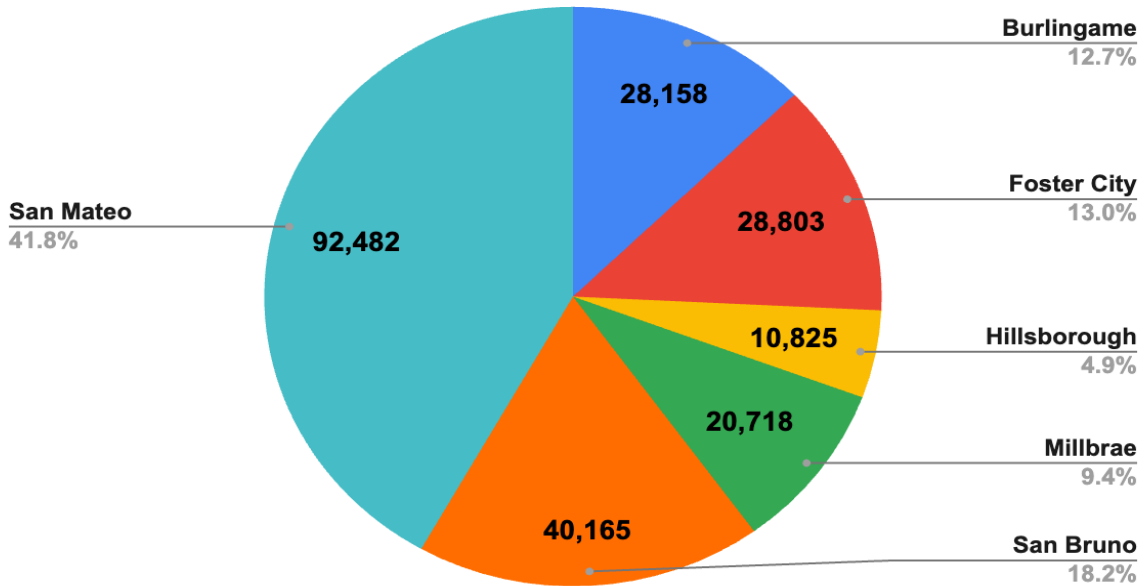
Population characteristics

San Mateo County is home to a diverse, multicultural community, and the six cities served by SMUHSD reflect this ethnic and racial diverse population.

Burlingame, Foster City, Hillsborough, Millbrae, San Bruno…

The source Bay Area Census, 2020 shows non-Hispanics and white make up a majority across the service area. Non-Hispanic or Latino: 97.2% Hillsborough, 94.7% Foster City, and 89.4% Burlingame and White: 71.3% Burlingame and 69.7% Hillsborough leaving 56.5% San Mateo, 56.3% Millbrae, 55.9% Foster City respectively.

The SMUHSD service area has a large Asian population. Residents that identify themselves as Asian are distributed throughout the area's six cities. The cities of Hillsborough, Millbrae, and Foster City have an Asian population between 20% and 30%, while San Bruno, San Mateo, and Burlingame's Asian population is between 10% and 20%.

There is also a large Hispanic population in the SMUHSD service area. The concentration of Hispanics is higher in the area's most populous cities, San Mateo (20.5%) and San Bruno (24.1%), Burlingame (10.6% Hispanic), Millbrae (11.5% Hispanic), Foster City (5.3% Hispanic), and Hillsborough (2.8% Hispanic).

Though relatively small in terms of population percentage of the overall demographic make-up of the six cities in the SMUHSD, the Pacific Islander population, in terms of numbers, is one of the largest in California. Like the Hispanic population, the Pacific Islander population is concentrated in the cities of San Mateo and San Bruno, comprising 1% and 2% of the population of those cities respectively.

The Black population in the SMUHSD has decreased over the past twenty years. 2.5% San Mateo, 2.5% Foster City 2.1%, and 1.9% San Bruno followed by Burlingame, Millbrae, and Hillsborough with less than 1%. This trend is a result of the gentrification of Black neighborhoods.

The high cost of living in the SMUHSD service area as well as in the entire Bay Area region is driven by a highly productive economy, home base to some of the richest corporations and institutions in the world. Companies in High Tech, major multinationals, and local universities (the Bay Area is host to some of the most prestigious) that conduct groundbreaking innovation and research, financial and investment banking firms, and the specialized businesses and human resources devoted to supporting these industries demand a highly educated and skilled workforce of industry specialists—and recruitment for these educated and skilled employees are highly competitive. To attract these types of employees, salaries in the area are amongst the highest in the nation. The median household income in the US is substantially lower than the San Mateo County median household income shown in the bar graph below.

Household Median Income
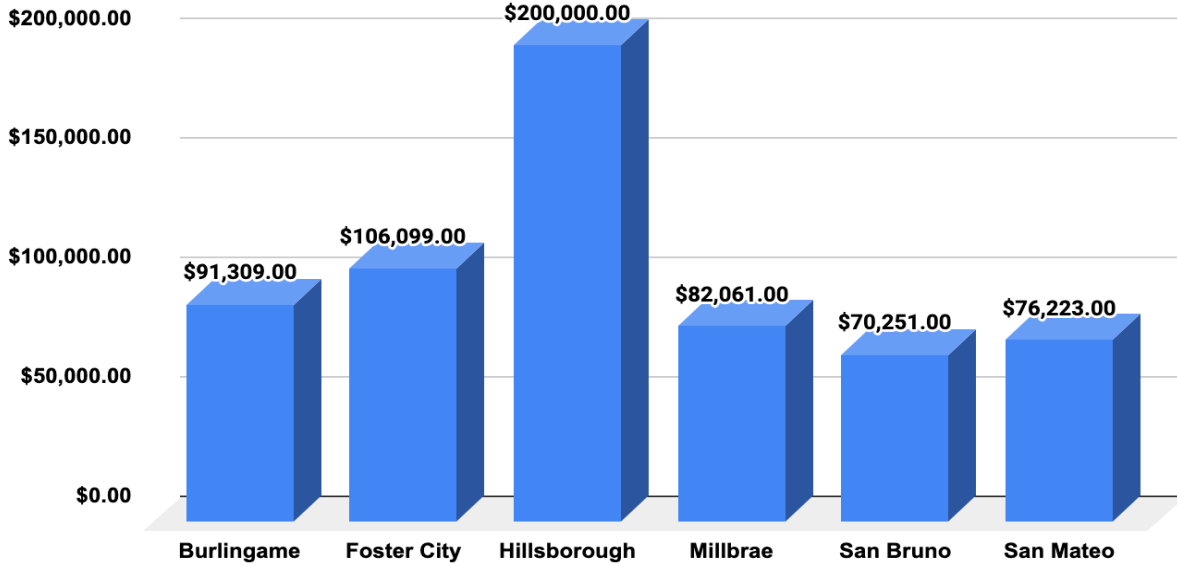
Another source for demographic information that we reviewed to understand who students are, is the California Healthy Places Index. This Census tract reflects the community conditions of San Mateo County.
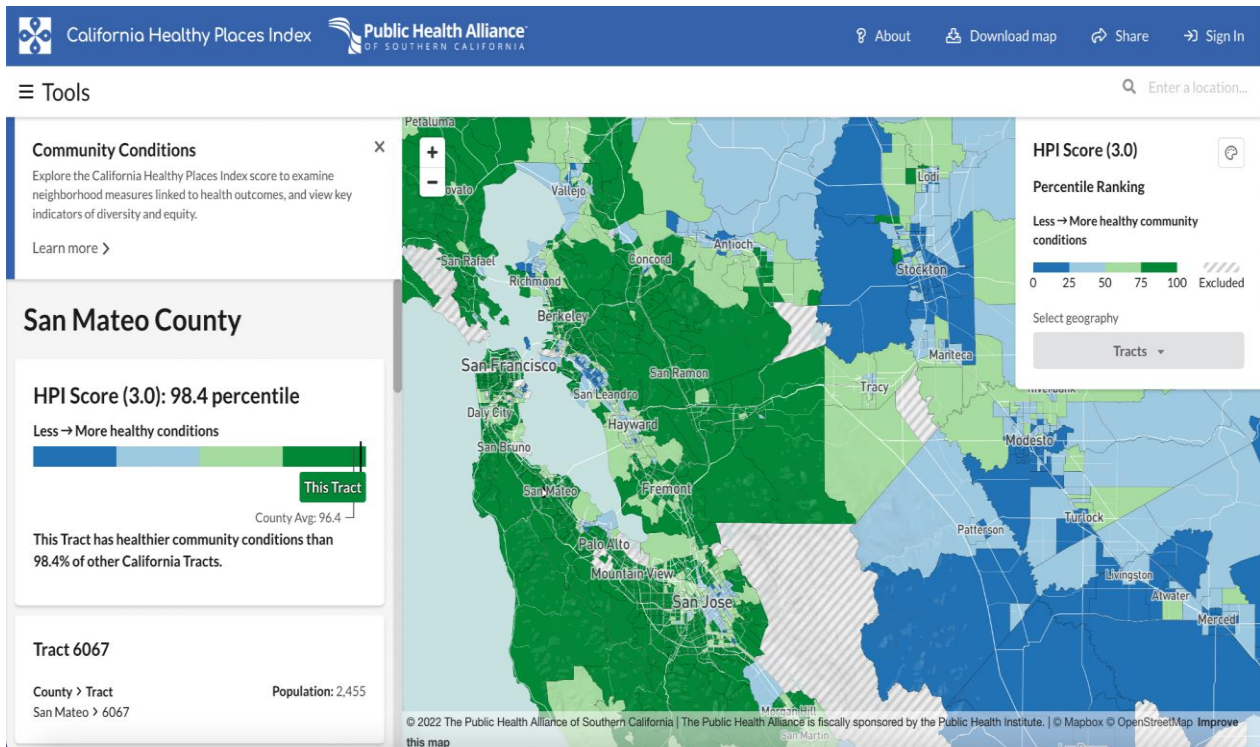
The map indicates that this tract has healthier community conditions than 98.4% of other California census tracts.
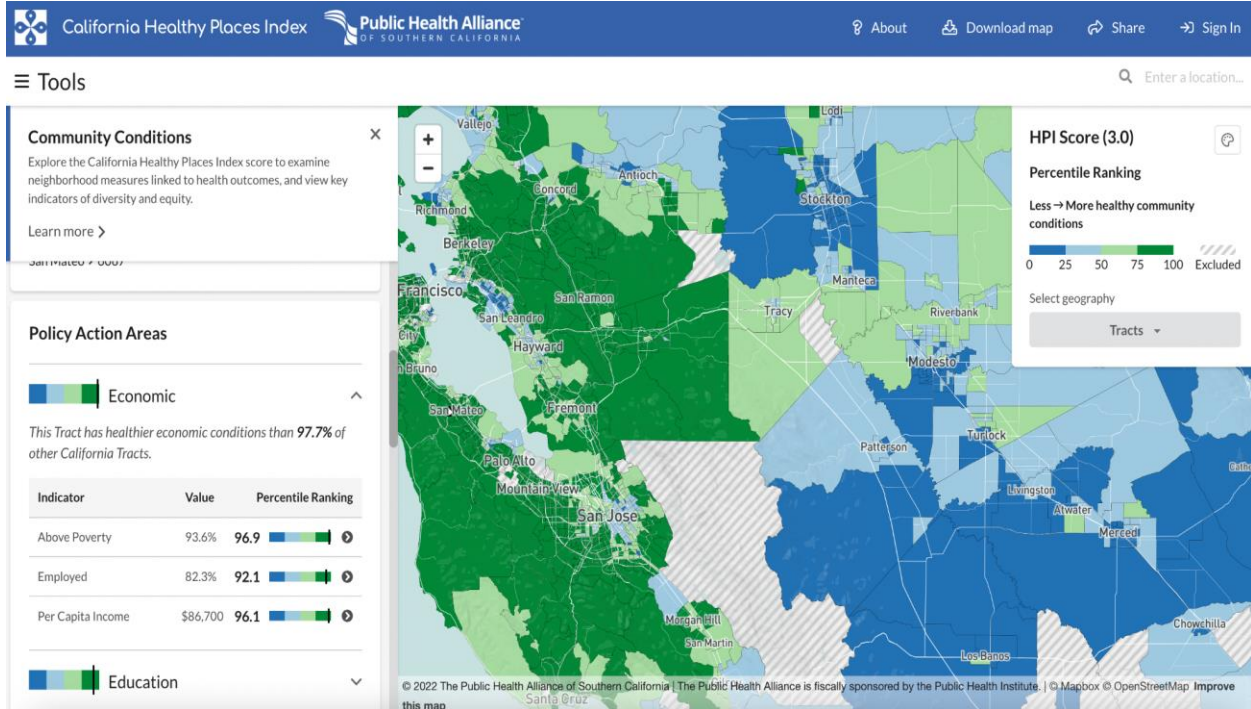
Economic conditions are 97.7% healthier than other California tracts.
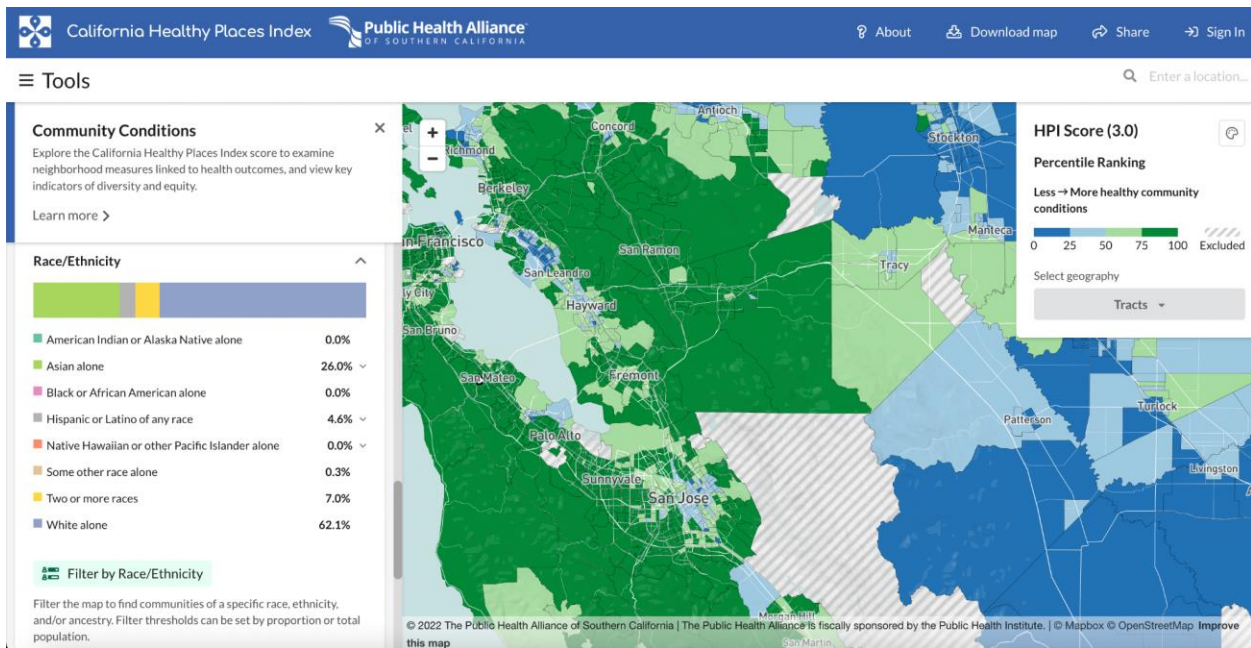
The Race/Ethnicity data is consistent with the charts that were previously displayed. White represents 62.1% and Asians are 26.0%, all other groups are numerically insignificant.

Anticipated changes in school demographic data

The high cost of living in the SMUHSD and surrounding Bay Area counties continues to be a major concern for area residents. The cost of living is further exacerbated by the lack of affordable housing, a crisis that affects the area's middle class and poor alike. The average rental price of a two-bedroom apartment in San Mateo County is $3,456, while the median cost of a house has reached $1,525,000. The high cost of living in the area may force many SMACE students to move out of our service area as they seek more affordable housing options in the South and East Bay, or beyond. Still, despite the high cost of living, many low skilled, less educated immigrants are likely to continue coming to San Mateo County in search of job opportunities as its local economy continues to thrive. The area's affordability for the newly arrived immigrant population, as well as for the area's middle to lower-income residents, may be a determining factor of enrollment at SMACE.

Additionally, over the past three years, SMUHSD has seen a substantial increase in the arrival of undocumented, unaccompanied minors from Central America, specifically El Salvador and Guatemala. Many of these minors register with INS agents at the US border before they are released to relatives in the US. With a large Central American community in this area, many of these minors, who have had disrupted education, if any, register and attend SMUHSD High Schools. These students become classified as English Language Development (ELD) students and are enrolled within the SMUHSD ELD program. Many of these students transfer to the adult school, due to their age and lack of English proficiency. During 2022 we experienced an influx of Ukrainian students at SMACE, an impact of the Russian–Ukrainian War, a different demographic.

Student Learning Data

1. Analyzed learning data from multiple sources (as many as possible)
2. Summary of major conclusions of analysis and what recommendations would best address identified key issues.

Educational Functioning Level Persistence Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High		ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv	All All
CA State Average		**2020-2021**	**63.8%**	**58.1%**	**50.4%**	**46.7%**	**35.4%**	**0.0%**	**37.2%**	**37.0%**	**45.9%**	**49.0%**	**52.2%**	**52.9%**	**N/A**	**45.1%**
Agency	San Mateo UHSD	2020-2021	100.0%	12.5%	33.3%	36.7%	50.0%	0.0%	16.0%	30.9%	35.5%	38.7%	44.6%	44.7%	N/A	39.5%
			(1)	(8)	(12)	(30)	(10)	(21)	(25)	(55)	(141)	(238)	(251)	(304)	N/A	(1096)
Agency	San Mateo UHSD	2018-2019	66.7%	25.0%	50.0%	58.7%	80.3%	N/A	68.7%	74.5%	75.4%	77.4%	73.5%	74.7%	N/A	73.5%
			(3)	(8)	(18)	(46)	(61)	(22)	(99)	(145)	(366)	(464)	(472)	(450)	N/A	(2154)
Agency	San Mateo UHSD	2017-2018	0.0%	57.1%	72.0%	52.3%	84.3%	N/A	75.0%	73.0%	76.0%	75.6%	77.3%	74.1%	N/A	74.3%
			(1)	(7)	(25)	(44)	(51)	(20)	(80)	(126)	(292)	(479)	(384)	(394)	N/A	(1903)

Note: The number in parentheses represents enrollment in Federal Table 4 Educational Functioning Level.

The Educational Functioning Level Persister Rates report indicates the students persisting in their enrollment for the eventual completion of an educational functional level. In the 2020-2021-pandemic year, SMACE did not maintain its persistence levels in comparison with CA State averages. ASE Low was the exception, however, with it maintaining levels 15% above the CA average. In the year 2018-2019, when compared with the state, we had a higher rate of students persisting for most levels. We had only ABE Basic Beginning at 25.0% in comparison to the state

requirement of 58.1%. The year 2017-2018, mirrored a similar trend of maintaining strong student persistence and the ABE Basic Beginning was close to 57.1% slightly less than 58.1%. The Educational Student Persistence Rate data clearly shows the impact of the pandemic and how it impacts student persistence.

Educational Functioning Level Completion Rates

			ABE				ASE		ESL						
Type	Name	Program Year	Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High		Int. Low	Int. High	Low Adv	High Adv
CA State Goal		2021-2022	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	N/A
CA State Goal		2020-2021	53.0%	54.0%	49.0%	39.0%	41.0%	39.0%	61.0%	62.0%	60.0%	49.0%	49.0%	27.0%	N/A
CA State Average		2020-2021	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	N/A
Agency	San Mateo UHSD	2020-2021	100.0%	25.0%	16.7%	36.7%	30.0%	9.5%	24.0%	27.3%	31.2%	23.5%	37.5%	29.6%	N/A
			(1)	(8)	(12)	(30)	(10)	(21)	(25)	(55)	(141)	(238)	(251)	(304)	N/A
Agency	San Mateo UHSD	2018-2019	66.7%	25.0%	44.4%	45.7%	78.7%	36.4%	65.7%	67.6%	63.1%	50.2%	51.3%	34.2%	N/A
			(3)	(8)	(18)	(46)	(61)	(22)	(99)	(145)	(366)	(464)	(472)	(450)	N/A
Agency	San Mateo UHSD	2017-2018	0.0%	57.1%	56.0%	31.8%	86.3%	65.0%	68.8%	63.5%	59.9%	47.0%	46.9%	27.7%	N/A
			(1)	(7)	(25)	(44)	(51)	(20)	(80)	(126)	(292)	(479)	(384)	(394)	N/A

Note: The number in parentheses represents enrollment in Federal Table 4 Educational Functioning Level.

The Educational Functioning Level Completion Rates indicate that in the year 2020-2021, SMACE programs overall did not meet the CA State goal with the exception of ESL High Intermediate performing higher than CA State Average but lower than the CA State Goal whereas ESL Low Advanced met both the state goal and the state average by 2% and 8% respectively. The challenge faced during this program year is primarily due to the pandemic, the school's inability to assess students and inequities in technology.

High School Graduates 2020-2022

ASE Program	2019-2020	2020-2021	2021-2022
HSD	15	25	26
GED	20	5	2

Source: Registrar/ASE Department Secretary

The chart gives an accurate picture of the program's success in graduating its students in the last 3 years. Interestingly, we had more graduates in the pandemic year, 2020-2021. There were two supporting reasons: students had an online component Edgenuity that increased access and accelerated learning and the other reason is that in July 2021, California passed Assembly Bill 104 (AB 104) which allows students to complete the California standard requirements for graduation at 130 credits. This created opportunities for many students to take advantage of graduation in the HSD program.

The GED program took a big hit due to COVID-19. There was a significant drop in enrollment and also in graduation. In 2019-2020, we had 20 students graduating, and in 2020-2021, it fell

significantly to 5 students and continued to drop to 2 students. To build our student enrollment and graduation as well as increase accessibility, we are now offering in-person and online modalities. We have also added Spanish GED to meet our student needs based on our demographic data.

Payment Point Summary details the payment points earned over the past three years:

CASAS Payment points Summary	2019-2020	2020-2021	2021-2022
ABE	12	6	4
ESL	612	194	497
ASE	24	63	59
Civic Participation	0	3	118
Citizenship Preparation	53	60	82
Integrated EL Civics (IELCE)	211	203	438
IELCE with IET	272	511	461
Total	**1184**	**1040**	**1659**

CASAS payment points are a key metric for measuring ESL and ASE student learning with completed National Reporting System (NRS) Educational Levels. Payment points significantly declined in the pandemic year from 612 (2019-2020) to 194 (2020-2021) and gained points in the year 2021-2022 to 497, still not meeting the baseline of post-pandemic points. However, payment points in Citizenship preparation remained consistent with a slight increase each year 56, 60, and 82 points respectively. Integrated EL Civics (IELCE) showed a slight decrease in the pandemic year 2020-2021 of 8 points but a significant increase doubling the payment points to 438 in the year 2021-2022. The IELCE with IET significantly gained points from 272 in 2019-2020 to 511 points in 2020-2021 but with a slight decrease of 50 points in the year 2021-2022. The ASE program increase in the graduation rate in the pandemic year 2020-2022 mirrors the peak of payment points from 24 (2019-2020) to 63 (2020-2021) with a slight decrease to 59 (2021-2022) in the payment points. The ABE program shows a declining trend of 12, 6, and 4 respectively, and Civic Participation increased from 0 to 3 to 118 points respectively. Overall across Adult Education, there has been a decline in enrollment but at SMACE, by hiring a testing coordinator and reaching students in an organized way (in person and remote testing), we have made a tremendous improvement in our payment points over the three years.

Summary of major conclusions of analysis and what recommendations would best address identified key issues.

Overall, the multiple sources of data pointed to SMACE being impacted during the pandemic year 2020-2021. SMACE experienced a significant decline in enrollment across programs. SMACE did not maintain its persistence levels in comparison with CA State averages nor did it meet educational functioning level completion rates in respect to the CA State goal. The school's pivoting of instructions and assessment from in-person to online and online to hybrid created difficulty in collecting accurate data. At the same time all stakeholders continued to experience the digital inequities in teaching and learning.

As a result of the findings, the leadership and WASC team made recommendations that addressed the identified key issues and included them in the continuous school improvement plan. The identified growth areas that directly support student learning and outcomes were to develop standardized level assessment for each ESL level, provide professional development and continue to increase students' digital literacy and technology skills.

Additional Online School Program and Course Description (if applicable)

Provide a succinct summary of all types of online instruction and specialized programs offered, such as IB Diploma Program, college/career readiness programs (CTE, academies, Pathways), school/college partnerships, AVID, GATE, independent study, and other alternative education programs.

For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc. NOTE: Some of this data may be referenced as part of schoolwide data.

Describe the school's online programs/courses as follows:
- Types of online instruction
- Learning management system
- Hardware and software requirements
- Teacher and support staff qualifications
- Personnel involved in the instructional process
- Curriculum offered both on-site or outsourced
- Types of instruction offered, synchronous or asynchronous
- Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success
- Types of assessment and assessment processes
- School culture for online environment, including types of school and community activities, opportunities for student involvement, participation data
- Orientation process for incoming students and parents to understand expectations for the online learning environment
- Student/teacher interaction on a typical day
- Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.

Distance Learning is offered to students in the HSD program who are not able to attend in-person instruction as a result of schedule conflicts. The online platform for high school diploma students is Edgenuity. Teachers are able to monitor and evaluate their students' performance as students are required to take their chapter completion quizzes and tests in the lab. This allows the student and teacher to check in and evaluate the progress.

The GED program also offers an online evening class to reach students who are unable to attend in person. The class is held via Zoom by the instructor and Aztec Learning System software is used as an additional resource to give students greater access and opportunity, and to accelerate student learning.

ESL also offers online classes to students who want to study outside of the traditional classroom setting. Students have a teacher who provides guidance, feedback, and encouragement as needed via Zoom and Google Classroom. The classes and the course is designed for students at all levels in the morning and evening (except Beginning One and Advanced in the evening): Beginning 2/3 Mixed Level, Low Intermediate, High Intermediate, Low Advanced (AM), High Advanced (AM), and mixed Advanced (PM). ESL Writing: Basic, Intermediate, and Advanced are also offered online to give students the opportunity to access their learning.

Schoolwide Learner Outcomes
- Select two of the school's Schoolwide Learner Outcomes
- Using data generated in this profile describe to what extent the programs/courses are connected to the Schoolwide Learner Outcomes and to what extent the Schoolwide Learner Outcomes are being achieved.

The Schoolwide Learner Outcomes that best demonstrate the connection between program/courses and the achievement of the SLOs are

- Students will set and meet academic, career, and/or individual goals.
- Students will engage with, integrate, and utilize technology.

In the ESL program, the CASAS class competency and summary and student gains report is a snapshot of students' academic performance in reading skills. Teachers analyze the progress of their students and use it as one of the criteria to determine if students are prepared for the next level.

EL Civics is another opportunity for teachers to measure student academic performance. Students are assessed in speaking and writing. The passing of these assessments clearly demonstrates the connection of the SLOs being achieved in our program.

In collaboration with the College of San Mateo (CSM), we offer a pronunciation class taught by CSM faculty to ESL students at the High Intermediate level or above. It supports a smooth transition and warm handoff to post-secondary education.

Introduction to Medical Terminology, the Integrated English and Training program supports career pathways for entry-level healthcare jobs such as medical coders, pharmacy clerks, and medical/hospital receptionist and provides a strong foundation for certification programs in many health science courses. Students enrolled in CTE classes such as Intro to Accounting, QuickBooks, and Office 365 Cloud Essentials take advantage of the articulation with CSM.

To meet individuals' personal goals, the Active Adult programs support life-long learning, whether it's learning to speak a foreign language, improving health and fitness, writing a newsletter, or researching family history. Our AA classes meet individuals' need for the pursuit of knowledge.

Students engage with, integrate, and utilize technology in the classroom by using Google Suite, Zoom, and REMIND. All programs have software alignment and online resources to provide students with the opportunity for independent practice and technology engagement: ESL - Burlington English, HSD - Edgenuity, GED - Aztec Learning, Computer Classes: Microsoft Office Skills Certification, Microsoft Office 365 and Professional Communication: iCEV blended learning online program

Evidence

- Class Performance by Test & Competency
- Student Gain Report
- EL Civics Assessment Results
- IET Intro to Medical Terminology
- Accessibility to Laptops
- Student Surveys

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

The school is to provide a summary of progress on the *Action Plan* that addresses growth areas from the previous self-study report. It should also include any recommendations that resulted from

any other visit or report required by the Commission during the current accreditation cycle since the last full self-study visit.

In narrative form, the school should provide the following information:

- Describe the school's procedures for the implementation and monitoring of the Action Plan.
- Comment on the response to each section of the current Action Plan, *noting where the "*growth areas" have been addressed through the cited evidence, including how each action step has been completed.
- Describe how progress on the growth areas in the Action Plan has impacted student learning.

Procedure for the implementation and the monitoring of the Action Plan

After our WASC Full Visit in 2017, the leadership with the cabinet moved quickly to follow the recommendations of the WASC Visiting Committee and thoroughly revised our Action Plan to better address schoolwide learner outcomes and strengthen school programs. As we developed the key focus, the framework to achieve the three Action Plan goals was guided by WASC recommendations, WIOA Professional Development Plan, and ACCEL Consortium Objectives.

Schoolwide Action Plan, 2017

Goal 1: Revise data collection and analysis procedures to match new WIOA requirements and to best support student college, career, and community goals.

Goal 2: Develop a systematic, schoolwide process to support students' transition into college careers and community participation.

Goal 3: Create an equity plan and process for achieving equitable outcomes for all students and staff

The School Action Plan is monitored by the cabinet which consists of the director, assistant director/WASC chair, program coordinators, admin assistant, transitional navigator and IT specialist. The action items update is given by the department chairs. This helps us to consistently collaborate and maintain our focus or pivot as needed to accomplish the action steps within the guided timeline in the action plan. The cabinet and data committee meetings are focused on reviewing student achievement, academics, support services, and student transitions. The data committee meets monthly to review the data trends from ASAP, TOPSpro, and Community ProSuite.

Overall the Cabinet, the WASC team, and all staff recognized we have accomplished and completed the work in goal one (data and accountability) and goal two (transitions) with processes and systems in place to continue to enhance practice. As mentioned by the visiting committee in respect to goal three (Equity) is a critical area for follow-up. A lot of work has been centered around professional development with the intent to focus on curriculum and instructional practices in the classrooms. In addition, due to the pandemic, the shifts in teaching and learning modalities and identifying the inequities, technology became the focus in 2020-2022 and we will continue to maintain our focus in our new action plan for 2023.

Update on schoolwide Action plan

Goal 1: Data and Accountability

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Revise data collection and analysis procedures to match new requirements in WIOA measures and to best support student college, career, and community goals.

Update:

- Classified staff diligently collaborated with organized meetings to continuously improve the data in-take procedures - pivoting with COVID guidelines
- Data entry through CASAS TOPSpro Enterprise (TE) and ASAP Software improved as Career Education and Active Adults Program registration went online
- ESL student's registration integrated a technology orientation
- New Testing Coordinator was hired
- Regular Data Committee meeting to review: Data Integrity Report (DIR), Payment Points Summary, Program Attendance, Student Completion and Student Persistence
- Increased education around the importance of CASAS and followed with e-testing in the pandemic
- Regular student & teacher surveys to evaluate school program and teaching modalities
- Program wide PLC continued in the pandemic
- CTE Program offerings increased
- Attended CALPRO Training to introduce Integrated Education and Training(IET) Program Implemented IET Program - Medical Terminology and Professional Communication
- Introduced Spanish GED & ESL in Jail Program
- Regular participation in SMUHSD Board Meeting and ACCEL Consortium Meetings
- Navigator supported student transition with warm hand off to college, career and community

Goal 2: Transitions

Develop a systematic, schoolwide process to support students' transitions into college, careers, and community participation.

Update:

- Student Orientation was the main focus to identify student goals, but the pandemic shifted the focus to technology
- To support Career Exploration, we articulated with CSM, and created a JOB's class
- Partnership with CSM and Canada College (Dispensing Optician) & Phlebotomy (Cal Regional)
- IET program: Introduction to Medical Terminology and Professional Communication (CTE changed to IET)
- Focused on ASE exit interview and aligned it with Navigators
- CSM clear pathway exam with 15 ESL graduates on average per graduation
- Adapted Immigration Integrated Framework, Curriculum Committee and level PLC's
- Provided opportunities to the students to apply acquired skills through the Student Volunteer and Ambassador program
- Math Test Prep-CTWI partnership to local union and apprenticeship, ESL Academy,

CERT Training
- Navigators provided transitional support through News blast, ACCEL Consortium and Community Pro
- Yearly progress report: Cabinet Meeting, Community Advisory Board & CTE Networking (ACCEL)

Goal 3: Equity

Create an equity plan and process for achieving equitable outcomes for all students and staff

Update:

- Equity team came together and met once a month with organized meeting notes and agenda
- Equity Statement was created and is posted on the website
- Educational Workshops were scheduled, first with EPOCH Education where we explored our internal bias and how that impacts how we serve students and practiced the RIR approach.
- Last year, we aligned professional development with the SMUHSD Equity training series
- Revisited the purpose of the Equity Team with the intent of focusing on curriculum and instructional practices–*work in progress*
- Developed a process to review policies and procedures of the school - *work in progress*

2020 Mid-Cycle Visit

In March 2020, SMACE had a mid-cycle visit. The Visiting Committee noted the following list of the significant progress that has been made during the first three years of the current SMACE accreditation cycle:

Student involvement in the community

Community involvement plays an active role in SMACE instruction.

- ESL students are engaged in Student Council (with campaigns, debates, and elections), which weaves together citizenship and English language instruction.
- SMACE Student Ambassadors are making presentations about the Census in each and every ESL classroom at all five adult schools in the county.
- About twenty students per year participate in the ESL City Government Academy put on by the City of San Mateo.

Support services

Through its established community connections, SMACE is able to leverage support for its students and programs.

- SMACE enjoys recognition and strong support from the SMUHSD Board of Trustees and district office administration.
- The Transition Navigator position, in close coordination with community college counterparts and social service agencies, is efficient and effective in removing barriers to

- assist SMACE students to achieve success in transitioning to college, work and/or community involvement.
- The office of the executive director of the San Mateo County consortium for adult education, ACCEL, is located at the adult school. This is a consequence of its geographically central location on the north-south axle of the county, but it may facilitate some support activities.

Flexibility

From educational to workforce development services, SMACE has demonstrated resilience and flexibility to meet the demands of its new role.

- The changing requirements of government funding sources and programs have required adopting new procedures for collecting and reporting data. SMACE is meeting these challenges successfully.
- SMACE has adopted Community Pro Suite and contributes to its improvement while maintaining other mandated databases.
- The adult school ESL population, unlike the district's high school population, tends to be more affluent and professional than even three years ago. The instructional staff has demonstrated flexibility in adjusting instruction, and leadership has moved forward with an equity plan.

The committee also noted the following recommendations.

The VC identified three areas for the school's consideration. The issue of greatest concern is regarding the new Action Plan goal #3, creating an equity plan and process for achieving equitable outcomes for all students and staff. Although it is a good intention, it would need revision in order to be included as a measurable action plan goal. Other items that the school has already identified as the next steps to follow up on are in capturing the hours and outcomes of students' volunteer activities and the tech assessment.

Critical Areas for Follow-Up	Accomplishments and Goals
Action Plan Goal # 3 ● Review writing of the goal and its justification so that it clearly corresponds to the intention ● Define how the goal and its activities will be measured ● Consider including instruction material and practices among the aspect to review form the lens of equity	We were unable to rewrite this goal due to the pandemic but the Equity work in collaboration with SMUHSD and Equity team continued and was centered around education and learning. An equity Statement was created and posted on the website. Educational Workshops were scheduled, first with EPOCH Education where we explored our internal bias and its impacts, and how we serve students and practiced the RIR approach. The ESL Curriculum Committee is working with level PLCs to integrate the Equity subtopics into the core curriculum.
Student Volunteerism ● Explore ways of documenting Student volunteers' hours of service ● Document how students attain job-	Student volunteer hours and tasks are coordinated by the English Learner Specialist. The student ambassadors and volunteers perform several duties as assigned for the

readiness skills through volunteer activities	student orientation, CASAS assessment, and classroom support such as language translation, one on one student support to fill out registration forms, giving directions, and providing technical support as needed. Student Volunteers attain job readiness skills in the following area: positive attendance, communication, collaboration, and knowledge of volunteer duties; students learn to accept responsibilities and directions. Students also develop leadership skills and confidence by taking the initiative to participate in the formal job environment. SMACE is also committed to employing student volunteers to fill the EL Specialist and Front office positions. Currently, we have three former students employed in the morning and evening satisfying the job description and the qualifications for these positions.
Tech Assessment ● Resolve if there continues to be a need for an assessment of computer skills for incoming students. ● If no longer needed, document as resolved in the next Progress Report. ● If still a concern, consider adopting one from another adult school or community college.	Technology became the major focus during the pandemic. The student's technology need's heightened and surfaced in the forefront. In the process, the tech team implemented continuous professional development for teachers and student technology orientation became an integral part of the registration process. It was made sure all students have Gmail accounts which further supported them to access Google Applications and Zoom. In the last two years, the Tech team monitored the trends and identified the technology needs in each program and across ESL levels. The tech committee is aligning the technology skill-based curriculum to be integrated with the instruction at each ESL level. The gradual integration of tech skills across ESL levels has resolved the need for the assessment of computer skills. In addition, goal 3 in the current action plan intends to provide continuous support to all students and teachers.

Pivoting during the pandemic

In the midst of the pandemic, all stakeholders at SMACE pivoted and adapted to the unexpected change from an in-person classroom environment to remote learning. Teaching and learning with technology was no longer a choice but a "New Norm".

We were unable to maintain our regular focus on the Action Plan but were able to pivot and accelerate the students' and teachers' need for technology in a way we could not have imagined.

Action steps taken to support staff and students during this time include:

- Laptops were provided to all staff. This allowed staff to continue working from home.
- The district and tech team offered rigorous Zoom & Google Classroom professional development in collaboration with the district we procured T-Mobile hotspots
- Chromebooks and Laptops were distributed to the students to provide access & opportunity
- Small group tech collaboration emerged to target individual or commonly identified need by staff and students
- Technology orientation became part of the registration process
- School website usage increased to access basic information and school registration
- Student registration moved to online for CTE, AAP, and ASE programs
- Loaner Laptops were given to all students who needed them
- CTE students had access to Microsoft Office Suite: Word, Excel, PowerPoint and OneNote
- Accessibility to resources was given to all students based on individual needs.

Describe how progress on the key issues in the Action Plan has impacted student learning.

The progress of the key issues with the emerging need for the use of technology tremendously impacted student learning. We were able to equip students with technology devices such as Chromebooks, laptops, and Wi-Fi. Continuous bilingual technology orientation was provided to students to support access, and learn how to use Zoom and Google Classroom. Students reported they had greater access and were able to accelerate their learning, especially in the CTE program. ESL students reported increased digital literacy and confidence to use technology. Remote learning created opportunities for students to take more than one class, opened up greater access to learning, and took away time from commuting. Google Classroom gave students an opportunity to access material at their own pace with any device. Google Hangout and Zoom chat created space to collaborate with peers in their daily learning. It also provided a space for student support groups to help each other through the pandemic, supporting their overall well-being. Continuous PD gave teachers the opportunity and confidence to teach and successfully support their students. Even though we were unable to revise Goal 3 of the action plan as per the Visiting Committee's recommendation, SMACE put technology into the hands of each student who otherwise may not have had access to it. SMACE distributed laptops, Chromebooks, and hotspots to students to ensure equal access and opportunity to their digital learning. As of today, we are still offering a laptop loaner program. SMACE has continued to ensure equity in technology, by aligning tech support schedules to provide digital literacy to students. The tech mentor program that emerged as a result of the pandemic has continued to provide one-on-one support to teachers with their digital instructional needs. We also have a full-time technology support specialist who overall supports our school wide technology needs.

As the learning and teaching of technology increased, it enhanced data and accountability practices. Students had to have or create Gmail accounts in order to register for classes. It increased the accurate collection of demographic data. We were able to increase access to CASAS testing for students (in-person and remotely) which increased efficiency in data collecting to report on persistence and performance. With the increased knowledge of how to use google suite, we were able to survey students, and based on their needs, the programs pivoted each semester to meet the learners' needs. During the pandemic, the navigators were able to reach more students via Zoom and support student transitions to college, career, or community. Students received regular emails with the community resources through the News Blast.

Chapter III. Self-Study Findings based on the ACS WASC Adult School ROCP Criteria

Under each of the ACS WASC Adult School/ROCP Criteria, there are supporting "indicators" that break down the criteria into smaller parts. In narrative form, schools should summarize their findings with supporting evidence about the extent to which the school meets or exceeds the criterion/indicators. Schools must comment on every indicator for each of the criteria. Provide links as needed.

Criterion 1: School Mission and Schoolwide Learner Outcomes

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

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

The San Mateo Adult and Career Education (SMACE) school mission statement reads:

San Mateo Adult and Career Education prepares adults from diverse backgrounds and educational needs for success in college, career, and community engagement. Our programs provide equitable opportunities to access and acquire academic, workforce, life, and technology skills.

The mission statement is written with the understanding that adult students need programs with a purpose, which varies for different individuals. A student's goal might be to earn a high school diploma or equivalency, improve English as a second language, or enhance a career or personal skills. SMACE is committed to offering courses where students can achieve high levels of learning. Courses are aligned with College and Career Readiness Standards, as well as with the [Allies Immigration Integration framework](). SMACE is authorized to grant credits and a diploma both by the state of California and by the San Mateo Union High School District (SMUHSD). The California Department of Education has assigned SMACE a CDE code and annually approves all courses taught by SMACE. We also are the regional GED Testing Center.

The outcomes of each of the SMACE departments relate directly to the mission statement:

● The GED and HSD department extends the services of the K-12 system to ensure that adults complete their secondary education and have the opportunity to become skilled workers.

- The ESL department gives students the literacy skills to engage in the education of their children, prepares immigrants to become US citizens, and readies them with the basic English skills to enter the workforce, retain jobs, and/or enter college.
- The CTE department develops skilled workers and provides support and retraining for adults seeking new career opportunities.
- The Active Adults program maintains and improves the health of seniors and adults so they can continue to be active and contribute to the vibrancy of their local communities.

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. 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.

San Mateo Adult and Career Education has a mission statement emphasizing that it prepares adults from diverse backgrounds and educational needs for success in college, career, and community engagement. Our programs provide equitable opportunities to access and acquire academic, workforce, life, and technology skills. All staff were involved in the creation of the mission statement, and meaningful discussions resulted in its design. SMACE's current mission statement was recently reviewed and revised by all staff during the SMACE Back to School all-staff meeting on August 15, 2022, guided by the following discussion questions:

- Does the mission statement reflect the school's commitment to high levels of student learning/achievement?
- Does our mission statement reflect Equity and Inclusion?
- Considering the COVID experience, does our mission statement hold relevance?
- Does the mission statement reflect digital literacy and technology?
- Does the mission statement reflect mental health awareness?
- Did SMACE take into consideration the mission of the school district, the ACCEL consortium, and/or the Workforce Development Board (each mission statement reference in the folder)
- Does the mission statement reflect the student's viewpoint?

The Mission Statement changes were made in the mid-cycle review in March 2020, and all staff identified the need to reflect on how the pandemic changed us and the lessons learned. All staff gave recommendations and suggestions for changes to the mission statement. The leadership team (consisting of the two administrators and an admin assistant went through the process of reviewing each recommendation and came up with a first draft, which was then presented to the Cabinet (consisting of the administration team, department chairs, navigator, IT specialist, and maintenance staff). It led to the creation of the second draft, which was further shared in all staff meetings. Final changes and edits were made, which led to the finalized publication of the mission statement.

The mission statement is communicated to stakeholders; it is posted and shared with the community via our school website, schedule of classes, and other media communication. New teachers are given copies of the mission statement as well as the schoolwide learner outcomes.

These statements and outcomes are also posted in the main office and classroom walls.

Indicator 1.3: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

To update our Schoolwide Learner Outcomes, teachers reviewed and discussed the SLOs at the Back to School staff meeting in August 2022, in a group activity followed by a whole group review and reflection on the emerging trends. Overall, the staff identified the pandemic has changed how we learn and teach, and therefore, the SLOs should mirror the current and future student learning needs, should reflect our current mission statement, and the SLO's should be SMART (Specific, Measurable, Achievable, Relevant and Time-Bound). The staff discussion was guided by the following discussion questions.

- Do the SLOs provide the foundation for the school's entire academic program?
- Do the SLOs capture student performance/measurable outcomes?
- Does the school establish SLOs that identify the goals for all students based on current and future student learning needs and current, research-based concepts?
- Do the SLOs capture student needs which have emerged as a result of the pandemic?

Based on all staff collaboration, identifying students' learning needs (current and future), using data by looking at weekly attendance, and reviewing feedback from students and staff via surveys, formal meetings, and informal discussions related to needs. These are the updated and revised SLOs.

Schoolwide Learner Outcomes
- Students will set and meet academic, career, and/or individual goals.
- Students will gain knowledge and apply critical thinking skills to achieve their goals.
- Students will engage with, integrate and utilize technology.

The process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs is multi-faceted. The leadership team does this by looking at data showing trends in demographics, income, immigration, assessment data, and the number of students graduating from high school. Teachers do this in professional learning communities and department meetings led by a department chair; classified staff shares input from observations and feedback from students; the administration and coordinators participate in ACCEL meetings where current educational literature connected to data is shared. Information collected from any one of these processes often guides changes in our educational programs and support services.

SMACE uses a reflective inquiry process to look at student learning data results. This takes place during leadership, departmental, consortium, and other meetings. When SMACE looks at student learning data results to address students' learning needs there are many factors we consider. Often, data leads us to ask more questions to fully consider any changes that need to be made. Are we providing classes and services students want and need? Do we offer classes in a location and at times when students can access them? Are there classes we are not offering from which students could benefit? Engaging in this reflective inquiry process leads to making the needed changes and determining the resources and funding to be spent on individual projects and departmental needs.

The growth areas in our Schoolwide Action Plan have a direct correlation to the SLOs.

To address the first growth area and improve student learning outcomes, we will develop standardized-level assessments that align with curriculum and promotion criteria. Students will know the exact ESL transition from beginning to finish based on outcomes. Also, the navigator support will provide them with what academic and career opportunities will be available to them upon program completion, with suggested steps and resources to help them achieve their goals. The second area of growth is to provide professional development for certificated and classified staff with the aim is to supporting the application and development of the SLOs. This development will also help support student learning by increasing students' digital literacy and technology skills, by providing computer classes and lab support, our third growth area correlated to the SLOs.

School's Strengths and Growth Areas for Criterion 1

Strengths:

- Our mission statement prepares adults from diverse backgrounds and educational needs for success in college, career, and community engagement.
- Each of our schoolwide learner outcomes is reflected in our everyday practices of teaching and learning.
- Technology is a high priority as stated in the mission statement and in schoolwide learner outcomes.

Growth Areas:

- Maintain regular data study sessions involving all stakeholders
- Measure the outcomes such as student academic performance, transitions, persistence, and acquired technology skills consistently.

Evidence:

- Leadership Team Meeting Notes
- Back to School Staff Meeting
- All Staff revision of Mission Statement
- All Staff Revision of SLOs

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

San Mateo Adult and Career Education operates under the authority of the Board of Trustees of the San Mateo Union High School District (SMUHSD) which follows the regulations of the California Department of Education. The five members of the Board of Trustees work in tandem with the Superintendent making decisions to best serve students within the SMUHSD. The Board of Trustees meets monthly during the school calendar year to discuss issues related to the operation of the schools which includes but is not limited to student achievement, curriculum improvement, budget, the safety of all stakeholders, and equal opportunity for all students and employees. The meetings are open to community members to attend and make brief presentations during the Public Comment agenda item. Board of Trustees policies, meeting dates, and agendas are posted on the SMUHSD website for public viewing. The SMUHSD possesses a well-structured organization headed by the Superintendent and his leadership team.

San Mateo Adult and Career Education is governed by the San Mateo Union High School District and operates within the boundaries of the Board of Trustees policies and administrative regulations. We also follow the guidelines and policies from the California Department of Education, CASAS, the Workforce Innovation and Opportunity Act, and the ACCEL Consortium for Adult Education. The structural organization of SMACE programs is led by the Board of Trustees, the District Superintendent, the Associate Superintendent of Educational Services, the Director, and the Assistant Director of SMACE. SMACE Program Coordinators are under the direction and supervision of the SMACE director and assistant director. The assistant director reports to the SMACE director who reports directly to the Superintendent. The purpose of the organizational structure is to support and monitor the efficiency of the San Mateo Adult Education programs.

SMUHSD is a student-centered organization that focuses on each student achieving full potential as a responsible member of our diverse community, in a safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others.

SMUHSD ensures every student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered support based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

As an institution that provides public high school education for the six-city, mid-peninsula area, SMUHSD has always prided itself on maintaining strong connections to a large number of stakeholders, from chambers of commerce and government organizations to small single-issue parent groups. The current administration has been exemplary in the transparency of its operations and communication methods to all groups.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

The Administrative team meets weekly to keep on track with ongoing school responsibilities but all the decision-making takes place in the Cabinet which meets once a month to discuss the operations to revise policies, and procedures or create new ones.

The SMACE Director and the Assistant Director are part of the SMUHSD principal group and the assistant principal group respectively. They both attend district-wide meetings on a regular basis. The administration has an open-door policy which makes it easy for all staff, faculty, counselors, and students to have direct access to the leadership to share ideas, concerns, and brainstorm solutions for challenges. The director and assistant director are responsible for classified/certificated staff evaluations and hiring of staff.

The administration along with coordinators participate in the ACCEL Consortium for Adult Education, facilitate professional development, preview and review instructional materials, and participate in all events related to the promotion of our programs in the community. The coordinators also have an open-door policy and are available to listen to ideas, give advice, and intervene in conflicts that may arise.

In the staff surveys, stakeholders identified several ways in which they feel they have a voice in decision-making. For the teaching staff, the most used methods are responding to surveys, attending department meetings, and communicating directly with their coordinator. The classified staff identified participating in department or classified staff meetings, talking with their admin assistant, and responding to surveys as the ways in which most of them were able to provide input.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

SMACE classified employees are in the same union, California School Employees Association (CSEA), as the rest of the SMUHSD employees and are subject to the rules and policies outlined in the union contract. The district also has a classified handbook that provides information on basic work procedures. The SMACE teachers are in a separate bargaining unit, the American Federation of Teachers (AFT), from their SMUHSD counterparts, but the District provides a handbook that covers common procedures with addenda for the Adult School only. One route for employee input into school policy or practices is through the union leadership, which can bring items to the administration's attention either informally or formally in negotiations. SMUHSD provides HR and fiscal oversight for all SMACE activities in those realms.

As noted above, teachers have several other areas of input with PLCs and staff meetings. Classified staff meetings are held as needed when issues arise that need clarification about established policies. The administrative staff is open to ideas and conversations about school operations. The Cabinet meeting, which has representatives from all school programs as well as classified staff, is a forum for the adjustment of policy and practices.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

SMACE is committed to the principle of distributed leadership through the implementation of the Professional Learning Communities (PLC) model. This practice allows teachers to make organization-affecting decisions by focusing on questions of student learning, or in some cases students not learning, and decide how to address it as a program. This leaves the administration in more of a support role where they provide resources and gather information needed for effective teacher decision-making. The PLC model has led to the emergence of a number of teacher leaders, pilots of new initiatives, and a large number of creative solutions in the decision-making process. The leadership maintains a positive relationship with the certificated bargaining unit and demonstrates support for areas of concern as it relates to the instructional program.

The school's vision and the need for school improvement are usually presented to staff during school-wide staff meetings and departmental meetings. During these meetings, the staff meets to review current practices and provide recommendations that may facilitate school improvement. In addition, the faculty members also provide feedback on diverse issues, contribute with innovative ideas, identify areas for training, analyze data, and make recommendations for improvement.

Overall, SMACE is a vibrant community that celebrates and honors the cultural and linguistic diversity of our staff, students, and community members with events such as the International Day, Thanksgiving, and Halloween. Navigators have continued to organize field trips for students to visit colleges and teachers have supported trips to the libraries.

School's Strengths and Growth Areas for Criterion 2

Strengths:

- Positive and collaborative learning environment
- Shared decision making
- Online resources for staff

Growth Areas:

- Create Office Operating Procedures to support clerical staff in new positions as well as cross training.
- Update Teachers Handbook

Evidence:
- District Organizational Chart
- SMACE Organizational Chart
- Governing Board Policies and Administrative Regulations
- CSEA Bargaining Agreement
- AFT Bargaining Agreement
- Curriculum/Course Outlines
- Instructor Survey
- Office Staff Survey
- All Staff meeting agendas
- Classified meeting agendas
- Certificated Employee Handbook
- Classified Employee Handbook
- Administrator Handbook
- Cabinet Meetings Agenda
- Welcome Back to School Letter

Criterion 3: Faculty and Staff

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

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.

SMUHSD has policies and procedures for hiring, evaluating, and retaining employees. These policies are consistent with SMACEs Mission, SLOs, federal, state, and county regulations, and bargaining agreements for both classified and certificated staff. These policies outline the requirements for all employment positions such as education, credentials, skills, and work experience. Most certificated positions require that the candidates pass a test related to that particular subject area. Certificated staff must possess the appropriate credential for the position they are seeking. The SMUHSD requires that all candidates be fingerprinted, have their backgrounds checked, and have references verified.

Indicator 3.2: The school develops personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

The advertising and hiring for positions at SMACE are communicated through the SMUHSD Human Resources Department under the supervision of the Deputy Superintendent, Human Resources and Student Service.

The procedures for hiring include:

- The submission of an HR Personnel Action Form (PAF) is done through a digital app [Informed K12](#) that indicates the open position.
- HR Generalist receives the form and it goes through steps of approval with the final approval from Deputy Superintendent, Human Resources and Student Service to post the position on Edjoin. The posting includes the job description of duties and qualifications, salary range, education, and/or certification requirements.
- An email is sent to all district employees with a list of job vacancies.
- When a position is closed, the Human Resources Department sends a link of the applicants to the Adult School Director.
- Applicants are screened based on qualifications after the closing date of the posting.
- Candidates are scheduled for an interview with the administrator and the panel for that program area
- After all candidates have been interviewed, the panel will make their final recommendation which includes the selection of a primary and alternate candidate. The alternate candidate will be chosen in the event the primary candidate declines the position.
- Next, the reference check is completed
- Finally, through the app Informed K12, the administrator or the administrative admin sends all the paperwork required by HR.
- An offer is made to the selected candidate.
- Candidates are fingerprinted at the district office and they complete employment New Hire paperwork.

- After the candidate has been cleared by the Human Resources Department and approved by the Board, the employee will meet with the SMACE Director, Assistant Director
- Certificated staff will also meet with the Department Coordinator for an orientation.
- Classified employees also receive an orientation from the classified Admin Assistant and are also paired with another classified staff for more in-depth training.
- Employee personnel records are kept at the Human Resources department at the district office.
- Employees may access their own files upon written request.

Indicator 3.3: The school assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Certificated and classified staff evaluation policies are outlined in their Collective Bargaining Agreements. The purpose of the evaluation is to provide employees with opportunities to grow professionally. All staff are advised to become familiar with the Collective Bargaining Agreement sections, especially the ones related to performance review.

Classified Staff evaluation

Classified staff evaluations are automatically part of the District-wide CSEA union. All new hires in this unit are evaluated for two months, six months, and one year and are on probation for that first year in accordance with district policy. These employees are evaluated yearly after that.

The instrument consists of an online form that addresses four main items: 1) Employee's strengths and superior performance; 2) Record progress achieved in attaining previously set goals for improved work performance, for personal, or job qualification; 3) Record specific goal or improvement programs to be undertaken during next evaluation period; 4) Record specific work performance deficiencies or job behavior requiring improvement or correction.

If the performance review indicates a need for remediation, the administrator will recommend a plan with guidelines for improvement.

Certificated Staff evaluation

The SMACE school and AFT agreed to collaborate to develop a workable process whereby teachers receive periodic formal feedback/evaluation. A committee of teachers and administrators convened in 2020-2021 to design SMACE certificated staff evaluation model for implementation schoolwide in 2021-2022. Unfortunately, the work got stalled due to the pandemic. The SMACE evaluation tool is ready and in uniform with the SMUHSD evaluation process, awaiting AFT Union ratification to take effect in 2023.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Both classified and certificated staff are encouraged to participate in professional development opportunities facilitated by several organizations such as, but not limited to, CALPRO workshops, CCAE Conference, CASAS, CATESOL, Aztec, ACCEL Consortium for Adult Education, and SMUHSD training. Funds are set aside for professional development and training related to student's academic achievement and professional growth. Support staff also participate in professional development and training related to professional growth and how to best serve our stakeholders. The leadership uses multiple processes to measure the impact of professional development on student learning. The Data Committee regularly meets monthly to analyze data

such as CAEP summary literacy gains and CASAS payment point report. Overall on weekly bases, in each program, per class enrollment data and attrition is discussed with the coordinators. The classified staff has a formal evaluation tool to review their performance. The certificated staff is observed with informal check-ins. At the end of the semester, a student survey is another tool used to evaluate the classroom learning experience. The teachers share their best practices in monthly PLCs and provide suggestions for professional development for continuous improvement.

School's Strengths and Growth Areas for Criterion 3

Strengths:

- Administration and staff are fully qualified in the areas they are assigned
- Support from the SMUHSD Human Resources Department
- SMACE supports, encourages, and provides opportunities for staff to attend PDs
- Staffing positions are filled based on evaluation of the school's, teachers, students, and staff needs and consortium goals.

Growth Areas:

- Update job descriptions so that potential hires know of the exact responsibilities.
- Coordination with human resources ensures that job descriptions are accurate.
- Implement a Certificated Staff Evaluation Process
- Provide professional development based on current staff needs
- Develop ways to correlate professional development and student success and learning outcomes.

Evidence:

- [Board Policy on Professional Standards](#)
- [Certificated Job Posting Example](#)
- [Classified Job Posting Example](#)
- [Quick Reference Guide for Managing the Interview Procedures](#)
- [Certificated Evaluation Form](#)
- [Classified Performance Form](#)
- [Professional Development Workshops](#)
- [Classified Staff assignment list](#)
- [Certificated Staff teaching assignment list](#)

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

The programs within SMACE have documented outlines for all courses, each reflecting the school's mission statement to prepare students for success in college, career, and community engagement. Courses are aligned with relevant standards and skills to help students achieve our Schoolwide Learner Outcomes.

ESL

San Mateo Adult School provides a list of all courses online which is accessible to the community and all staff. The ESL curriculum was created from the Immigrant Integration Framework which is based on having learning outcomes in college, career, and community. It has defined learner outcomes and is organized by level, topic, and subtopic. All ESL teachers have access to the current and updated curriculum online.

HSD

The school uses a current and documented curricular plan or map that outlines the courses of study necessary to reach stated outcomes. All courses must meet HSD graduation requirements and are listed on the Adult School website. All course offerings meet San Mateo Adult School and San Mateo Union High School diploma standards.

High school diploma programs have six major core credit requirements to complete for students to earn a diploma: English, Social Studies, Math, Sciences, Health Ed, and Electives. An Adult School academic counselor shares the transcript and pertinent credit information with the teacher before recommending a course of study for the student. All diploma courses have a course structure and course outline that lists the objectives for each course. Students have access to meet UC a-g requirements, and coursework is individualized. The school board recently approved the number of credits needed to earn an Adult School High School Diploma from 180 credits to 150.

Two different platforms are offered to students to choose from to complete coursework–hard copy, packet format (aligned with CCRS and recommended books/e-books by SMUHSD) or online, Edgenuity (courses aligned with state standards) – upon discussion with the student, the teacher usually recommends the best format to meet student learning needs. Academic progress is continually encouraged by teachers and staff in order for students to complete their high school diplomas in a timely manner.

Students with specific learning needs and with Individualized Educational Plans (IEP) are offered a variety of modifications and learning strategies to encourage success, and the student receives 1:1 assistance with the curriculum if needed. A student is required to have an "exit interview" with an Adult School academic counselor/navigator upon completion of meeting graduation requirements to discuss post-secondary plans. Students are encouraged by teachers and staff to continue education and training after earning a high school diploma. Scholarships and a variety of post-secondary transition services are made available to all students.

- HSD uses an online course that the district is currently using, "Edgenuity"
- The HSD has a license to offer full accredited Edgenuity online
- E-books, handouts, packets, and current online materials are made available to all students

GED
Course Curriculum aligned with Steck-Vaughn GED and Aztec Learning software for the GED Preparation Program has clearly defined learner outcomes and is aligned to the Common Core Standards with GED Curriculum; it also prepares students for College and Career Readiness. Students are well prepared and able to reach their goal of a High School Equivalency Certificate. Students can also strive for higher scores to better their chances of College Entry, Workforce Readiness, and Career Readiness.

CTE
CTE curricula are based on the Career Technical Education Model Curriculum standards adopted by the California Board of Education. The course outlines are aligned with the CTE Model Standards, SLOs, and College Career Readiness. The following courses prepare students for certifications in these areas: Accounting, QuickBooks, Microsoft Office Specialist Certification, Google Suite Applications, Amazon Web Services, Clinical Medical Assistant, Phlebotomy Technician, Pharmacy Technician, Dental Rover Sterilization Technician, and Medical Coding and Billing Specialist.

AAP
The AAP is committed to helping older adults sustain or improve their physical and mental health as well as to help them grow intellectually and creatively and become active participants in their communities. The Program includes fitness, creative and fine arts, music, language, genealogical research, current events, and memoir classes for the older adult community. These classes allow the student to set and meet their own goals as well as to learn independently and collaboratively with other students in class. The instructor guides the student in their search for improvement.

Additional indicators for online programs/courses, if applicable:

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered, within and across grade levels.

ESL

ESL core curriculum Immigration Integration Framework and EL Civics Units are available online to teachers and students through Google Classroom. The materials are well organized, with accessible content and interactive lessons to support English language learners. Burlington English–a blended curriculum that integrates important life skills, digital literacy, EL Civics, and workforce readiness to ensure WIOA success and developed especially for ESL students–is available to low level ESL students. Reading Plus, an online reading fluency program, is also available for students with a 220+ CASAS score. Some ESL teachers also supplement their textbooks with the companion digital, interactive tools for their textbooks, enhancing virtual instruction and creating different access points for learning.

HSD

Edgenuity is a comprehensive and sequential documented state-approved high school credit online curriculum aligned with SMUHSD offered to the High School Diploma students at SMACE. It meets the Common Core Standards and College and Career Readiness Standards (CCRS).

GED

Students are self-paced and guided through the online course based on the requirements of the GED exam. SMACE maintains an online curriculum using Aztec Learning software that is accessible to all students through the GED program. All GED students have the option of taking the GED course in an online or hybrid format.

CTE

Course content is provided to students via various Learning Management Systems, or LMS, such as Canvas, Google Classroom, McGraw Hill SIMnet, and iCEV. Syllabi, e-books, and supporting documentation are available digitally as well as hard copies. Student Learning Outcomes are posted at the beginning of each unit and acknowledged upon completion by both staff and students.

AAP

The curriculum offered through the AAP department is accessible to all. Some classes do require students to acquire certain proficiency before advancing to the next level. Examples are passing Level 1 in the language classes before going into Level 2 classes or in Tai Chi, being able to perform the first 8 postures of the routine before going into the intermediate class.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

ESL

In the ESL program, the Curriculum Committee facilitators work with all teachers and administrators regarding the curriculum in monthly PLC meetings. The teachers in the Curriculum Committee provide opportunities to voice concerns and encourage topics that are more relevant to our current society. Teacher facilitators decide on a plan of action to implement the new curriculum at every level through bi-monthly ESL programs and staff meetings. The facilitators give the committee teacher feedback.

The Schoolwide Learning Outcomes are directly connected to the school's mission where students will set and meet goals, learn independently and collaboratively, develop skills needed for college, career, and community participation, and apply acquired skills.

HSD/GED
All courses are aligned with schoolwide learner outcomes. Courses are also aligned with Common Core standards which are aligned with skills and requirements students need to graduate and pass the HSD and GED respectively. SMACE online HSD/GED courses reflect the school's mission statement to prepare adults for success in college, careers, and community engagement by offering equitable opportunities to acquire academic, workforce, life and technical skills.

CTE
Each CTE program's curricula and learning outcomes are designed to meet or exceed state, federal, and/or industry requirements for completion. Course completion requirements are evaluated by staff and external stakeholders through industry-standard assessments. This may include requirements for certifications/licensing after the completion of the course and testing. The outcome of each course completion prepares students for employment and postsecondary or higher education; the program's policies meet the schoolwide Learner Outcomes as each class supports students' academic, career, or individual needs. All entire CTE programs support the integration of technology and the application of critical thinking skills to achieve their goals.

AAP
Classes offered online are consistent and connected to the school's vision, mission, and Schoolwide Learner Outcomes. The curriculum is driven by the older adult's interests, needs, and challenges. The department offers a selection of engaging and applicable learning opportunities that are thought-provoking, classes that stimulate the intellect, i.e. genealogical research; fitness classes with health components; memoirs classes that stimulate creative writing, etc. These classes all stimulate students to succeed via practice, demonstration or performance. These abilities will and can be carried forth in person.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

HSD:
SMACE has adopted Edgenuity, an online curriculum in collaboration with SMUHSD. The course is grounded in research and aligned with state standards. It combines direct instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The HSD department has established policies and procedures for online course completion required for HSD graduation.

GED
Instructors are able to collaborate within departments to review learner outcomes and provide feedback for improvements in the curriculum. The GED team meets once per month to discuss

various elements of rigor, relevancy, and coherency of the GED online curriculum. The Aztec online learning program and all of its content are directly aligned with the GED exam.

Online programs address learners' special needs (i.e. IEPs/504 plans). All online courses are aligned to meet state and Common Core curriculum standards. Courses meet the requirements for earning the high school equivalency certificate (GED). Student placement in GED courses is determined by their most recent CASAS scores.

The GED program uses the Aztec online learning platform, Google Classroom, and Zoom platform. The Zoom platform allows for video conferencing during live, synchronous class meetings. Google Classroom allows for an additional, outsourced platform for grading and disseminating course content. The Aztec online learning platform provides core and supplemental course content in the four curricular areas of the GED: math, social studies, English/Language Arts, and science.
The school's instructional practices allow for use of student IEP/504 plans, and distance learning teachers make necessary accommodations outlined in those plans.

CTE
All the CTE courses are aligned with the Industry Standards and College and Career Readiness goals. Student attendance requirements, course completion, satisfying externship hours, and successful job placement supports the online curriculum's rigor and relevance.

Through regular staff development and planning time, learner outcomes have been defined by subject-matter instructors. Teachers may collaborate during lesson planning to ensure each course covers the appropriate student outcomes. Institutional resource allocation is connected to curriculum development needs through regularly purchasing new textbooks and re-licensure of necessary materials. The school lists all courses for all stakeholder groups by providing detailed course descriptions and online registration. Course content is easily accessible on the school website, via ASAP the student registration process.

Students are provided computers with the required software to access content online, participate in Zoom classrooms as well as submit complete assignments. SLOs are posted at the beginning of each unit and acknowledged upon completion by both staff and students. LMS curriculum is updated online by service providers. All content is evaluated and approved for use not only at the state level but also by local stakeholders (community college partners) and staff.

School administration and staff are keenly aware of Individuals with Disabilities Education Act (IDEA) policies and procedures regarding special needs students. Instructors adapt and modify curricula to meet the individualized needs of students. This includes, but is not limited to providing modified computer hardware and software, digitized materials to meet student home environment, onsite and at-home instruction, etc.

AAP
The AAP online curriculum is assessed on its relevance to the community by class enrollment numbers. Online classes were initiated at the beginning of the COVID pandemic to offer the older adult community a chance to enroll in classes that met their needs and interests, to give them a

chance to experience community despite being isolated. With the pandemic status being lowered and older students becoming less fearful, the numbers declined in online fitness classes. Many of the students expressed that they prefer participating in in-person classes. We have some hybrid online classes where the students have the option of attending via zoom or in person. We have increased the online classes in the current events, memoirs, and language sections because of community demand.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

ESL
Our ESL curriculum directly reflects the school's mission to prepare students for success in college, careers, and community engagement. Our curriculum was established based on the Immigrant Integration Framework. When we evaluate our curriculum, we ask ourselves if we are indeed preparing our immigrant students for success in college, careers, and community in their new country, the United States. We ask ourselves which skills they need in order to be successful in those arenas and create or update our curriculum accordingly.

The ESL program has a Curriculum Committee that meets monthly in order to review the current curriculum as well as make changes and decisions with representatives from all ESL levels to review and address current and ongoing topics and goals specifically for the ESL overall curriculum. The Committee facilitators report the information to the ESL-level PLC groups which in turn develop lesson plans that reflect the curriculum's measurable outcomes. ESL Instructors rely on monthly PLC-level group meetings to review and define the appropriate curriculum to use for each instructional level. The Committee reviews the curriculum's effectiveness based on each instructor's input at their instructional level. All ESL teachers are required to participate in the ongoing curriculum review process through the regular level, committee, and staff meetings.

ESL Level meetings are scheduled regularly–once or twice each month–to review and address specific topics and issues for each of the seven levels of the ESL program. Information from the above meetings is articulated between each group to support overall program/curriculum goals.

The Curriculum Committee, PLC level, and ESL staff meetings provide opportunities to voice concerns. There is also a push to encourage topics that are more relevant to our current society. Administrators share current information about program goals and requirements that affect the ESL curriculum, while faculty provides information and insight about instructional practices, classroom/online issues, materials, resources, and student feedback.

Through the use of surveys, our school is able to collect data and students' inputs about our programs being offered and to determine whether or not students' educational services need to be provided such as reading and writing classes. Surveys are used throughout the year to collect information from students and faculty to determine the current and future needs of the school and community. The school collects TOPSpro and ASAP data which collects data on educational, career, and community goals and achievements.

The needs of incarcerated students, while aligned with many of the school and CASAS standards, also go beyond these standards. Incarcerated students have the unique situation of needing to navigate the criminal and legal system. Additionally, life inside the jail requires students to understand specific vocabulary and policies. The curriculum explores topics such as workplace and family, thereby further preparing students for the workforce and community engagement once released.

In order to provide ESL Students with the skills necessary for successful transitions into college, career, community, vocational training, and adult secondary education and beyond, the school has adapted, along with ACCEL Consortium, the Transitional Integration Framework (TIF) as a blueprint for the foundational skills student will need. The curriculum committee and ESL-level PLC are committed to integrating TIF skills into the ESL curriculum. A recent example of TIF skill integration into the ESL curriculum is in EL Civics. Since including the Immigrant Integration model there has been a stronger focus on the topics and skills that are more relevant to our student's lives. Our school is able to provide students with educational options that meet their needs whether it's online instructions or in-person instructions or both with respect to the pre and post-pandemic situations.

The Technology Committee is made up of teachers and administrators and meets monthly to discuss technology-related issues affecting students and teachers. Technology-based learning is ongoing for both students and teachers and includes tech-related lessons and training for teachers such as zoom and google classroom training.

Our ESL curriculum connects to the school's SLOs, which are:
- Set and Meet Goals: In the ESL department, every year we ask our students to set a goal and make a plan for meeting that goal. Each ESL level covers goals and goal setting as part of the curriculum. As a unit, goals and goal setting includes information and opportunities to practice skills both in groups and independently. Students review personal and professional goals, including career, educational, and community engagement. Students utilize oral, written, and digital skills to explore and express their goals, including group discussions, oral presentations, digital presentations, and written work.
- Learn Independently and collaboratively: Students are encouraged to participate in both independent, cooperative, and collaborative learning activities. Students learn best in an environment where they are sharing knowledge and skills with their peers. Students also have time to work independently during class time and at home.
- Develop skills needed for college, careers, and community participation: The Immigrant Integration Framework we used to develop our ESL curriculum is based on our English learner students' needs to develop skills to succeed in American society. As such, they need to develop academic and tech skills for college success, workforce skills for their careers, and life skills for community engagement. Our curriculum is created to develop these skills.
- Apply acquired Skills: One focus of our new curriculum is for students to APPLY the skills they have developed in the classroom. Teachers are required to employ a variety of

performance assessments each term wherein students SHOW us what they can DO, rather than just showing us what they know on a test.

Since including the Immigrant Integration model there has been a stronger focus on the topics and skills that are more relevant to our students' lives. Our school is able to provide students with educational options that meet their needs whether it's online instructions or in-person instructions or both with respect to the pre and post-pandemic situations. Instructors make it a point to ensure the curriculum is relevant to each adult's learning goals. We have real-life assignments that prepare them for the next step in their lives, which could be college, career, or community involvement.

HSD
Curriculum review is an ongoing process. PLC and Department meetings are held on a monthly basis and meeting agendas regularly include curriculum review. Input from teachers, administrators, and the program coordinator ensures that learning materials provide accurate and relevant information for the entire six major core courses that are offered. New protocols for online learning using "Edgenuity" and "Zoom" are continually being revised to meet current-year student needs.

Digitizing and making courses available online has been a priority since 2020. Since 2020 curriculums in US History, American Government, Economics, Career Choices, Short Stories, and Personal Finances to name a few have been revised. Courses are updated to meet current student needs. Currently, HSD is in the process of reviewing revisions and updating, in American Literature, Applied Art, and English Review.

With administration approval, resources are purchased and implemented as needed and all textbooks/digital texts, assorted digital materials, and online "Edgenuity" Program meet district and state standards.

GED
The curriculum prepares students for success in postsecondary education, careers, and community engagement. Through the distance learning curriculum and other resources, students achieve schoolwide learning outcomes. Teachers within the GED program reevaluate the relevancy and effectiveness of the GED curriculum on a yearly basis to address changing student demographics.

The adult school sends periodic surveys to gather input from current students to determine the effectiveness of current course offerings. GED teachers are involved in the curricular review process via monthly department meetings and yearly collaborative meetings/professional development.

CTE

The school has developed and implemented a regular curriculum review cycle in order to ensure that the needs of the community are met and the content taught in the classroom is accurate and relevant and maintains curricular integrity.

CTE programs are driven by industry standards and reviewed periodically by all stakeholders ensuring SMACE offers necessary, relevant, unduplicated curriculum for the community. Through industry-standard certifications, assessments, and training that align with SLOs goals. CTE programs are driven by industry standards and reviewed periodically by all stakeholders ensuring SMACE offers necessary, relevant, unduplicated curriculum for the community.

Students have access to computers preloaded with software required to complete assignments as well as staff assistance. SMACE provides wireless internet access to all students, allowing students to use devices of their choice to support their learning experience. This wireless access is also utilized by available classrooms and computer labs. Instructional assistants and/or teachers are available in classrooms and all computer labs for student support.

All of the technology and learning resources are utilized to reach multiple modes of learning so that the diverse population of students and learning styles are properly addressed.

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

ESL
In the ESL program, students can purchase books that teachers may be using as a supplemental resource to the ESL curriculum. If the students cannot afford the book, the school office allows them to purchase books at a discounted rate or offers them for free. Teachers can also request a class set of books to keep in the classrooms and hand them out to students who do not or cannot purchase textbooks.

Teachers use classroom instructional level textbooks to instruct units of topics and other learning skills components such as listening and vocabulary. Many teachers also have their learning materials available on Google Classroom at the beginning of the term. Some teachers create supplemental instructional handouts to teach as mini-lessons or for guided practices. The ESL Jail Program uses materials that are assembled by the instructor for students at the beginning of the semester. Incarcerated students have limited access to materials and no access to computer labs. The school supports the instructor by providing a school laptop.

Additionally, the school provides online resources such as a teacher subscription to the ESL library and Burlington English. Access to these online subscriptions allows the instructor to print materials for students or to use them online. The school also purchases many online resources for learning materials when teachers ask for them. In the ESL department, these online resources include: Burlington English, ESL Library (now ELLI.com), Newsela, and Class 2 Class.

The adult school does not currently have a central library for ESL students but is developing a Students Center which will have a library. Students need a dedicated space for them to study

and to pull books and resources as needed. This is especially important given the costs of some books.

Basic classroom supplies (binder paper, pens/pencils, markers, etc.) are stocked and available at the beginning of the semester in the teacher's room supply cabinet. Teachers request additional and/or specific classroom supplies through supply cabinet orders form or directly requested from the main office. Supplies are sometimes back-ordered.

Computer labs are available for class testing and online practice, and there are computer laptop carts in all classrooms. The school also provides laptops for students to take home, tech support for both teachers and students as well as tech workshops and training for teachers. Online websites that focus on life skills are used in class such as Burlington English, Elli.com, Newsela, YouTube, Good ESL, and ESL Cafe. Textbooks are available for purchase, and class sets are also available for students to borrow in class. The school pays for subscriptions for website use such as Elli.com and textbook use in class is optional. Many teachers are now only using online sites as their primary source of material. Textbooks and materials are usually processed in a timely manner unless there is a problem with the publisher or communication.

There are four computer labs on campus available for students; one lab is located by the classrooms and the other three labs are located in the main office building, one is used for student testing, and the other two are used for technology classes and individual student use. Additionally, classrooms have a dedicated mobile computer cart and SMARTBOARDs in each classroom. The school also supports individual teachers in providing tech support and technology instruction to fellow teachers.

A Tech Committee of teachers, administrators, and IT support staff meets regularly and addresses the needs and issues of technology for the school. Our school has open lab hours Monday through Friday where our students have access to computers and to a certificated teacher who can help them with computer questions they may have. This lab time allows students to work on skills that run from very basic to advanced. Students can practice their typing skills, open and respond to emails, use listening / speaking software to practice pronunciation and flow, learn / practice how to open and save a word file, and practice creating slideshows with pictures/audio/ videos, among other things. The school provides some teachers and students with Burlington English subscriptions. These teachers and students can go to the computer lab with a teacher to practice English at their own pace. There is a strong emphasis on including technology in all aspects of learning. Teachers meet regularly to discuss the curriculum and share resources with one another

HSD

The Learning Center uses a systematic program of evaluation and planning for all Adult Diploma and Concurrent High School Diploma students. Each course outline includes course descriptions, goals, performance objectives, instructional strategies, projected hours of study, reference materials, and evaluation methods. Program effectiveness is addressed through pre-and post-test, quizzes, midterm and final exams, research, and project-based assignments. Formal and informal student and teacher conferences are held upon student request to review student/teacher concerns regarding meeting learning objectives. The Learning Center is a lab-setting that offers an alternative, independent-study-like program for students needing credit toward a high school diploma.

HSD is open enrollment; students can start and finish courses during open hours at their convenience. HSD is lab formatted which allows for independent 1:1 or small group instruction. Each for-credit class in the High Diploma Program is guided by a course of study that maps assignments of students and progress. Students proceed through courses of study at their own pace with credentialed teachers and lab assistants, with direction and guidance provided if necessary.

A variety of support materials and practices are offered to students. The lab is well-equipped to provide technology, print resources, and various current resources. All students have access to digital school-based programs and free Wi-Fi. Zoom is available to all students who cannot attend lab or need tutoring assistance. Edgenuity, a SMUHSD/Adult School fully accredited online curriculum, is offered to students. Class set textbooks and digital textbooks are provided for student use in all diploma course subjects. Additional materials are provided to enhance learning including workbooks, handouts, videos, and computer programs, DVDs, depending on the subject.

Google docs and a variety of Google software are available as well. Microsoft Office Lab has 20 computers to assist with instruction. Students may access computers for internet research or other resource information. When working on computers, students are regularly monitored by the supervising teacher. A majority of coursework is completed in the Learning Center. Since COVID, more digital resources have been made available so students have more opportunities to complete assignments at home.

GED
GED students are immediately enrolled in the Aztec online learning program and assigned a username and password as well as gain access to a Google Classroom on the first day of class. Students are issued a supplemental GED-prep text and workbook. Online/distance learning students may attend their courses at home via laptop/computer or on campus at the school's computer lab. Students have access to school-issued laptops.

CTE
Students may purchase textbooks in the Main Office or online e-books. The instructor provides class sets for student use. Classes are supplemented by web-based programs such as McGraw Hill SIMnet, and Labyrinth eLab.

Students have access to computers and the internet, as well as staff assistance, in computer labs on campus. Students utilize these labs for individual classwork completion, small group work, taking assessments, and utilizing supplemental software.

Classrooms are set up as computer labs for the Business and Computer Education program, with teachers offering walk-in lab hours for additional assistance outside of class. Instructional assistants and/or teachers are available in all labs for student support. Classrooms are set up with access to Smartboards and Elmo projectors to provide additional audio and visual modes of

presentation. Teachers are encouraged to integrate various Learning Management Systems (LMS) such as Google Classroom, Microsoft Teams, Canvas, etc.

School's Strengths and Growth Areas for Criterion 4

Strengths:

- Tech support and training for teachers are ongoing and effective
- Curriculum Facilitators work with teachers to update the curriculum
- More technology topics are included in the curriculum
- Technology and equity are now included in the curriculum
- School provides students the opportunity to learn in person and online using the same curriculum
- Teachers are allowed a lot of autonomy in the classroom as long as the curriculum topics and subtopics are followed
- Computer lab hours are available at lunchtime and before evening classes with an instructor
- Updated and ongoing curriculum work
- Curriculum involvement includes all teachers and administrators
- EL Civics is intertwined with the curriculum
- The curriculum is relevant and connected to SLOs
- Supportive administration and support staff - especially in meeting the academic demands brought on by COVID
- Navigator Program assists students with their transition needs after completing their high school diploma
- Working with fellow teachers who are highly professional, qualified, and motivated to help students succeed with their academic needs
- According to survey results, students remain satisfied with the new variety of course formats to meet their needs as adult learners.
- Strong management team committed to re-building a sense of "community" on campus emphasizing social justice, equity, and anti-bias and a willingness to explore new ideas or methods

Growth Areas:

- The GED program needs to establish a clear online curricular plan or map that outlines the courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations
- Special needs students/teachers and training needed in the ESL Program
- Additional tech support and training for students and teachers regarding Zoom and Google Classroom and online lessons (Workshops are usually provided during PD/Prep and Planning week)
- A process to ensure that learning materials need to be accurate and up to date
- More teacher accountability requiring curriculum integration
- More collaboration is needed within the levels
- Expanded online courses taken
- Developing procedures to encourage student seat time in the lab

- AB 104 change in graduation requirements, increase in students' rush to meet requirements - closed June 30, 2022
- Finding qualified teachers for HSD that are committed and have the background and experience working in secondary education
- A "bridge program" or ESL class (above the current Advanced ESL) that will identify and prepare/transition ESL students for successful entry into the High School Diploma Program, not GED.
- An academic pathway that will allow students to have better opportunities at the community college level and or career opportunities
- A more defined path/cooperation/role between CTE and other certification programs to help/assist HSD teachers and students with post-high school diploma plans
- PLC – create more opportunities to work collaboratively
- Curriculum guides, documents, etc. that show the overall curricular plan
- Minutes of meetings regarding curriculum development
- Review cycle for texts and other learning materials
- Course descriptions for all classes
- Assessment results that show student progress toward curricular goals

Evidence:
- [Immigration Integrated Framework](#)
- https://www.burlingtonenglish.com/
- https://ellii.com/
- https://newsela.com/
- https://www.class2class.com/
- https://sanmateoadulted.org/programs/
- [A Conversation Book 1](#)
- [Side by Side Picture Dictionary](#)
- [Oxford Picture Dictionary](#)
- [English in Action Book 1](#)
- [English in Action Book 2](#)
- [Copy of Advanced Topics, Assessment, Resources](#)
- [Copy of Beginning Topics, Assessment, Resources](#)
- [Copy of grammar skills by level](#)
- [Copy of Intermediate Topics, Assessment, Resources](#)
- [AllCoursesOverview Burlington English 22-Aug-2022](#)
- [Basic Spanish textbook.jpg](#)
- [Conversational Spanish Dialogue.jpg](#)
- [Spanish for Adult Beginners back.jpg](#)
- [Overview of tasks/EL Civics for Diversity Curriculum](#)
- [Rubric ESL Speaking Intermediate through Advanced](#)
- [Rubric ESL Writing Intermediate through Advanced](#)
- [Edgenuity](#)
- [CTE Model Curriculum Standards](#)
- [Common Core Standards](#)

- [iCEV](#)
- [Lesson Plan IET Professional Communication](#)
- [Google Basics Syllabus](#)
- [Microsoft Excel 2016 Syllabus](#)
- [GED exam requirements](#)
- [Aztec Software, GED](#)
- [GED Extended Classroom Writing Practice](#)
- [Spanish GED Syllabus](#)
- [Minutes for ESL: Curriculum Committee](#)
- [Tech Skills for ESL Students](#)
- [Sample of Course Outline 1 English - American Literature 1](#)

<u>**Criterion 5: Instruction**</u>

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.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

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SMACE strives to provide students with a rigorous instructional program based on sound pedagogical standards. Teachers follow district, state, and federal curricular standards and guidelines for their respective courses and are tailored to meet the unique and specific needs of the students enrolled in the school. The instructional program is developed using teacher expertise in their specific area utilizing the California Common Core State Standards, English Language Proficiency Standards, Immigration Integration framework, CASAS and WIOA competencies, CTE Model Curriculum standards, or curricular guidelines of the industry or licensing body. The course curriculum is aligned with the completion guidelines established by SMUHSD and SMACE.

The instructors are provided with staff development and training in effective research-based methodologies and strategies in order to align instruction with best practices, the ultimate goal of which is to increase student achievement.

The school leadership and the department coordinators meet regularly to assess program efficacy and needs. In addition, the coordinators and the teachers collaborate via Professional Learning Communities to discuss the effectiveness of instructional practices, curricula, and evaluation of students' learning and persistence. The information and data collected as a result of these meetings guide program improvement and quality of instruction.

At the beginning of each semester, instructors provide students with a syllabus containing the curriculum content, readings, projects, assignments, quizzes/assessments, and rules/expectations. Before beginning instruction, some teachers inform students of the goals and objectives of the lesson.

ESL
ESL teachers use direct teacher instruction in student-centered classrooms, pairing students or placing them in like-ability or cross-ability groups. The teachers use cooperative and communicative learning strategies. SMACE teachers find that these two methodologies provide students with communication practice and build confidence in their speaking abilities. They encourage active student engagement in learning and help ease speaking anxiety by practicing communication in small groups or pairs. SMACE students need to speak English with people in their community, on the job, and at school in order to function successfully in American society and build strong communication skills.

In the beginner-level classes, teachers and students also reported instructional methodologies including Total Physical Response (TPR), phonics, and experiential learning. TPR aids in student expression and understanding by acting out the meaning of words. TPR also keeps the brain active by using physical movement of the body. Phonics instruction helps beginner students master the English sound/symbol relationship. Students can learn to "sound out" a new word by learning phonemic and phonic concepts. They become stronger readers of English. Experiential learning, or field trips, greatly benefits our students by giving them the opportunity to practice using the vocabulary and language they need to function in a particular context (e.g. the library, supermarket, or post office).

ESL teachers are conscious that students learn in a variety of ways. These teachers and their students reported the use of a variety of modes of instruction to meet the needs of students with various learning styles. For auditory or musical learners, teachers employ songs, listening to an audio recording, and conversations. For visual learners, they use the Smartboard, videos, and text. For active, kinesthetic learners, they use games, role-play, and TPR. For those who learn in logical or technical ways, many teachers use computer-based programs in the computer lab or on smartphones.

HSD

In HSD students are taught in an open lab setting, instruction is individualized and lends itself to the pedagogical approaches of independent study and one-on-one tutoring. Teachers are constantly involved in the real-time adjustment of their instructional strategies and course materials to meet the needs of a diverse student population.

Teachers differentiate instruction to address students with a wide variety of specific learning needs, including students with learning disabilities and English Language Learners. Teachers check students for understanding in 1:1 meetings to identify students' preferable modes of learning - auditory, visual or reading - to provide them with books, or online materials in order to open their access to textual content. Students are also encouraged to take a more proactive and responsible role in their own learning through organizational, time management, and self-help tips from their teachers. Other techniques used to deliver the material include:
- one-on-one discussion
- assist/teach students on using the internet to collect data/information
- note-taking
- Instructional software

In a recent student focus interview, students stated that the one-to-one format for instruction has helped them tremendously. They noted that the teachers' ability to break down concepts, assignments, or problems and explain them in ways that they can understand and that are relevant has helped them learn. They find the teachers empathetic not only to their learning needs but to their roles and life situations beyond the classroom.

Teachers keep current in instructional strategies and methodologies in their area of expertise by revising and collaborating with district-wide staff within the high school diploma program to meet the district and Adult School standards. Teachers attend PLC meetings to collaborate and discuss agreement and alignment with the instructional methodologies to determine what is working and what needs to be changed. For example, in 2018, HSD program teachers participated in training in Edgenuity, an online curriculum aligned with district and state standards. In 2020, HSD teachers then participated in Google Classroom and Zoom workshops to enhance teaching methods when working with students online.

GED

In the GED program, the classroom instructions are teacher guided supporting individual student and whole group needs. The instructional delivery methods used as:

- Student-led group activities
- Student presentations
- Pair share
- Student explanation
- Poster and flow charts

Teachers have also assisted students by differentiating instruction—sentence starters, graphic organizers, cause and effect, structured instruction notes—are few of the methods used to help all students learn.

CTE

High-level instruction to demonstrate student learning is provided through the use of state-approved programs with nationally recognized certifications (such as Phlebotomy and Clinical Medical Assistance). These programs include a number of informal and formal assessments, including a final test, which demonstrates the breadth of learning and student success. All courses are aligned with the CTE Model Standards for California. The courses are facilitated by credentialed instructors in diverse program areas. The main goal of the program is to prepare students to complete a certificate and/or a course that will lead to a sustainable income. Also, some of our courses, such as Accounting and QuickBooks are in articulation with local community colleges, CSM.

The methods for instructional delivery in the CTE classes are direct and guided instruction providing several opportunities for the students to understand the curriculum content. The lesson plan has a clear objective and students are provided with hands-on practice step by step to demonstrate their understanding.

AAP

Student interest, evaluation of self-progress, and teacher performance serve to drive instructional approach and strategy. Teachers use strategies that engage students, such as the use of visual aids and handouts that students can read, take home and study. Guest speakers and professionals with expertise in specific domains augment the learning experience. The use of multi-modal instructional strategies helps anchor student retention of information.

The majority of instruction for fitness classes consists of teachers demonstrating and verbally cueing the movement patterns. There are aspects of group exercise that incorporate independent work – students must learn and apply modifications based on their current physical limitations, and they must work collaboratively with their fellow students to ensure a safe, supportive, collision-free space. Teachers provide handouts that explain and demonstrate exercise series that students can do at home. Where appropriate, teachers will ask students to describe the muscles being used in particular exercises, the functional reason for the exercise, etc., to reinforce their understanding of the purpose of the exercises.

Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

Teachers use a variety of approaches to remain current in research-based professional knowledge such as, self-paced training, instructor-led workgroups, and collaborative learning

environments. Teachers are encouraged to participate in professional development by the school district, vendors, CCAE, CALPRO, CASAS, OTAN and CAEP. The citizenship instructor constantly updates the class content based on the new changes of CASAS and USCIS (U.S. Citizenship and Immigration Services). There are also consistent professional development opportunities offered to all staff in collaboration with SMUHSD and ACCEL consortium.

ESL

The ESL program focuses on differentiated instruction to support students with diverse learning styles and needs and to ensure that all students receive an equitable education. At SMACE mentor teachers or CALPRO or OTAN Professional development is provided to teachers; classroom observation and one on one check-in with the teachers support the application of learning and teaching. The monthly level PLC is another way where teachers come together and discuss their best practices to improve their teaching and learning. In addition, the majority of teachers are given regular training on software and technology, such as Burlington English, Google, and Zoom. The incorporation of technology into instruction enhances the learning experience for all students.

HSD

Edgenuity is the online independent learning platform that students use. This allows for a differentiated approach, appealing to a variety of learning styles and language proficiency levels. The software provides teachers with continuous professional development opportunities based on their individual needs to learn and teach. Teachers have the opportunity to attend Edgenuity workshops provided by the district. Furthermore, monthly department meetings and PLCs allow for discussions of teaching strategies, exchange of professional knowledge, and their effect on individual students' performance.

GED

Aztec Learning was introduced in the program in 2022 and professional development was aligned to support instructional teaching and learning so teachers can use a variety of instructional resources to target students' individual learning plans. Regular department meetings and PLCs supported best teaching practices and teamwork. GED teachers have been provided with PD opportunities, for example, 2022 HSE Summer Convenings, and CALPRO workshops, and also participated in an annual GED conference to acquire new instructional techniques and to broaden their instructional abilities.

CTE

Inside the CTE program, course offerings adjust in response to the specialties of staff members teaching within the program. Community partners and companies might also express what skills they are looking for in the career field and our school works to offer a future course that meets this need.

AAP

Active adult teachers are highly qualified - many with professional backgrounds in the private sector or are experts in the subjects they teach. The teachers specialize in providing instruction and sharing best practices in the regular department meetings. During the pandemic, continuous technology development was provided by the tech team to support online instructions.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

San Mateo Adult and Career Education takes deliberate steps to integrate technology into instruction in all of the school's programs. Before, during, and after the COVID-19 pandemic, students have been able to access targeted and rigorous instruction that blends technology use with college, career, and life skills lessons.

During the COVID-19 pandemic, when classes were being transitioned from in-person to online models, instructors were encouraged to utilize their time to attend webinars and read materials on how to help students maintain their learning gains and skills progression as teaching moved to a fully online model. Some instructors at SMACE used a Learning Management System (LMS), Google Classroom pre-pandemic but when classes were temporarily suspended during the pandemic, all teachers received targeted training on how to navigate Google Classroom and Zoom for their online and hybrid classes.

At this time, there was also a select group of staff members who acted as technology mentors and hosted peer training sessions to help colleagues become more comfortable with integrating technology into their coursework. "Tech mentors" periodically emailed advice to staff to support and guide them in transitioning to online learning. For particular instructors that wanted individualized training, there were opportunities to meet 1-on-1 with tech mentors. The tech mentors would also meet together, research, and test different emerging technology options for classroom instruction. Once they had summarized their findings, they sent out recommendations in their school-wide emails. When the school transitioned from an all-online to a hybrid model, the tech mentors did not continue their previous duties, but facilitators and coordinators in each of the programs continued these roles and now they act as technology guides for their fellow instructors.

More ongoing evidence of technology integration into instruction is the existence of a tech committee. The tech committee members meet regularly to discuss how the school's programs are continuing to blend technology with their curriculum-based instruction and how technology skills can be further taught and assessed in the classroom.

In the regularly-scheduled Professional Learning Community (PLC) meetings, within each program, the facilitator or coordinator reviews technology use within the program's courses and offers assistance with any new technology challenges. The school's course offerings have also shifted to accommodate the need and desire for classes that are partially or fully online. Although many classes at SMACE have since transitioned back to in-person instruction, each program has offerings that are hybrid or online in nature so that students without means of reliable transportation or with other barriers to entry can remain a part of the school's community. For students who attend in person, there is a laptop cart in every classroom. Teachers implement the skills-based curriculum with the use of technology. For example, as part of an "Education" unit, a student might be asked to send an email to a counselor with a request. To do this, the student not only learns the topical content of the curriculum but in order to complete this lesson, the student also learns how to use a computer (or smartphone) to send an email.

ESL
Teachers such as those in the intermediate and advanced levels of the ESL program integrate technology into their instruction by utilizing Google Classroom as the main source of materials for students. Instructors use this Learning Management System to post materials and announcements for their students but it is also where projects are assigned and assessed as part of the learning outcomes of the course. For assignments that will be graded with a rubric, the criteria and descriptions of the point values are merged into the assignment. Other technology-

related resources are used during instruction as well, such as EdPuzzle, Burlington English, SMART Technologies used with our SMART boards, YouTube, and the accompanying digital toolkits provided by publishers as textbook supplements. Additionally, each EL-Civics task includes a tech component integrated into the lesson where students are expected to complete a task with the use of technology. The ESL department has recently developed a differentiated technology curriculum which is being used to further guide how technology is integrated into instruction and curriculum units.

HSD
The HSD program uses Edgenuity, an online curriculum that provides the flexibility students need in order to complete courses at their own pace and when it is convenient in their busy schedules. Each course has been designed to take students approximately 60 hours to complete and can be modified to meet each student's individual learning needs. Students have access to help online and they are able to get help in person during regular in-class time with their teachers as well as through email and Zoom. HSD teachers have the ability to track data on student success and progression through the Edgenuity program with live up-to-date data that allows for teacher intervention and encouragement. Edgenuity delivers state-adopted academic content with a focus on performance standards for all students. The program is also aligned with the California Common Core and other state content standards. Edgenuity curriculum includes ELA, mathematics, social studies, science, general electives, world languages, career electives, and pathways.

The HSD program is staffed by certificated instructors. Instructors are involved in the same professional development as other teachers at the Adult School. This includes reviewing current trends regarding online learning, participating in school online workshops (especially emphasized during the pandemic), and attending monthly PLC meetings. The HSD teachers utilize the strategies and methodologies they learn in order to better enable their students' learning progress. Overall and individual student performance is regularly discussed during monthly HSD department meetings and HSD PLC meeting days.

GED
Classrooms are equipped with computers and SMART boards so that students have access to various modes of learning visual, auditory, and kinesthetic. Teachers teach lessons using scientific calculators so that students can practice using this powerful tool before taking the official GED math test. Teachers have had training on SMART board instruction and the use of computer-based software, Aztec Learning. Students and teachers have pivoted to different modalities from in-person to Zoom and enhanced their skills using Zoom and Google Suite to provide access and acceleration in learning.

CTE
The CTE program has an array of software applications for supporting the teaching of several technical subjects. All computers and laptops have installed the latest version of Windows, Microsoft Office 2016, Zoom, Google Suite, and other software that make instruction and work easier. Students have access to laptops with updated software to work from home as needed to complete assignments.

AAP
Students in the Active Adult program use technology when appropriately related to course subject matter. Students taking genealogy classes, for instance, learn how to conduct research using the

Internet, including learning how to find and evaluate sources. Each student works at a computer workstation and has access to the Internet. Currently, the program is a hybrid modality (in-person and via Zoom) providing increased access and opportunity for instructors and students to meet both online synchronously and in person simultaneously.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

Staff members and administrators at San Mateo Adult and Career Education build student understanding and achievement of the learning outcomes by using various delivery modes and instructional strategies. These modes of delivery and instructional strategies engage all students and promote a high level of learning.

In order to harmonize communication among all staff and administration, each employee of the school is provided with a standardized email address for official business. The shared email addresses encourage fast, convenient connections across and between programs. The application Remind also connects students to their teacher with texting, phone call, and email options. Remind further allows school administration to communicate with teachers to give instructions that should then be passed along to students, and occasionally, school administration messages students directly to make school-wide announcements. This digital platform involves in-person and online students equally and bridges the gap between these two modalities of learning.

Throughout the school, each program has an online presence. This delivery mode engages students who might not have reliable transportation to school, have caring duties at home, or otherwise wish to learn more independently. The school's LMSs and software allow virtual students to participate in deep, rigorous, and effective learning.

Instructors teaching at the same level or in similar courses might use varied strategies based on the expressed learning preferences of their students. In some of the school's programs, teachers send out mid-semester and end-of-the-semester surveys regarding how students respond to the technology used and whether the class content was delivered in effective ways. These surveys might be anonymous, especially when students are asked for feedback regarding the quality of instructional strategies and resulting student-teacher interactions. Based on survey results, some strategies have been discontinued while others have been promoted with even more frequency like giving extra time in breakout rooms in Zoom for active group discussions and guiding peer reviews in Google classrooms. Instructors may also use textbooks and other materials that provide access to lessons and tasks that are differentiated for different types of learners.

Instructors in the same program meet monthly in PLC groups where they converse with other teachers who are using the same material. Attendees often discuss what lessons went well and resulted in successful student performance, or how a lesson can be altered to produce higher levels of achievement. Within the PLCs, the school's CASAS testing coordinator reviews whether that level's student turnout is above, at, or below expectations and how instructors can encourage their students to participate. Within the same meeting, the CASAS testing coordinator goes over the progress reports that are available to teachers that show class percentages on varying skills benchmarks. In the meeting or on their own time, instructors are able to review these reports and analyze how their teaching strategies and methodologies are translating into student learning gains.

<u>In 2022, staff in each program were surveyed about whether they felt their use of instructional strategies was effective.</u>

ESL

As mentioned previously, SMACE maintains an online presence in every program, and online students are given as many of the same opportunities as possible as those who choose to learn in-person. The school currently offers two modalities, in-person or online-only, for all class levels within the ESL program. Instructors often collaborate together such as to host guest speakers and ensure that one or more of these sessions is online for students who learn remotely. In some cases, classes combine and listen together in one session. At the end of a semester, some instructors assign students to fill out self-created progress reports in order to review these community learning opportunities and other work completed. Within the PLCs, teachers in the ESL program are encouraged to speak with each other about students they have in common and they may consult one another about students looking to transfer between classes or levels.

SMACE also continues to provide class offerings that are online but synchronous in nature. As ESL classes have moved from fully online to hybrid and now mostly to in-person models, there are a few classes at varying levels that remain online only. These virtual classes are part of the school's pilot program, but as evidenced by attendance data and student survey results, these offerings meet the needs of students and provide equitable access to language learning opportunities. While the ESL program's Distance Learning model is not currently in operation, the Reading Plus offering is active and available to students at the advanced ESL level who seek an online, asynchronous option for improving their reading skills. The Distance Learning program used to include instructors who regularly met with a select group of students, one-on-one, to discuss their learning progress and assign work for the interim.

Another program that is in current use is the Burlington English application. The school's licenses are used mainly in the beginning-level ESL classrooms for instructors who would like to add an online component that is level-appropriate for their students. With their own accounts, students are able to participate in class but also continue learning on their own time outside of the classroom.

Teachers that use the Ventures series of ESL textbooks have access to worksheets that offer three levels of difficulty which all address the lesson's SLOs. In another case, the advanced teachers within the ESL program tested a pilot program where students were broken up into leveled groups by specific skills such as speaking, listening, reading, and writing. Within that setup, each instructor would lean on strategies that elicited student performance in a specified language skill. This pilot's aim was to offer deep and rigorous learning in a targeted area where a student may be struggling.

In the advanced level of the ESL program, teachers have discussed and then shared lesson plans with their group that includes tasks targeting speaking, listening, reading, and writing tasks. This collaboration ensures that different instructors bring forth instructional strategies that they are comfortable or confident with and in the end, instructors can present their material in varying formats to meet students' needs. When teachers upload this material into their LMS, they may or may not use all of these tasks for their particular group of students.

HSD

The HSD program is multifaceted and includes varied instructional strategies embedded in the programs. These strategies are evidenced through the quality of student work submitted and student input. Students in the HSD program are encouraged to be self-directed learners. HSD

students work closely with teachers in the classroom and coursework is delivered individually. A majority of students choose to work independently although others prefer to work more closely with teachers and better utilize the 1:1 teacher ratio. Students work in an organized, quiet and safe environment.

Grades and enrollment are reviewed on a semester-to-semester basis. Teachers are able to review the students' online and onsite progress to determine if adjustments with the curriculum are warranted. Reviewing student work and teacher/student consultation is a focal point of the HSD program in order to better serve the students' needs. Upon enrolling in an online course in Edgenuity, students are given a 6-week period to complete all online coursework. The student is advised to put in 5-7 hours of online time per week to maintain focus and continuity with assigned coursework. This has been effective for most students in order to complete their coursework in a timely and productive manner. Students are also afforded extensions to complete a course due to various individual circumstances and needs.

Lab-based progress or work is reviewed frequently when a student attends in class. Students who are enrolled in Edgenuity must take all tests and a final in class. This allows for student and teacher contact on a regular basis. Teachers provide individualized support through direct contact with students with phone calls, email, and texting.

Teachers in the HSD program keep current with monthly department meetings, PLC monthly meetings, and all-staff meetings.

Students work in an environment that encourages the use of technology. Students work in a lab setting and the lab is set up as a workstation environment. The lab consists of computer stations, multimedia stations, quiet stations, and group tables. The HSD program is committed to integrating updated technology into the instructional program of the school and to teaching its students to manage multiple forms of technology. Various software is used to meet students' individual needs through computer-based instruction. A majority of HSD courses require a formal topic research project where the use of the Internet is required. Teachers assist students with proper techniques and review their sources of information through the Internet. In the effort to make online learning opportunities available to all students, the HSD program since the last WASC in 2017 updated and revised a majority of courses to digital format so students have more options to complete course work. Courses updated include: Government, Economics, History 1-2, World History 1-2, Short Stories 1-2, Career Choices, and Personal Finance to name a few. The 2022-2023 school year plan is for HSD teachers to digitally format American Literature, Health Ed, and Visual Arts. Teachers in the HSD are supported by Adult School administrators with materials and training when needed to meet a variety of academic levels so all students have an opportunity to be successful. Adult School administrators also work in collaboration with the SMUHSD Special Education Department. Administrators and selected staff share appropriate information with HSD teachers regarding specific students' needs (IEP) and possible placement in the HSD program.

Online learning options and virtual classroom experiences are important options. E-books, digital lessons, and online options (Edgenuity) are offered throughout the HSD department. The HSD program uses e-texts, readings, quizzes and tests, and auxiliary activities in various digital formats.

GED
The GED program at SMACE offers asynchronous online instruction with Aztec software. Instructional strategies may be student-centered in order to directly assess their individual

proficiency. In the GED prep class, students are asked to show their instructor step-by-step how they would solve a math problem. In the independent study program, the Aztec tool allows students and instructors to see test scores which indicate the effectiveness of the strategies embedded in the software. For example, if a student achieves an 80% this shows they are ready to take the self-guided study. There are also barriers in place when students have not achieved the learning outcome. In cases where the student has not achieved a specific level of proficiency, the software is designed to block progress until there is one-on-one intervention. When English learners in particular are moving through the software, they have the capability to utilize translations embedded in the software.

CTE
The main method for instructional delivery in the program is guided instruction. The students work independently at their computer station and the instructor monitors the student's daily progress for comprehension, making sure that the student understands the material they are working on. Instruction in the computer skills classes includes instructor demonstrations via SMART boards. Students are then given the opportunity to practice on their own. Instructional pacing is largely dependent on student progress and feedback. Instruction in the various skills necessary to be proficient in any of the programs is delivered by several means:

- **Individual tutoring**. Some students arrive early for class. They can begin working on the class file and/or reviewing their notes. Much of the half-hour before class is dedicated to one-on-one remediation.
- **Review**. Most classes begin with a review of some of the skills from the previous class. Often this includes different examples/projects and sometimes additional depth in the skill.
- **Overviews**. To introduce a software feature, the teacher provides an overview. It may be in the form of an anecdote, discussion, or demonstration of the "end product." The purpose of the overview is to be sure students understand why the feature is necessary and how it can be used in various projects.
- **Step-by-step demonstrations:** Usually transmitted to students' monitors, each skill is divided into sub-skills, keeping the demonstrations short and practice time sufficient. Students are encouraged to ask questions or request repetition or additional examples.
- **Student practice**. Doing the same steps as in the demonstration. The instructor assists students who may need help, and may also repeat part of the demonstration for the whole class if needed. Students are encouraged to help each other, and frequently do.
- **Customization.** Depending on how proficient the students become, additional instruction may be necessary. The instructor may provide a different practice example, challenging students to complete the project on their own.
- **Collaboration**. Students practice some skills by working in teams of two or three, taking turns operating the computer while the other(s) assist or challenge.
- **Individualization**. Occasionally, students will bring a project from work and ask for help with a particular problem. The instructor often generalize/simplify

AAP
Student interest, evaluation of self-progress and teacher performance serve to drive instructional approach and strategy. Teachers use strategies that engage students, such as the use of visual aids and handouts that students can read, take home, and study. Guest speakers and professionals with expertise in specific domains augment the learning experience. The use of multi-modal instructional strategies helps anchor student retention of information. The majority of the instruction for fitness classes consists of teachers demonstrating and verbally cueing the movement patterns. There are aspects of group exercise that incorporate independent work –

students must learn and apply modifications based on their current physical limitations, and they must work collaboratively with their fellow students to ensure a safe, supportive, collision-free space. Teachers provide handouts that explain and demonstrate exercise series that students can do at home. Where appropriate, teachers will ask students to describe the muscles being used in particular exercises, the functional reason for the exercise, etc., to reinforce their understanding of the purpose of the exercises.

Indicator 5.5*: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

In each of the programs at San Mateo Adult and Career Education, instructors assign, collect, and assess student work that demonstrates critical thinking, problem-solving, and application skills. Other groups and organizations within SMACE also lead students in displaying their creative thinking and knowledge attainment.

Although it has taken a hiatus since the pandemic, SMACE has had a student council that is run by students. Under a staff member's guidance, students regularly work to act as a liaison between the school and the rest of the student body. In the yearly elections, students campaign for positions and inform their classmates and peers about how they will apply their knowledge from SMACE in their potential student council position. In order to connect with the two core rosters of students on campus, there is a morning group and an evening group within the student council. Students who are elected organize fundraisers, plan activities for the school, and work with the teacher's union. In one such case, student council members created an action plan, raised funds, and oversaw the installation of picnic tables in the campus quad area, and funded laptop carts in classrooms pre-pandemic.

The school's student ambassador program is another large, student-centered collaborative effort. Similar to the student council, a staff member organizes the volunteers within the student ambassador group and draws upon their assistance and expertise. Especially during registration for each new semester, student ambassadors work within an office setting learning skills that are applicable to the workplace and in their larger community. Some of the student ambassadors are currently enrolled in courses at the school while others are recent graduates who maintain their connection to the instructors, the campus, and the students.

ESL
The use of Google Classroom as the school's main LMS, especially within the ESL program, allows students to problem-solve and display critical and creative thinking. When a small group of students works together to write within a document, they collaborate in real-time and immediately see the contributions of their team members. This cloud-based learning management system allows both instructors and students to edit and save their work so that projects can be paused and resumed during the lesson and throughout the semester. Feedback is also immediately available to students from their instructors so the process of revising work can continue uninterrupted. Even when instructors teach online, students can share their work in progress or teachers can view what was turned in to them. In one-on-one sessions, whether in person or online, either the student or the instructor can answer questions, make edits to student work, and review assessments regarding knowledge attainment and the acquisition of skills. The LMS is a tool to encourage student research with the inherent capacity to help students work in collaboration with one another.

In the ESL program, instructors have assigned pairs or groups of students to follow the teacher's model and conduct the research again on their own. For example, when advanced-level ESL

teachers modeled how to create a family budget, student groups were tasked with reading mock scenarios and following the procedures that the instructor modeled. To complete this task, they used problem-solving learned in the course and demonstrated both creative and critical thinking skills. Other instructors have guided students through completing a KWL chart to show evidence of critical thinking and to summarize their knowledge attainment.

HSD
Effectiveness is measured through student course completion, attendance hours, grades, and CASAS scores. Timelines for online coursework and lab-based coursework are suggested to students upon class enrollment. Before a student starts a course they discuss a suggested timeline for completion of the course content or achieving their HS diploma. Appropriate information regarding student needs is shared such as the student's work and home situation. Students are made aware of the beginning and end date of each class and are asked to adhere to the pacing in order to complete coursework in a timely manner.

For example, students have a dashboard in the Edgenuity software program that tells them how far along they are in the course in accordance with the pacing as well as their grade, what coursework is coming up, and it gives them the ability to email their teachers. Instructors monitor progress using their own dashboards and intervene when necessary. Students in the HSD program meet with their instructors for a one-to-one meeting regularly. It is at this time that students can ask questions, get help with specific problems in their coursework, and take tests.

GED
In the GED program student's positive attendance, active participation during the guided instruction, and using online software, Aztec Learning to target skill development in the necessary subject area supports in-depth learning. Furthermore, students are guided with individualized learning plans with the pretest and posttest that helps them to prepare and learn the content to pass subject areas such as Language Arts, Math, Science, and Social Studies. Effectiveness is measured once students pass the four tests and receive a High School Equivalency Certificate.

CTE
The CTE program is designed for students to attain skill and knowledge through short-term CTE certification programs. Programs such as Phlebotomy, Clinical Medical Assistant, Pharmacy Technician Training, Medical Billing and Coding Specialist, and Dental Rover are integrated with in-person labs so that students receive hands-on experience to attain and demonstrate a skill set necessary at a workplace. The student-centered classroom helps students achieve critical, collaborative and creative thinking skills. There are built in externships hours in all programs to learn, demonstrate and apply the skill, for example in the CMA program students receive 120 class hours, 40 hours at Career Training Solutions Online, and a 160-hour externship where students will be placed in a private practice, clinic or urgent care facility. On completion, students receive CPR certification and course completion. The Program also prepares students to take the national certification exam for a Medical Assistant Certification (CCMA) through the National Healthcareer Association (NHA).

AAP
The AAP programs are driven by industry standards and there are aspects of group exercise that incorporate independent work – students must learn and apply modifications based on their current physical limitations, and they must work collaboratively with their fellow students to ensure safe, supportive, collision free space. Where appropriate, teachers will ask students to describe the muscles being used in particular exercises, the functional reason for the exercise, etc., to reinforce their understanding of the purpose of the exercises.

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

Instructional staff uses strategies that encourage personalized approaches to learning. These alternative instructional options allow all students at SMACE to access a rigorous and standards-based curriculum.

The teachers collaborate about instructional strategies in the monthly PLC meetings in each program, and instructors communicate with each other about personalized approaches to a student's learning. They might ask for advice from a fellow instructor or communicate with a student about possible alternative instructional options. Teachers encourage students to meet one-on-one with them when they have questions or concerns about their work and progress within the class. As teachers foster a safe classroom community, all students are welcomed and supported in their learning process.

ESL
Instructors within the ESL program use CASAS testing to evaluate whether classroom instruction follows a rigorous standards-based curriculum. The CASAS reading test, for example, assesses students with questions that pertain to work skills and daily life interactions. At the beginning of a new school year, students are tested to measure their current proficiencies. Then, at the conclusion of a semester or at the end of a full year, students are tested again to log paired scores that show their learning gains. SMACE diligently tested students through the online and hybrid models that were adapted for the COVID-19 pandemic. Today, as the school has transitioned to a largely in-person class schedule, there is a high percentage of students who take both a pre-test and a post-test to achieve paired scores. In the event that a student cannot come to campus for CASAS testing, there are equitable opportunities for remote testing online. In that situation, a student is invited to join a video call with the CASAS testing coordinator and the student receives prompts to download the testing software, follow the steps, and take the assessment all while on the video call.

As the school's new student demographics have changed, staff at ESL orientations have adjusted to the need for more accurate testing methods. For example, in the past when students expressed interest in enrolling in a beginning-level ESL course, they were given a CASAS reading test, but the procedure to get all new students tested was inefficient. In order to more accurately place students during registration, a brief assessment was developed to determine whether someone was at the Beginning One or the Beginning Two level. Now, for new semester enrollments, students who might be at the Beginning One or the Beginning Two level are given the assessment first. Their results help staff members place them in an appropriate ESL class without an initial CASAS test being necessary. This new step in the orientation process avoids unnecessary stress on new students and benefits them with more accurate initial placements. Students that are more effectively placed at the start of a semester go through fewer moves between classes and instructors have fewer instances where a student needs to be dropped from the semester's roster. With fewer shifts at the beginning and through the semester, there is greater student persistence.

During an orientation session, as part of their enrollment process with the school, students are taken on a physical tour of the campus and pertinent rooms such as the computer lab and classroom wings. During the COVID-19 pandemic, new student orientation also included training with technology such as setting up a gmail.com email address, creating a Zoom account, and

practicing how to join a virtual class session. Teachers who have worked at the school for many years noticed that students who started classes had fewer technology-related questions and were more prepared at the start of a new semester.

The CASAS testing coordinator also provides teachers in the ESL program with class and individual student reports in order to analyze what some class proficiencies are and where teachers can add additional targeted lessons. The dissemination of these individual and class reports is part of the school's work to offer a rigorous and standards-based ESL program that meets students where they are.

The ESL teachers foster a conducive learning environment where students feel a sense of belonging. Teachers not only consider test scores but also get to know students as a whole and how they learn best. In their teaching practice, the teachers scaffold instructions incorporating different learning styles: kinesthetic, auditory, visual, and read/write. They provide alternative instructional opportunities through project-based learning, learning through role play, peer-to-peer instruction, and small group or one-on-one support. Some students learn better through technology and teachers guide them to resources such as Kahoot, ESL library, ESL YouTube channels, Quizlet etc. The students who need support in technology are guided to computer lab schedules and the school provides a student voluntary program where students receive support in their own language to enhance their learning experience.

HSD
All students who enter the HSD program attend an orientation. At this point, they are assessed via the CASAS test to determine appropriate placement. At the HSD orientation, they are provided with the expectations of completing and earning their high school diploma.

A student's prior transcripts are reviewed by a counselor and staff to determine the credits needed in order to complete a high school diploma through the Adult School. Students are given information for in-class work as well as access to the online programs they are utilizing. Students are contacted by the teachers and provided multiple ways to access their instructors. In addition, the teacher reaches out to each student and connects with them individually to provide them with the individual goals of the program. Since students are able to access their online programs 24 hours a day, 7 days a week, from home, or attend open lab 4 days per week, the HSD program is specifically geared toward promoting inclusivity, embedding various access points for learning.

Upon enrollment in the HSD program, students are provided with clear expectations, policies, and procedures for the program. Teachers monitor students through completed work, grades, and student-to-teacher contact. If students are not successful in their academics or attendance, teachers are able to intervene at classroom meetings, by email, by phone, and through Zoom. Teachers monitor student progress and provide guidance through Edgenuity and during in-person classroom meetings.

GED
Multiple strategies are used; each student has an individualized learning plan as well as online instruction support using Aztec Software aligned to CCR standards. Students work autonomously and benefit from a comprehensive and well-articulated curriculum designed to heighten their motivation to learn. Teachers can utilize student learning plans to augment instruction and remediate individual skill gaps. Students also have access to Google Classroom, where they get teacher and peer support and can make up for their missed assignments or accelerate their

learning. The GED test also supports IEP accommodations. Teacher experimentation with different technologies and approaches are fostered and supported.

CTE
Strategies used in personalized and alternative-instruction options include individual support through Zoom, Google classroom, and differentiated instruction based on the student's learning needs. In addition, for both online and in-person instruction, instructors follow the CTE curriculum and course outlines that are aligned with [Standards for Career Ready Practice](). For instance, Professional Communications for Business and Beyond is a nine-week course, which is offered and tested for on the [iCEV Multimedia platform]() and it emphasizes the principles and practical applications of effective professional communication behaviors within professional, business, and organizational contexts. Students have the opportunity to strengthen their reading, writing, and research skills while understanding and appreciating the complexity of
interpersonal, group, and presentational communication within a business or corporate environment. Teachers use strategies where students are able to use critical thinking to understand and resolve issues, demonstrate respect for cultural and social diversity, and awareness of historical, cultural, and social traditions which influence communication.

School's Strengths and Growth Areas for Criterion 5

Strengths:

- Community building done through our communicative approach makes students feel like they belong, want to persist at the school, and not give up.
- On-campus groups such as the Student Ambassadors, Student Volunteers, Green Team offer people a pathway to become involved in our school and transition to working within our larger community.
- Teachers show a willingness to learn from each other through PLCs where they share best practices, classroom content, and how to design differentiated materials that appeal to a wide range of student abilities.

Growth Areas:

- Track students as they move through and then out of our programs in regards to both their academic progress and their personal non-academic situations like getting a better job.
- Increase alignment across and between levels and programs within SMACE using a universally-accepted outline of what integrated skills are introduced and refined at each of the seven ESL levels.
- Broaden access to outside professional development opportunities and standardize the process for sharing for an instructor to disseminate the information and knowledge gained from courses and seminars to SMACE colleagues.
- Another growth area for our school is to more consistently use technology and language-learning resources that can help achieve better alignment across and between levels and programs.

Evidence:

- [CASAS Student Competency Report pdf]()
- [ESL Beginning-level writing rubric pdf]()
- [ESL Intermediate to Advanced-level speaking rubric pdf]()
- [ESL Advanced-level student introduction presentation pdf]()
- [ESL Advanced-level research presentation pdf]()

- [Student Council leaders meeting slideshow pdf](#)
- [Student Success Database pdf](#)
- [PLC Meeting Agenda/Minutes - 11/20/22](#)
- [Surveys are given out to students throughout the programs at SMACE](#)
- [Student-generated cookbook of worldwide recipes](#)

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

ESL

Learning data is derived from multiple formative and summative sources. These range from class observations, informal polls, and unit quizzes to writing samples, group projects, and standardized tests such as the CASAS. CASAS test results are unique because they represent a documented, consistent and objective measure of a student's advancement across levels. Reports by class or individual students are available to all teachers. Used in tandem, the data from these assessments provide insight into a student's abilities and progress. Teachers can then adjust and differentiate their instruction and make promotion or retention decisions with confidence. In some cases, teachers may advise some students to augment their coursework with specific core skills classes in writing or conversation. We also offer high school equivalency programs for those seeking higher education and college. Upper-level intermediate and advanced students can explore options in our Career and Technical Education offerings.

The COVID lockdown instituted other methods of instruction, while also increasing our students' use of technology. Using online materials such as Burlington English and Ventures Arcade, students could practice and improve their English skills at their own pace. Zoom breakout rooms were used extensively to encourage paired practice and improve listening and speaking skills. Though we are transitioning out of our online-only model of instruction, students are retaining their technology skills, preparing them to meet the needs of the 21st century.

Project-based learning is a discipline that the school has been incorporating into our instruction. For example, students are grouped and assigned a topic for an oral presentation. Each student is then responsible for contributing one or more slides to an online file such as Google Slides. The research and participation inherent in project-based learning is extremely effective for developing the soft skills of communication, collaboration, and critical thinking. It also expands the curriculum in a practical manner. Similarly, in EL Civics units, students might collaborate by researching websites to find information. This affords students an opportunity to express their unique perspectives and insights.

Teachers hold level-specific meetings on a monthly or even bi-monthly basis to share their experiences and make recommendations for future activities and instruction. Furthermore, the teachers evaluate and adjust their instruction to support our Schoolwide Learner Outcomes.

As we institute more data-informed activities, this process will help our students transition smoothly into college, careers, and community participation, which is a critical element of our school action plan.

Citizenship
Our Citizenship program uses four CASAS tests. The pre- and post- Listening tests assess learning gains. The Civics and Government test is a pass/fail knowledge assessment. Finally, the Citizenship interview test is an oral assessment using speaking rubrics to assess the student's readiness for the Naturalization interview. Completing and passing the four series of tests is an indication of readiness for the USCIS naturalization interview. Passing the actual interview indicates reaching the goal.

HSD
In the Adult School Diploma Program, syllabi state the course objectives, what students will learn and the goal of the course. These are communicated to students in advance, so they can make informed decisions and direct their own learning around these objectives prior to starting a specific course.

As the semester progresses, assessments are developed using standard-based textbooks and further developed during staff meetings to deliver clear and fair student outcomes. Other student learning outcomes are assessed through quizzes, tests, reviews, research projects and verbal or written feedback.

The administration and teachers discuss pertinent learning data during regular informal teachers' meetings. Relevant data such as enrollment, attendance, completion rates, and test data are analyzed and disaggregated to formulate a plan for course improvement and increase student achievement. CASAS pre and post-testing results are vital for effective lesson planning in every course. The teacher evaluates individual student strengths and weaknesses on the CASAS test and other assessment data to effectively target instruction.

To increase student motivation, the high school diploma teachers work closely with students to identify interests, address concerns and assist with resources to find solutions. Creating engaging lessons that are aligned to state standards and learning outcomes is a high priority.

Just as the ESL program increased their use of technology in the classroom over the last few years, the same is true of the HSD program. Incorporating technology for purposes such as writing, research, and analysis—rather than simply drills and practice— has enhanced student competencies.

AAP
Students are assessed during their initial enrollment into the arts, current events, writing, language, tai chi and band classes. Individual attention is given to students to help them adapt to their class, whether it is handling their instruments, monitoring their movements or stimulating their memory. In every class, the goal is that no one is left behind.

Individual instructors in the program have soft data that we share with each other during our AAP PLC meetings. Based on this data, course formats/times are changed or new courses are offered based on the needs expressed by students or community members. We have also begun to offer a range of levels within a course. Painting, Creative Writing, Language, and Tai Chi classes are available at the beginning to advanced levels. Students can start with a basic course and if desired, then transition to the next level with the approval of their instructor who bases the decision upon observation or a performance test.

The School Action Plan goals address 3 areas: Data & Accountability, Transitions, and Equity. The data analysis shows the needs and goals of our students. Courses are then created and offered based on these requests and needs. We desire to be equitable in our offerings: we have students of various ages and gender, physical and mental ability, cultural backgrounds, races, and language proficiency. The common thread is that they are seeking ways to contribute to their community as well as keeping themselves mentally and physically fit no matter their age

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or circumstances.

CTE
The CTE Program Coordinator meets regularly with each instructor to evaluate learning data. Unlike our other programs, some of the CTE instructors are employed by another agency, such as Cañada College, a local community college. The course syllabi and instructional materials are created by the agency and successful course completion could be reflected in various outcomes, including certification or an externship opportunity.

For example, in courses where students earn a certificate, the pass/fail rate is evaluated at the end of semester and changes are implemented as needed. Student surveys are also an important source of feedback. These responses are taken into account to identify areas of strength and growth.

Support Services
San Mateo Adult School employs two Transition Navigators who advise students in the areas of career, college, and community. Each advisor uses a spreadsheet to track some basic information about the students, such as their name, ID, class level, and issue. They also input some information into a software program called Community Pro, which is used by other members of the ACCEL consortium. ACCEL is comprised of the five adult schools and three community colleges in our county. After meeting with a student and evaluating their need, the navigator might refer them to CTE or GED/HSD classes, or social services for housing or job preparation.

During our registration process, all students higher than literacy level are evaluated by their CASAS test scores, a written exercise, and a verbal interview. This formative assessment provides us the data necessary to place students in the correct classes. We also offer technical support to those who need assistance with their devices or with using applications such as Google Classroom.

Once a student has been enrolled in a class, their instructor will lead them in a goal-setting exercise. More advanced students can generally understand the 'SMART' goal process (specific, measurable, achievable, relevant and time dependent) and set their goals. At the lower levels, however, it might be useful to set a goal for the entire class. This introduces the concept of goal setting and could make it more understandable and meaningful if the students were supporting one another.

Once students have identified their goals, teachers can connect students to resources that are geared towards achieving them. For example, a student who has a goal of speaking English more clearly could enroll in the pronunciation class offered by the College of San Mateo, one of our consortium partners. When students expressed interest in specific careers, some teachers invited guest speakers to talk about their jobs. While we were in the COVID lockdown, this activity was actually easier to schedule due to the use of Zoom.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

The lead administrator discusses with teachers the information available in the CASAS class profile and individual student reports, while noting any general program trends. Teachers are given their aggregated class competency reports and individual student reports to plan additional instruction needed.

CASAS tests are used by teachers as one measure of course completion. The CASAS scores provide them with information to counsel students to take appropriate classes. The leadership team/Cabinet for the school meets regularly to discuss program management and identifies any gaps revealed by the data, such as additional course offerings or the need to provide professional development in a particular area.

ESL
All of the faculty receives CASAS test results at least twice a semester, as well as the student learning gains report.

Once a month, the school administrators meet with our program coordinators and other stakeholders to review data related to attendance, retention, testing, class demographics and more. These regular meetings ensure that we have a clear understanding of our school presently and can adjust to meet future needs.

For example, during COVID teachers relied extensively on Google Classroom to distribute class materials, assign homework, and inform students of upcoming events. Recognizing that not all students have the same technical skills or interest in technology, we have staffed our computer lab with personnel to work with students during instructional hours.

Citizenship
At the end of the fiscal year, our citizenship teacher forwards a report to our school director with the names of our students who have become US citizens. In the past, students who have successfully completed the Citizenship coursework and passed the USCIS Naturalization interview have been acknowledged as new US citizens at San Mateo High School District board meetings and given a U.S. flag pin. This practice stopped during COVID but we would like to hold this very meaningful and important ceremony again this year.

Students who are preparing for their naturalization interviews can come to school and receive individualized help from community volunteers. Our English Language Specialist also recruits student volunteers and connects our staff to volunteers wishing to assist in the classroom.

HSD
The school evaluates CASAS testing benchmark results and completion rate per course to determine diploma program and course effectiveness. Student surveys results, CASAS testing, attendance, and graduation rates are tools to measure effectiveness of the diploma program and courses.

Each year, we hold a ceremony for our new graduates. During COVID, the ceremony was limited to a Zoom meeting, but last year we held an in-person ceremony at SMACE. We announced these student successes at the school board meetings. We also posted announcements on our website and our Facebook and Instagram accounts.

CTE:
The future of the IET program is promising, though with our limited data we are not yet able to fully evaluate its performance. Two IET programs have already been launched: Introduction to Medical Terminology and Professional Communications. Through their end-of-semester surveys, students have expressed a high level of satisfaction with these courses.

The Community Advisory Committee, which includes the director of ACCEL, the SMACE assistant director and the Career Education Coordinator (CTE) meet regularly to discuss the program. Typically, the ACCEL director gives an update in regards to program pass rates, new courses and the budget. CTE coordinator shares student survey results with academic goals and career

interests. Current Employment Developed Department (EDD) labor market trends are analyzed. The data is reviewed collaboratively to validate the current CTE program offerings and to assist in finding other programs and opportunities. Together, the partners identify and offer externships, volunteering, and job opportunities for students in their respective industries. CTE teachers are informed of any changes and work collaboratively to provide the best curriculum for students. Overall, students' persistence rate data is shared with all staff and performance progress is shared with each individual student. The CTE program maintains regular checks and balances with program and student accountability with all its stakeholders.

AAP
We rely on our instructors to identify students who need extra help, as we do not have a specific learning data analysis. Instructors inquire or are informed of students with physical or medical limitations requiring additional assistance. Our AAP faculty uses scientific and medical information to tailor their classes in a way that will enable students to attain their goal, whether physical, emotional, or intellectual. Helping them attain healthy outcomes leads to them being productive contributors to society.

During our PLC meeting, instructors will sometimes mention their class' participation and successes but typically, student learning results in our program are not reported to stakeholder groups. Over time, some students are becoming known outside of our community through their participation in community events, exhibitions and performances/demonstrations. These serve as opportunities to demonstrate student learning outcomes.

Support Services
Data is mostly shared at the level meetings and not across all stakeholder groups. A major source of data is from the CASAS tests. Detailed information, such as TopsPro reports regarding student gains in test scores, is shared with teachers and students after testing. The administration receives more high level, aggregated CASAS data and registration data.

We feel that CASAS scores can be used more to identify those students who are not progressing or falling behind. However, teachers need more information to identify specific areas of need.

We are optimistic that this year we will be able to utilize our new Student Learning Center to help students in need of tutoring and mentoring. We envision that high advanced students could help lower level students. Another motivating factor is the opportunity for students to meet other students to connect with and support each other.

Besides presenting our graduating GED/HSD students to the school board, we have also done the same for our ESL students. This year we were able to hold a ceremony on campus and invited our superintendent and other school board members to attend.

We also publicize other student successes. Our two SMACE English Language Specialists are former students at our school. Earlier this year, one of them was recognized for her Excellence in Support Services from the California Council for Adult Education and was classified Golden Apple nomination recognized by the SMUHSD. This achievement was announced at the board meeting and publicized in the district newsletter.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

The program curriculum at SMACE is correlated with the California Department of Education. Curricula are often revisited each year to make sure they are aligned with the CASAS competencies, ELPS, CCRS and CTE model curriculum standards as well as the NRS functional levels. In addition, as an active member of the ACCEL Consortium, SMACE works closely with other adult schools and community college partners to align our curriculum with theirs to provide a streamlined process for our students to transfer from one institution to another. Our course outlines are evaluated to meet the needs of the students and the community.

ESL
The ESL Curriculum Committee ensures that curriculum guidelines for each level are based on CASAS and NRS standards. The committee has three goals: develop new curriculum in all areas, facilitate professional development for teachers to implement the curriculum, and create assessments for the four core language skills (writing, reading, speaking & listening). By assessing student progress, teachers are able to provide individualized, targeted instruction to students, offer supplemental differentiated access points for learning, or to address the students' challenges with other resources and staff (i.e. depending on the issue, a teacher may connect the student with additional technology support in the computer lab, make a referral to the Transition Navigator for other resources, or may work one-on-one with a student. Students can also be assisted by an instructional aide during class). These interventions help the students reach their learning outcomes.

The ESL Curriculum Committee continues to meet regularly to evaluate progress and implement any necessary changes. Each member of the Curriculum committee also participates in their level-specific professional learning community (PLC) to provide consistent messaging and encourage collaboration through sharing of best practices and lesson development. Promotion criteria is reviewed and discussed in each level PLC and the testing coordinator continues to provide information on [SMACE CASAS reading score for placement/promotion](#), [CASAS NRS levels for ESL Reading/Listening](#), and [preliminary student gain reports](#). Furthermore [writing rubrics](#) are used for grading as well as for promotion criteria. The ESL program also uses textbooks for instance Ventures series and Excellent English which includes specific learning outcomes for each chapter and are aligned with the English Language Proficiency Standards and the CASAS competencies.

Attached is the sample on the [Topics, Assessments and Resources for the Intermediate level.](#) For example, intermediate-level students need to demonstrate mastery of adverb clauses in an authentic piece of writing. The assignment would be to write a paragraph that shows their understanding and real-world use of grammar and sequencing. If a student is unable to complete this, the instructor can review the concept again in class, meet individually with the student, or take other steps to ensure understanding and success. Additionally, basic rubrics at each level are tailored to meet the needs of the student, written to be easily understood by them, and provide a guideline for the assignments.

Citizenship
The citizenship program is aligned directly with the CASAS Citizenship Assessment. The instructor prepares the students with English-language interview skills to test with the USCIS examiners. The Reading for Citizenship test supports differentiated instruction to motivate students to improve their citizenship focused reading skills. Based on their pre-assessment data, the teacher informs instruction and guides students to improve their basic English reading abilities and be interview ready. In addition, the Government and History for Citizenship test

reveal how much students know about the USA functions. The test outcomes guide classroom instruction and explore curriculum resources so the students can demonstrate knowledge for the US "civics" to complete the citizenship process.

The instructor and class volunteers are constantly researching new and updated material to develop individualized lessons for students. One successful strategy has been for students who completed the interview process to describe their experience with the rest of the class. By sharing what is new or different helps the other students prepare for their own interviews.

HSD/GED
To reach educational goals and achieve academic success, teachers use formative and summative assessment to adjust, edit and improve teaching approaches for increased student learning. Student learning outcomes are assessed through quizzes, tests, reviews, research projects, student responses (verbal, written, and gestures), and feedback. To increase student motivation, teachers work closely with students to identify interests, address concerns, and assist with resources to find solutions.

CTE
When students register for either of our free or fee-based workforce skills programs, they are assessed during their initial intake. This provides us with information related to their interests, skills, and goals. On the first day of class, the students and instructor review the class syllabus, course objectives, and class expectations. Clear learning outcomes are identified in the CTE individual course syllabi and vary by the course objectives. Summative and formative assessments measure the students' progress as they complete the coursework exercises and advance through the syllabus. These also help the teachers identify struggling students and develop a customized approach that meets their learning needs and aligns with their goals.

Lastly, learning outcomes in any of our college credit courses are aligned to the College of San Mateo's course learning outcomes.

AAP
As experts in their field, the instructors in the Active Adults Program develop the core competencies and specific outcomes for their classes. Courses are evaluated based on the students' ability to understand, perform/draw the course work, or express the intention of the course work.

We have a diverse population of seniors (age, gender, physical ability, artistic ability, etc.) in the Active Adults Program. Courses are evaluated based on the perceived needs or suggestions of the students or the community. If the depth, breadth, rigor or sequencing of a class is beyond the scope of a student, then we modify the expectations and help them succeed at a level which is challenging but achievable.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

Assessment of student achievement is a continuous and regular process that is carried out by teachers individually and by level groups. A silver lining from the COVID pandemic is that our students became much more experienced and comfortable using technology. We have taken advantage of that newly acquired knowledge and expanded our assessments beyond the pre-COVID 'paper and pencil' system. Unit tests are administered on paper but increasingly are 'going digital' through use of Google Forms quizzes. Other tech options are Edpuzzle quizzes for individual students or groups and Kahoot to reinforce grammar and vocabulary. Summative

assessment is done for the larger tasks, such as writing assignments, oral presentations and cumulative grammar review.

Learning outcomes are an integral part of the curriculum design for each successive semester. We regularly assess the rigor of our instructional levels so the students can perform at a high level. Furthermore, we hold ESL monthly meetings and level PLCs to evaluate our methods and results of assessment. If necessary, we will also reach out to the ESL Coordinator as needed to address remedial intervention.

Multiple organizational changes have been implemented as a result of our findings. For example, some of our advanced-level students had strong skills in grammar and reading but needed additional practice with their pronunciation skills. Because of our close partnership with the College of San Mateo, we were able to start offering "Pronunciation of English Stress, Rhythm and Intonation" which is taught by a CSM instructor on our campus.

In addition to our core ESL classes, students can take Listening/Speaking or Writing classes for targeted instruction in these skills. Currently, these classes are only offered in the afternoon, but we hope to offer them in the evening as well in the future.

In addition to assessments such as quizzes, tests, and reviews, technology is also incorporated to enhance teaching and learning. PowerPoint presentations and digital portfolios are examples of projects measuring student achievement. Additionally, the department utilizes CASAS testing benchmark results and course completion rates to evaluate the effectiveness of the diploma program and courses.

Regular faculty meetings are held to discuss individual student situations: how they are progressing in their learning and how we can facilitate their learning. If the findings uncover any systemic issues, then the faculty will decide on the best course of action, such as providing additional resources or making additional adjustments to support the students' learning goals and styles.

The HSD and GED curriculum integrates the Common Core requirements through the use of the Edgenuity and Aztec software respectively, which is used for the core subjects including Language Arts Reading, Language Arts Writing, Math, Science, and Social Science. Student achievement of academic standards is demonstrated through completed assignments with passing grades. The software includes quizzes and tests including mastery tests and pre and post-tests are also used. Examples of student work are included in each student's file. Multiple processes such as CASAS pretest and posttest, course completion, and meeting subject area competency are employed in evaluating students' proficiency levels for the purpose of promoting, retaining or graduating a student. Student achievement is measured by student work samples as well as participation in all classroom settings whether in person or online.

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

The SMACE Cabinet represents all the stakeholders at our school and includes our director, assistant director, program coordinators, and other classified staff members. It is responsible for the school's organizational planning. It meets regularly during the semester. Among its many responsibilities, it analyzes our enrollment and demographic data to inform the subsequent semester's course offerings. Over the last several years, especially during the COVID pandemic, there has been a significant increase of beginning level learners, particularly in the evening. To manage the demand, cohorts were created so that the school could serve more students and avoid maintaining a waitlist. Under the cohort model, a single four-night a week class is transformed into two two-night classes. Our early preliminary CASAS data shows that learning has not been set back, as evidenced by gains comparison between pre-and post-tests NRS Education Level Completion: Fall 2022 vs Fall 2021.

Throughout our registration process during the COVID lockdown, we assessed students for technology skills and needs. Not surprisingly, many students were not confident using computers and software. To support their access to our online classes and their continued success, we loaned students laptops, chargers, and hot spots. More importantly, we invested resources in technology training. Members of our Tech Committee and other tech-knowledgeable staff were allocated to teach the use of Gmail, Zoom, and Google Classroom. Even now, as we reacclimate to in-person classes, we continue to provide dedicated staff and lab time to help students gain the tech skills necessary for 21st-century learning.

We have created a more streamlined pathway for students to transition to college, career, and community. We identify the students early in the semester on the basis of learning data/assessments. We then refer them to our Transition Navigators, Patty Villar and Dina Suarez, who help students clarify their goals and identify the steps needed to meet them. These actions support two of our schoolwide Action Plans: Goal 1 relates to data and accountability and Goal 2 relates to transition.

School's Strengths and Growth Areas for Criterion 6

Strengths:

- Students are assessed at multiple stages from registration to graduation
- SMACE was able to adapt and use creative methods to assess during COVID
- SMACE hired a Testing and Assessment Coordinator. CASAS testing process has been greatly improved.
- SMACE was recognized by [CDE for Making a difference in the Community and Promising Practice Award](#) during the pandemic
- New Student assessment is integrated into the registration process to facilitate correct placement.
- PLCs for each level meet regularly to evaluate common assessment tools and make adjustments, as needed. CASAS scores are used to evaluate Reading and Listening proficiency. Teachers receive results of student progress.
- CASAS scores also provide the basis for promotion to the next level - for recommending that a student focus on graduation, and prepare for a test and essay, as is the case for the advanced levels - and/or for enrollment in other courses offered at the school: Career and Technical Education courses or HSD/GED.
- El Civics program is used across levels as a common tool for assessment each semester. The focus is on "what a student can do" for assigned tasks.
- To graduate from the ESL Program, students are tested and must demonstrate common proficiency in reading, writing, speaking, and listening skills to move on to college, the workforce, a CTE Program, or a High School/GED program.
- Extra resources are available to help students acquire or improve their computer skills (regular hours for computer labs); classes in Microsoft Office (Word, Excel, PowerPoint, etc.) and Google tools that can develop useful skills needed for a job
- Reading Plus and Burlington English are extra programs for students to practice outside of class and enhance their skills.
- Common rubrics for Speaking and Writing have been developed

Growth Areas:

- More support for students in test-taking strategies

- Provide teachers with more information from CASAS tests to help students improve their scores to reach the next educational level.
- A better alignment of CASAS tests with the curriculum.
- The use of assessment varies greatly from teacher to teacher and level to level.

Evidence:

ESL

- Semester Overview: FA2022
- Needs Assessment Survey
- Intermediate to Advanced Writing Rubric (Work in Progress)
- Topics, Assessments and Resources for the Intermediate level
- Intermediate to Advanced Speaking Rubric
- 2022 8/17 Agenda ADV Mini PLC
- 2022 9/6 Agenda ADV Mini PLC
- High Advanced Student Data Spreadsheet (section 030909)
- Pronunciation of English Stress, Rhythm and Intonation
- Pronunciation Courses Offered (ESL 887, 888)
- Curriculum Committee Presentation: 1/4/21

GED

- ASE New Student Orientation
- Student Work: Writing Response Activity #4
- Student Work: Student Activity Report
- GED Spanish Syllabus
- GED Spanish CASAS Student Gains Report

HSD

- ASE New Student Orientation
- HSD Learning Center Procedures
- Course Outline: U.S. History 1
- Course Outline: U.S. History 2
- Course Outline: American Government
- Course Outline: Economics
- Course Outline: Health Education
- Course Outline: Modern World History 1
- Course Outline: Physical Science
- Student Work: American Literature Analysis
- Student Work: Short Story Work: Life Science

CTE

- Course Info, Student Syllabi, Lesson Plans
- Student Learning Outcomes: CMS, Phlebotomy, Prof Communications
- Student Surveys
- Student Follow-up and Assessments
- CTE Courses with Certificate of Completion/Credential
- Student Work: Dispensing Optician-Intro to Contact Lens Worksheet (KEY)
- Student Work: Dispensing Optician-Angle of Reflection
- Student Work: Dispensing Optician-Midterm
- Student Work: Professional Communications-Learning about Your Culture
- Student Work: Professional Communications -'Cultural Onion' Theory

- Student Work: Professional Communications-Who Am I?
- Student Work: Medical Terminology-Quiz #4

CASAS

- CASAS Class Performance Report-Beginning 3
- CASAS Class Performance Report-High Intermediate
- CASAS Class Performance Report-Low Advanced
- Pre- and Post-Test NRS Education Level Completion: Fall 2022 vs Fall 2021
- CASAS Test Prep Resources
- Taking the CASAS Test: Tips
- CASAS Life & Work Test Levels & Items Chart

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

SLO: Students will set and meet academic, career and/or individual goals.

At San Mateo Adult and Career Education, (SMACE) we provide equitable, accessible, tuition-free educational support services for adults wanting to take classes in English as a Second Language, Integrated Educational Training, Citizenship, High School Diploma, and High School Equivalency. In serving our Adult community, we offer Career Training and Education programs, Active Adults Activity programs, and ESL and GED programs, several of which would incur a cost to our students. We offer Financial Assistance towards tuition, book sales, and payment plans for those students with financial hardship.

In addition, our Transition Navigators offer educational support, advising and transition services to students with help finding a job, transitioning to college, and accessing community services. The Navigator News Blast, which highlights services and resources available to students, is shared with each class as well as in each Google Classroom. Navigators are currently onsite day and evening and provide easy access for either in-person or Zoom appointments through a QR Code or link. At the beginning of each semester, the Transition Navigators also visit each class either in-person or through Zoom and facilitate a virtual conference for students and staff on topics related to transitions to college, employment, health care, housing, immigration services, socio-emotional well-being, family literacy, immigrant integration, financial literacy, and more. Navigators maintain community partnerships which allow students to transition to pathways both within and outside of the school community.

Transition Navigators meet with the students who 'tested out' or completed the ESL Advanced class. Services offered by our Transition Navigators include options for continued education, financial aid and direction in the areas of career training, and job search assistance.

In the HSD and GED programs exit meetings are scheduled for the warm hand off to support transition to community college career training, and job search assistance.

At the beginning of each semester, all teachers share with students their Welcome or Syllabus and classroom procedures. Generally, this is shared on the first day, verbally, and or in writing. During the pandemic, this information was shared via Zoom sessions and often placed in each teacher's Google Classroom for reference.

SMACE maintains partnerships that benefit the community. On-site Transition Navigators work in concert with the New Future: ACCEL Consortium and work closely with students and other adult school transition specialists and community colleges. SMACE shares information and offers assistance in various aspects of a student's needs, such as Event Calendars to meet community college representatives via Zoom or in-person.

SLO: Students will engage with, integrate, and utilize technology.

Computers and other technology enhance learning outcomes and are commonly used in the classroom. Google Classroom and Burlington English are used in the ESL program, Aztec is used in GED in both English and our Spanish GED. Edgenuity is used for HSD. All classrooms are equipped with laptop carts, and the school has 2 computer labs (Room 24 and the Skylab) available to classes, and for students who may need individual technology help.

During the COVID19 pandemic, students and staff had to quickly adapt to video conferencing programs that became the new norm. Many students who were accustomed to attending and using on-campus technology were suddenly without computers and often without internet access at home. SMACE and the San Mateo Union High School district shared allocated resources to assist and support our students. Students were loaned laptops, Chromebooks and offered hotspots during the COVID-19 shutdown. Zoom or Google Meet were used to continue classes remotely. Discouraged students who could not attend classes remotely due to a lack of computer or internet connection at home were encouraged because they received the needed technology from SMACE to attend online classes during the pandemic.

During the COVID19 pandemic SMACE created a Technology committee to ensure the staff, instructors, and administration were trained to use Zoom, Google Classrooms, and to connect remotely to their office PCs and telephones. We have a full time technology support specialist who continuously supports the school with hardware, software, and the uploading of learning applications.

With the COVID 19 pandemic, we were able to successfully pivot and e-test our students online. We were one of the few schools that participated in the CASAS online testing pilot program. With our success, we were awarded a "Promising Practice Award" (pg25).

Resource Assistance
In 2020, to support students we opened an additional afternoon computer lab so students could practice their computer skills and receive 1:1 assistance. We have continued to offer computer labs in both the afternoon and evening to support students who may need computer access to practice their computer skills, and work on Aztec, or other class assignments.

Translation Services
Some staff and many of our student volunteers are bilingual in Spanish, Russian, Ukrainian, Japanese, Mandarin, and Cantonese, which makes our non-English speakers feel welcome and creates a deeper level of communication with many of our students. Google Translate is used by staff and students to further support communication with the diverse languages in our school community.

The WASC student survey and the student focus group discussion response clearly demonstrate the achievement of the SLO's. Sixty-four percent of student reported to receive enough technology training to prepare them for their class. Fifty-five percent strongly agree and forty-two percent agree that SMACE program encourages academic success and promotes college, career and community and/or career readiness. Overall ninety-two percent of the students believe the school is committed to helping each student reach their potential.

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

The school's programs work together to support students' educational, workforce, and health opportunities, creating and offering new [Career Education](#) programs like the Introduction to Medical Terminology program, Dental Rover Assistant program, Medical Coding and Billing, and Phlebotomy. We partner with our local colleges, offering earned [Business Office Technology: Earn College Credit](#) courses at SMACE for transition to a college pathway and to recruit students for the GED, CTE, and High School Diploma programs.

Two Transition Navigators serve the school community during the day and at night. Teachers and other staff support these efforts by referring students for academic advising, as noted above. The Navigators specialize in educational support, and may also point students toward community services, mental health, and medical services.

School counselors and advisors participate in the same Professional Development workshops as the rest of the school staff. In addition, they work with ACCEL and personnel at the local colleges to develop a partnership that strongly benefits students moving to a community college campus. They also attend workshops and meetings by professional organizations.

Academic Counseling / Program Placement Criteria
Academic Criteria are used by counselors and Test Coordinators to place students into HSD, HSE, and pre-GED. Counseling services are offered to a broad range of students to help them meet their academic goals.

The HSD counselor works closely with the teachers and the program administrator to develop intake, counseling, and academic advising processes that meet students' needs; the document outlining the processes is regularly reviewed and updated at the monthly HSD meetings. Both the Transition Navigator and the HSD counselor are regularly evaluated by the administration.

HSD students receive academic support services for proper class placement in order to earn the right credits to graduate in a timely manner. New HSD students are asked to provide their transcript prior to the counseling appointment. Students who are in need of obtaining their transcript from their former high school are provided a Transcript Request Form. Counselors make notes in the hard-copy student file on all actions taken. During a typical counseling appointment, the counselor will meet with the student, review the transcript, and record on the Transcript Evaluation form the credits that the student accrued from their previous high school and the courses/credits still needed for the student to graduate.

HSD Criteria: For students who have 30 hrs. or less, we recommend the HSD. For students who need more than 30 hrs., our recommendation is GED. Both programs require a CASAS score of 235 to complete and graduate.

Students with a current IEP or 504 Plan are asked to bring their IEPs and 504 Plans to the counseling appointment. The plans are reviewed by the Asst. Director who gives her approval for enrollment to the counselors and accommodations are shared with the teachers.

Transition Navigators research college and career opportunities, programs, institutions, etc. for students, sharing and connecting them with resources. In addition, navigators direct Community

Pro referrals to SMCCCD colleges and NovaWorks for career pathway support, and make indirect referrals to other resources, schools, programs, and institutions.

Academic Advising
All students have access to transitional academic support. As we have opened up from the COVID 19 pandemic, our Transition Navigators have reimplemented scheduled field trips to local community colleges so our students can get a better idea of the campus environment.

Throughout the semester our Transition Navigators share other opportunities, such as Dispensing Optician Training, Phlebotomy training, Volunteer Opportunities, and more through their weekly newsletter - NewsBlast. Transition Navigators note in Community Pro when a student is introduced to a community college transition specialist for information, enrollment and as well as to our Career Education Coordinator for information regarding any one of SMACE Career Education Classes. Enrollment and outcomes are analyzed, and changes are gradually made to improve the student experience. Our Transition Navigators visit classrooms every semester to introduce themselves to the students, explain their role, and how they can assist students in finding their path.

Our Community College Transition Coordinator provides information to students related to community college, trades, or employment. Periodic information is shared with students regarding on-campus community college presentations and field trips through flyers, emails, and campus announcements. Every semester, the Transitional Navigator visits ESL, CE, HSD, and GED classes to explain and promote adult education and college. The Transitional Navigator walks the students through our programs and explains their potential paths and next steps within SMACE as well as paths toward the bridge and non-bridge classes at community college.
Prior to COVID19, students secured jobs after attending our Career Fair or being referred to employment agencies such as NovaWorks or through one of several externship opportunities.

Evaluation of Advising and Counseling Services
Despite our continuous efforts over the course of a year, we were unable to hire a counselor following the pandemic, having a considerable impact on the HSE program. Fortunately, a new ASE Counselor-Coordinator has been recently hired and will assist with supporting transcript evaluations and student academic needs. The Student Counseling Staff Assistant works in tandem with administration, coordinators, and counselors checking for accuracy in placement, issuing transcripts, and reviewing the list of potential graduates each semester.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.
SMACE provides students with a range of support from recruitment to the completion phase and onto transitions into college, job training, and the community.

Recruitment and Admissions
During the pandemic, the SMACE website and brochure were the school's main recruitment and marketing tools. The brochures were mailed to all households in our district's service area. The website is updated several times throughout the semester, and we are currently implementing a postcard campaign to replace the brochures as our primary mailers. We will continue with the brochures on a limited basis to be distributed to local community centers, senior centers, and public libraries. Prospective students can register for some classes online or they can also come to the school's front desk for general school and class information, to set up an orientation appointment, or to register for a class. For more specific programmatic information, the front desk

sends inquiring students to the GED/HSD desk. At the desk, they receive assistance to register for an orientation or set up a meeting with the counselor.

School staff have had presentations at local elementary schools' meetings, targeting parents who need to learn or improve their English and are seeking Career Education options Elementary School Presentation. SMACE even has its own commercial marketing the school and a plethora of YouTube videos both on and off the school's channel. School staff and administration have also provided outreach targeting San Mateo Union Districts High Schools' EL students who will time out before graduating. The staff has conducted presentations to these students and their parents at the students' high schools and at our school. The staff often registers these students for SMACE orientations in ESL, GED, and HSD at these meetings. Link: ESL Spring Orientation Presentation.

School administration also works with the District Office, their staff, and the Bridge Program to place students that have been released and or are soon to be released from High School and the Bridge Program and are considering a placement at the adult school. Students under the age of 18 require parental consent. These students must first go through a hearing panel for approval to make sure that SMACE is the right educational option for them. During the panel meeting, the panel members inform students of the adult school rules, student placement, and responsibilities that are different from those at a comprehensive high school. Thereafter, the determination takes place through a formal K-12 and IEP meeting either via zoom or in-person, with administration, HSD/GED, and the department secretary. Students also receive preliminary academic counseling advice.

Sometimes the district sends students with disabilities over to SMACE. These students are usually over 18 and request the transfer. A SMACE administrator attends an EXIT IEP with district special education staff. During the IEP, the SMACE administrator informs the student and parent about class options and also clarifies that SMACE does not provide special education services. The administrator will also explain that SMACE will do its best to help the student by providing special accommodations and differentiated instruction when possible. The student, parent(s)/guardian, and special education counselor then sign off on the exit IEP, but the student can still opt back into the district for services up to the student's 21st birthday.

Orientation
CTE students meet with their instructor during the first day of instruction for an orientation to set personal and course goals.

HSD students must first attend a meeting with the academic counselor. During the interview, the counselor reviews the student's transcript and educational background. The counselor and student discuss any learning difficulties or disabilities the student may have and any modes of instruction or learning style preferences of the student. This information is shared with the HSD teachers so that they can provide additional instructional support. After meeting with a counselor and going over course and graduation requirements the student can choose several options to complete the necessary course work:

- Independent study in the ALC (Adult Learning Center).
- Teacher-directed classes are offered in the afternoon and evening.
- Community College classes that count for high school credits.

During the course of the interview, the counselor may suggest that obtaining the GED would be the better option. If the student decides to pursue the GED, the counselor assesses the student's

math and reading level using the GED Ready practice test, and then enrolls the student into ABE or GED classes, or else refers the student to the GED group orientations.

GED group orientation is held two or three times per semester. The orientation, conducted by an administrator and/or another staff member, includes a brief class overview, an overview of other educational opportunities on our campus, and two student assessments in math and English to determine if the student is to be placed into ABE or GED level.

The ESL orientation also has been updated and expanded to be in line with the SMACE and ACCEL efforts to improve student transitions into college, job training, and community involvement as well as to improve student achievement of the SMACE SLOs. ESL students attend a two-day orientation. Organized and conducted by the ESL Specialist and additional staff including student volunteers (we often have over 50 students per orientation), ESL orientations include assessments in writing, reading (CASAS), and oral proficiency for placement into leveled ESL classes. During the course of the oral interview, students identify goals for taking ESL courses. Students go on a campus tour where they may meet key staff, including the Transition Navigators, who inform the students of their services and of other educational opportunities on campus. The students have a follow-up appointment with the ESL Specialist and/or another staff member for registration, course placement, and academic counseling.

Continued Student Support once enrolled
As discussed extensively in Indicators 7.1 and 7.2, SMACE provides its students with a wide range of student support, volunteer opportunities, and transitional services. As we are now entering a post-COVID era we will be reimplementing Student Council activities—elections and meetings, "wear red for Adult Ed" Tuesdays, Thursday markets, International Day—that create a positive and supportive school climate.

SMACE is in the process to up-leveling our social media presence such as Twitter, Facebook and Instagram as a marketing tool to support enrollment for Career Education, Active Adults, HSD/GED/ABE, creating a positive school climate, as well as making the campus a safe and welcoming environment where all students can express their thoughts freely, find support, and build a sense of community. The updated goals of SMACE social media are:

- Provide SMACE students and community with accurate information about the school and Career Education, Active Adults, and HSD/GED/ABE available programs.
- Provide clear and easy-to-understand information about the various changes of adult education and what new structures and goals are in place.
- Provide SMACE students with information about the community - immigrant integration opportunities, EL Civics information, higher education, and career path information & opportunities.
- Build community within the school, and between programs and campuses; support the students, teachers, staff, and administration in serving our school and community.
- Showcase SMACE achievements, especially student achievements, at SMACE and in the larger community.

Pre-pandemic SMACE regularly invited guest speakers to present on current hot topics and other areas of student interest and concerns. Speakers in the past have presented on such topics as immigration, housing options and rights, individual rights, and community policing practices (presented by the SM Police department). As we move forward, we plan to reimplement our guest speaker program. The Spring 2023 semester will also bring the return of our ESL City Government Academy–a program specifically designed for students to understand how local government

works, with field trips to the Fire Department, Police Department, Libraries, Public works, Park and Recreation, and City Hall, giving the students in-person opportunities to meet with staff and administrators from various local government agencies. ESLCGA info session Dec 2021

Completion
Teachers and staff encourage GED and HSD students to self-monitor their progress in order to take an active role in their learning. CTE students check in with teachers upon completion of assignments and projects. GED students monitor their progress on GED Ready tests and on official tests via their myged.com online account. HSD staff provide each HSD student with a student folder outlining the necessary coursework needed to graduate. Once a student completes a course, the teacher places a report card in his/her folder and then the student and teacher discuss the grade and the next course to take in order to graduate.

The HSD Diploma program has the most formalized exit procedure of all school programs. Each student who has met graduation requirements completes an exit with the HSD counselor. During the interview, the student identifies the next steps—vocational and educational goals—and the counselor provides information and assistance regarding continuing education, job training, and employment.

The ESL and ABE/GED students do not have such formal exit interviews, but teachers often refer students to the Transition Navigator and/or Transition Coordinator (from the community college) prior to students' program completion. The ESL program has made tremendous progress in an effort to further support our students in creating a clear ESL Pathway to college, offering the Clear Pathway Exam in partnership with CSM. Students who take the exam and are eligible to register for college receive priority registration at CSM. Those who are not college-bound are connected to our Career Education program to explore training and career pathways. Students who complete the ESL program take an exit exam which includes a CASAS test, class presentation, writing exam, exit interview by a CSM professor, and a listening comprehension test. Upon passing, participate in our ESL graduation.

At SMACE we hold a graduation ceremony for our ESL students, High School Equivalency (GED) completers, and HSD graduates every year in June and are in discussions to host a graduation ceremony in both January and June. Students from ESL, High School Equivalency, and HSD programs are eligible and encouraged to apply for SMACE scholarships, donated by business and community benefactors. Students must use the scholarships to further their education through higher education and/or job training. **ESL Graduation invite - evite**

SMACE Pathway to College & Careers #1 copy.pptx

SMACE Pathway to College & Careers

Fall 2022
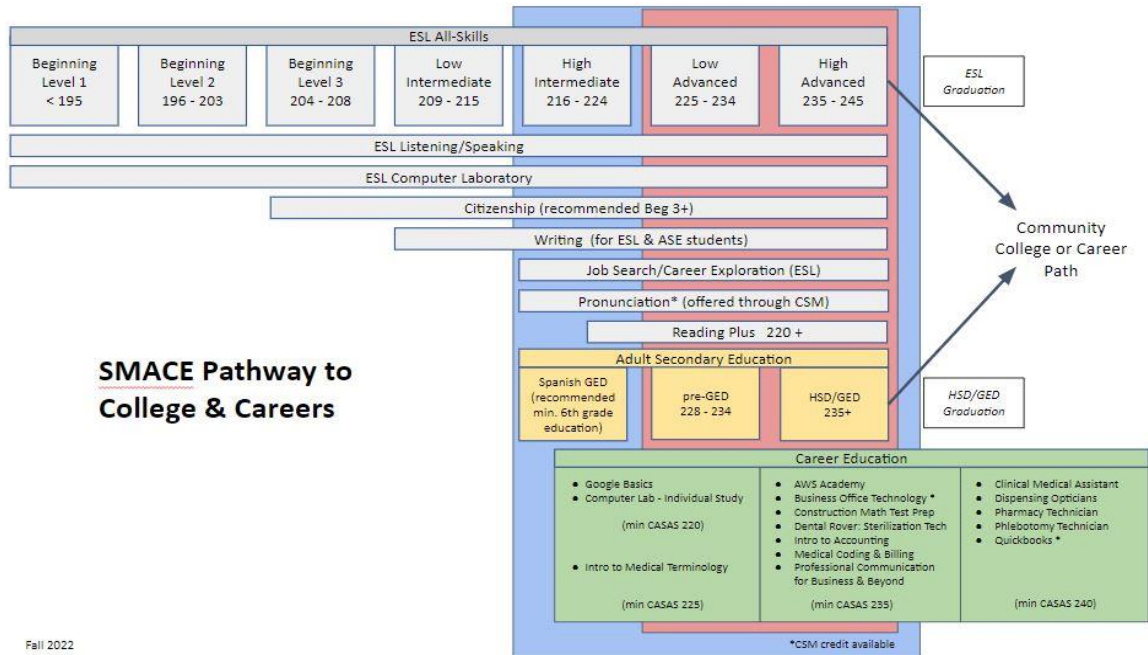
Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

All ESL, CTE, and HSD/GED in-person and online students are provided info via orientation and class visits by the Transition Navigators who explain what services are offered in those three program areas. As stated in 7.1 & 7.2 Transition Navigators are available by appointment for 1:1 assistance both online and in-person.

As part of the planning process, regular student assessments are offered at least 2 times per year–during student registration with an in-depth evaluation and collaboration of the coordinators, teachers, and support staff, and in their program-area class. We discuss how to best serve our student population through enrollment, and the ongoing advancement and growth of the student to achieve their individual goals.

ESL registration/orientation students are evaluated and placed in the appropriate level. They are then advised about the role of the transitional navigators who assist in a variety of ways, including referrals to outside agencies, and programs that they may benefit from.

HSD/GED program provides more academic advising in regards to obtaining their certificates or diplomas, as well as moving on to further their education.

In the HSD and GED programs, we have monthly meetings where we ask teachers if they have a student who they think needs particular support. Teachers do not have to wait until the monthly meeting to contact or to let the department secretary know if they have a student who is struggling or going through a challenge. Every month we meet to evaluate and brainstorm to find better ways to support our students.

Teachers are proactive in assessing the well-being of their students. They work with the Navigators to connect students to the services and programs which would benefit them. The Student Council is also a conduit for student requests and ideas. Representatives of organizations that provide services frequently set up an information table during breaks. During the pandemic, an EL Civics unit on Community Resources inspired students to use their personal cars to take classmates to Samaritan House to pick up boxes of food. A previous EL Civics lesson on first aid led to a student saving a child from terrible consequences after he was seriously burned. EL Civics lessons are an important part of the equation because when the students understand what they can do, they realize their potential, connect to the services that are being introduced to them, and are using their newfound knowledge and skills to improve their lives and community.

We strive to offer a wide variety of extra-curricular programs. These include the Student Ambassador program (students act as facilitators and translators during enrollment), the Student Council (students learn about leadership, manage budgets, and create events), the Green Team (learning about ways to support the environment), and the Community Garden (students work together to grow food which is sold and distributed to students and staff). In addition to these, we offer Holiday events (Halloween, Winter Holidays, etc.) and International Day (a student-led festival where students share their cultures, with artifacts, food, and performances from their home countries). We also periodically offer free meals which are donated by local businesses through Peninsula Food Runners in large quantities and distribute the meals to students as well as we get a weekly grocery store donation of goods that is also distributed to the students for free.

Support and referral services that are provided to students have been described earlier to include and not limited to

- A Community College Transition Workshops
- COVID-19 vaccine site information was shared during the pandemic (Bay Area Community Health)
- On-Site 1:1 technology and computer help for students
- Volunteer Opportunities with SMACE (explore the dropdown menu of our Student Life page) as well as other outside organizations such as the City of San Mateo
- Referrals for Financial assistance with housing: Samaritan House
- Field trips to community colleges have been created for students by Transition Navigators, along with a weekly news blast, sent to all teachers to be shared with their students which includes; event presentations by invited community colleges and other community organizations.
- Referrals to CORA; Community Overcoming Relationship Abuse

We provide a variety of training programs and services that vary between programs and collaboration efforts. We have offered or are collaborating to offer:

- Amazon Web Services(AWS) Academy
  - AWS Cloud Foundation Training
  - AWS Solution Architect Training (College of San Mateo)
- Dispensing Optician Training Program (Canada College)
- Pharmacy Technician Certification Program (Career Training Solutions)
- Clinical Medical Assistant Training Program (Career Training Solutions)
- Dental Rover: Sterilization Technician Program (Canada College)
- Medical Coding and Billing (Career Training Solutions)
- Construction Math Prep (CTWI)

- Office 365 Cloud Essentials (Articulation with College of San Mateo)
- Excel Spreadsheets (Articulation with College of San Mateo)
- QuickBooks (Articulation with College of San Mateo)
- ESL City Government (Partnership with the City of San Mateo)
- CERT (Community Emergency Response Team Training) (Partnership with SM Fire and CERTs)
- The Active Adults Program modified its classes and offered online and hybrid options.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.
We keep the files in accordance with Board Policy/Administrative Regulation 5125. SMACE records consist of hard copy and digital files contained in record-keeping software.

Physical Files
Hard copy student files are maintained in active or inactive file drawers and contain counselor notes, schedules, placement test scantrons, school registration forms, and other documents related to the student. For example, the completion record for HSE students is inserted after the completion date is entered into ASAP. Graduate's file contains a document indicating the last classes needed to graduate and the confirmation of completion is filed and in ASAP. ESL student hard copy files are stored in locked file cabinets and protected from fire damage (fire alarm system) and loss, for the current semester, then files are sent to storage.

Documents with identifying personal information that are no longer needed are shredded for the security of the student.

Digital Records
Digital student records are accessible by staff in ASAP and the extent of their access is controlled by the Database Application Support Specialist. Transcripts and attendance information are stored digitally in ASAP or CASAS TopsPro Enterprise. Records securely held in TopsPro Enterprise and Community Pro are accessed by fewer staff members and are used to record and maintain data, for example, the transition of students into or out of our programs. To obtain student records and student transcripts, students are required to fill out a Transcript Request Form. Google sheets with ESL contain class waiting lists and are used to create master schedules, and the student information sheet.

Student Record Policies
External entities needing information may supply their own form to request information but must be signed by the student. Data entered into Community Pro must be released by the student before it is shared with other schools. Transition Navigators utilize Community Pro to record information as they work with students.

Publish and follow established policies for release of students records
As a member of ACCEL, there are established policies in place for the schools and colleges to share student records. Students sign an ACCEL Release/Consent form so that Navigators can share student info via electronic referral in Community Pro to our partner community colleges, adult schools, and a few select community-based organizations.

Organizational policies that govern the maintenance and security of student records
Organizational Policies are in place that govern the maintenance and security of student records. Students must request their records in writing. They are then required to provide additional

documentation which must match our school records. Procedures are in place which maintains the confidentiality and security of all documents and personal information that is collected as noted above.

School's Strengths and Growth Areas for Criterion 7

Strengths:

- SMACE welcomes every culture and academic level. The school promotes an environment where students feel valued; welcoming students of every cultural and academic level, with multiple events to celebrate the school's diversity, i.e., International Day. This is especially important as we serve a diverse population that is often marginalized.
- Our Transition Navigators offer and assist with a multitude of community resources through the County of San Mateo as well as the private sector. These include, but are not limited to, professional, educational, community, and financial assistance resources, volunteer and community-building opportunities, and programs, both while enrolled and after.
- The registration process is comprehensive and ensures that all students seeking classes are appropriately placed. It includes extensive knowledge of college/career/community resources, ACCEL consortia/partnerships with SM County, community colleges, other adult schools, Upward Scholars, and NovaWorks.

Growth Areas:

- Expanding our community outreach, utilizing social media to widen marketing strategies, bring awareness of ALL programs as well as to recruit potential new hire candidates
  - Physical fliers, informational brochures, or postcards to county households
  - FB, Facebook. Instagram, Twitter
  - Next Door
  - LinkedIn
  - Community events available to the community
.
- Expand communication between all the departments, ASE (HSD & GED), CTE, ESL, computer classes, active adults, etc. within the Adult School
- Including more technology learning in ESL classes

Evidence:

- [Financial Assistance examples](#)
- [News Blast Samples](#)
- [Course Welcome / Syllabus & Lesson Plans](#)
- [New Future ACCEL Consortium](#)
- [Business Office Technology: Earn College Credit](#)
- [Career Education Website](#)
- [Sample: Student projects](#)

Criterion 8: Resource Management

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

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

SMACE is a member of the Adult, College, Career, and Educational Leadership (ACCEL) Consortium which comprises eight member agencies with five adult schools and three community colleges. As a result of this partnership, we were able to leverage our presence in the community and receive funding from the Adult Education Block Grant (AEBG), now California Adult Education Program (CAEP). The consortium elected to be a directly funded collaborative, so each school manages its own award. In addition, SMACE receives federal funds from the Workforce Innovation and Opportunity Act (WIOA) Title II and CalWORKs. The funding for each program is listed in the table below.

Program Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CAEP Funding	$4,358,694	$4,546,650	$4,728,038	$4,784,114	$4,977,873
WIOA Title II		445,374	$555,755	$617,946	$626,556
CalWORKs		$18,593	$28,655	NA	$22,410

SMACE programs are tuition-free to the community and students are only charged for course materials such as eLicenses, textbooks, and certifications. The prices of the textbooks are based on the cost of the textbook plus shipping. It is not the intent of SMACE to sell books or eLicenses for a profit.

Funds are primarily spent on salaries, instructional materials, and technology. Salaries represent approximately 80% of the budget while supplies, technology, and other miscellaneous items make up the remaining 20%. Students have access to computer labs and laptop carts to support their learning.

Since 2018, there has been a nominal carryover balance year-to-year in the CAEP funding. In the pandemic year 2020-2021, the carryover was significantly larger in 2021-2022 than in the previous years. Pivoting to an online learning environment, we did not spend funds at the same rate as during in-person instruction.

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

The district's business services department serves as the fiscal manager for funding and receives funding on behalf of SMACE. They disburse and ensure those funds are deposited in the correct accounts. The district uses Financial 2000 accounting system software ensuring all money both incoming and outgoing can be easily tracked and accounted for. The district maintains tight controls on even small expense report items, for example, requiring original receipts (not photocopies) to be included with reimbursement requests, and only with administrative approval.

The SMACE director manages the overall budget, monitors expenses, and provides reporting data to the state and federal grantors. The director works closely with the SMACE accounting technician to develop program budgets during the fiscal year. The accounting technician meets with the director and budget committee bi-monthly to provide expenditure and budget updates. The accounting technician processes all SMACE payroll and accounting needs including; financial requests, payments, deposits, quotes, contracts, and invoices. Additionally, she calculates, reviews, and processes certificated employee hours, variables, and sick leave on a monthly basis. The administrative assistant handles classified employee variable hours and leave. Both the accounting technician and administrative assistant report to the SMACE director who approves all fiscal transactions and forwards those that require superintendent or board approval through the business office.

California Adult Education Program (CAEP), California state funding, and Workforce Initiative Opportunity Act (WIOA), federal funding, are the two primary funding sources awarded to the adult school. Each grant is classified by specific resource codes; CAEP - 6391 and WIOA 3905,3913,3926. Each resource code has various mirrored goal codes that categorize each department within SMACE. All financial expenditures are additionally identified by their unique Object Code numbers. SMACE must submit quarterly financial reports through the NOVA and CDE online reporting systems to demonstrate financial progress and status throughout the program year for both CAEP and WIOA. Both CAEP and WIOA grant funds are tied to student performance and outcomes (e.g., CASAS and EL Civics tests and gains), thus ensuring a direct link between the school's financial planning and spending, and student progress, outcomes, and achievement.

The district may be audited once or twice a year. If any findings are revealed at the adult school, the accounting technician, director, and business office work together to correct the discrepancy. This process maintains the fiscal integrity of the district and SMACE with respect to their accounting practices. SMACE had a recent audit finding that revealed questions about the timing of a deposit from the student council funds. The funds had not been deposited in a timely manner. Standard practice requires all deposits to the student council account be made within the same month they are received. An explanation was provided that this anomaly occurred due to COVID restrictions that limited the number of staff available in person to receive and deposit in a timely manner. The finding was rectified.

The SMACE director provides the district with a budget proposal annually. Funds are held within the district, but SMACE manages its own funds. All financial transaction information for the school district is presented to the school's governing board and any need for further updating of procedures is discussed and voted on at those sessions. All budget materials are posted on the SMUHSD district website.

CAEP funding along with an implicit commitment to "ongoing funding" -- has provided a level of stability to the school through the 2017-2022 fiscal year and beyond, and the San Mateo district and the school itself have some reserves stored up for any contingencies. Furthermore, the school has insurance through the district and the San Mateo County Department of Education for up to $2 million per incident.

San Mateo Adult and Career Education seem to be well-positioned under California Adult Education Program (CAEP). The block grant's annual allotment of funds given to San Mateo County and the local ACCEL Consortium are administered by the San Mateo Union High School District under a "direct funding" model. The minimum guaranteed funding to each member college and adult school – including SMACE – is approved by the consortium, and disseminated directly to those schools. Monthly and/or semi-monthly consortium management and steering committee meetings are held at various member sites, and online. The SMACE director is a lead manager within the consortium. The ACCEL executive director reports to the SMACE director and maintains her office on the SMACE campus.

Indicator 8.3: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

SMACE aligns its planning process with the consortium's annual/three-year plan, the Continuous Improvement Plan (CIP), and the WASC Action Plan. Each plan identifies the resources and timeline that are needed to accomplish the selected goals. The SMACE Cabinet meets monthly to review current and future events and activities. This assists the team when it is time to update the CIP and WASC Action Plan. The director ensures that funds are allocated to the appropriate budget category to support the plans that have been approved. The budget is then submitted to business services and officially reported to and approved by the board in June.

SMACE runs fiscal reports on a quarterly basis. These reports are used to report expenditures to the State and Federal program agencies. The state reporting system requires schools to explain what the funds were used for and how the school plans to recover from any over/underspending. This process holds the schools accountable for ensuring that the funds are being used for the annual plan that was submitted for the fiscal year.

The director/district presents to the governing board annually the current financial and operational status of the adult education program. The board has the opportunity to engage with the director on details of the program as well as review its financial solvency. In 2020 and 2022, the board supported and approved the reduction of graduation credits. This decision assisted in SMACE's long-term strategic plan in our effort to support students in achieving their goals in a more realistic time frame and allowing us to be creative in how services were provided to the community which ties back to the school's CIP, WASC Action Plan and Consortium Annual/Three Year Plans.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

SMACE regularly evaluates the use of its facilities to determine the optimal use of its classrooms, computer laboratories, and meeting rooms, with virtually everyone having a voice or input into the school's needs – from administrators to teachers and staff to students.

Classroom use is evaluated annually as well as on a trimester basis. Teachers and office staff have monthly staff meetings. Students provide suggestions through the surveys and the student ambassador program. The school's director also discusses matters such as a clean, safe, and well-maintained environment at the monthly cabinet meetings. The school's classrooms are maintained by a full-time staff of three, with daily cleanings in the mid-afternoon – between the heavily-attended morning and evening sessions – as well as restroom cleanings thrice daily and a less-intensive cleaning of the classrooms at night when classes are finished.

The San Mateo fire marshal performs a yearly inspection of the campus. All cords are wired properly. Fire alarms and sprinklers are checked every quarter and inspected yearly. Fire extinguishers are serviced annually. The elevator in the SMART Center is serviced monthly. The

safety drills such as fire and earthquake drills are conducted at least once a year. Teachers perform duck and cover drills with their students.

OSHA standards are strictly followed with the annual training. Proper guidelines are maintained to use Personal Protective Equipment (PPE) in the work environment. For example, wear a mask and glasses when dealing with chemicals and not to mix chemicals. The school performs daily safety checks on its doors and windows, with only a limited number of personnel (top administrators, maintenance, and two key staff personnel) having access to alarm codes for locking the main building.

The head of maintenance for the school is vigilant in checking the school grounds for hazards and finding ways to make the institution a safe place for students and staff. Other examples of safety enhancement include installing speed bumps, installing more outside lights, and redesigning the approach from the parking lot to Poplar Avenue.

The school site is also supported by district maintenance for emergency situations as it relates to plumbing, HVAC, and electrical issues. Since the return to in-person instruction, the classrooms include hand sanitizer and wipes.

School's Strengths and Growth Areas for Criterion 8

Strengths:

- There has been good communication on budget issues.
- District Office support has been consistent throughout both strong and weak financial times.
- The School is well-positioned within its County-wide ACCEL consortium on any funding matters.
- The State has seemed to increase its commitment to adult schools as a viable resource, alongside community colleges, for adult education for instance supporting a 5.33-percent Cost of Living Adjustment (COLA) even for categorical programs.

Growth Areas:

- Schoolwide review of Big Five - Immediate Action Emergency Response for Schools
- Better communications between the Adult School and local law enforcement and the neighboring San Mateo High School is being sought in case of emergencies.

Evidence:

- 2019-2020 CAEP Financial Reports
- 2020-2021 CAEP Financial Reports
- 2021-2022 CAEP Financial Reports
- 2019-2020 WIOA Final Claim Report
- 2020-2021 WIOA Final Claim Report
- 2020-2021 WIOA EOY Financial 2000 Report
- 2018-2019 CAEP Fiscal Reporting - Screen Shot
- 2019-2020 CAEP Fiscal Reporting - Screen Shot
- 2020-2021 CAEP Fiscal Reporting - Screen Shot
- 2021-2022 CAEP Fiscal Reporting - Screen Shot

<u>**Criterion 9: Community Partnerships**</u>

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

SMACE has developed connections with community leaders, businesses, and organizations that enhance the academic, career, and community engagement opportunities for students.

SMACE has relationships with the following organizations:

- SM County Community Colleges: College of San Mateo, Canada College, Skyline College
- Upward Scholars
- NovaWorks Job Center
- Goodwill Job Center
- JobTrain
- Phase2Careers
- Renaissance Entrepreneurship Center
- Trades Introduction Program San Mateo
- Upwardly Global
- Samaritan House San Mateo County
- 4Cs San Mateo (Child Care Coordinating Council)
- Catholic Charities
- CORA (Community Overcoming Relationship Abuse)
- Peninsula Food Runners
- HIP Housing
- Fresh Approach
- Project Read, San Mateo Library
- SM County Office of Immigration Services
- SM County Department of Housing
- City of San Mateo, City Government Academy

SMACE partners with the three local community colleges on a variety of projects throughout the year, offering SMACE students opportunities to participate in college information sessions, college tours (CSM), application workshops, a community college fair, and ESL WordJam. SMACE and CSM collaborate on administering the Clear ESL Pathway Exam (CEPE). The agreement between the two institutions allows SMACE ESL students to take an alternate placement exam at SMACE and allows examinees to participate in a special SMACE PEP Day at CSM, where students go through a group orientation and get a priority window in which to register before the general public. This practice, started in Spring 2017, was interrupted during the pandemic of 2020, was not offered in 2021 and resumed in 2022. To have a college presence at SMACE, the CSM Transition Coordinator maintains office hours at SMACE to meet in-person with students, as well as offers the option of Zoom appointments.

SMACE has partnered with CSM since Fall 2019 in offering for-credit Pronunciation classes taught by a CSM ESL professor at SMACE. Courses immediately switched to online in March 2020, when COVID hit, and returned to in-person classes at SMACE in Fall 2022. This course has proven very popular and often has a waitlist. SMACE has articulation agreements with CSM for several college computer classes taught at SMACE by SMACE teachers: MS Word, Excel, PowerPoint, QuickBooks, Intro to Accounting, and Ten-Key Skills. SMACE students can take college courses at SMACE, earn college credits and get a jumpstart on earning a college career certificate in the Accounting and Business fields. Another collaborative project with CSM is the AWS Academy, a non-credit option, consisting of Cloud Foundations Training and Solutions Architect Training. AWS Academy prepares students to pursue industry-recognized certifications for in-demand cloud jobs. The courses are taught by CSM virtually in the evenings, a popular format for working adults.

In Fall 2019 SMACE students participated in Skyline College's Hospitality Adult School Bridge Program. Nine SMACE students participated in the program which gave students an introduction into the Skyline Hospitality Program, included transportation to/from SMACE provided by Skyline College, and an extensive tour of the Grand Hyatt SFO. The program was halted due to the departure of the instructor and then the pandemic.

SMACE has an ongoing relationship with Upward Scholars, whose mission is to provide adult immigrants with financial, academic, and community support so they can move up the economic ladder through education and career development. SMACE Transition Navigators provide students information about Upward Scholars and refer students, via Community Pro, to Upward Scholars. Going forward, the Transition Navigators hope to bring more awareness about Upward Scholars to SMACE students, and increase student participation in the program.

For students seeking employment, SMACE Navigators share career resources on the job search process, resume writing, interview preparation, career training, apprenticeship, and entrepreneurship. Navigators connect students with NovaWorks Job Center, JobTrain, Phase2Careers, Renaissance Entrepreneurship Center, San Mateo County Trades Introduction Program, Tradeswoman Inc., Upwardly Global and Goodwill Industries. Navigators and the CE Coordinator have visited career organizations and attended events hosted by partner agencies to learn about career resources and promote SMACE programs, including participating in Skyline College's Ultimate CTE Connection Event and SMUHSD's Stay in the Bay for $100K Event. One partnership outcome resulted in Renaissance Entrepreneurship Center teaching Start Smart (at SMACE), an introductory entrepreneurship training course, where students learned about the basic tools needed to start a successful business.

In addition to having connections with colleges and career organizations, SMACE has connections with community based support service agencies, including 4Cs (Child Care Coordinating Council) of San Mateo County, Catholic Charities, CORA (Community Overcoming Relationship Abuse), Samaritan House, City of San Mateo, San Mateo Library System, Project Read, HIP Housing, San Mateo Department of Housing and San Mateo County of Immigration Services. Referrals to these agencies are tracked by Transition Navigators in Community Pro.

SMACE has partnered with various agencies to bring more awareness about those programs to SMACE students and to promote SMACE programs. Catholic Charities presented information about its services to our District Transfer students, and ESL and ASE programs. Reciprocally, SMACE's ASE Staff Assistant presented to Catholic Charities clients, sharing ESL and ASE program information and highlighting Spanish GED classes. Staff from Foster City Library hosted an informational table about library services at SMACE in 2022 and lent an e-reader to SMACE so students have access to their eBook stop and can access library e-books on the SMACE campus. In Fall 2019, for the second time, a Transition Navigator and two Student Ambassadors, participated in SM County's Department of Housing Resource Expo, by hosting a resource table, sharing SMACE flyers and brochures, and networking with other expo agency participants.

As part of the ACCEL consortia, and the Packaging of Support Services subcommittee, SMACE collaborated with Stanford University's Immigration Policy Lab to administer an Immigrant Integration Survey to SMACE students. Data collected from the survey provided information to ACCEL adult schools about student needs for services and support in the areas of childcare, financial planning, food, housing, immigration assistance, and relationship abuse. As a follow-up to the survey, ACCEL created a plan to improve awareness of local community based organizations in these support areas, starting with CORA (Community Overcoming Relationship Abuse), the only agency in San Mateo County solely dedicated to helping those affected by domestic violence. During the pandemic, CORA virtually presented to SMACE teachers, staff, and students about their services.

The Adult Secondary Education program at SMACE offers graduating High School Diploma and GED students the opportunity to apply for scholarships and to participate in an end of year graduation ceremony. SMACE has a long history and partnership with the Foster City Rotary and the Steven Paul Friedman Foundation, who along with SMACE have donated funds over many years to be awarded in the form of scholarships for furthering their education to deserving HSD or GED graduates.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.
SMACE offers various opportunities for community service and internships. Volunteering is widely encouraged by SMAC and students are encouraged to volunteer to practice their English, learn new skills, gain work experience, make connections and build confidence. Often students express they want to volunteer but don't know how or where to get started. Some students start out volunteering their time and talents at SMACE by getting involved with Student Council, as a volunteer Student Ambassador, in the Community Garden, Green Team, Student Success Panel member, ESL Alumni Group, or volunteer together with their classmates on a Group Volunteer Project. Former ESL students who were actively involved with volunteering at SMACE are currently employed as classified staff at SMACE.

The Student Ambassador program at SMACE provides an opportunity for students to volunteer in a familiar and comfortable place while serving staff and fellow students. The SA program received a $1500 grant from Foster City Rotary, to be used to help students achieve workforce

and soft skills in preparation to join the workforce, to help pay to have college transcripts evaluated, and to financially aid ambassadors who wish to take Career Education courses. The Community Garden helps educate students in growing produce, composting, and sustainability and invited the SMUHSD Bridge Program to participate in the garden. The Green Team worked with the City of San Mateo Office of Sustainability to secure a donation of trees planted on the SMACE campus.

The ESL City Government Academy, a collaborative effort between SMACE and the City of San Mateo, first offered in 2018 and 2019, was put on hold in 2020 and 2021 due to the pandemic, and is restarting in Spring 2023. CGA provides a unique opportunity for participants to become aware of local government, learn how to access City services, increase leadership and civic engagement, and city volunteer opportunities. The CGA program includes classroom sessions and field trips to city departments including City Hall, Fire Department, Parks and Recreation, Library, Police Department, and Public Works.

For students who are looking to volunteer in the community but aren't confident in going it alone, SMACE Transition Navigators organize Group Volunteer Projects so students can get experience volunteering in the community alongside their classmates, with many opting to volunteer on their own afterwards. SMACE Group Volunteer Projects have been done at Second Harvest Food Bank, Peninsula Family YMCA Healthy Kids Day, San Mateo Library Friends of the Library Book Sale, and [San Mateo Central Neighborhood Cleanup Day](). The pandemic put an end to in-person volunteering, but Navigators hope to resume these projects in 2023, as more organizations are comfortable inviting volunteers back in person.

SMACE also partnered with the College of San Mateo's Volunteer Income Tax Assistance program (VITA), with VITA staff presenting an information session at SMACE, registering interested students to enroll in the program and upon course completion, helping students secure a volunteer spot at a local VITA tax assistance center. Additionally, in 2020, SMACE formed a [Student Ambassador Census Team]() (officially part of iCount) that visited classes to inform students about the importance of participating in the US Census. Several ambassadors were hired by the county to work as census workers to canvas communities and use their bilingual skills to reach immigrant communities.

Over the past few years, SMACE's Career Education program has grown in the breadth of its course offerings and opportunities for externships. SMACE CE partners with Career Training Solutions to provide curriculum and lesson plans for Clinical Medical Assistant Training, Pharmacy Technician Training, Medical Coding and Billing programs. CTS recruits and trains instructors administers oversight of courses, provides needed instructional equipment, manages externship placements at CVS, Walgreens, local clinics, and private practices, and issues certificates of completion.

SMACE CE has also partnered with Canada College to bring the Dispensing Optician program to the school. Target, Costco, and LensCrafters, as well as private practices and boutiques refer students to the DO program at SMACE, and SMACE has received donations of instructional

material, equipment, optical products and tools from Costco, Zeiss Optical, Hoya Optical, BADASS Labs, and Laramy-K. In Fall 2022 SMACE partnered once again with Canada College to offer a pilot Dental Rover Sterilization Technician program.

CALRegional is a new addition to SMACE CE partnerships and provides curriculum and lesson plans, program equipment and supplies, and industry trained instructors for the Phlebotomy program. CALRegional manages clinical externships at host facilities, issues certificates of completion, provides scholarships, and provides administrative oversight for Phlebotomy.

Indicator 9.3: The school communicates the goals of the adult school/ROCP program and works collaboratively with the community to meet local needs.
SMACE strives to share its goals by networking and partnering with various community based groups, career organizations, colleges, local high schools, the county, libraries, and businesses. SMACE promotes its programs through the school website which features detailed descriptions and class schedules for all four SMACE programs: ESL, Adult Secondary, Career Education, and Active Adults.

SMACE gives presentations about its programs to a wide variety of audiences. Presentations are made to the SMUHSD Board and to community partners to share about SMACE programs, happenings, updates, successes, and goals. School programs and activities are shared with the District Office for publication in the District's monthly newsletter. SMACE was invited to present and share about SMACE programs to the SMUHSD Latino Parent Organization, the San Bruno School District Parent Association, and the Burlingame Parents Club. SMACE ASE staff has visited the local juvenile hall to present to parole officers and counselors about the ASE program so judges are kept informed and may offer enrollment in classes as a condition for probation. SMACE began teaching an ESL class at San Mateo County Jail in Fall 2022.

Pre-pandemic SMACE regularly had a large group of students accompanied by a teacher and staff member at [Legislative Day] in Sacramento during Adult Education Week, [where they spoke to their legislators], shared about how their adult education experience has benefited them and improved their outlook, and advocated for adult education.

With the large influx of unaccompanied minor students into the District's Bridge Program, and the transition of many to SMACE ESL classes, the Transition Navigators invited Canada College's Dream Center to be a guest speaker at a District Transfer meeting to inform students about free legal services, immigration clinic, and SparkPoint, and to motivate them to persist in their education.

School's Strengths and Growth Areas for Criterion 9

Strengths:

- The SMACE Administrators, Program Coordinators, and Transition Navigators go out into the community to network and partner with community colleges, career organizations, and community based agencies in order to enhance student services

- Transition Navigators connect students with college, career, and community resources that meet their needs, guide students to achieve their academic, workforce, and individual goals, ensure warm-handoffs and smooth transitions
- SMACE provides opportunities for and encourages students to get involved in their school or community by participating in events, activities and volunteerism
- Through program orientations, Navigator class presentations, weekly Navigator electronic NewsBlast and sharing and posting of SMACE Pathways Chart in classrooms, students are informed at various points of academic and career options as well as community resources, services, and events
- SMACE's robust Career Education offerings attracts new students to SMACE and allows SMACE to train students who will serve in the local workforce
- Transition Navigators attend ACCEL Steering Committee meetings and Transition Team meetings to learn about and promote programs and services available in the County

Growth Areas:

- Get back out into community to strengthen relationships and promote SMACE programs to local businesses and community partners and build new relationships, including with Chamber of Commerce, Veterans groups, Asian Pacific Islander Committee, Boys & Girls clubs, and Peninsula Family Services
- Resurrect and schedule events at SMACE including job fairs, themed fairs (health and wellness, childcare, volunteering, etc.), Parent Club, Lunch Bunch, and invite community partners on rotating basis to have on-site hours at SMACE
- Improve marketing and social media presence to attract potential students, change the narrative to emphasize that SMACE has more than ESL
- Increase internships, apprenticeships, and scholarship opportunities
- Improve data collection and analysis across programs to ensure school and community needs are being met

Evidence:
- SMACE Pathway to College & Careers Chart
- Navigator NewsBlast, week of November 29, 2022
- Skyline College Hospitality Adult School Bridge Program
- VITA Information Session
- District Transfer/Stars Program Meeting w/Canada College Dream Center (Spanish Flyer)
- CORA Adult School Presentation
- WordJam Summer 2022
- ESL 888 Pronunciation Fall 2022
- ESL 887 Pronunciation Spring 2023
- Renaissance Entrepreneurship Center Start Smart (Spanish)
- Stanford IPL/ACCEL Immigrant Integration Survey Report from 2020 Surveys
- SMACE's partnership with Catholic Charities resulted in the agency presenting about its services to our District Transfer students in July 2021

Criterion 10: Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

As a result of the accreditation process, the school has identified the following growth areas:

- In order to improve student learning outcomes, we will develop standardized level assessments for each ESL level that align with curriculum and promotion criteria.

- Increase PD for both classified and certificated staff, as needed. PD/training sessions should be scheduled at a time that maximizes participation. There is also a need to provide more opportunities for teacher and staff collaboration time.

- To increase students' digital literacy and technology skills, students should be provided with computer classes, and lab support. Digital equity and integrating technology in instruction, curriculum, and learning should be an integral component of all courses.

The WASC leadership team identified these growth areas as critical items that will impact student learning and help increase the achievement levels of students. Standardized level assessments will ensure that ESL students are accurately placed, thereby increasing persistence, learning outcomes, and successful transitions. Ongoing training for classified and certificated staff will improve the quality of instruction and the ability for staff to be more efficient in their daily tasks. Staff development rooted in researched-based best practices and current trends in education will positively impact student outcomes. Additionally, collaboration time will allow teachers and staff to support each other in using instructional strategies.

The leadership team began the process by reviewing the previous action plan from the 2020 Mid-Cycle Review and discussed the progress of each activity. The action plan is generally reviewed at the beginning of each school year. The WASC Chair provides an update on the progress that is being made on each activity and those items that we are not able to achieve. As the resources and conditions changed, not all activities remain relevant. We were forced to abandon some items as a result of COVID-19 and turn our focus primarily to technology and digital literacy for staff and students.

The WASC leadership team process for the 2023 WASC Action Plan was threefold. We reviewed all growth areas identified from each focus group, synthesized (by theme) and prioritized them, and lastly, identified the most critical areas on which to focus. Growth areas chosen were selected by the team members.

The Action Plan clearly identifies timelines for completion, persons responsible, and resources needed. The methods to assess, monitor, and report progress were challenging to identify for all activities within each growth area.

All stakeholders reviewed the draft action plan in January 2023 and provided feedback for reasonability and relevancy.

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

The school will continue to implement and monitor the Action Plan by reviewing it monthly with the school cabinet and annually with all stakeholders. The plan supports and overlaps with consortium goals as well as the Continuous Improvement Plan. This allows us to stay connected to the plan on a more frequent basis and evaluate our programs and the impact it has on student learning.

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

SMACE uses the schoolwide Action Plan for organizational planning, resource allocation and the evaluation of existing programs on an annual basis. The Cabinet meets monthly to review current and future events and activities. The director ensures that funds are allocated to the appropriate budget category to support the plans that have been approved. The budget is then submitted to business services and is officially reported and approved by the board in June.

<u>**School's Strengths and Growth Areas for Criterion 10**</u>

Strengths:

- Active stakeholder engagement during the development of the Action Plan

Growth Areas:

- The methods to assess, monitor, and report progress were challenging to identify for all activities within each growth area.

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action

Chapter IV is the culminating summary of the self-study report. This is where the findings of the report are gathered and synthesized. Each school is to have an Action Plan in place; however, the self-study process reveals new growth areas that schools must bring into their Action Plan. Chapter IV is where the strengths and growth areas from the entire document are gathered and analyzed.

The following steps describe <u>how to synthesize the findings</u> from the entire report so that the Action Plan can be revised accordingly:

- Copy all the identified "strengths" from the self-study report and paste them on one page so that they are in one complete list of all self-study strengths.
- Note which strengths are similar in topic or nature and combine them as logically possible. It often works that two or three separate but similar "strengths" can be fused into one more complete and expanded "strength." Collapse all strengths into common strands or themes.
- Through this process, a larger list can be boiled down to a smaller list of major schoolwide strengths. This provides a "big-picture" look at the strengths of the school identified in the self-study process.
- Next, do the same for "growth areas" from the entire report; copy and then paste them into one complete list.
- Repeat the synthesis work and create a synthesized list of major growth areas.
- An added step is involved here — prioritize this list in order of importance, keeping in mind that the areas that most greatly impact student learning are the most critical.
- Select the top growth areas that you want to add to the schoolwide Action Plan as the <u>major growth areas</u> to address in the next three years.

By following this process, the self-study process informs the Action Plan which informs and guides school improvement efforts.

The WASC leadership team process for the [2023 WASC Action Plan was threefold](). We reviewed all the strengths and growth areas identified from each focus group, synthesized (by theme) and prioritized them, and lastly, identified the most critical areas on which to focus. Growth areas chosen were selected by the team members. Below are the prioritized strengths and growth areas from the 10 criteria.

Prioritized Strengths

SLOs development and revision/Action Plan

- The school has a set of SLOs that were developed with input from all staff.
- Faculty and staff are striving to help all students achieve the SLOs.
- The Action Plan is based on student achievement results (impact on student learning).

Staff Cohesiveness and Focus on Student Success

- Staff is committed to working together for the betterment of the students and programs.
- Comprehensive, Organized and Effective ESL Program
- Strong ESL and EL Civics curriculum, including Integrated EL Civics units
- Organized and successful assessment practices in the ESL Program
- Assessments are used to guide curriculum and track student progress

- Variety and flexible scheduling of ESL courses
- Strong intake system and culture of success in all programs
- Online and Hybrid courses across programs: ESL, HSD, GED, CE and Active Adults
- Successful ongoing integration of technology
- Strong CE Program with increased offering in medical field with increased partnerships and externships
- Online registration for CE, HSD and GED students
- Established schoolwide PLC's.

College and Career Pathways/Partnerships with Outside Agencies

- Consistent and strong Transition Navigator support
- Pathways to post-secondary education and employment for students include several options
- Innovative curriculum for new career preparation and college transitions courses
- Actively pursues partnerships and has established collaborative links to other adult education agencies, community colleges, workforce partner NOVAworks, Upward Scholars, CBOs, and local businesses.
- Strong representation of the ACCEL consortium goals

Financial and Leadership Stability

- SMACE has a considerable budget reserve.
- Facilities upgrades, new curriculum, and new technology have all been funded with a balanced budget.
- Stability in leadership
- The administration upholds high professional standards for instructional and non-instructional staff and is supportive of professional development.

Prioritized Key Issues

Program wide key issues were identified and prioritized in the order of importance that most greatly impact student learning. We also realized a lot of work was done in the curriculum and learner transition but due to retirement and new hire staff, the information was not consistent and new teachers in the GED and ESL program needed more information on learner transitions and professional development to support curriculum and instruction. Overall the program needs to continue to support technology integration as identified as an essential need in the post-pandemic environment. In addition, technology integration is part of the mission statement and schoolwide learner outcomes.

Assessment

- Improve assessment process in the ESL program
- More support for students in test-taking strategies
- Provide teachers with more information from CASAS tests to help students improve their scores to reach the next educational level.
- A better alignment of CASAS tests with the curriculum.
- Timed tests. Is this fair for students who may have certain learning challenges and may benefit from extended time? No program is in place to even identify challenges such as dyslexia, hearing, visual or spatial difficulties, and to offer accommodations and strategies to deal with these challenges (an issue of equity).

- The use of assessment varies greatly from teacher to teacher and level to level
- We need to use good, effective rubrics consistently. A rubric is our rationale for designing tasks with clearly stated learning goals
- So far we have developed rubrics for writing/presentation tasks but are needed for all core skills
- Data (or grade, if applicable) should be available to all teachers who might have the same student in their class, not for core skills, but for specific skill-building: writing/speaking/professional communication, etc. It presents a clear picture of an incoming student to the (receiving) teacher/s.
- We should reflect on & revise our (final) rubrics, as necessary. Once a task has been designed, and the assessment completed, instructors should get student feedback - in a survey or a class discussion, for example focus on improvements with the goal that the assignment may be changed for future courses, as necessary.
- Rubrics should be provided at the beginning of the semester, with the course overview, so that students have a reference point for learning objectives in each lesson.

Professional Development

- Special needs students/teachers training needed
- More collaboration is needed within the ESL levels
- Broaden access to outside professional development opportunities and standardize the process for sharing what is learned with colleagues
- SMACE does provide encouragement and compensation for instructors to attend professional development opportunities. However, there is no standardized process for an instructor to arrive back on campus and disseminate the information and knowledge they gained from courses, seminars, and the like. This is an area of growth that has been identified in the action plan.

Technology

- More tech support and training for students regarding Zoom and Google Classroom, and online lessons,
- Continue to provide tech support for teachers who are not tech savvy
- Developing procedures to encourage student seat time in the lab
- Continue to support technology integration to all students
- Integrate technology curriculum into the ESL program

Marketing

- Developing procedures to encourage student seat time in the lab
- Ways to improve the recruitment of staff & instructors
- Expanding our community outreach, utilizing social media to widen marketing strategies, bringing awareness of ALL programs as well as recruiting potential new hire candidates
- Expand communication between all the departments, ASE (credit recovery), CTE, ESL, computer classes, active adults, etc. within the Adult School
- More comprehensive information on the website
- Expanding postings to sites such as Indeed and LinkedIn, in addition to posting on Edjoin.

Curriculum

- A process to ensure that learning materials need to be accurate and up to date
- The GED program needs to establish a clear online curricular plan or map that outlines the courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations

● The ESL program, which is the largest in size at SMACE, does not have a universally accepted outline of what integrated skills are introduced and refined at each of the seven levels. This necessary component of the program is an area of improvement which is included in the school's action plan.

Learner Transitions

● A "bridge program" or ABE class (above the current Advanced ESL) that will identify and prepare and transition ESL students for successful entry into the HSD or GED program
● Create more awareness of the academic pathway that will allow students to have better opportunities at the community college level and or career opportunities
● A more defined path/cooperation/role between CTE and other certification programs to help/assist HSD teachers and students with post-high school diploma plans.
● Increase alignment across and between levels and programs within SMACE.
● Track students as they move through and then out of our programs in regards to both their academic progress and their personal non-academic situations like getting a better job.

San Mateo Adult and Career Education Schoolwide Action Plan

Growth Area 1
Statement: Assessment
In order to improve student learning outcomes, we will develop standardized level assessments for each ESL level that align with curriculum and promotion criteria.

Rationale: Standardized level assessments will ensure that students are accurately placed, thereby increasing persistence, learning outcomes, and successful transitions.

Steps to Address Growth Area	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
Identify and gather multiple sources of learning data	-PLC Facilitators -Teachers	Fall: Aug - Dec 2023	Each teacher's exit assessment	Reporting within the curriculum committee
Analyze and align with the curriculum	-Curriculum Committee -ESL Coordinator	Spring: Jan - July 2024	-Curriculum -Rubrics -Teacher's Exit Assessments -Paid Time	Reporting to teachers within the level PLC
Develop the standardized assessment	-ESL Curriculum Committee -ESL Coordinator	Fall: Aug - Dec 2024	-Curriculum -Rubrics -Level DRAFT Exit Assessments -Paid Time	Reporting to teachers within the level PLC
Share with appropriate levels and identify gaps within the assessments	-PLC Facilitators -Teachers	Spring: Jan - July 2025	-Draft Assessments -Paid Time	Reporting to teachers within the level PLC & the ESL Curriculum Committee
Implement - Provide support to teachers/PD to use the tool	-Admin -Coordinator -PLC Facilitators	Fall: Aug - Dec. 2025	Final Exit Assessments for each ESL level	Reporting to teachers within the level PLC & the ESL Curriculum Committee, Admin

Evaluate the effectiveness and refinement of the exit assessments	-Admin -Coordinator -PLC Facilitators -Teachers	Spring & Fall 2026	Revised and Aligned Final Exit Assessments for each ESL level	Reporting to teachers within the level PLC & the ESL Curriculum Committee, Admin
Collect and analyze data	-Admin -Coordinator -PLC Facilitators -Teachers	Ongoing 2023-2026	-Student persistence data to analyze the effectiveness of the assessments -Student outcomes -Class Progress Report -Actual pass rate percentage vs. desired pass rate (70%)	Reporting to teachers within the level PLC & the ESL Curriculum Committee, Admin

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Growth Area 2
Statement: Increase PD for both classified and certificated staff, as needed. PD/training sessions should be scheduled at a time that maximizes participation. There is also a need to provide more opportunities for teacher and staff collaboration time.

Rationale: Ongoing training for classified and certificated staff improves the quality of instruction and the ability of staff to be more efficient in their daily tasks. Staff development rooted in researched-based best practices and current trends in education will positively impact student outcomes. Additionally, collaboration time allows teachers and staff to support each other in using instructional strategies.

Steps to Address Growth Area	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
Survey teachers' needs **Potential PD Topics:**	-Department Coordinator, -PLC Facilitators, -Committee - Facilitators -Teachers	Spring: February 2023 (Start date–survey) Ongoing	Google Forms CALPRO; OTAN; CATESOL; LINCS; CASAS; District	Data from surveys Classroom observation Analysis of

Differentiating Instruction, **Data-Driven Instructions - CASAS, Learning Gains Report, Define and Manage TOPs Pro Data** **Equity driven curriculum and instruction** **Technology** **Word Study (Phonics) Curriculum** **Writing in the ESL Classroom– CALPRO inspired**	-Equity Team -Curriculum Committee	 January 4-7, 2023 Back to school PD offering 2023 January 4-7, 2023 Back to school PD offering 2023	PDs, ACCEL Consortium Workshops, CCAE	student data Follow student transition data by tracking through Clear Pathway Exam Graduation Rates CASAS Benchmarks
Survey staff' needs Potential PD Topics: **ASAP** **TOPSPro** **CommunityPro** **Track and Monitor Student Data** **Align with relevant district PD based on AE staff needs and skills**	-Administrators -Coordinators -Admin Asst.	Spring: February 2023 Ongoing	Google Forms CALPRO; OTAN; CATESOL; LINCS; CASAS; District PDs, ACCEL Consortium Workshops, CCAE	Survey Results Align PD opportunities through AE PD agencies

Align PD opportunities based on survey results and staff needs	-Administrators -Coordinators -Admin Asst.	Spring: March 2023	Allocation of Paid Time	Report out best practices with level PLC groups or departments Cross-collaborate with consortium adult schools and review best practices
Implement a process to measure the effectiveness of PD and the growth in student learning	-Administration -Coordinator -PLC Facilitators -Teachers -Office Staff -Navigators	Fall 2023 Ongoing	Create surveys for student, staff, and teacher feedback	Student Data Analysis; test scores, transitions, pathways, Student Persistence, NRS Reports System of Warm handoff using CommunityPro

Growth Area 3: Technology
Statement: To increase students' digital literacy and technology skills, students should be provided with computer classes and lab support. Digital equity and integrating technology in instruction, curriculum, and learning should be an integral component of all courses.

Rationale: Digital literacy enhances the student's ability to perform 21st-century basic life skills. Students will be better equipped to be successful in school, work, and daily living.

SLOs: Students will engage with, integrate, and utilize technology.

Steps to Address Growth Area	**Person(s) Responsible**	**Timeline for Completion**	**Resources Needed**	**Methods to Assess, Monitor, and Report Progress**

Align PDs to support staff tech training needs	-Administration -Tech Team -Program Coordinators	Spring: Jan 2023 Ongoing	PD Calendar with workshops Allocation of Paid Time	Workshop attendance Reporting to teachers within the level PLCs
Have tech skill integrated into the classrooms	-Program Coordinators -Teachers	Fall: Aug 2023 Ongoing	[Tech Skills for ESL](#) Students Spreadsheet	Classroom observation Student check-ins
Students and staff utilize software and learning platforms that supplement content	-Program Coordinators -Teachers	Ongoing	Software: i.e. Burlington English, e-Resources for textbooks, Edgenuity Aztec Learning Reading Plus SimNet ICEV Google Suite Learn Key	Utilization report from the software platforms
Provide students access to the computer lab based on student/instruct or need	-Program Coordinators -Teachers -Lab Support	Ongoing	Shared calendar with lab schedules	Calendar is visible and accessible to all teachers. Student lab sign-In sheets
Provide tech workshops to support student learning	-Teachers -Lab Support	Spring: Jan 2023 Ongoing	Additional information for technology course objectives Qualified teachers/CRTs	Calendar is visible and accessible to all teachers. Student lab sign-In sheets
Increase awareness and engagement in	-Administration -Program Coordinators	Spring: 2023 Ongoing	Marketing strategies: setting up	Student workshop attendance and

Computer Literacy workshops with the monthly/ semester calendar	-Navigators -Teachers -Lab Support		bulletin board, having teachers presenting about this class, having low-level ESL teachers to share with their students, having true testimonials, maintaining social media accounts	completion rate
Integrate technology into practical curriculum tasks	-Program Coordinators -Curriculum Facilitators -Teachers	Ongoing	Tasks selected from multiple sources. Mainly class textbooks, but can include material from ELLII (formerly ESL Library), websites, colleagues, Tech Committee	Completion of tasks Submitting appointments with Navigators using Calendly software