

# **SELF-STUDY REPORT**

## **ACCREDITING COMMISSION FOR SCHOOLS WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**REDLANDS ADULT SCHOOL**



**1214 Indiana Court, Bldg B**

**Redlands, CA 92374**

**Redlands Unified School District**

**April 30, 2024 - May 1, 2024**

**ACS WASC Adult School/ROCP Focus on Learning Continuous Improvement Guide 2022  
Edition**

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## **Introduction (1–2 pages maximum)**

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Comment on how the school program addresses the unique and evolving needs of individuals and communities by providing older students and adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members.

Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

## **School Background**

With a rich history, Redlands Adult School has been a part of its community for more than 100 years. Our mission statement, re-designed in 2023, proclaims our calling to serve adults in our region. It is our personal connection to our students, our commitment to help them build pathways to higher education or to the workforce, and our welcoming atmosphere focused on growth-mindset thinking that make us a unique service provider to adults in our region. The following pages strive to share the specifics of who we have been and who we are working to become.

Redlands Adult School employs several strategies to promote diversity, equity and inclusion on campus. All staff members were trained in Restorative Practices this school year as a way to further develop a sense of community on campus and in every class by creating safe spaces for students to develop communication skills and better relate to each other. We encourage student voice, leadership, equity through our Student Advisory Committee and student surveys. Through the Student Advisory Committee, currently enrolled students from all programs and classes are encouraged to attend meetings, express their opinions and engage in open-dialogue with staff members. The format of the meeting is hybrid so that all students can participate. Topics presented at each meeting come from both students and staff. Surveys allow staff to gather student feedback on programs and services which in turn allows the Student Advisory Committee and staff to reflect upon them and make recommendations for changes that will better serve our students. All students have the ability to check out a Chromebook if they need a device to complete their course work. We also have a limited number of hotspots available to check out to students who do not have internet access. We use performance data to identify achievement gaps between student groups, which then guides our provision of resources and/or professional development for staff to effectively support underperforming student groups.

## **Programs Offered**

### *Adult Secondary Education*

*High School Diploma Program(HSD)* - Redlands Adult school's flagship program is our High School Diploma program, offering morning, afternoon and evening classes in a two day per week configuration. In addition, an open lab all day Friday allows students to make up absences or work at a faster pace. The schedule requires a minimum of 5 in-class hours per week, and allows for up to 24 in-class hours per week. Enrollment is limited to 35 students when it had HSD students only. When the class has HSD and HSE students combined, we limit enrollment of HSD students to 30 and reserve 5 spaces for HSE students. These classes are offered in-person or in a distance learning format using Zoom. Students attending in a distance learning format still meet

synchronously with their teacher during scheduled class meetings. However, realizing the responsibilities and challenges adult learners face with work, life, and childcare, we allow for the creation of tailored schedules for students since we can provide independent study models in High School Diploma. Students work under the direction of credentialed teachers in a self-paced program. All subject areas required for high school graduation are available, a majority of which are offered in an online delivery method through our learning management system, Acellus. We provide a chromebook for students to do their work in class or for check out at no charge. Student work is completed in Acellus, a learning management system, which provides online coursework allowing for students to continue to work while off-site or at their own pace. Midterms and final exams are taken during class or a Zoom meeting with a teacher proctoring. Typically, students work on two courses at a time, adding additional courses upon verification of course completion. In addition, we train students to use the Google domain, including email, word processing, spreadsheet tools, and Google Slides.

#### *Adult Secondary Education*

*High School Equivalency Program(HSE)* -High School Equivalency preparation classes in the areas of ELA, History, Math and Science meet in morning, afternoon or evening classes in a two day per week configuration to help students prepare to pass either the GED or the Hi-SET exams. Both the GED and the Hi-SET are administered regularly on campus by our CRY-ROP partners. In addition, an open lab all day Friday allows students to make up absences or work at a faster pace. However, realizing the responsibilities and challenges adult learners face with work, life, and childcare, we can provide independent study work when necessary through our LMS's Aztec, and Google Classroom. Enrollment is limited to 5 students since they meet in a combined class with High School Diploma students. Coursework is assigned and monitored through our Learning Management System Aztec. Students can work on these online courses from home as well.

*Adult Basic Education Program(ABE)* - Our Adult Basic Education (ABE) program is designed to accelerate academic growth in reading and writing for students who arrive with a skills deficit (as identified by CASAS assessments and interviews) that make it difficult for them to be successful in HSD or HSE coursework. Enrollment is limited to 25 students. Classes are offered two afternoons or evenings a week, and include both in-class lessons on key areas of need as identified on CASAS assessments, and independent practice through online coursework using the Aztec System, which is designed to identify and fill individual learning gaps. Classes are conducted in a direct instruction format. However, realizing the responsibilities and challenges adult learners face with work, life, and childcare, we can provide independent study work when necessary through our LMS's Aztec, and Google Classroom. Students work in ABE courses until assessments show they are ready to be successful in either HSE or HSD classes.

*English as a Second Language(ESL)* - We offer six ESL classes that meet twice weekly and address three levels of English: beginning, intermediate and advanced. Classes are offered in a 12 week trimester format. Students receive a total of 5 hours of instruction weekly. Enrollment is limited to 25 students. What we discovered during the pandemic is that a distance learning only format for ESL classes is challenging for both students and teachers. Therefore, the decision was made based on enrollment and achievement data that all our ESL classes are

in-person. Students are placed in classes based on CASAS assessments and teacher informal assessments. Classes follow an interactive direct instruction model. Students use school provided Chromebooks to access the digital curriculum, Burlington English. Students have the opportunity to check out a Chromebook to work at home as well. The primary goal of our ESL classes is to develop fluency in the four domains of the English language: reading, writing, listening and speaking. Using integrated English Language Development strategies, students have ample opportunities to develop and strengthen the four domains. If we need to trim a bit, this may be more info than needed for the basic program description: I suggest, Students navigate through embedded listening activities and supplemental videos which increase in complexity, participate in a variety of scaffolded speaking activities, and engage in reading and writing activities focused on real world scenarios. Our adoption of Burlington English has allowed for more incorporation of digital literacy. Students work with teachers through synchronistic practices presented in I-do, we-do, you-do model where students practice with the teacher, with each other, and then by themselves. We partner with Crafton Hills College to refer students who score above a 229 on the CASAS exam for advanced ESL instruction and with Smiley Library to refer students who score below a 217 on the CASAS exam for preliminary ESL instruction.

*Citizenship Preparation* - Citizenship Preparation is the newest program to Redlands Adult School. Classes are offered once for two and a half hours of instruction over the course of 10 weeks. Citizenship Preparation is designed to meet the needs of students who desire to become U.S. citizens. The teachers guide students in completing the required USCIS forms, and prepare students to pass the USCIS-administered citizenship test. Students study U.S. History and government, memorize, recite, and unpack the meaning of the Pledge of Allegiance to the American flag, listen to oral instructions and respond appropriately, work on conversation skills, and write dictation sentences in preparation for the oral portion of their citizenship interview.

### **Self-Study Process**

Regarding the preparation of the self-study report, the format was reviewed in August as we were renewing our Action Plan. Drafts of the introduction and chapters 1 and 2 were initially written by the principal and reviewed by the school's leadership committee. For Chapter 3, the principal and site leadership team reviewed each criterion and would draft responses. Then the full staff or stakeholders. About every 2 weeks, the leadership team met to review progress of the various sections. A new criterion response was reviewed and discussed every two weeks. These discussions were shared with all staff as WASC updates during staff meetings. Chapters 4 and 5 were drafted by the principal and then reviewed by the leadership team. The drafts were then consolidated into the finalized version by our principal, and shared with the leadership team, staff and all interested stakeholders, including our co-located ROP and district leadership.

## Chapter 1. Progress Report (2–5 pages maximum)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with the Continuous Improvement Plan (if applicable) goals.
- Summarize progress on each section of the current schoolwide action plan that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.
- Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better success for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan.

### Significant Developments

Noted in our mid-cycle progress report, we had the funding to create a full-time assistant principal position to oversee the daily operations of Redlands Adult School. In 2022, our current assistant-principal, Troy Martinez, was promoted to the position of principal of Redlands Adult School. Mr. Martinez can devote his full attention to, not only daily operations, but also working with staff and stakeholders to develop and communicate a vision for the site, develop and plan professional development activities, and monitor and provide an analysis of site data to staff and stakeholders to help guide the decision making process. Our full time principal is also tasked with allocating our resources in a way that all programs, students and staff are supported.

In August of 2022, after reviewing enrollment trends, student achievement data, responses to student surveys and current funding resources, Redlands Adult School developed a proposal to request a permanent funding increase from its consortium, Inland Adult Education Consortium. The proposal called for an increase of \$200,000 of on-going CAEP funding to pay for the costs of adding one full-time counselor and two part-time academic support teachers. This funding provided additional support for students in the areas of academic support and counseling services. Specifically, the additional counselor will help decrease counseling caseloads and increase student access to counseling services. The two academic support teachers provide small group instruction, and more one-on-one support to struggling students. The ultimate goal is to increase the number of graduates in our high school diploma program. We are monitoring our support services to determine the impact of support these additional staff members will provide.

Additional, CAEP and WIOA II funding increases resulted in changes to our program. First, RAS added an additional 4 weeks to the school with the hopes of increasing the number of graduates and learning gains across all programs and improving persistence rates of returning students by decreasing the summer break. The additional funding also allowed RAS to increase ESL class times from 4 hours a week to five hours a week. Again, the goal of the increase of 36 hours of instruction is to increase the number of COAAP assessments passed and learning gains as measured by the CASAS assessment.

The counseling team has grown over the past 3 years and now includes two full-time counselors and two part-time counselors. This increase has ensured that our students always have access to counselors during their school hours whether they attend morning, afternoon, or evening. The increase has also spread the workload allowing for the counseling department to expand their offered services, which include assisting students with schedules and program

information, setting goals for graduation/program completion, assistance with college and financial aid applications including dual enrollment opportunities, career services (e.g. resume building, job search, interview prep and more), assistance with community resources and visiting classrooms for short presentations in the areas of Social Emotional Learning, Executive Function Skills, and Career Exploration.

The pandemic has forever left its mark on education. At Redlands Adult School, that mark is distance learning. The pandemic taught our staff lessons about how to serve students in a totally virtual environment. Those lessons were then applied once we returned to in-person instruction. What we learned during the pandemic was that, although distance learning allowed students to meet with their teachers and counselors without the barriers of transportation, childcare or work schedule, only 30 percent of our students made significant progress during distance learning. This led staff to the conclusion that not all students are the right fit for distance learning. As a result, we now make every effort to match the student to the best program for supporting their individual learning needs by implementing an application process for HSD or HSE students who desire to attend virtually. The HSD/HSE application process reviews an applicant's previous attendance, previous progress, and their reasoning for wanting to attend virtually. Once all of these factors are considered, students are either approved or denied the opportunity to attend virtually. Since the implementation of this process, data shows that virtual HSD/HSE students in general have better attendance and make more progress toward their goal of earning their diploma or passing the high school equivalency exam. During the pandemic, low levels of digital-literacy and communication skills resulted in poor enrollment in our ESL classes. As a result, RAS staff determined that our ESL classes should be held in-person only. We will continue to review student surveys and performance data to determine if we expand virtual attendance to other programs or if hybrid options are viable.

After a review of student survey data from ESL students, Redlands Adult School determined that we should start offering Citizenship preparation classes. In the 2021-22 school year, RAS began offering one section of Citizenship preparation in the evening one night a week and two students from that class have since become Citizens. However, we have struggled with enrollment in this program despite advertising through our district to all school sites and conducting outreach to local churches and partner agencies. This program will continue to be an area of focus to increase its enrollment.

In the 2022-23 school year, a full-time ESL teacher, Adrianna Brenes-Rios, was hired. Since Ms. Brenes-Rios is fluent in Spanish, this has allowed for more outreach, intervention, and follow-up with students. Adding a full time ESL teacher has created more consistency in our ESL program since Ms. Brenes-Rios teaches 5 of the 6 ESL classes as well as allowing RAS to offer two additional day-time Citizenship preparation classes. Ms. Brenes-Rios also updated and revamped course outlines and led the discussion based on her previous experience with Burlington English to support our switch to it. Although our previous curriculum was adequate, we felt that the digital features and digital literacy curriculum of Burlington English would better prepare our students for the workforce and the future. Switching to Burlington English has provided teachers with greater resources for preparing students to pass COAAP assessments, make significant Educational Functioning Level gains, and develop ESL students' soft skills for the workforce. Students in our ESL classes can now access their coursework from anywhere since it is an online curriculum. Now, ESL students are attending Friday open lab to get additional help and practice in building on their English skills.

As we return to a ‘post COVID’ learning environment, RAS staff have recognized a growing need for intentionality in community building. Our staff observations, student survey data, and student advisory committee discussions all confirm that there is a greater necessity now than ever to rebuild our school community, increase students’ opportunities to develop connections with one another, and invest in a positive campus culture where RAS students feel a sense of belonging and shared pursuits. For this reason, we began researching restorative practices, specifically restorative circles, to help students share their thoughts, feelings and ideas constructively, and develop better communication skills. Restorative circles create the space and opportunity to help improve the overall culture of Redlands Adult School in many ways including cultivating a sense of belonging, positive communication, and connection beyond the classroom and classes our students partake in.

Adult learners are faced with striking a balance between the many facets and responsibilities of adult life, and the real challenges of finishing their individual educational journey. The two, paired together, create unique situations for each student. Restorative practices provide students opportunities to build relationships, grow in empathy, patience, and kindness while learning to support one another in this educational journey. When students participate in community and restorative circles, they are able to not only share their thoughts and observations, but also listen to the thoughts and observations of others. Undoubtedly, this is where authentic systemic change begins in promoting healthy and professional modes of communication amongst our adult learners.

### **The Process for Implementing and Monitoring the Schoolwide Action Plan Aligned with the Continuous Improvement Plan Goals**

Implementation of the WASC action plan begins with calendaring dates for specific action items and assigning tasks for each action item to the appropriate staff members. Staff members then take the responsibility for ensuring action items in the plan are completed by the timeline. We monitor the action plan once a quarter during staff meetings. At those progress-monitoring meetings, staff review the WASC action plan to ensure that each action and activity listed for each goal has been completed by the listed time. We divide into department teams and review each action item listed for each goal and discuss where each department is in completing the action item. Each group also assigns specific personnel for overseeing the completion of the action item. Each department team also makes suggestions for revisions to the action items including each action item’s timeline if needed. We review the anticipated outcomes for each goal of the action plan to determine if each goal is on target to be met. If it appears that an anticipated outcome is not met, staff makes suggestions for revisions to the action items so that the anticipated outcome can be achieved.

When the Continuous Improvement Plan(CIP) was introduced by CDE in the 2020-21 school year, we reviewed our WASC Action Plan at the time to align our CIP goal to it. At the time we were still in distance learning, but had focused our efforts prior to and during the pandemic of transitioning students to the community college upon graduation. Our CIP goal for the 2020-21 school year was, *The number of Redlands Adult School high school diploma graduates who continue on to community college will exceed 10% of 2022 graduates, as measured by fall 2022 San Bernardino Community College District enrollment data.* The CIP goal aligned to all three WASC Action Plan goals since the CIP goal required for the systematization of ongoing school improvement processes(Goal 1), successfully bridge students



to further education and/or the job market(Goal 2), and ensure systematic transition planning(Goal 3). The CIP goal ultimately allowed RAS to develop a SMART goal that was more focused and could easily measure our efforts in increasing counseling services to students and focus our implementation of systematized progress monitoring throughout the school year.

We developed our 2021-22 CIP based on a review of the previous CIP and the realization that the goal would not be met until May of 2022. As a result, the goal was carried over and a second goal was written. This second goal focused on student achievement in relation to our return to in-person learning as well as continuing distance learning. The second goal for 2021-22 CIP was, *By end of 2022-2023 academic year, Redlands Adult School will improve student achievement as measured by a 5% increase in the percentage of students who complete an EFL level as compared to percentage of students who completed an EFL level in 2021-22 by conducting quarterly data teams and developing systems for teachers to easily review student data.* Both goals in the 2021-22 plan were aligned to WASC Action Plan goals with a focus on student achievement and outcome measures throughout the systematization of data review (Goal 1), students acquiring specific skills and knowledge (Goal 2), and providing students with support (Goal 3). By developing a spreadsheet, reviewing data regularly, and developing action plans we are making progress toward meeting CIP Goal 2.

### **Summary of Progress Toward the CIP Plan**

We have made great progress toward meeting our CIP and WASC Action plan goals over the last few years, including assisting and facilitating the transition to community college for 21.19% of graduates in 2020-21 and 24.7% of graduates in 2021-22. At quarterly meetings, our staff have been dedicated to performance data review including CASAS scores, attendance, course completion and COAAP scores, student transitions to high level courses and community college. As a result, in keeping with Goal 1 of the WASC action plan, we have become more efficient at identifying and reaching out to students who are close to graduating, in order to collaborate with them in developing a plan for finishing coursework and developing a post-graduation transition plan. Teachers, counselors and students work together as a team with the shared goal of launching our students into a better future.

Similarly, we reviewed data to determine whether or not students were on target to make EFL gains by the end of the 2022-23 year. We developed the RAS Student Summary and Assistance Form to provide teachers and counselors access to CASAS pretest and post-test scores, EFL gains, attendance hours, Acellus and/or Aztec hours, and number of credits needed all in one place. By reviewing the form weekly, teachers and counselors were easily able to monitor when students needed to take post-tests and were struggling with attendance and/or Acellus. This, in turn, allowed teachers and counselors to provide support services to students. Despite an 8.17% regression in the number of students achieving level gains during the pandemic, we have achieved an overall 13.94% increase in EFL gains over the past 6 years as evidenced by [persister data](#).

### **Summary of Progress Toward the Schoolwide Action Plan**

Goal 1 of the schoolwide action plan was *Maintain student achievement and Redlands Adult School outcome measures through the systematization of ongoing school improvement processes that address state and federal requirements, RUSD and LCAP goals, and WASC criteria in the light of realities created by the recent global pandemic.* The first two action items of Goal 1 were connected. Those actions were to develop an ongoing cycle of data analysis and

to review student attendance, progress and performance data by staff. In 2019-20, the administration developed a calendar of quarterly data team meetings. Next, the administration developed a Google Sheet titled the “RAS Student Assistance and Summary For” to provide teachers and counselors, by class, each student’s CASAS scores, attendance, time worked in Aztec and/or Acellus, and demographic data. Staff was then trained how to use the Google Sheet to review data weekly and provide updates about each student so that there was one place instead of several to communicate concerns about a student. A series of data protocols were then developed by the administration and subsequently sent for review and revision to the leadership team first, then to all staff. Once each protocol was finalized, staff were trained how to use the data protocols to analyze their students’ data and develop interventions to support students.

The third action item of Goal 1 required that we adapted our quarterly data team meetings to a distance learning format. We held our first data team meeting in March of 2021 through Zoom by separating staff into departmental teams in breakout rooms. As we returned to in-person learning in 2021-22, we conducted all meetings including data team meetings in a hybrid format so that all staff members could be present. We are researching web conferencing cameras and microphones to better support these hybrid meetings. Regular review of data helped staff identify students in need of intervention. Full implementation of the quarterly review of data began in 2021-22 with calendared data team meetings.

RAS increased its involvement with the AJCC partnership system and pursued other partnerships with community based organizations(CBO’s) since our mid-cycle visit. The Principal of RAS meets regularly with the AJCC, CRY-ROP, Crafton Hills College, and the Redlands Charitable Resources Coalition(RCRC). Currently, the principal serves on the Integrated Service Delivery group of the AJCC partnership system whose responsibility is to develop systems to collaborate and coordinate support and services to shared customers as well as develop a system for tracking referral to and from agencies within the partnership system. Meetings with our co-located partner CRY-ROP include discussions regarding facility use, sharing information about each of our organization’s programs and services, and to encourage participation and collaboration in one another’s events. Monthly meetings are held with Crafton Hills College to discuss course offerings for RAS students both held on RAS’s campus and on Crafton’s campus. This partnership led to Crafton creating advanced ESL classes that are designed to transition ESL students to higher levels of proficiency and transitioning to Crafton’s vocational programs or associate degree programs in 2021-22. And finally, the principal attends the Redlands Charitable Resources Coalition(RCRC) monthly meetings. Dozens of CBO’s from the city of Redlands attend these monthly meetings as well. RCRC’s goal is to provide resources to the homeless population within the city. Each month one to two organizations present to the group in order to better educate group members about their organization’s programs and services. The information gained at RCRC is then disseminated by the principal to staff so that we can connect RAS students in need with those resources.

RAS continues to assess the effectiveness of our programs to increase student success and preparation for next steps in both in-person and distance learning settings by reviewing both qualitative and quantitative data. RAS assessed the effectiveness of its programs through our student surveys each year which found on average over the past three years 99.96% of students responded that, “Redlands Adult School provided me with the student support services I needed to succeed.”

RAS continues to work with consortium to increase its funding to increase services to students. In August of 2022, we submitted a proposal to the Inland Adult Education Consortium for additional funding. The purpose of our funding request was to cover the costs of the additional staff members we hired to provide academic support and counseling services, software, and COLA increases. The total sum requested was \$202,000 of on-going funding and \$40,000 dollars of one-time funding. Our request was granted and we were able to continue providing increased support services to our students.

Finally, from the lessons learned during the pandemic and changes in CASAS testing policy, we were able to develop an effective plan to assess distance learning students. By providing them with a testing Chromebook, students gained access to the CASAS assessment kiosk mode, therefore facilitating remote testing. Each year in our updated local-agency assessment policy, we include our procedures for the remote testing of students. The procedures listed in ours are as follows:

- Using Zoom, and prior to testing, students must show ID with name/picture to confirm identity to the proctor. Proctors use devices with windows 10 loaded on them.
- Using Zoom on a second device, students must be able to show the testing environment and Chromebook provided or the student's device to ensure the environment meets testing standards.

This allowed for an increase in paired scores since the pandemic of 18.37% and an increase of 7.03% in the percentage of students with an EFL gain.

Goal 2 of the schoolwide action plan was *Adapt our standards-based, accessible instructional program providing all students with the specific skills, content knowledge, and literacies (including digital literacy) to graduate and successfully bridge to further education and/or the job market to the distance-learning setting and in-person instruction.* Each year we review our adopted curriculums for each program to determine if they still met the learning needs of our students. Each year we review our course outlines and revise them as needed. In our course outlines we have included the Common Core Standards for Adult Education. In 2022, based on student student feedback and observed student needs we switched our adopted ESL curriculum from Standout to Burlington English. The switch was made so that students have access to an on-demand learning platform that includes digital literacy skills. This ongoing action item of assessing, revising and implementing curriculum aligned to CCRS will only help to strengthen our learner outcomes.

We have explored different methods of embedding digital literacy instruction into each program. At first we hired a digital literacy teacher who would work individually with students as needed to help improve their skills. The digital literacy teacher also developed a series of how-to videos to help students access and use various digital tools and skills that students could be referred to by teachers. Over the last two years, HSD teachers worked individually with students as needed and when students take the Career English course to learn and use the Google suite. In the fall of 2022, a digital literacy elective course was developed by the Redlands Unified School District. We are exploring the implementation of this elective course at RAS.

Each year we review our adopted curriculums for each program to determine if they still met the learning needs of our students. Each year we review our course outlines and revise them as needed. In our course outlines we have included the *Common Core Standards for Adult Education*. In 2022, based on student student feedback and observed student needs we switched our adopted ESL curriculum from Standout to Burlington English. The switch was made so that

students have access to an on-demand learning platform that includes digital literacy skills. This ongoing action item of assessing, revising and implementing curriculum aligned to CCRS will only help to strengthen our learner outcomes.

Each summer our teachers work on updating the course outlines for ESL, ABE and ASE programs. Over the past two years we have worked to make sure that our outlines are aligned to the Common Core Readiness Standards for adult education. In the summer of 2023, we revised our new course outlines for ESL courses to reflect the change in our adopted curriculum that is aligned to CCRS.

Trying to build dual enrollment on-site course offerings that lead to college certifications, CTE and degree programs has been a challenge. Over the last three years our meeting cycle with Crafton Hills College has changed from bi-monthly to quarterly with additional meetings as needed. This impeded the progress we made prior to the pandemic. In the fall of 2023, we surveyed students to determine which certificate programs students have interests, and which specific courses students were interested in taking. The results of the survey showed only 19% of students were interested in earning a Marketing Management certificate and 16% in earning a Management certificate. The survey results also showed 39% of students wanted to take Introduction to Business and 30% wanted to take Introduction to Computers and Information Technology. We continue to offer at least one dual enrollment course each semester, but have yet to determine a certificate program or CTE pathway that the majority of students have an interest in studying. Ultimately, our efforts have led to an average of 14 dually enrolled students over the past 3 years.

We have made progress on strengthening our ABE program. First, we have both a day time and an evening option for students. Second, as we focused on persistence in all courses more students began to transition from ABE to ASE, however the pandemic reversed that progress. Third, ABE teachers were provided time to collaborate and review data. ABE enrollment has steadily increased as ASE enrollment has increased. Enrollment in 2018-19 was 38 students and increased to 81 students by 2021-22. During the pandemic, 41.38% of ABE persisters transitioned to ASE. By the end of 2022-23, 90% of students transitioned to ASE. From 2018-19 to 2021-22 there was an 18.37% increase in the percentage of students who persisted in ABE and a 7.03% increase in the percentage of students who made an EFL gain.

We have struggled since the pandemic in our ESL program. We have worked on increasing enrollment and persistence in our ESL classes since the pandemic. Prior to the pandemic in 2019-20, 179 students were enrolled in ESL. During the pandemic in 2020-21, only 53 students were enrolled in ESL. By 2022-23, enrollment in ESL classes increased to 162 students. In 2022-23, we began using PeachJar the Redlands USD's virtual flier delivery system and sent fliers for all of our programs to all parents who subscribed. We saw an immediate increase in the number enrollments. The percentage of persisters in our ESL programs was on a four year rise until 20-21 which has decreased since the start of the pandemic to 69.36%. The percentage of students achieving an EFL gain on the CASAS exam has decreased to 47.5% since the pandemic. We are in the process of developing a system to track ESL students transitioning to ABE and ASE or co-enrolled in ESL and ABE. Increasing both performance and persistence in our ESL program is a priority.

Professional development in the areas that support Goal 2 of the schoolwide action plan has been difficult. Prior to the pandemic, all teachers and counselors completed the self-directed training *Introduction to College and Career Readiness Standards* on the CALPRO website.

However, as a result of high staff turnover, only two teachers and one counselor have completed the same training. Many of the current teachers and counselors were hired within the last 18 months. That has forced our staff development focused on on-boarding procedures for new staff members. The onboarding process included trainings on understanding the learning management systems used in each instructional program (ABE-Aztec, ASE-Acellus, ESL-Burlington English), student information system (ASAP) and data management systems (TopsPro Enterprise, Google Sheets, Airtable). We have explored adult learning theory during staff meetings to help students understand what motivates adults when we make decisions about instructional programs. We are developing training for digital literacy as we prepare to implement a digital literacy elective class in the spring of 2024.

After the pandemic, we realized the value of distance learning through both synchronous and asynchronous instruction. The data showed only 30% of students succeed during distance learning. The data also showed that we were about to create learning opportunities through distance that allowed more students to participate in our HSD program. For example, students who lack childcare, who suffer from mental health issues, who reside in assisted living facilities or other factors that make it so they cannot physically attend on campus. That commitment to providing alternative learning opportunities has led to ABE and ESL teachers exploring the use of Google classroom to provide assignments to students who are absent from class so they can continue learning. Counselors meet with students in-person and virtually. Meeting with students virtually has helped to break barriers for students and create trust while helping students achieve their goals. The net gain is increased student persistence rates, 84.04%; EFL gains, 53.41%; matriculation to community college, 37%; and an improving graduate rate, 33.54%; and over the past six years.

Over the past six years we have reviewed and piloted a number of approaches to workplace-digital literacy. We have not yet determined a digital literacy pathway in a CTE framework because of the high turnover rate of staff and the costs associated with the legislative requirement of conducting a market study to determine which potential pathway is a need in our area. Currently, we partner with Crafton Hills College to provide on our campus an Introduction to Computers course which RAS students can dually enroll in. CHC students can take the course on our campus as well. We are piloting the use of Aztec's Digital Literacy as a way of incorporating in our ABE and HSD programs. We are using the digital literacy components of Burlington English to incorporate digital literacy into our ESL program. This will support our learners by providing twenty-first century skills that they use in today's job market.

Goal 3 of the schoolwide action plan was *Ensure systematic guidance education, transition planning and support services reach all students*. To support that goal, we have added additional counseling staff over the past two years. We have grown from two full time counselors to 3 full time and 2 part-time counselors. This has allowed us to continue our focus on RAS's culture of student support which includes flexibility, a no-fail mentality, and the passion to support students and improve services even in distance learning settings. We created a counseling schedule so that there is always at least one counselor available to meet with students either in-person or on Zoom. Students can meet with their counselor by scheduling an appointment through Calendly (a digital scheduling app), calling the office, or visiting the counseling center as a walk-in. The increase in counseling staff has allowed counselors to conduct more outreach to students who have attendance issues and to meet more often with students to develop their graduation plan or set goals. Counselors meet with every student once a

semester and have developed a Google Sheet to track their progress. In 2022-23 75% of students enrolled met with a counselor.

Counselors conduct college readiness workshops each semester. Counselors develop [workshop schedules](#) for the upcoming school year over the summer. In our [orientation survey](#) we ask students what topics they are interested in learning about and utilize these results to determine which topics we will focus on for the upcoming school year. We review and finalize the schedule after our first staff development day to ensure our dates are not conflicting with any school wide activities. We then review the calendar in December to adjust dates for the upcoming spring semester. When planning financial aid workshops, we review financial aid dates and deadlines to align our workshops to meet these deadlines. When planning college application workshops we review local community college semester start dates and dual enrollment deadlines to ensure we are getting students through the college application process in time for the upcoming semester. All workshops are offered in person and virtually to accommodate our online students. We also offer a morning and evening option to accommodate both groups of students. At the beginning of each academic year, counselors develop a potential graduate list which consists of students who need to earn 40 or less credits to graduate. This allows each counselor to target those potential graduates by providing additional check-ins and encouragement to help those students finish by June. The counseling team also works on helping students create a post graduation plan that includes transitioning to college, vocational training or work.

During the pandemic, we began increasing communication with students to promote workshops, activities and opportunities. During the 2019-20 school year, the counselors created a video-based update called [“What’s Up Wednesday!”](#) to update students about upcoming events and highlight important information. As a result of staff turn over, we discontinued “What’s Up Wednesday!” in 2020-21, brought them back in the fall of 2023-24. In 2022-23 the counseling department became staffed with additional personnel which has allowed us to publish a student bulletin which is emailed and read to students during class weekly. The bulletin is also posted to our website, Facebook page, Twitter Account and Instagram account. We have also maintained an active social media presence on Twitter, Facebook, and Instagram so that we can inform our students and the public about our programs, upcoming events and provide important information.

Working with RAS’s staff and our Consortium partners we have developed several marketing strategies to promote our school. Through the Consortium each July 1 a mailer is sent out to all addresses within our consortium which identifies all the consortium partners and their programs. Through our school district we send monthly fliers out through Peachjar, a digital flier delivery system that goes out to all families who sign up through Aeries Portal. This year we have attended 3 resource fairs to provide information to the public about our programs. We hold open house nights each semester where students bring a friend who could benefit from our programs so their friends can learn about our programs. Each year starting at the end of the fall semester and throughout the spring semester, we conduct orientation and enrollment meetings at the 3 comprehensive high schools and one continuation high school to transition students to adult education. The principal attends the monthly *Redlands Charitable Resources Coalition* meetings to network with other service providers within the community to promote our programs.

We have begun to leverage our partnerships with service organizations that are part of the AJCC MOU to increase referrals to and from other agencies. Unfortunately, we did not develop a system to track referrals to and from other agencies until 2022-23. As a result we do not have

data on referrals. In the 22-23 year, 30 referrals were made to partner agencies. Through our partners in the AJCC MOU, we network with them and develop strategies to refer students to our organization. For example, we recently developed a [video](#) presentation of our services for EDD who will show it to clients at their *Reemployment Service and Eligibility Assessment meetings*. In 2023-24, we began spotlighting a different partner agency during the [“What’s Up Wednesday!”](#) video bulletin to showcase partner agencies services. When possible we have partner agencies come to campus to promote their programs and services in workshops or class presentations. Those partner agencies that have presented on campus include Center for Employment training, Building a Generation, IEHP, JP Morgan & Chase, Employment Development Department, A.K. Smiley Library, TODEC, Amazon Warehouse and Institute for Behavioral Health.

In addition, various staff members have served on working groups for the AJCC MOU partnership. Arline Troncoza served on the business services group and helped plan events such as the *Biggest Job Fair Ever* that was completely virtual. This connected our students to resume writing workshops, interviewing workshops and employers, many of whom gave immediate employment offers. Troy Martinez currently serves on the *Integrated Services Delivery* workgroup. The group works to improve the referral process and referral tracking system so that all partner agencies receive clients and clients needs are met.

Through CRY-ROP, we have held joint College and Career fairs at least once a year to bring employers, colleges, vocational training programs and service providers together so that our students can benefit from learning about opportunities both immediately available to them and upon graduation. By being colocated with CRY-ROP, we provide our students with information about their programs and easily walk them to speak with CRY-ROP staff about their job training programs. The number of students reporting they are employed on the Employment and Earning surveys Two Quarters and Four Quarters after exiting our programs has steadily increased. The Employment and Earning Survey data also shows a steady increase in the median annual earnings of students over the past six years.

In 2020-21, we established a student services committee to review how we provide services to students and how we can improve them. The group consists of the full time counselors, the office staff and the administrator. The group plans events and debriefs after every event to determine what went well and where we can improve. The group also reviews our enrollment and orientation processes and determines improvements. This continuous review has led to streamlined orientations, revisions to the orientation presentation for each program, revisions to the student intake packet, procedures for virtual orientations, and improved submission of official transcripts of students. Through this committee, we established the process intake students go through when students are enrolling. Each intake packet is reviewed by staff for errors when a student finishes their CASAS pre-test. Counselors in the bi-semester meetings with students then review each student’s data with them and update it as needed. All staff responsible for enrolling students are trained during onboarding and program placement criteria is reviewed yearly in July. Our data manager reviews data in TE monthly to rectify any errors.

During counseling department meetings, staff meetings and student services meetings, we analyze student data to determine ongoing support needs. Quarterly, at staff meetings teachers and counselors discuss each program’s attendance data, course completion data and performance data to determine areas for improvement. Staff then identify intervention strategies to support students. At counseling department meetings, counselors present updates and collaborate in



regards to upcoming events and/or additional student supports and resources related to student success.

The mid-cycle WASC in 2021 provided three recommendations that have continued to guide staff in the pursuit of continuous improvement. The visiting committee's first recommendation was that we should, "continue collecting, managing, and using school data to guide the evaluation and revision of services at the school, program, and classroom level." To that end, we developed the [RAS Student Assistance and Summary Form](#), which is updated weekly, to provide teachers and counselors by class each student's CASAS scores, attendance, time worked in Aztec and/or Acellus, and demographic data. Teachers use this data to monitor individual student's progress and make notes. Teachers meet quarterly in data team meetings to review student data and develop interventions for students. Each semester students are surveyed and at exit. This data is reviewed at faculty meetings each semester and by the Student Advisory Committee to determine if our services and programs are meeting students needs and if services should be expanded or new ones added. End of the year summative data is reviewed by faculty and students to determine Redlands Adult School's strengths and areas of growth.

The visiting committee's second recommendation was to, "continue to nurture relationships with organizations to leverage other agencies' resources and provide greater student opportunity. The school should consider expanding its network of collaboration." As we attended our monthly meetings with our consortium, local community college, Crafton Hills College, and quarterly meetings with our SJCC partner agencies, we network during and reach-out after word to determine ways we can better support each other and refer students to one another's programs. We continue to partner with our Crafton Hills College to provide college courses on our campus. Working with Crafton, they developed a series of courses for our students whose skills are beyond our advanced ESL curriculum. We have expanded our network of partners as we now meet regularly with another community college, San Bernardino Valley College(SBVC). This partnership came from students' who were interested in dual enrollment or specific programs offered at SBVC because of its location nearer to their homes. We have SBVC counselors scheduled to conduct enrollment workshops each semester. We continue to work with our local ROP with which we share a facility. We look for opportunities to collaborate with CRY-ROP, and refer interested students to their programs and vice-a-versa.

The visiting committee's third recommendation was to "assess the alignment of course outlines, instructional materials, and classroom practice with College and Career Readiness Standards in all program areas and plan to bring instructional services into increased alignment with standards." To that end, RAS has continually worked each year to update course outlines to show alignment to the College and Career Readiness Standards(CCRS) by reviewing the publishers standards alignment guides for the courses provided in Acellus and Burlington English and reviewing the materials in each course. As teachers develop lesson plans, they have aligned them to the College and Career Readiness Standards. The principal, counselors and teachers observe one another to provide feedback on alignment of their lesson plans executed with students on their alignment to CCRS. The incorporation of previous WASC findings has led to increased outcomes for all students.



## Chapter 2: School Profile and Supporting Data and Findings (5–10 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
- Include job placement rates or military enrollment rates, ESL promotion data, CASAS benchmark data, licensing exam pass rates, GED pass rates, and other relevant program data.
- Ensure the updated School Profile addresses the following:
  - Three years of data, if available
  - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings
  - Include links to related profile materials at the end of the report
  - Determine implications of the data, noting trends and patterns
  - Identify two to three major preliminary student learner needs based on the data
  - Determine two to four important questions to consider in focus groups that have been raised by the analysis of student performance and demographic and perception data.

### Additional Online School Program and Course Description

- Provide a succinct summary of all types of online instruction and specialized programs offered.
- 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.*

### Schoolwide Learner Outcomes

- List the schoolwide learner outcomes/completion profile
- Using data generated in this profile describe to what extent the programs/courses are connected to the schoolwide learner outcomes/completion profiles and to what extent these are being achieved.

### Mission Statement

*The Redlands Adult School is dedicated to improving all the lives of our diverse student population by using equitable practices that provide a quality, standards-based instructional program of 21st century skills. These skills, offered in a safe and supportive environment, will empower all students to develop and achieve academic, career, and personal goals in a complex, global society.*

Redlands Adult School strives to provide students with an education that will support students with their goals in higher education or the workforce. Staff strive to develop connections with all

**Website:** <https://www.redlandsadulthood.org/>

### Location:

1214 Indiana Ct., Building B  
Redlands, CA 92374  
(909) 478-5670

### School History

Adult education began in Redlands in 1919 when Portuguese immigrants approached the district superintendent for classes in English. The first classes were held in a private home so the

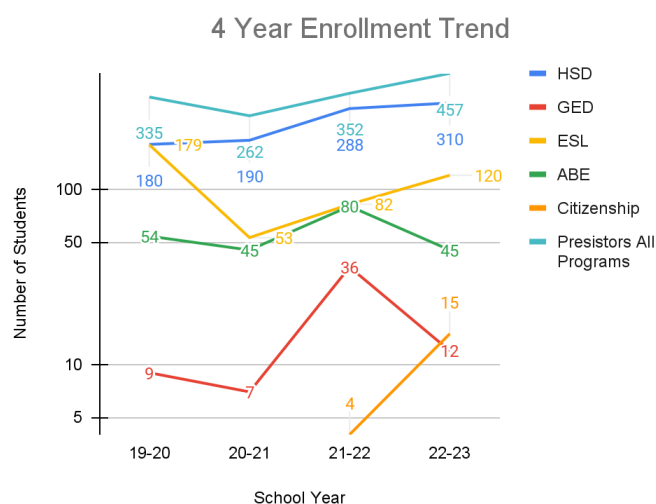
adults could avoid the embarrassment of attending a children’s school. By 1934, over 600 community members enrolled in a variety of classes that included English, stenography, cooking, typing, sewing, beauty culture, orchestra, contract bridge, lip reading and nursery school. The school has been housed in numerous locations over the years. By the mid 2000s, the school offered programs or classes in nine of the ten state-mandated program areas, in addition to offering fee-based classes and credit recovery classes for concurrently enrolled high school students. The school’s ADA peaked at 711 in 2007-08. In mid 2009, in response to funding cuts, the School Board decided to “significantly reduce” the school, and exercised the flexibility option of sweeping state adult education funds. The school was moved into the district’s independent study building. There, the school survived via funds from a federal WIA (later, WIOA) grant, training contracts, and a reserve account to operate the reduced classes, focusing on ESL, ABE and ASE classes. The return of state-level funding through the Adult Education Block Grant (AEBG, now CAEP) has now brought new opportunities to increase services to the significant population of adults in our region who can benefit from our services, and we are working hard to take advantage of these new opportunities.

Program growth, both in the Adult School and in the district’s K-12 Alternative Education programs where RAS classes were held, resulted in a need for a separate facility for the Adult School. During this time, through amendments to the existing MOU between Redlands USD and Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP), RAS began piloting evening classes in CRY-ROP’s facilities. This pilot grew into a co-location partnership between CRY-ROP and RAS that continues today; our office and all classrooms are now housed in CRY-ROPs B-building located at 1214 Indiana Court, Redlands, CA 92374.

With a rich history and a promising future, Redlands Adult School has been a part of our community for more than 100 years. Our mission statement proclaims our calling to serve adults in our region. It is our personal connection to our students, our commitment to help them build pathways to higher education or to the workforce, and our welcoming atmosphere focused on growth-mindset thinking that make us a unique service provider to adults in our region. The following pages strive to share the specifics of who we have been and who we are working to become.

## Enrollment and Student Demographics

For purposes of this analysis, we have chosen to focus on data from the NRS Persister Report since this better reflects the number of students we serve on an on-going consistent basis. Over the past three years, we have struggled to rebuild our programs as a result of the global pandemic. Total persistor enrollment has increased from 394 students in 2020-21 to 475 students in 2022-23, but has not risen above our pre-pandemic enrollment in 2019-20 of 581 students. However, the number of persistors has steadily risen above



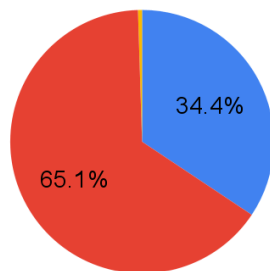
## Redlands Adult School Self-Study Report

pre-pandemic levels to 457 students. It is worth noting that enrollment in our ESL program has risen dramatically since the pandemic. ABE enrollment is on a moderate upward trend. Citizenship preparation was started in 2021-22 with one section with only 4 students enrolled. Citizenship preparation enrollment has continued to struggle, but is improving with the availability of day time options and increased advertising. In 2022-23, 12 students enrolled in Citizenship preparation.

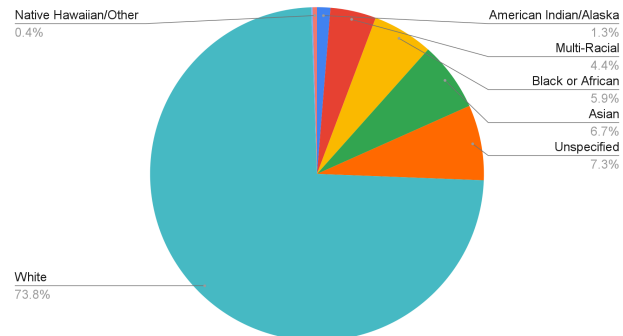
Below are demographic data (ethnic, gender and educational level) of students entering Redlands Adult School for the 2022-23 school year:

### Participants Entering by Gender

- Male
- Female
- Non-binary

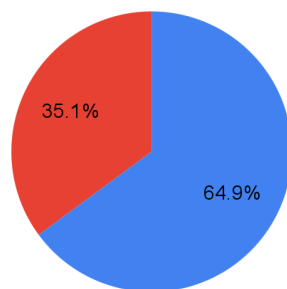


### Participants Entering by Ethnicity 2022-23

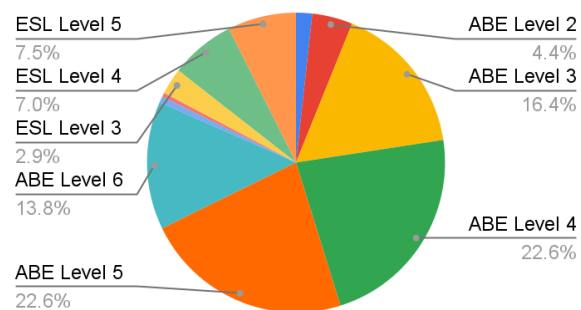


### Participants Entering by Ethnicity 2022-23

- Hispanic or Latino
- Not Hispanic or Latino



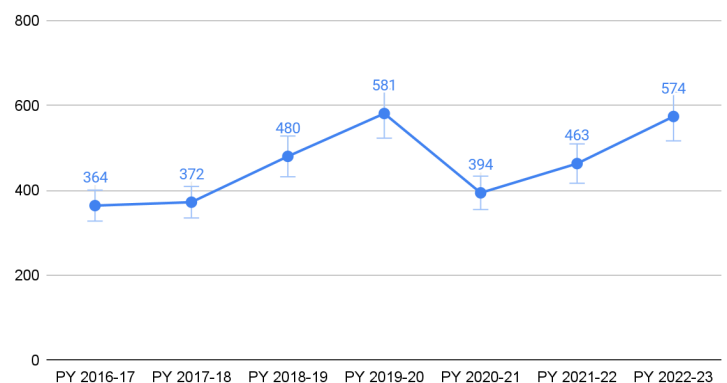
### Participants Entering by Educational Functioning Level 2022-23



A review of this data over the past several years reflects relatively little change over time in our student demographic data. Our enrollment is consistently two-thirds female and one-third male students. The majority of students are Hispanic/Latino, followed by White, African American and Asian. More than half of our ASE students enter our programs at or above ABE level 4, and a majority of our ESL students enter at or above level 4.

The graph is of total program enrollment over the last 8 years. Prior to the pandemic enrollment was on an upward trend, but enrollment steeply dropped in program year 20/21. As a result, enrollment became an area of focus and enrollment has slowly risen since the end of the pandemic, but has not reached program year 19/20 levels. Each year we reassess our need for additional classroom space because we want to grow our programs and reach more students. The

### 8 Year Program Enrollment (NRS Table 1)



impact of the global pandemic complicated our growth plan, reducing access to our services while at the same time increasing the needs of those we serve. For example, we added virtual HSD/GED attendance options to accommodate students' schedules and increase enrollment. We continue to make adjustments to our programs and our services based on enrollment trends.

## Programs Offered

### Entering EFL levels of students

2022-23 Student Enrollment by Entering Educational Functioning Level (NRS table 4)														
	ABE Lvl 2	ABE Lvl 3	ABE Lvl 4	ASE Lvl 5	ASE Lvl 6	ASE Total		ESL Lvl 1	ESL Lvl 2	ESL Lvl 3	ESL Lvl 4	ESL Lvl 5	ESL Lvl 6	ESL Total
Number Enrolled	9	34	113	144	101	401		4	4	19	47	49	50	173

## Adult Secondary Education

Redlands Adult School's Adult Secondary Education program consists of **High School Diploma** (HSD) and **High School Equivalency** preparation (HSE) classes. While NRS tables combine these data, the programs are different in purpose and structure, and are described individually below. All classrooms are equipped with a Chromebook cart consisting of 35 devices. We loan Chromebooks to students who wish to complete more than 5 hours of work a week at no charge. We also have 25 hotspots available for students to check out who lack internet access.

### *Program Structure - High School Diploma (HSD)*

The Redlands Adult School high school diploma program is an individualized program, held either two mornings, afternoons or evenings per week. We currently offer 10 sections of HSD. 7 sections are in-person, and 3 are virtual through Zoom. Classes are capped at 35 students. Students are expected to attend both class sessions each week. In addition, an open lab is offered from 8:00 AM - 3:30 PM each Friday which allows students to make up absences, get help with course work or work at a faster pace. The schedule requires a minimum of 5 in-class hours per week, and allows for up to 58 in-class hours per week. Students work under the direction of credentialed teachers in a self-paced program. As a result of the pandemic, 3 sections are currently held in a virtual environment using Zoom. All subject areas required for high school graduation are available, a majority of which are offered in an online delivery method through our learning management system, Acellus. Student work is completed in Acellus online allowing for students to continue to work while off-site or at their own pace, while tests, mid-term exams and final exams are taken during an in-person or during Zoom meeting with a teacher to observe. Typically, students work on two courses at a time, adding additional courses upon verification of course completion. In addition, we train students to use the Google Classroom and Google Docs to complete our Career English course.

### *Program Structure - High School Equivalency (HSE) Preparation*

High School Equivalency preparation classes in the areas of ELA/History and

Math/Science meet twice a week for 2 ½ hours in each class session virtually or in-person using an individualized online program, Aztec, to help students prepare to pass either the GED or the Hi-SET exams, both of which are administered regularly on campus by our partner, CRY-ROP. HSE is our smallest program so we provide space in 4 sections of our HSD classes and limit enrollment to 5 students. Teachers provide individual tutoring or small group instruction as needed to students. These courses include students testing into the class, as well as students who have transitioned from ABE and students in higher-level ESL classes who are working to strengthen their academic language and wish to pass the HSE exam or attend college. Students can work on these online courses from home, as well.

***Program Structure - Adult Basic Education (ABE)***

Our Adult Basic Education (ABE) reading program is designed to accelerate academic growth in reading for students who arrive with a skills deficit (as identified by CASAS assessments and interviews) that make it difficult for them to be successful in HSD or HSE coursework. We offer two sections of ABE reading and limit class size to 25 students. We offer one section in the morning and one section in the evening. Students meet twice a week for 2 ½ hours each class session in-person using an individualized online program, Aztec, to accelerate their learning. Teachers also provide direct instruction on key areas of need identified on CASAS assessments, and online coursework using the Aztec System, designed to identify and fill individual learning gaps. Students attend ABE courses until assessments show they are ready to be successful in either HSE or HSD classes. Students are also transitioned after attending ABE courses for a year or based on teacher recommendation by reviewing work samples with the principal.

***Program Structure - English as a Second Language-ESL***

We offer six ESL classes that meet twice weekly and address three levels of English: beginning, intermediate and advanced. Students receive 5 hours of instruction each week by attending two 2 ½ hour class sessions. ESL class size is limited to 25 students. Four years ago, we targeted our ESL program for growth, knowing there is much greater need in our area for Adult ESL than we provided. Classes follow an interactive direct instruction model. What we discovered during the pandemic is that a distance learning only setting for ESL classes is challenging for both students and teachers. Therefore, RAS made the decision to make all our ESL classes in-person. RAS uses Burlington English as the curriculum for our ESL program. This allows teachers to provide English language instruction as well as digital literacy skills and 24/7 student access to the curriculum.

***Program Structure - Citizenship Preparation***

We offer 3 classes of Citizenship preparation. This is a 12-week course students attend once a week for 3 hours. Students are tested with a CASAS test to determine their English level to be eligible to enroll in the class. Students are advised to enroll in ESL classes concurrently if the teacher determines they need further English instruction. Classes follow an interactive direct instruction model. Students practice their written and oral communication in preparation for their citizenship interview and government and history test. Students complete several CASAS exams including Pre and Post Reading, History & Government and the CASAS CIT mock interview. Passage of these tests indicates readiness for the interview at USCIS (United States Citizenship

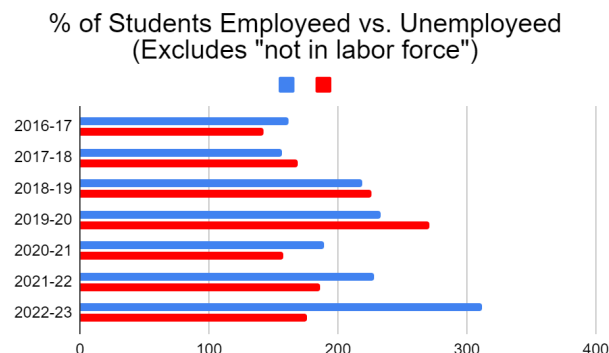
and Immigration Services. Class sets of Voices of Freedom textbook and workbook complement instruction and allow all students access to the curriculum. Students complete EL Civics COAAP 40.4 as part of the course, answering questions and writing an essay about their most valued civil liberty in the United States. Students watch mock interviews and participate with the teacher in simulated interviews to gain confidence in articulating their answers at the interview. Students are encouraged to re-enroll until they reach their goal of earning U.S. Citizenship. Students are awarded a Certificate of Completion upon fulfilling the requirements of the course.

## Community Information

Based on the 2019 U.S. Census Bureau estimates, the City of Redlands has a population of 71,198. Redlands is located in San Bernardino County, the largest county in the contiguous United States, covering over 20,000 square miles. There are 2,106,754 residents in San Bernardino County. 60.29% or 1,313,000 of those residents are between the ages of 18 and 64. This means over half of the residents are of working age. The demographic make-up of San Bernardino county is 50.85% Latino, 29.71% White, 8.96% Black or African American, 7.46% Asian, .51% Native American, .029% Pacific Island and 2.73% Multiracial. 13.3% of people living in San Bernardino County are living in poverty. In San Bernardino county, 43% or 905,904 residents' primary language is not English. 19.24% or 405,339 residents in San Bernardino County receive some form of public assistance. The number of San Bernardino County residents receiving public assistance is 7.1% of the total number of Californians receiving public assistance in the entire state. As of June 2022, San Bernardino County's unemployment rate was down to 4% or 84,270 residents. 19% or 400,283 residents in San Bernardino County have not earned a high school diploma. The above data implies there is still a great need for the services provided by Redlands Adult School to the residents of San Bernardino County. The data shows that many residents in San Bernardino County need to earn their high school diploma to become more employable, enroll into college or pursue a trade. Increasing all the residents of our area's education levels will only lead to more residents moving toward economic self-sufficiency and Redlands is one of 24 cities in the county, which includes multiple unincorporated areas. San Bernardino County is commonly divided into three distinct areas which include the Valley Region, the Mountain Region, and the Desert Region. The City of Redlands is part of the East Valley Region (also known as the "Inland Empire", which includes the cities of Highland, Loma Linda, San Bernardino, Yucaipa, Colton and Rialto. We draw students from all across this region.

While in the past economic opportunities for adults in the Inland Empire may have been less plentiful in our region than other parts of California, in recent years there has been economic

growth. A majority of the economic growth comes from the arenas of logistics, transportation and construction. Redlands Adult School is uniquely situated to connect adults in our area with these growing "blue collar" job opportunities. The chart clearly shows more students are in the labor force which allows for them to transition to other training opportunities once they finish their program. Our partnership with regional workforce development through our MOUs with our WIOA Title I AJCC



(American Jobs Corps Center) partners, under direction of our San Bernardino WDB, is an exciting on-going effort to connect our students to new opportunities. Years of work in this AJCC MOU system is beginning to show increased opportunities for substantive partnerships with our Title I partners, as education (title II) and workforce (title I) agencies co-mingle our efforts with our shared clientele.

Our focus on increasing matriculation from Redlands Adult School into the community college system is also supported by data. In the summer of 2018 RAS and Yucaipa Adult School partnered with Crafton Hills College to start a pilot program called the Summer Bridge program. The Summer Bridge Program is a five week summer program that prepares Adult Education students to transfer to college. From 2018 to 2023, thirty-four RAS students participated in the program. We have also bolstered RAS student transitions to community college through dual enrollment. Over the last three years, 36 students have taken advantage of the free tuition that is offered to students who dually enroll into community college courses while attending RAS. As the tables below illustrate, we are making gains in students enrolling in community college, yet they also show there is still work to be done. We remain committed to building a strong pathway to higher education and CTE programs offered through community colleges.

	RAS Students Participating in the Summer Bridge Program	RAS Students Participating in Dual Enrollment	RAS Students Enrolling in Community College	Graduates	% of Graduating RAS Students Matriculating to Community College
2018	11	-	26	87	29.89%
2019	5	-	35	82	42.68%
2020	11	-	25	114	21.93%
2021	5	9	25	95	26.32%
2022	2	10	34	89	38.20%
2023	0	17	47	106	44.34%

## Student Learning Data

### Certificates Awarded

The Redlands Adult School provides a high school diploma to students meeting the district requirements for graduation. Students who attended high school in Redlands and need to earn fewer than 40 credits to obtain their diploma may do so at RAS and still receive their home high school's diploma. Everyone else receives a Redlands Adult School diploma. Students in our ESL program receive a certificate indicating the number of hours of instruction attended for the year. An 8 year history of high school diplomas awarded is below. The number fluctuates, but on average 96 students graduate per year.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
High School Diplomas Awarded	84	108	87	85	114	95	89	110

## Schoolwide Trend Data

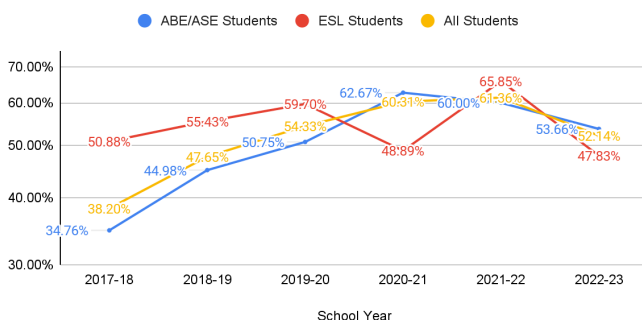
## Redlands Adult School Self-Study Report

On the next page are one table and two graphs that reflect key program-wide data over the past four years or more in each of our four programs. The *table* shows enrollment, students with paired scores (pre- and post-testing) and certificates received. The *graphs* show Persister Rates (percentage of students continuously enrolled so that they complete both a pre- and post-test) and Level Completion rates (percent of students who complete an NRS level by the time they post-test).

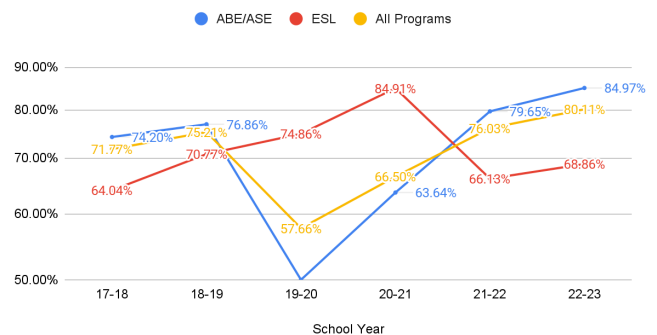
CASAS Payment Point Summary - RAS														
		Enrollment	# w/ Paired Scores	# Compl. NRS Lvl	% Compl. NRS Lvl	# Rec. HSE	% Rec. HSE	# Rec. HSD	% Rec. HSD	# Passed Citizenshi p Interview Test	% Passed Citizenship Interview Test	# Passed Governme nt & History Test	% Passed Governme nt & History Test	Total pay points
2019-20	ABE	80	47	28	35	2	2.5	10	12.5					40
	ESL	177	128	76	42.9	2	1.1	0	0					78
	ASE	316	163	153	48.4	20	6.3	104	32.9					277
	Total	578	427	257	38.8	24	3.6	114	17.2					514*
2020-21	ABE	95	58	42	44.2	3	3.2	0	0					45
	ESL	50	43	18	36	0	0	0	0					78
	ASE	246	170	129	52.4	9	3.7	95	38.6					233
	Total	428	308	189	44.2	12	2.8	95	22.2					356*
2021-22	ABE	81	60	43	53.1	0	0	0	0					43
	ESL	123	80	49	39.8	0	0	0	0					49
	ASE	256	203	134	52.3	1	0.4	89	34.8					224
	Citizenship Preparation	4	4							3	75	4	100	7
	Total	542	425	226	41.7	1	0.2	89	16.4					452*
2022-23	ABE	54	43	31	57.4	0	0	0	0					31
	ESL	162	107	50	30.9	0	0	0	0					50
	ASE	337	284	177	52.5	0	0	110	32.6					287
	Citizenship Preparation	14	14							9	64.3	14	100	23
	Total	646	527	258	39.9	0	0	110	17					549*

\* includes EL Civic Participation payment points

Percentage of RAS Students with EFL gain, by year and program [NRS table 4B]



Percentage of Persister, 6 Year Trend





Here are some observations, conclusions, and questions we have made after reviewing this data:

- Enrollment has steadily increased in all programs with the exception of program years 2019-20 and 2020-21 which was during the pandemic lockdown and shifted all distance learning.
- Persister rates have also increased, with the exception of program years 2019-20 and 2020-21. We attribute the increase to our focus on systematization that has improved our (pre-pandemic) intake process as well as our additional counseling support which has provided student outreach. The decreases in program years 2019-20 and 2020-21 can be attributed to our inability to post test many students after Mid-March of 2020 and the difficulty conducting outreach due to the pandemic. We were not yet equipped for virtual CASAS testing, and missed post-testing a number of students who would otherwise have been counted as persisters. During the program year 2020-21, we were able to increase the number of persisters because there was clear guidance on how to conduct remote CASAS testing.
- Surprisingly, our ESL persister rates increased in 2020 even amid the pandemic. This is due to systematic post-testing in ESL in March, as well as to the stability of ESL classes that included fewer student changes mid-quarter. (There were more ASE students we hadn't yet post-tested before the pandemic hit in March.) However, ESL persistence rates dropped to pre-pandemic levels in the following two years.
- We are seeing increased numbers of students across ABE and ASE programs completing a level on post-tests since program year 2017-18. Our focus on developing an assessment calendar helped this process. However, our students in our ESL program have shown fluctuating rates in completing a level gain on post tests and persistence. This can be attributed to continued distance learning during 20-21 and the introduction of a new ESL curriculum, Burlington English in 22-23.
- Payment points continue to increase through increased student outcomes.
- The continued focus on strengthening direct instruction in ABE Reading classes showed improvement in enrollment, NRS level gains and increased numbers of ABE students transitioning to HSD.
- Percentage of students achieving EFL level gains increased in all programs since 2017-18 with a slight downward trend over the last two years as we return from total distance learning. It is also notable that the gap between the percentage of students with EFL gains in our direct instruction ESL classes and our independent study ASE courses was narrowing until 20-21. The gap seemed to normalize in the subsequent 2 years. We attribute this to our focus in ASE on promoting the purpose and results of post-testing, as well as to our ongoing work with individual student goal-setting in ASE.
- We have also worked to improve our HSE preparation courses. During our "lean years" we considered eliminating this option all together, due to our emphasis on our High School Diploma program. We decided to keep it open, chiefly because so many of our students come to us "to get their GED," not understanding they can also choose to earn a diploma. We often transition many students from HSE to HSD as we get to know HSE students and they get a better understanding of their options. HSE is our smallest program.
- The percentage of students completing NRS level shows a 13.94% increase over the past 6 years. We attribute this to being able to hire one full time ESL teacher and one full time ASE

teacher. These teachers help provide continuity in each of their programs.

- It should be noted that even though we see issues with our data that need to be addressed our agency is performing at or above the both the state and county averages and is meeting the state of California's goals in most areas each year according to data in the [CASAS Data Portal](#).

**KEY QUESTIONS:**

- How can we improve ESL student academic performance and persistence rates?
- What professional development and tools can we provide teachers to improve student performance?

**Additional Online School Program and Course Description**

- Provide a succinct summary of all types of online instruction and specialized programs offered.
- 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.*

**Adult Secondary Education**

***Program Structure - High School Diploma (HSD) Virtual***

Similar to our in-person high school diploma program, our virtual HSD classes are an individualized program, held either one morning, or two evenings per week. We currently offer 3 sections virtually through Zoom. Classes are capped at 35 students. Students are expected to attend both class sessions each week for a total of 5 hours. In addition, a virtual open lab is offered all day Friday which allows students to make up absences or work at a faster pace. The schedule requires a minimum of 5 in-class hours per week, and allows for up to 23 hours per week. Students work under the direction of credentialed teachers in the self-paced program. All subject areas required for high school graduation are available, a majority of which are offered in an online delivery method through our learning management system Acellus. Student work is completed in Acellus online allowing for students to continue to work at their own pace, provided tests and quizzes are taken during an in-person or Zoom meeting with a teacher to observe, and regular attendance and demonstration of skills learned is ongoing. Typically, students work on two courses at a time, adding additional courses upon verification of course completion. In addition, we train students to use the Google Classroom and Google Docs to complete our Career English course.

***Program Structure - High School Equivalency (HSE) Preparation Virtual***

High School Equivalency preparation virtual classes in the areas of ELA/History and Math/Science meet twice a week for 2 ½ hours each class session virtually using Zoom. Students use an individualized online program, Aztec, to help students prepare to pass either the GED or the Hi-SET exams, both of which are administered regularly on campus by our CRY-ROP partners. HSE is our smallest program so we provide space in 3 sections of our HSD classes and limit enrollment to 5 students. The schedule requires a minimum of 5 in-class hours per week, and allows for up to 23 hours per week. Teachers provide individual tutoring or small group instruction as needed to students. These courses include students testing into the class, as well as students who have transitioned from ABE and students in higher-level ESL classes who are working to strengthen their academic language and wish to pass the HSE exam or attend college.

Students can work on these online courses from home, as well.

Virtual Data												
		Enrollme nt Virtual	# w/ Paired Scores Virtual	% of Persistors Virtual	# Compl. NRS Lvl Virtual	% Compl. NRS Lvl Virtual	# Rec. HSE Virtual	% Rec. HSE Virtual	# Rec. HSD Virtual	% Rec. HSD Virtual	% of Students Completi ng Courses Virtual	# of Hours Completi ng hours in Aztec Virtual
2020-21	GED	8	2	25.00%	6	75.00%	8	100.00%	N/A	N/A	20.09%	20.00%
	HSD	296	202	68.24%	145	49.00%	N/A	N/A	88	29.73%	20.09%	20.00%
	Total	304	204	67.11%	151	68.21%	8	2.63%	88	28.95%	20.09%	20.00%
2021-22	GED	1	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	N/A	100%
	HSD	150	131	87.33%	92	61.30%	N/A	0.00%	52	34.67%	47.74%	N/A
	Total	151	131	86.75%	92	68.21%	0	0.00%	52	34.44%	47.74%	100%
2022-23	GED	3	2	66%	1	33.00%	0	0.00%	N/A	N/A	N/A	100.00%
	HSD	130	113	86.92%	76	58.50%	N/A	0.00%	44	33.85%	88.11%	N/A
	Total	133	115	86.47%	77	68.21%	0	0.00%	44	33.08%	88.11%	100.00%

Enrollment into our virtual program is application based so that we can make every effort to make the right student to the program. What we learned during the pandemic is that only about one-third of our students were successful in a virtual setting. We also have learned over the last three years that many students like the idea of attending virtually, but lack the motivation, organizational skills or technical skills to perform well. Students whose attendance, course progress or performance is lacking are transferred to an in-person class. Our high expectations for our virtual ASE students has yielded a higher percentage of graduates, EFL gains and persistence in our virtual classes as demonstrated by the above data.

## Chapter 3: WASC Adult School/ROCP Criteria and Indicators

### Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

#### Directions

- Evaluate the school's effectiveness in addressing the School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *school mission, culture, and schoolwide learner outcomes/completion profile impact student learning and well-being*.

*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.

**Indicator 1.2:** The school's mission statement is central to organizational 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.

**Indicator 1.3:** School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

**Indicator 1.4:** The school 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.

The Redlands Adult School (RAS) Mission Statement reflects the school's commitment to prepare students for graduation, post secondary education and career. It describes our commitment to quality, standards-based curricula including the 21st century skills needed by today's adult learners. The Mission recognizes that adult school students are diverse with a variety of goals and emphasizes the importance of a safe and supportive environment essential for adult students.

*The Redlands Adult School is dedicated to improving all the lives of our diverse student population by using equitable practices that ensure students have access to a quality, standards-based instructional program of 21st century skills. These skills, offered in a safe and supportive environment, will empower all students to develop and achieve academic, career, and personal goals in a complex, global society.*

The governing board of RUSD is not required to approve the mission statement. Therefore, each year, it is RAS staff's responsibility to review its current mission statement and student learner outcomes during its first staff meeting and reaffirm it or make modifications. This is an opportunity for new staff to be introduced to RAS's mission statement and SLO's. At this first meeting we also ask staff to discuss whether our current mission statement and SLO's still reflect our RAS's goals for its students or whether the mission statement or SLO's should be updated to reflect current student, workforce or societal shifts. Over the course of the last school year, both the leadership team and full staff have discussed changes to our current mission

statement and SLO's that are more measurable and better reflect our current reality and student needs. . RAS has focused on preparing students for what comes next, postsecondary education and/or entering the workforce which is reflected in its current mission statement and SLOs. To make the mission statement and SLO's more central during RAS's decision making process, a link was added to both leadership and staff meeting electronic agendas to the current mission statement and SLO's so that staff members could easily review them to make sure our choices reflected them. Implementation of new initiatives or ideas is evaluated by the question: "Which of our SLOs will this help students achieve?" Our Consortium is used as a resource to assist with meeting our SLOs, including curricular resources that best align with our stated mission. RAS's mission statement and SLOs are also communicated to students in both English and Spanish during orientation, are prominently displayed on campus, and published on the school's website.

In order to create a collaborative school culture with an emphasis on personalized learning plans for older adults the RAS counselors met with every student upon enrollment to learn about each student's goals. A review of [counseling data over the past three years](#) revealed that counselors have met with all ASE students, but have fallen short of meeting with ESL and Citizenship students. This has led our counseling team to develop a schedule for meeting with ESL and Citizenship to develop an individual learning plan. As a staff, RAS developed [goal setting forms](#) in 2022-23 that we intend to introduce and use in 2023-24. This form will allow teachers to help students develop individual goals, and it will allow teachers opportunities to help students review their progress towards individual goals. We intend to evaluate these efforts at year's end to inform the success of these efforts, including reviewing the student goal forms and comparing them with grad rates, ESL student transitions, and Citizenship earned, with meeting dates.

RAS's current SLO's are below.

### **Student Learner Outcomes**

#### **Critical Thinkers who**

- Organize, interpret and evaluate information effectively
- Demonstrate mastery of standards and skills

#### **Effective communicators who**

- Articulate thoughts and ideas clearly and effectively in written and oral communication
- Access information through media and technology

#### **College and/or career-focused learners who**

- Set personal, academic, and/or career goals
- Acquire and demonstrate employability and workplace skills
- Know how to access continuing education and training opportunities

#### **Community Participants who**

- Interact successfully with a diverse population
- Develop the knowledge and skills to become informed and engaged members of the community

RAS's current SLO's are broad-based statements, reflecting the mission statement, College and Career Readiness Standards and 21st century skills. They are intended to be global, more measurable, and applicable to all programs and students. The SLOs were revised following the revision of the mission statement, using a similar process with the addition of discussions regarding Common Core College and Career Readiness Standards for Adult Education, the specific skills needed to be "college and career ready", as well as our responsibility to measure student progress. Team members used the guiding question: "To be college and career ready, what should a student know and be able to do upon leaving RAS?" In our current revision of the SLO's RAS staff chose to keep the four categories (broad goals) for the SLOs with the Common Core College and Career Standards in mind. Upon program completion, RAS students will be: (1) critical thinkers, (2) effective communicators, (3) college and/or career-focused learners, and (4) community participants. We then researched numerous descriptors from a variety of schools to develop our own bullet points to define how each of these broad goals are demonstrated. Ideas for measurement were brainstormed by the Leadership Team and Staff.

Now that we have redefined the SLO's, we must begin the process of regularly assessing them. Over the past six years the SLO's have not been assessed in a systematic approach. Moving forward the Leadership Team determined that the SLO's will be assessed by reviewing CASAS scores, Aztec, Acellus and Burlington achievement data, writing samples from COAAPs and Career English, dual enrollment and college enrollment numbers, and COAAP data to determine if RAS students are achieving them.

#### **Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

##### **Areas of Strength**

1. Every class incorporates the use of technology to work with or access the curriculum.
2. Our mission statement is clear and focuses on the use of equitable practices so that all students have their learning needs met.
3. We celebrate student personal growth and academic success on an on-going regular basis.

##### **Areas of Growth**

1. Improved identification of data that measures the SLO's.
2. Develop documentation for ESL and Citizenship individual learning plans.
3. Developing a sense of community in all classes.

Evidence:

[Mission Statement and SLOs](#)

[Redlands Adult School Website](#)

[Orientation Presentations](#)

[Career English Google Classroom](#)

[RAS Student Personal Goal Setting Form](#)

[RAS Counseling Student Goal Setting Forms](#)

[Virtual Job Board](#)

[Leadership Meeting Agendas\(Mission Statement SLOs Revisions\)](#)

[Staff Meeting Agendas\(Mission Statement SLOs Revisions\)](#)

[Program Flyers](#)

[Programs Trifold](#)

Social Media Links:

- [Facebook](#)
- [Twitter](#)
- [Instagram](#)

## Criterion 2: Governance, Organizational Infrastructure, and School Leadership

### Directions

- Evaluate the school's effectiveness in addressing the Governance, Organizational Infrastructure, and School Leadership criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *governing board impacts student learning and well-being*.

*The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies 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 continuous improvement of the school.

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

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

**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 and success for students.

The Redlands Unified Board of Education consists of five board members who are elected for a four-year term. Our Board Members are elected by and represent the geographical areas of our district both north and south Redlands, Highland and Loma Linda. The Board of Education usually meets twice a month with a few exceptions due to school vacations and once a month in the summer. The district administration provides ongoing training and/or materials as needed to ensure Board Members have sufficient information to make informed decisions. All Board policies and procedures are clearly defined and posted online at <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030396>. The Board supports the schools through the adoption of policies and programs to improve student achievement. District and site leadership decisions support their implementation.

The RUSD Website lists the BOE's Governance Priorities:

- Academic Achievement for all students.
- Fiscal Responsibility and well-managed resources.
- Foster an environment that attracts and retains high quality employees.
- Provide opportunities for every student to participate fully.

The School Board delegates authority to District Administration to implement policies and programs based on these priorities. Each year the District develops goals and subsequent activities for each department (Educational Services, Human Resources, and Business Services) which are approved by the Board and shared with District and Site Leadership. District administrators work directly with site administration through the two-day "Advance" at the end of the school year as well as throughout the year in various informational meetings, professional development, and discussion of site strategies, etc. The District and school leaders work cooperatively to ensure that site goals meet district goals and Board expectations. This occurs



both one on one and through meetings and training. District administration is held accountable by the board while site administration is evaluated and supported by district administration. Each school year RAS's principal meets with the Assistant Superintendent of Educational Services and the Director of Secondary Education to review RAS's plan for addressing the district's goals. At the goals meeting, student achievement data, RAS's CIP plan and school priorities are also reviewed. The RAS principal meets periodically with district administration to discuss programs, funding and school goals. The goal setting meeting is an opportunity to explain how RAS is supporting the district's LCAP goals as well as explain how those activities also connect to WASC Action Plan Goals. RAS also shares its progress, activities and other information with the Board and district administration through a written bimonthly report from the principal. The Superintendent prepares a report to the Board each week and also includes important site information. In addition, Board members read the WASC self-study and progress reports. District administration informs site administration if there are questions or concerns from them or the Board.

The Redlands Unified School district has clearly defined [job descriptions](#) for district and site leadership, teachers and classified staff. The district revises and gives all administration an outline of the organizational structure each year. In addition, they provide a list of administrative and district staff responsibilities. The site leadership will occasionally share this information with staff. However, site administration, office staff and/or the Leadership Team often find it more effective to help our hourly staff navigate the systems governance when there is need for the information or direction. In a [recent survey](#), staff noted they feel supported by the district (18.2% strongly agree; 45.5% agree; 9.1% neutral, 27.3% disagree). However, teachers have noted in discussions that often the district doesn't see adult education as a priority as evidenced by district initiatives that require the school Leadership Team to determine how to fit into these initiatives.

The Redlands Adult School's governance and decision-making structure is collaborative and responsive to the needs of the school. The school has an established leadership team that consists of the office manager, 3 teachers, 1 counselor and is led by the principal. The Leadership Team is staff members from every program or department on campus. The leadership team helps shape the vision of the school; recommends new policies or policy revisions; develops or recommends staff development activities; recommends or revises program offerings; and develops and reviews student activities. The Leadership team also reviews and analyzes school wide and department student performance data; and staff; and student survey data to make schoolwide decisions and recommendations. Often, teachers from the Leadership Team will pilot ideas before they become institutionalized schoolwide. Examples include: Acellus curriculum, Burlington English, small group math lessons, and ESL and Citizenship supplemental materials. The leadership committee also serves as the social committee and plans staff get togethers throughout the year. The leadership committee meets at least 9 times a year and more if necessary. Based on the results of a [recent survey](#), the majority of teachers feel they trust school leadership(100%), they have a voice in evaluation of the institution(90.9%), and new policies and decisions are made in a transparent and ethical manner(81.9%).

Another group that works as part of RAS's governance is the Student Advisory Committee. This group serves as both a student leadership committee and school site council to provide direct student feedback on RAS's current or potential school programs, current and new policies, student activities and support services. This group reviews school wide data and student survey results each semester and helps interpret the information from a student's perspective.

Students are recruited by each teacher to volunteer to attend these meetings. Any currently enrolled student may attend these meetings. The meeting is conducted in a hybrid format so that students can attend in-person or online. Students who attend report back to their class on the content of the meeting. Often we ask that students gather their classmates' opinions on the topics discussed at the meetings. Students are also asked to determine which topics we should focus on in future meetings. Student input allows for students to help guide the course of Redlands Adult School. This is still work in progress as attendance at these meetings are not mandatory therefore recruitment and retention of students has been a struggle. The Student Advisory Committee meets 7 to 8 times a year.

Another group that is part of the governance structure of RAS is the Student Services Committee. The committee consists of the principal, counseling department and office staff. The Student Services Committee reviews day to day operations of the site, intake process, master schedule, school activities schedule, and graduation ceremony. The committee determines the most effective ways to conduct these activities and reports out at the leadership meetings and staff meetings.

RAS staff are collaborative and recognize the importance of working together to solve problems needed for consistency and efficiency. Once ideas are fleshed out through the Leadership Team, Student Advisory Committee, and Student Services Committee, they are presented to the entire student at a staff meeting to allow for all staff member's input. Staff meetings are held 3 times a month. One meeting is usually a general staff meeting during which the site action plan or CIP plan is reviewed and progress monitoring activities take place. Another staff meeting is used for staff development. The third staff meeting is used for departmental meetings to allow staff members to deal with department specific issues, plan curriculum, or conduct data team meetings. Program monitoring activities occur at these staff meetings as well. As meetings are held regularly, agendas are sent to all staff members prior to meetings and are posted on Google docs. Our agendas are all living documents and notes and additions during meetings are added live. Agendas then are used for reference in our Google shared drive as needed.

Finally, an electronic staff handbook was developed and kept on a shared Google drive. Contained within it are a RAS employee handbook, meeting agendas, schedules and forms, instructional resources, course outlines, student performance data and survey results, budgets, and site CIP and WASC action plans. This allows all RAS staff access to all information they may need about site policies and data to make informed decisions. The RAS employee handbook is particularly important because it includes descriptions of policies and procedures for course selection, course completions, grading policies, and the like. All these resources are reviewed yearly and updated as needed. RAS has always had district and site policies and procedures in place to establish consistency for RAS's programs, activities and events. Existing policies are used as a guide for discussions when making decisions as they are important to understanding past decisions and whether to continue the existing policy or revise it. Reestablishing the systematic infrastructure for policies and procedures has been an important process for ensuring our policies and procedures are working for all students.

Stakeholder meetings are held with CRY-ROP (our co-located partner), San Bernardino Valley College, Crafton Hills Community College, and the Workforce Development Board regarding college and career training, opportunities and support. Most stakeholder meetings occur monthly while some occur quarterly. These stakeholder meetings allow colleagues to

collaborate and learn from one another. Stakeholder meetings are opportunities to get feedback on our programs and to brainstorm solutions to the common challenges our stakeholders face. These meetings allow all stakeholders to develop best practices to support our adult learners.

RAS staff members believe that the RAS principal provides visionary, collaborative and effective leadership which results in the ongoing improvement of RAS. Staff demonstrated this belief in a recent survey:

- The school leadership effectively leads the institution toward school improvement. (54.5% strongly agree; 36.4% agree; neutral 9.1%)
- I trust the school leadership. (54.5% strongly agree; 45.5% agree)
- The principal effectively leads the institution as both a visionary and academic leader. (54.5% strongly agree; 36.4% agree; neutral 9.1%)
- I feel supported by the administration at RAS. (63.6% Strongly agree; 36.4% agree)
- I enjoy coming to work each day/evening. (63.6% Strongly agree; 27.3% agree; neutral 9.1%)

Students are surveyed to determine their satisfaction with school programs, activities, and leadership each semester. The result of the [RAS WASC Student Survey Fall 2023](#) and the [RAS Fall Student Survey](#) are summarized below. Overall, the results of both surveys show that an overwhelming majority of students feel RAS is supporting them well in their program.

#### Areas of Strength

- Students trust school staff and leadership.
- Students feel there are resources at Redlands Adult School to help them with their academic courses and to support them with other needs.
- Students feel that there is mutual respect between staff and students.

#### Areas of Growth

- Students would like more interaction during GED/HSD class because they feel it would better support their learning.
- Students in our ESL program reported that they have not met with a counselor and do not have a clear understanding of the support our counselors can provide.

### **Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. RAS has systems in place that have developed a collaborative culture by including both staff and stakeholders in its decision making processes.
2. RAS's overall governance is supported by district policies and oversight.
3. RAS because of its size and governance structures has created a collaborative and collegial working environment to support on-going program improvement.

#### **Areas of Growth**

1. RAS staff needs to increase its efforts of recruiting and retaining students on the Student Advisory Committee.
2. RAS needs to update their school handbook including sections for HSD, ABE, HSE, ESL and ensure all teachers and students have knowledge and access.
3. RAS needs to develop a system to disseminate the Student Advisory Committee notes to all students.

Evidence:

[RUSD Board Policies](#)

[RUSD Organizational Chart](#)

[Principal Goal Setting Presentations](#)

[Student Advisory Committee Agendas](#)

[Staff Meeting Agendas \(WASC activities\)](#)

[Leadership Meeting Agendas](#)

[RAS Staff Handbook](#)

### Criterion 3: Faculty and Staff

#### Directions

- Evaluate the school's effectiveness in addressing the Faculty and Staff criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *faculty and staff impact student learning and well-being*.

*The school leadership employs qualified personnel to support student learning programs and services to ensure organizational 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/completion profile.

**Indicator 3.2:** The school implements 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.

**Indicator 3.3:** The school leadership 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.

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

The Redlands Unified School District has established policies and procedures for vetting candidates to ensure fair and equitable hiring of all personnel. A clear job description is part of the posting. Job descriptions list minimum qualifications, such as experience with racially diverse students and communities, hourly salary, effective dates, and application procedures. If a candidate has more questions, Human Resources will either answer them or forward the information request to the principal. The principal provides details regarding more specific topics such as location, times of classes, program and teacher expectations either before or after the interviews. The RUSD Human Resources Department first flies employment opportunities to bargaining unit members. If none are interested, qualified candidates are found, by posting the open RAS positions on EdJoin. The EdJoin applications are reviewed by the Human Resources' Personnel Technician who removes unqualified candidates. The HR Personnel Tech receives annual training regarding credentials and other qualifications. The principal then reviews and ranks the remaining applications which results in a set of candidates to interview. The interview panel is selected according to district policies and procedures pertaining to panel representation and methodology. The qualifications and characteristics that we seek in effective Adult School teachers during interviews reflects our mission statement and SLOs including the ability to work with a diverse population, provide a safe and supportive environment, and implement College and Career Readiness Standards in combination with adult learning strategies. Panel members rank the interviewees through a set of questions developed in collaboration with human resources and the school principal. Subsequently, principals must conduct a minimum of two reference checks using a district questionnaire.

EdJoin job postings are one form of recruitment for RAS. There are occasions when the principal recruits qualified candidates from another school within the district or from a set of interested individuals who have inquired via email or in person. If an interested person drops by

the school, the principal often takes the opportunity to have an informal discussion to ensure that they understand the expectations of the adult school and district. The principal keeps a file of interested candidates and will contact them as appropriate. Regardless of the recruitment method, RAS still adheres to the district's hiring processes and procedures as described above.

Training with regard to the RAS mindset (mission and SLOs) occurs with the principal in one-on-one meetings, in staff meetings and with colleagues. New teachers are paired with experienced teachers who train and mentor them within specific programs. RAS teacher leadership members consistently discuss the school's mission and focus in both formal and informal meetings, as we believe this to be our fundamental purpose at RAS. Finally, walkthroughs, and follow-up discussions complete the job-embedded training.

The Redlands Unified School District has developed clear policies and procedures for employees which are listed in the online Board Policies and Administrative Regulations. All employees are given electronically and required to electronically sign for an Employee Handbook which includes a number of legal and district policies and procedures. Examples include drug, alcohol and tobacco free zones, mandated reporting, uniform and other complaint processes, conflict of interest, harassment, workers' comp, etc. Newly hired teachers must also participate in a number of online training including workplace safety and hazard communication, bloodborne pathogens, mandated reporting and a video from Human Resources regarding important personnel policies and procedures. The district mandates that every employee working with students participate in an annual online "mandated reporter" training prior to the start of school and, even though RAS employees work with adults. Redlands Adult School teachers also receive training on CRY-ROP policies and procedures because a majority of our classes are held at the CRY-ROP facility. Furthermore, the principal is required to participate in a number of online videos tutorials regarding policies and procedures for important topics such as bullying, sexual harassment, and workplace safety. The principal then discusses these policies and procedures at staff meetings and shares them with the staff through the Google drive or directs staff to the RUSD district website where all policies and procedures and employee handbooks are posted for reference.

At the school site, the principal is responsible for ensuring that the personnel policies and procedures are consistently and equitably administered and followed. Policies and procedures for personnel are a team effort with the District, site personnel and the employee. If an issue arises, the principal communicates with the district and receives direction on how to proceed. The RAS principal has an open door policy for possible issues or complaints. RAS has a detailed teacher handbook available for the use of all teachers electronically through a shared Google folder. The handbook includes information regarding; mandated reporting, time accounting, attendance accounting, the RAS mission statement, course outlines requirements, grades and credits, and mandated data collection.

During the pandemic, all employee evaluations were placed on hold. The evaluation cycle resumed at the beginning of the 2023-24 school year. At the beginning of each school year the principal receives a list of all classified and certificated employees who they are required to evaluate. Certificated and classified employees are evaluated on an every other year basis with the exception of certificated employees who can receive a 5 year break in between their evaluations if the certificate staff member is not probationary and have gone through the process twice and

earned satisfactory or above on their previous evaluations. The actual process of evaluating both certificated and classified staff members differs.

Prior to November 1 each year, the principal holds a meeting with all certificated employees being evaluated. The principal and certificated staff being evaluated review policies and procedures via the collective bargaining agreement which is posted on the Human Resources section of the RUSD website. The principal first meets with the teachers as a group for general information, and then one-on-one to review the processes, develop three teacher goals, and discuss the upcoming observations. Each evaluation is preceded by a pre-observation conference. The principal and certificated staff member then schedule an after observation conference and review the written observation document which is signed by both parties. Teachers must be formally observed twice with the process culminating in a final evaluation conference and document citing strengths and areas of growth. Copies of each observation and evaluation document are for 1) the employee, 2) the site personnel folders, and 3) the District Human Resources Office. Struggling certificated staff are provided an employee assistance plan and coaching to improve their job performance. Certificated staff can even voluntarily enter the Peer Assistance Review (PAR) Program, a joint venture with the district and the union, which provides a master teacher to work with the certificated staff member to provide coaching and peer observation feedback to the struggling certificated staff members to improve his/her performance. All certificated evaluations are due before March 1.

The classified evaluation process is different from certificated in that classified employees do not establish goals and objectives. Instead their evaluations are directly tied to the performance of their duties as they relate to each classified staff member's job description. Job descriptions are reviewed with each classified employee individually at the beginning of an evaluation year. The principal reviews the evaluation document with the classified employee and discusses any areas of concern and will provide suggestions or collaboratively brainstorm solutions for areas of concern. Struggling classified staff are provided an employee assistance plan and coaching to improve their job performance. This is done through collaboration with the Maintenance and Operations Department or Human Resources. Any classified employee who receives an overall "Unsatisfactory" rating must have an assistance plan submitted with their performance evaluation to Human Resources. Both the principal and classified employee review the performance evaluation. Starting in the 2022-23 school year, all classified employee evaluations are submitted and tracked in Frontline. All classified evaluation must be completed by June 1 of any school year.

During the pandemic the majority of RAS's professional development activities centered around being able to conduct our programs in a virtual environment. These activities included how to use Zoom to host live virtual class sessions. We purchased additional tools such as e-Glass boards to provide virtual whiteboard capabilities. We provided training to our teachers on how to use the boards. Once we returned to in-person instruction, Newline boards were purchased to integrate more technology into teacher's lessons. The district provided training sessions which teachers could participate voluntarily. Other training that took place as we returned to in-person instruction were how to remain safe through social distancing and sanitizing surfaces and Chromebook between classes. RAS did not return to fully normalized operations until the beginning of 2021-22 school year.

Professional development at RAS has often been individualized for each staff member or department based on their role. As a result of staff turnover, the majority of RAS staff are new to RAS and Adult Education. As part of the onboarding process teachers are introduced to the resources and training available on CASAS website, California Adult Education Website, and California Adult Literacy Professional Development Project website. All new staff members are directed to complete the CASAS eTests Implementation training as they relate to their roles and responsibilities so that each staff member can proctor CASAS assessments and access student results. New ESL teachers complete the self-directed training Orientation for New ESL Teachers, and new ABE teachers complete Orientation for New ABE Teachers. ALL teachers completed the self-directed training Introduction to College and Career Readiness Standards. To further individual training, each year the principal and each teacher completes the CAL-PRO Professional Development self-assessment survey. The results are tabulated and reviewed so that teachers can create a PD plan that meets their individual needs.

RUSD has developed professional development sessions for counselors across the district which adult education counselors attend. Our district has a contract with Trish Hatch who is an expert on creating Data Driven counseling programs which mirrors ASCA national counseling standards. In our professional development sessions experts guide us through planning our counseling services as a district. In these professional development meetings counselors from every school in the district meet once a month to plan and evaluate services offered such as classroom presentations, tier two groups and interventions needed. Redlands Adult School Counselors were able to collaborate with other alternative education counselors to develop SEL Lessons, academics and college and career presentations. We discussed the changes to the comprehensive counseling program during our partnership with Hatching Results to make it more relevant to alternative education. In addition to the meetings once per month there are separate meetings available for new counselors to the district. The new counselor meetings allow counselors to network with other new counselors and learn the basics of being a counselor in our district.

RUSD offers classified employees a one-day training at the beginning of each school year. This training usually consists of district-wide policies and procedures such as confidentiality, purchasing practices, and general clerical training. This school year the district has also introduced a new series of clerical training such as email and password protection and Excel tools. Additionally, CASAS, the national assessment organization which monitors student progress and reports to the National Reporting System (NRS), holds a yearly national conference which staff members attend so they are apprised of changes to the CASAS system and data collection procedures. At this yearly conference, there are many breakout lab sessions where data managing employees can learn more about how to appropriately collect and verify data and the overall data-collection program. The conference also offers the required yearly accountability training for the state of California.

Other staff development activities have been developed as a reaction to an ongoing site wide need at RAS. For example, one area of concern that many staff members observed during our return to in-person instruction was the lack of a school community particularly in our High School Diploma and GED classes. Teachers stated they observed students coming to class, working independently, but rarely if ever interacting with one another. Based on this concern, the principal and two counselors attended a two-day restorative practices training. Typically, school



wide and departmental activities are discussed and planned during Leadership Team meetings. The principal and the counselors presented their learnings to the Leadership Team and after much discussion it was concluded that we would train the entire staff in restorative practices over the next school year so that we could begin to re-establish a sense of community across the school. We designated a counselor as the lead and sent her to the trainer of trainer training for restorative practices. Our goal is for the Leadership Team to develop a plan for implementation of restorative practices across all programs in the spring of 2024 once all staff have been trained. Another example is by 2022-23, most of RAS's staff had left the school since they were part-time employees with full-time employment at other schools within RUSD or in other districts. This prompted the principal in collaboration with the remaining staff to develop a standardized on-boarding process for all new teachers. The process includes one-on-one mentoring from a current staff member in their department and training in the CASAS testing implementation, and meetings with the principal to provide all new teachers with an overview of the resources on the Google drive, the employee handbook, ASAP training and accessing the Student Summary and Assistance form. The principal conducts weekly walkthroughs of each teacher's class at which time teachers ask questions or the principal provides feedback.

RAS takes advantage of several other professional development resources. For example, every August the Inland Adult Education Consortium holds a professional development day held at San Bernardino Valley College for not only the staff members of the adult schools within the Inland Adult Education Consortium, but those from the surrounding area. It is called the Super-Consortia PD day. It is an opportunity for staff members to meet with staff members from other institutions with similar assignments and share their successes and challenges as well as brainstorm solutions. The morning session always contains a keynote speaker who presents on a pressing adult education topic and a student highlight who shares their experience attending one of the institutions within our consortium. That is followed by 2 workshops that focus on topics such as teaching strategies, data collection and analysis, vendor highlights(Burlington English, Aztec, etc.) and adult learner theory. Over the last two years, a majority of RAS staff participated in the Inland Adult Education Consortium's Super Consortia PD Day. RUSD provides professional development sessions through its Educational Services department. Each year the Staff development department of RUSD lists its professional development sessions on OMS website at <https://redlands.k12oms.org/> which staff members can use to register for those sessions. Staff members can self-select or be directed to attend these trainings which range in topics from instructional methodologies, Google Suite and classroom management.

While RAS has lacked a robust, systematic evaluation procedure of professional development activities, staff and department meetings have regularly provided scheduled time to share and reflect on conferences and PD activities. The addition of more systematic reviews of professional development activities is needed, particularly in conjunction with a long-term staff development plan aligned with our mission and SLOs.

### **Criterion 3. Faculty and Staff Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. District policies and school policies are reviewed each school year.

2. All district policies and school policies are posted and accessible to all staff.
3. RUSD has well-established policies and procedures of the hiring of highly qualified staff members for RAS.

**Areas of Growth**

1. RAS is in the process of restarting the regular cycle of employee evaluations.
2. Developing a systematic evaluation procedure of professional development activities.
3. Tailored training for different staff members based on their roles and responsibilities such as transcript evaluation for counselors and online programs for teachers.

Evidence:

[CBA](#)

[RUSD Board Policies](#)

[Employee Assistance Plan](#)

[Evaluation documents](#)

[RAS Employee Handbook](#)

[RUSD Employee Handbook](#)

[Employee Evaluations](#)

[Super Consortia PD Day Fliers](#)

[CASAS Training Certificates](#)

[Conference Forms](#)

## Criterion 4: Curriculum

### Directions

- Evaluate the school's effectiveness in addressing the Curriculum criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *curriculum impacts student learning and well-being*.

*The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.*

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

**Indicator 4.2:** The school has developed and implemented a regular 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.

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

### 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.

**Indicator 4.1b:** The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.

RAS has curriculum maps for 4 of its 5 programs: ESL, Citizenship, GED and High School Diploma. RAS ABE teachers are in the process of developing a curriculum map for ABE Reading. All curriculum maps and course outlines are accessible to all staff on the RAS Google Share drive. In the ABE, GED and HSD programs we use online programs that provide the course work to students. As a result, we use the publishers' curricular maps for Aztec(ABE/GED) and Acellus(HSD). As part of the intake process with counselors, HSD students receive information during orientation about all the courses they need to graduate.

Course outlines were revised in the summer of 2023 for every HSD course to increase consistency among teachers and to provide an overview of coursework. The course outlines are available digitally to all staff through the Google share file. ESL and Citizenship course outlines are developed and revised each summer by RAS full-time ESL teacher. Both ESL and Citizenship curriculum maps list supplemental resources that are aligned to the adopted curriculum to support student learning.

As a result of teacher turnover in the programs the GED and ABE programs still need to develop their curriculum maps. While school-developed curriculum maps are still a work in progress for GED and ABE, RAS' online curriculum, Aztec, does have clearly defined learner outcomes stated within its curriculum maps that are listed within the programs and aligned with standards. However, staff have developed course outlines for both GED and ABE courses that clearly define the learning objects and goals of each program. GED and ABE students are advised and receive a list of activities through the publishers' pacing guide that will prepare

them for the proficiency tests and the student's needed areas of skill development.

We believe our courses are accurate and up-to-date given the content providers for our online curriculum perform regular reviews, and RAS teachers review it each year when working with students. While this informal process has been effective given our school size, this may be an area that would benefit from a more formalized process to ensure all courses are reviewed periodically, especially as we grow larger. Currently, our informal curriculum review process begins with discussion at departments throughout the school year. RAS uses an online curriculum for 4 of 5 its programs that are aligned to the College and Career Readiness Standards. The use of the online curriculums means that content is regularly updated. For example, Acellus High School Courses are audited and approved by Quality Matters, a nonprofit organization that reviews online curriculum for their quality. Quality Matters audits include a content review as well as a diversity review. Burlington English has an ongoing review process prior to and while developing new curriculum, using market research and surveys of Adult Education programs throughout California and across the United States. After the release of the new curriculum, Burlington English receives and reviews ongoing customer feedback and continuously develops and implements updates to the curriculum based on feedback from the market. To ensure a relevant and meaningful curriculum, the editorial and development teams continually research updates in methodologies and andragogy of adult education for English language learners throughout the United States. The Burlington English team uses that feedback to create new courses, instructional materials, and to provide additional language support based on national and regional needs of customers. Additionally, Burlington English regularly evaluates changing needs in the U.S. workforce to create targeted-specific courses to support students' entry and success in the workforce, apprenticeship, and IET programs.

RAS staff informs the principal of errors or content that needs updating and that feedback is provided to the online content providers so that they can ensure the curricula are up to date. The content providers also facilitate both in-person and online trainings to RAS staff on the curricula. One of the ways the curriculum is made relevant to ESL students is we conduct an [ESL needs assessment](#) to identify civics topics ESL students are most interested in studying. GED and ABE teachers create learning plans based on student's areas of growth identified by diagnostic assessments. HSD teachers ensure that students are learning relevant content by reviewing their transcripts and assigning the appropriate courses. HSD Teachers also work with counselors to develop graduation plans based on students' needs.

The curriculum used in each of RAS's programs effectively reflects the RAS' mission as they are standards-based and prepare students to meet their career or education goals. Aztec and Acellus are "smart" programs which adapt to the students' level and identify weaknesses to increase engagement. We pride ourselves on providing a safe environment that is focused on student support and flexible enough to make changes based on student needs. For example, based on staff observations and student feedback on student surveys, it was determined that RAS needed a curriculum that would support ESL students acquiring digital literacy skills. As a result, RAS is currently piloting Burlington English which is an online digital curriculum with a digital literacy component built into it for use in ESL classes. For Citizenship, our adopted curriculum is *Voices of Freedom* where Burlington English serves as a supplemental resource to support digital literacy.

RAS uses online curriculums in ABE(Aztec), HSD(Acellus), ESL(Burlington English) and GED(Aztec). This means that as long as students have an internet connection and a device

such as a smart phone or computer they can access the courses and supplemental materials that go with each program's curriculum from anywhere. Students without internet access can use RAS's open WIFI on campus during our hours of operation 8:00am-7:30pm Monday through Thursday and 8:00am-3:30pm Fridays. For those students who have no internet access at home, those students can check out a hotspot. Because of the cost of maintaining the hotspots, there are only 25 hotspots available for checkout. Students have access to Chromebook carts in each class to access their online materials and may bring their own device as well. For those students who wish to work additional hours outside of class, they may check out one of the 150 Chromebooks we have available for students. For Citizenship Preparation each student is provided a copy of the textbook, *Voice of Freedom*. In Citizenship Preparation students also access supplemental materials on USALearns.org and section the National Museum of American History website, entitled *Preparing for the Oath*. HSD, ESL and ABE use Google Classroom to provide additional resources and assignments for students to access and turn in assignments. Students also have access to an open lab on Fridays both online and in-person for additional academic support. Each RAS classroom is equipped with an LCD projector, a Newline board, a document camera, desktop computer, a printer and a cart with 35 Chromebooks. Two workstations are equipped with eGlass boards to provide direct instruction while online.

Currently, RAS only offers GED and HSD in an online setting. Both GED and HSD virtual classes use the same rigorous, and relevant curriculums Aztec and Acellus. These online classes operate the same way our in person classes do. Students are expected to attend on their classes' scheduled days and times using the video conferencing software, Zoom. Students use Aztec and Acellus just like our in-person classes do. We ensure access by loaning Chromebooks to students without computers and hotspots to students without internet access. Our supplies of both are limited; both resources are provided on a first come, first served basis.

RAS each year reviews how well our virtual students are doing in comparison with our in-person students. The chart below shows RAS has a higher percentage of graduates, hours worked in Aztec and Acellus, and courses completed in our online HSD and Virtual classes. This is in part because we closely monitor and vet our online students through an [application](#) process. The vetting process is overseen by RAS's principal. The principal reviews attendance, hours worked in Acellus or Aztec and the reasons why a student needs to attend virtually. Any student who is not performing well virtually is transferred to an in-person class so that the student is more accessible to their teachers and counselors who can provide support. GED is a really small program with only a handful of students enrolling in it. Many of those students who start GED tend to transfer to our HSD program when they realize the time commitment involved with preparing for the GED exams and that it is not a shortcut to earning the HSE equivalency.

# Redlands Adult School Self-Study Report

## Virtual v. In-Person ASE Data

Virtual v. In-Person ASE Data																							
		Enrollmen t Virtual	Enrollme nt In-Person	# w/ Paired Scores Virtual	# w/ Paired Scores In-Perso n	% of Persistors Virtual	% of Persistors In-Person	# Compl. NRS Lvl Virtual	# Compl. NRS Lvl In-Perso n	% Compl. NRS Lvl Virtual	% Compl. NRS Lvl In-Person	# Rec. HSE Virtual	# Rec. HSE In-Perso n	% Rec. HSE Virtual	% Rec. HSE In-Person	# Rec. HSD Virtual	# Rec. HSD In-Person	% Rec. HSD Virtual	% Rec. HSD In-Person	% of Students Completi ng Courses Virtual	% of Students Completi ng Courses In-Person	% of Students Completi ng hours in Aztec Virtual	% of Students Completi ng hours in Aztec In-Person
2021-22	GED	1	5	0	4	0.00%	80.00%	0	2	0.00%	40.00%	0	1	0.00%	20.00%	N/A	N/A	N/A	N/A	N/A	N/A	100%	25%
	ASE	150	134	131	105	87.33%	78.36%	92	71	61.30%	54.07%	N/A	N/A	0.00%	0.00%	52	37	34.67%	27.61%	47.74%	40.45%	N/A	N/A
	Total	151	140	131	109	86.75%	77.86%	92	73	68.21%	53.57%	0	1	0.00%	20.00%	52	37	34.44%	26.43%	47.74%	40.45%	100%	25%
2022-23																							
	GED	3	11	2	9	66%	81.81%	1	3	33.00%	27.30%	0	0	0.00%	0.00%	N/A	N/A	N/A	N/A	N/A	N/A	0.00%	40.00%
	ASE	130	230	113	193	86.92%	83.91%	76	119	58.50%	53.50%	N/A	N/A	0.00%	0.00%	44	66	33.85%	28.70%	88.11%	82.06%	N/A	N/A
	Total	133	241	115	202	86.47%	83.82%	77	122	57.89%	50.62%	0	0	0.00%	0.00%	44	66	33.08%	27.39%	88.11%	82.06%	0.00%	40.00%

## Criterion 4. Curriculum Summary

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### Areas of Strength

1. RAS uses four online curriculums to meet students' goals and needs which are standards-based, aligned with the Common Core College and Career Standards and are regularly reviewed for relevance and accuracy by both the publishers and RAS staff.
2. Four of RAS programs use online curriculums which allow students to have more accessibility and flexibility.
3. There is enough technology available for both students and staff which they use for teaching and learning.

### Areas of Growth

1. RAS staff needs to continue measuring the effectiveness of curriculum, programs, and materials to effectively provide all students with specific skills, content knowledge, expertise, and literacies, to be successful as they bridge to further education and/or the job market.
2. RAS staff needs to continue to develop a curriculum map for its ABE program to provide consistency among teachers and to guarantee all students receive the same quality of course content and skill building.
3. RAS needs to integrate curriculum to support student acquisition of SLOs.

### Evidence

- [Course Outlines](#)
- [Course Catalog](#)
- [Acellus Access](#)
- [Aztec Access](#)
- [Burlington English Access](#)
- [Acellus Curriculum Map](#)
- [Aztec Curriculum Map](#)
- [Textbook List](#)
- [Student work- Career English](#)
- [Goal Setting Forms](#)
- [Redlands Adult School Website](#)
- [High School Diploma Credit Requirements](#)
- [Grad Summary](#)
- [Course Specific Assessment Results](#)
- [ESL Needs Assessments and Results](#)

## Criterion 5: Teaching and Learning

### Directions

- Evaluate the school's effectiveness in addressing the Teaching and Learning criteria and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the school continuous improvement process impacts student learning and well-being.

*The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, 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 success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

**Indicator 5.2:** School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

**Indicator 5.3:** Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

**Indicator 5.4:** The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

**Indicator 5.5:** Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

RAS provides a multifaceted approach to instruction that provides appropriate breadth, depth, rigor, and sequencing for all programs and courses within a differentiated and highly individualized learning environment. Teachers use different methods of instruction in the classroom, based on the needs, choices, and learning styles of our diverse student population. We utilize the support of several research-based programs to meet these needs. We also collaborate with other adult educators, primarily through Colton-Redlands-Yucaipa ROP and the Inland Adult Education Consortium to review and adjust the effectiveness of particular instructional programs.

ABE instructors offer direct instruction lessons in combination with online instruction through Aztec software. Aztec is a research based online curriculum that uses "life skills scenarios to generate an individual education plan designed to focus on each student's needs." While our program relies primarily on online test preparation and one-on-one instructional support as needed, our ABE instructors employ more of a blended learning environment with both direct instruction, online learning, and individual tutoring. The online programs Aztec, and Acellus are regularly reviewed and updated by the content providers to improve relevance and accuracy and the education experts they employ for this very purpose. Both Aztec and Acellus are aligned to the College and Career Readiness Standards.

Instruction in our HSD program is integrated into the curriculum, in alignment with our independent study model. Teachers monitor student progress both online and in person and provide support, clarification and instruction when students need it. Every effort is made, in alignment with adult learning theory, to harness the individual initiative of our students while at



the same time providing feedback and guidance quickly when students get “stuck” but before they get frustrated. Students have access to high level, standards based direct instruction through Acellus. Acellus provides video-based instruction that adjusts to levels of student success.

ASE teachers who assign, monitor, support, and assess the student work resulting from these online courses, also evaluate the effectiveness of the instruction delivery based on student feedback and assignments, tests, and quiz scores, as well as their rate of progress. ASE teachers work with students in small groups to provide more one on one support when students are struggling with course content. Ultimately, the goal is for each student to pass all four sections of the GED exam.

The ESL program at RAS uses a curriculum, Burlington English, that is leveled to meet the students' needs. Students are placed in classes based on their level of English proficiency. Each level sets the amount of depth, rigor, and sequencing based on the NSR levels of the CASAS Reading STEPS exam. Instructors utilize listening activities, small group interaction, direct instruction, video-based instruction, and, at times, one-on-one instruction in order to meet the diverse needs of our students. The curriculum is aligned to the College and Career Readiness Standards and CASAS competencies. COAAP instruction in ESL classes link students to real life experiences that they encounter outside of the classroom. Student choice is honored in the selection of the COAAPs through the ESL needs assessment survey that is administered at the beginning of each school year.

Citizenship teachers focus on the students' goals of earning their U.S. citizenship by demonstrating their knowledge of U.S. history and civics and their ability to communicate in English during their interview. Teachers conduct mock interviews with students and provide feedback. Teachers have students work in mixed ability pairs so that a student with strong communication skills can both demonstrate and provide feedback to a student working toward proficiency. Teachers will use videos, games, group work and study guides so that students can learn the answers to the 100 possible questions that the students may be asked during the U.S. citizenship exam.

As previously mentioned, professional development at RAS has been individualized for each staff member or department based on their role. Each year teachers complete the CAL-PRO Professional Development self-assessment survey and use those results to create an individualized professional development plan. Teachers then take advantage of the self-directed training provided through the CAL-PRO website. Teachers then use what they have learned in professional development sessions and apply during their lessons. As a staff, we read scholarly articles during staff meetings about adult learning theory and discuss its implications to staff practices. However, as a result of high staff turnover it has been difficult to make sure all staff remain current as we constantly on-boarding new staff members.

RAS staff readily recognizes that students come from diverse backgrounds and have learning differences. As a result, RAS staff members use strategies and materials that are accessible to all students. For example ABE and ESL teachers created learning opportunities and that centered on the “Day of the Dead.” ABE teachers had students read about the history around the holiday and held a discussion. ESL teachers took their classes on a field trip to the A.K. Smiley library where they were educated about the holiday through dance, vocal and dramatic performances. Citizenship, ABE and ESL teachers often have students work in mixed ability partners or use the pair share strategy. The strategy is used to help students support one another's

learning, but for ESL students it also supports their English language production during activities. Another example is Citizenship teachers use and have students create flash cards to support students learning of facts to prepare for the citizenship exam. Another way ABE teachers differentiate learning opportunities is to encourage students to select reading material that interests them. ABE teachers use [surveys](#) to help identify students' personal interests, experiences or areas of need so that the teacher can help the students find materials that fit their interest and will support their learning. ESL and ABE teachers will use articles about current events to make connections to what students are seeing in their social media feeds. ABE, GED and HSD teachers will do personal check-ins with students while they are working in their online learning platform. In this way, the teacher can determine what specific lesson topics or reading skills need to be reviewed and use one-on-one tutoring to address that need. In some cases, finding supplementary "paper and pencil" work can reinforce the online learning platform's lesson. Teachers in all three programs will also work in small groups to help students through the material. As mentioned previously, HSD teachers use the live monitor feature in Acellus to view if students are struggling. Often if a student is in exam recovery more than once, provided extra help videos, or labeled as guessing, teachers will intervene by providing a physical copy of the lesson manual that students can digital access in Acellus and point out areas they can review in the manual to help students. They will also provide note taking mini lessons to students to help them organize their learning. When students struggle in Algebra I on Acellus, teachers often provide supplemental worksheets and work with them one-on-one. The HSD teachers will develop a plan with students on how to complete all 248 steps at a steady pace while working on other courses simultaneously. It may take a student 4 or 5 months to complete Algebra I, but the students are supported every step of the way.

Our entire program is centered on instruction through technology. Four of our five programs (ABE, GED, HSD and ESL) use an online learning management system (Aztec, Acellus, Burlington English) to deliver instruction and assignments to students. Our high school diploma program has online learning options and virtual classroom experiences for students with a teacher/coach personally present during virtual class sessions. The RAS staff recognizes the value of technology and each department works to identify which programs and technologies are best suited to support their students' learning. As a base, all classrooms have been outfitted with LSD projectors, Newline Boards, document cameras, printers, Chromebook carts, open WIFI access and sound systems. We are working on purchasing Poly Studio video conferencing cameras for large rooms to provide hybrid instruction. All staff and students have access to the full Google Suite.

RAS staff constantly evaluates the efficacy of our online learning management systems and supplemental programs. The staff has found that since we are such a small school, it is generally more effective for us to evaluate which technologies and programs we use program-by-program rather than whole group discussions. For example, ESL uses listening activities for comprehension, videos to enhance instruction, and multimedia tools for student presentations. Thus, the department determined that Burlington English would best compliment student learning in their areas. Additionally, ABE found Newsela would supplement the work students were already doing in Aztec with its interactive platform and leveled readings to support students at various literacy levels. Each department is currently working on determining which Google applications should be taught in each of the five programs. After each essential skill is identified each department will develop a curriculum map for integrating the teaching of these

skills in the context of their respective programs.

Training on integrating technology into instruction has occurred in a number of ways. Faculty members have taken advantage of the built-in training each of our learning management systems provide, but discussions at department meetings have revealed that teachers would like more time to have staff members share their knowledge as well as opportunities to work with software trainers. When requested training has been arranged for staff members to learn about each program. In addition to these training, our faculty has access to further training through their respective permanent school sites and Redlands Unified School District's professional development department. Even with these resources RAS staff recognizes the need for more ongoing consistent training especially in light of staff turnover.

RAS staff personalize their approaches to learning in a number of ways by program. In the ABE program, teachers provide opportunities for self-reflection on program progress through journaling, one-on-one check ins, and surveys. This approach allows students to identify their own strengths and areas for growth. Teachers also model note taking or the use of graphic organizers to support students' learning. In the HSD program, teachers guide students in choosing classes that will enable them to be successful based on their CASAS score and educational background. In addition, Acellus, uses smart software to identify holes in individual student's background knowledge or current understanding, then provides customized practice and instruction to fill in those deficiencies. Furthermore, Acellus provides "real world" scenarios, creating a meaningful context for obscure concepts, which is consistent with adult learning theory. Acellus has a feature for teachers to monitor classes in realtime in which red, yellow, and green lights indicate whether or not individual students are struggling with or comprehending a concept and whether or not they are progressing at a reasonable pace so that the teacher may intervene when necessary. The classroom teacher has the ability to monitor exactly where students are in the course right down to specific questions they are working on. Even with these positive features, we recognize that Acellus, used in the 'online only' method, is insufficient in personalizing learning when students struggle. Teachers will intervene by working one-on-one with students or in small groups to support students' learning. Teachers provide study skills and note-taking instruction to struggling students as well. Teachers also direct students to the built in lesson manual for each course in Acellus which provides a text supplement to the video instruction. Teachers will even print out the lesson manual for learners to interact with a physical copy. In the GED program, teachers personalize learning by conducting individual student check-in meetings. At which time, teachers review a student's progress. Teachers also review the results of assessments in Aztec and GED pre-tests to determine if students need more practice on a particular skill or concept or are ready to move forward with the studies. In our ESL program, teachers personalize learning by providing opportunities for students to increase their English language production by working in small groups and in pairs to share their individual experiences and backgrounds. Teachers also direct students to the leveled reading in Burlington English. Teachers support student writing skills by first providing sentence frames, but later use peer editing and instruction in different writing styles to improve student written communication. Teachers also direct students to [USA Learns](#) as a supplement independent practice resource which provides materials at different instructional levels. When ESL students finish early, they work on their own by reading independently the leveled readings in Burlington English. In the Citizenship Preparation program, Citizenship teachers will show

video clips with closed captioning to help students who need to develop their listening skills. As students become more proficient, teachers will challenge students to try listening to the videos without closed captioning. Teachers support students with their diction skills by having students listen to videos and teachers read passages and write what they hear. Students will peer edit each other's dictation. Teachers will often work individually with students on their interviewing skills so that the teacher can target the specific skill that students must master. Teachers also use sentence frames to help students develop their verbal communication skills.

## **Criterion 5. Teaching and Learning Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

### **Areas of Strength**

1. All teachers do an excellent job of learning their students' strengths and areas of growth to tailor instruction and interventions to students' needs.
2. Cohesion in instructional approaches have led to an increase in students achieving each program's objectives.
3. All teachers use strategies to intervene and support students who struggle with their program's course work.

### **Areas of Growth**

1. RAS staff need to develop a systematic approach to integrating the instruction of study skills in each of its programs.
2. RAS needs to identify essential digital literacy skills and develop a curriculum for the integration of instruction of those skills in all programs.
3. Providing staff with more development opportunities to remain current with effective research based approaches for teaching adults and training on their program specific learning management system.

### **Evidence**

- [Course outlines](#)
- [Course Catalog](#)
- [Acellus Access](#)
- [Aztec Access](#)
- [Burlington English Access](#)
- [Acellus Curriculum Map](#)
- [Aztec Curriculum Map](#)
- [Student Progress Tracking Form - Aztec \(ABE & GED\)](#)
- [Student Assistance and Summary Forms](#)
- [Staff Agendas \(Department meetings\)](#)
- [ABE Student Surveys](#)
- [Student work- Career English](#)
- [Graduation Plan Forms](#)
- [ESL Needs Assessments and Results](#)
- [Lesson Plans \(ESL, ABE, & Citizenship\)](#)
- [Payment Point Summary Reports](#)

## Criterion 6: Assessment and Accountability

### Directions

- Evaluate the school's effectiveness in addressing assessment and accountability criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *assessment and accountability impact student learning and well-being*.

*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.*

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

**Indicator 6.2:** Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

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

**Indicator 6.4:** A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

**Indicator 6.5:** The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Our staff regularly reviews and analyzes data gathered from multiple sources to draw conclusions and make recommendations for changes based on student learning data. Three years ago, in response to the need for providing meaningful data that was easily accessible to teachers, the then assistant principal, now principal, developed a Google Workbook in Sheets titled the [Student Summary and Assistance Form](#). Each tab of the Student Summary and Assistance form contained each teacher's class. On each tab was the roster of enrolled students, each student's enrollment date, ASAP attendance, CASAS exam pretest and post-test, notation of a level gain on the CASAS exam and demographic information. On the HSD/ABE/GED form it contains the time worked in Aztec, or Acellus or both, while the ESL/Citizenship contains COAAP scores and Government and History Exam scores. This form is updated on a weekly to bi-weekly basis so that teachers can easily monitor their students' progress each week and intervene when needed.

Three years ago RAS became more systematized in its approach to reviewing data. The first step in that process was developing a protocol form to generate discussion around student data. The data contained in the Student Summary and Assistance Forms is also included and discussed during quarterly data team meetings as well as student course completion. The next step was calendaring data team meetings quarterly. Teachers met by departments to discuss each program's data. For example, teachers compared virtual student data to in-person student data during data team meetings. Teachers in all departments were able to identify struggling students and develop interventions for those students as well as discuss identified strengths and

weaknesses in the curriculum. For example, HSD teachers were able to recognize that students struggled in the semester long Economics class because of the length of the mid-term and final exams so teachers decided to assign Economics in two parts. Students found more success as a result. ESL teachers noted during the data discussions that the curriculum, Stand Out, lacked a strong assessment component and was becoming dated. They felt that without a strong assessment component students were not as prepared for the CASAS exam as noted by the fluctuation of our ESL data over the course of several years. This led ESL teachers to begin reviewing other ESL curriculums for adoption which led to last year's pilot of Burlington English. While we have found successes with the implementation of data team meetings staff could improve noting on their protocols the discussion, ideas and interventions they are implementing to improve student achievement. The school wide action plan and CIPs are evaluated based upon annual analysis of data trends in the areas of enrollment, student persistence, NRS level advancement, graduation and course completion rates, and student survey data.

Redlands Adult School reports CASAS assessment and student learning data for all instructional programs quarterly to the CDE. These reports are also shared with the district and reviewed by administration. Administration also shares trends and significant shifts in the data with staff in staff and leadership team meetings so it can be reviewed and conclusions can be drawn. At the beginning of each school year, RAS student achievement data is shared with district administration during the principal's goal setting meeting. Student successes are celebrated and areas of growth are identified with solutions to address them and are communicated to district administration. Assessment results are shared with the RAS Student Advisory Committee during the first meeting of each school year. Discussion questions related to the data are provided to committee participants so that RAS staff can learn the students' perspectives and develop strategies in partnership with students to help address growth areas in our achievement data. As a result of the self study process, RAS staff recognizes that we need to work with district administration to create opportunities for RAS to present its assessment and student achievement data to the RUSD board of education as well as publishing the data on the RAS website for all stakeholders to review.

Learning outcomes have been established for all courses. In HSD classes, these outcomes are listed in [course outlines](#) available for each course. The outlines are revised and updated regularly by staff, most recently in the summer of 2023. The online learning platforms regularly monitor progress toward these objectives and provide actionable feedback to teachers. Teachers actively monitor this data and meet with struggling students individually and, when possible, in small group settings. Teachers also monitor progress of students through daily check-ins and assignment feedback, providing guidance and support when needed.

The learning outcomes for HSE courses are clear: passing the 4 components of the GED exam. Through the online curriculum, Aztec, students study independently, and are supported individually with one-on-one tutoring as well as small group instruction. Teachers use the placement assessments which are indicators of student need in order to work with students to move them towards mastery.

The ESL courses have specific learning outcomes for the three levels offered that are aligned to CASAS competencies and content standards which are monitored through initial test(CASAS pretest) and reassessments(CASAS post-test), as well as program-embedded assessments(Burlington English Module Tests). These competencies are listed in Burlington



English's teacher's guide and teacher's resources, competencies which correlate to CCRS, SCANS, and CASAS Content Standards. Citizenship instructors use the adopted material, Voices of Freedom, alongside supplemental material that align with Civic Objectives and Additional Assessment Plans(COAAP). Both ESL and Citizenship teachers use curriculum tests, COAAP results and CASAS scores to monitor and adjust instruction as well as identify struggling learners and provide appropriate scaffolds as well as promote advancing learners to the next levels. This backwards planning allows teachers to clearly define end goals of not only the civic objectives, but target instruction for each Burlington module.

The goal of ABE Reading is to increase reading and writing to the point where students can be successful in HSD or HSE classes. ABE students scored between 218 - 238 on the CASAS pretest. In order for students to promote, they must score a CASAS post test of 239. Within the ABE class, teachers develop literacy and writing lessons which support the improvement of students' reading and writing abilities. Progress towards the goal of reaching a 239 is monitored on an ongoing basis with CASAS exam reassessments occurring after every 40 hour instructional (or sooner if data shows the student is ready). When students reach this goal, they transition into a HSD or HSE class.

Prior to the pandemic RAS created a new mission statement and schoolwide learning objectives. RAS was in the process of determining how to best measure the [SLOs](#). As the pandemic continued, it impacted students and staff. As a result of staff turnover and the shift to online learning platforms, it became apparent that the SLOs needed to be re-written. Revisions were made over the course of the last two years, but in the spring of 2023, the staff made substantial revisions to the SLOs and determined what sources to review to assess the SLOs. As a result, RAS is still in the process of developing a data collection process and review to validate student attainment of the SLOs. OVERALL, RAS needs to improve its review of data to assess the SLOs.

Bi-Annual Student Survey, Student Technology Intake Survey, COAAP Scores that match with SLOs, ABE Assignments that match with SLO's, Career English, Number of students transitioning to college, Number of students dually enrolled, number of student transitioning from ABE to ASE

Analysis of our CASAS [Data Integrity Report](#), and [Payment Point Summary Report](#), in combination with regional demographic and workforce data, is a foundation of institutional planning and program funding allocation decisions for Redlands Adult School. This analysis is shared with the leadership team and staff before structural changes begin. The number, location, and type of classes each term are determined by our administrator in consultation with classified, and certificated staff in a manner that aligns with current budgets, district and consortium priorities, and regional student needs.

The Inland Adult Education Consortium has for the past three years held an annual planning meeting in May. These meetings work out the funding priorities and areas of program focus for both individual districts and the consortium at large. Program funding allocation for Redlands Adult School has resulted in increases in funding from these meetings over the past two years as a result of or increased outcomes and student enrollment. Revision of the action plan is the natural result of the annual review of priorities.

COAAP and CASAS exam results are reviewed by departments during quarterly data team meetings to determine what revisions need to be made to the school action plan. Based on this analysis staff determines what short term action items from the action plan can be turned into goals for the CIP. The site leadership team then determines what resources are needed to help meet the goals established in both the action plan and CIP.

### **Criterion 6. Assessment and Accountability Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. RAS has improved its systems for data collection so that the data is current, and it is accessible to all staff members.
2. RAS has created a systematized approach to reviewing and analyzing student achievement data with staff and students.
3. RAS consistently uses assessment and student achievement data to make decisions to improve student success school wide.

#### **Areas of Growth**

1. RAS needs to implement a system for monitoring the SLOs for the purpose of analyzing data to make organizational changes.
2. While RAS has found success with the implementation of data team meetings, staff could improve documentation on protocols of the discussion, ideas and interventions staff plan to implement for improving student achievement.
3. RAS needs to continue to find additional avenues to communicate the school's student achievement data with all stakeholders.

#### **Evidence**

- [Student Summary & Assistance Forms](#)
- [Payment Points Summaries](#)
- [Data Integrity Reports](#)
- [Staff Meeting Agendas \(Data Teams\)](#)
- [Data Protocols](#)
- [Acellus, Aztec & Burlington Access for Assessments](#)
- [Student Survey Data](#)
- [Master Calendar](#)



## Criterion 7: Student Support Services

### Directions

- Evaluate the school's effectiveness in addressing the student support services criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *student support services impact student learning and well-being*.

*Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.*

**Indicator 7.1:** The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

**Indicator 7.2:** The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

**Indicator 7.3:** The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

**Indicator 7.4:** School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

The counseling department surveys students in several ways to determine the services, workshops and events we provide to support student success, goals and their individual completion profile whether that includes career, college or personal development. We currently offer workshops on the following topics:

- [ESL Pathways](#) - Provides students with information on the various pathways they can take within the ESL Program and outside of the ESL Program
- [Time Management](#) - Provides students with an overview of learning styles, study strategies, note taking skills and how to organize their time effectively.
- [Community College Pathways](#) - Reviews the various educational options available at the community college level and beyond. Also reviews the student services, benefits and application process for community college.
- [MBTI Workshop](#) - Provides students with personality assessment inventory and teaches students how to use the information as a tool to find the right career, major or for personal development.
- [Looking Forward Glasses Activity](#) Quick 5-10 minute activity where counseling goes into classes and asks students to write down what they are looking forward to on a cut out of eyeglasses. For Zoom classes a virtual board was used.
- FAFSA Workshops - Review what financial aid is and assist students with the application process.
- [Smart Goals](#) - Review the process of setting smart goals and students leave with a goal in mind.
- [College & Career Fair](#) - community agencies, training programs, community colleges, military and employers are invited to this event to provide.

- [Resume Workshop](#) - Review basics of creating a resume and provide tips, tricks and templates.

In addition to the counseling support services we also provide students with an in-person and virtual open lab every Friday from 8AM - 3:30PM. During open lab, students have an opportunity to work one-on-one with a teacher, take advantage of a quiet workspace, and have tests proctored. Counseling staff is also available during this time. RAS has a policy of open attendance, where students are able to make up attendance hours, have exams proctored or get additional help from a teacher during a class session other than their scheduled class. Based on student survey feedback, students desired to have more one-on-one support. During the 2022-23 school year, RAS employed two academic support teachers in the evening to work with struggling students. Due to funding constraints, employing two academic support teachers was unsustainable. As a result, RAS has partnered with Cal State San Bernardino to provide tutors to support students one-on-one with their course work. This is a far more cost efficient solution.

Teachers also complete individual check-in's with students to ensure students are meeting attendance requirements and students are making progress in their programs. If a student is struggling with attendance or personal matters that cannot be addressed in class, students are referred to the counseling department for additional follow up if referrals to outside resources or an attendance contract.

The Redlands Adult School has continued to improve existing as well as added new counseling support services over the last few years enabling us to more effectively fulfill our mission: helping students "achieve their academic, career, and personal goals in a safe and supportive environment." First point of contact with a counselor happens during student orientation and assessment. All students are required to attend the new/returning student orientation to learn the support services available, including college and career counseling, academic counseling, assistance with FAFSA, and FAFSA Workshops. A counselor also meets one-on-one with each student for preliminary goal setting and discussion of RAS programs best suited to their specific goals. Throughout the school year counselors do classroom visits to make introductions, give class presentations, invite students to set goals and instruct students on how to make a counseling appointment through our [online Calendly system](#). We also introduce our counseling website when counselors are giving classroom presentations and post all presentations on the counseling website so students can access the resources at all times. A big part of the individual counseling that we do with our students is through our goal setting process. We believe that every student in all programs should have a plan to attain their goal whether it be academic, career or personal.

During this current school year we have employed 2 full-time counselors, 1 full-time college transition counselor and 1 part-time counselor. In the last few years, counselors have created and fine tuned our goal setting and documentation processes such as the High School graduation plan (previously known as our Individual Student Learning Plan), the [counseling documentation](#) process, presentation scheduling and attendance, referral processes, appointment scheduling and surveys. Now that we are fully staffed with a team of counselors, all of the systems we had worked on over the years are starting to run seamlessly. For example, in the 20-21 school year when we first rolled out our finalized Graduation Plan, we had completed the process with 105 high school diploma students. In the beginning of the 2023-24 school year RAS

counselors have already met with 113 students. The process has become well known among our students. Individual goal setting documents for ABE, GED and ESL are still being fine tuned. Forms were created for [ABE](#) and [GED](#) in the 20-21 school year but were never fully implemented due to the rapid change in counseling staff over the past two years. A [document](#) was created for counselors to use as a tool to get to know ESL students and their goals, but a more comprehensive document is needed to create a plan when working one on one with ESL students.

In addition to increased counseling hours, our partnership with Crafton Hills Community College has resulted in a new position, Transition Counselor. The position is one of several funded through the Inland Adult Education Consortium. Previously this position was a Student Support Services Technician, but due to the high need of transition services it was made into a full-time counseling position. The purpose of this position is to support students transitioning to community college. It has also given our students the opportunity to not just go through the enrollment process, but receive guidance in the courses they will take to achieve their goal. San Bernardino Valley College also hired an additional Transition Counselor now having a total of three counselors who assist students with transition as well. The community college Transition Counselors provide much desired academic advising and support to our students. In addition to our own efforts, these partnerships provide workshops, financial aid assistance, college application guidance and connect our students to the resources needed to be successful in community college (i.e. Student Accessibility Services, EOPS, Tutoring Services, Transfer Center, Assessment Center etc.). In partnership with Crafton and Yucaipa Adult School, we develop a transition program that runs each summer entitled the Summer Bridge Program. The Summer Bridge program is designed to provide our adult students with a soft transition into college level courses by providing them with study skills, connections to on campus resources, guidance on major selection, basic college level writing skills, and college field trips. The program also provided students with technology tutorials to complement the assignments and basic skills to navigate the college's technological systems to be successful. Crafton Hills College's vision is to provide their support services to our students, so students complete our programs already having built a connection with CHC.

All high school diploma and GED students go through a Post Graduate Planning exit process. This was developed to ensure students were prepared for their transition after they completed their program. During this process the student's post secondary goals are discussed and students are assisted with planning for the next steps. This is when college and financial aid applications are completed if needed or referrals are made to outside agencies such as Crafton, Valley, trade schools etc. All students graduating with a Redlands Adult School high school diploma are required to complete a resume, cover letter, mock interview, thank you email and career inventory. In addition, they are required to have a professional email address created so they are able to apply to jobs immediately after they graduate.

Currently, ESL students do not have an exit process, however we are in the process of developing a counseling process to transition students to their goal whether it be continuing ESL at the community college, getting a job, or transitioning into our ABE program and then into the high school diploma program. We provide a workshop to our ESL advanced students on different pathways they can take.

Below is an outline of how the counseling department connects with students throughout the year.

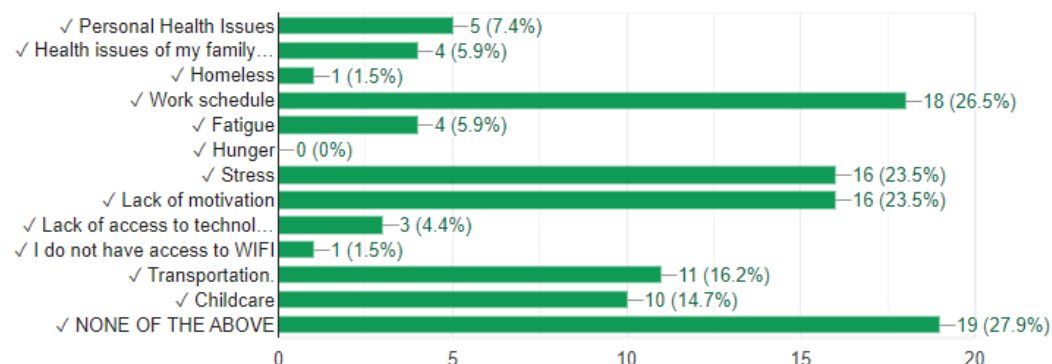
- Students meet with counselors at enrollment
  - Orientation, program information so they make an informed decision, counselors place students in the correct class based on placement and students are informed of the process to transition and what supports are available to help get them there.
- During School Year
  - Graduation summary form completed and provided to students during the first week as a motivational checklist.
  - Counselors go to classes and make introductions and provide elective credit forms.
  - Students are also met with individually twice a year for a Graduation Plan Form/ Goal Setting and review of transcripts
  - Newsletter each week to keep students updated with events and resources, What's Up Wednesday video
  - College and Career Fairs, workshops
- Program Completion
  - Post grad planning with a counselor to go over next steps and transition to the next goal (i.e college, career, trade school.)
  - Referrals made to partners (CHC, SBVC, AJCC, Building a Generation, Amazon\* etc)

Redlands Adult School provides a “Student Support Services” survey to all students once a year to assess the needs of our student population. The graphic above gives a snapshot of the responses we’ve received from our students. From the list of responses, we can understand the needs of our students and connect them to the various resources that will aid in their success. This also allows us to target which entities to invite to do classroom presentations on their services, invite them to attend our college and career fair, as well as share their information on our social media and website. We’ve also created a [Community Resource List](#) that we can refer to as well as the Desk Reference that includes all of the [34 partners in our regional MOU through the America’s Job Centers of California](#). As we meet with students individually, we can filter through our lists and connect them with resources that are needed.

What are your greatest obstacles to education?

 Copy

0 / 68 correct responses



On campus, we have a bulletin board in the hallway that is updated weekly with flyers for community resources, events such as health clinics or food pantries, as well as other educational opportunities. These flyers are also posted on our social media accounts, our counseling website / [job board](#), and emailed to current and former students.

For students who do not have access to technology or the internet, we have chromebooks and hotspots that are available to be loaned for the school year. When checked out, a staff member provides the student with login information and a brief overview of how to use the technology, depending on the skill level of the student. Chromebooks are available to all students among our various programs and are returned at the end of the school year or at the completion of their program, whichever comes first.

RAS counseling team, office staff and administration meet monthly for a Student Services Meeting. The focus of the student services meetings is to review how to provide students with better access and information about the support services that are available at RAS to support their learning. We review our enrollment process, referral system and [student survey data](#) to determine how to best support our students in the attainment of their goals. Based on a review of the data from the student surveys, it was determined that we needed to allocate funding to hiring tutors. It was also determined based on student survey responses that we need to be more systematic in our process of meeting with students since 28.2% of students reported not meeting with a counselor. We also review student surveys to determine what services students are interested in to determine if we need to form a partnership with an existing organization or allocate resources to provide it through RAS. Another area of growth we observed in the graduate survey data was that 87.5% of students reported that they had not filled out their college application, yet 60.7% of students reported that they planned on attending college after graduation. Based on this data, the student services team determined that we should calendar college application workshops in December and February.

Students come to Redlands Adult School with various skills, abilities, and needs. RAS office staff, counseling team, and administration do their best at registration to guide the student in selecting the program and schedule that works best for them. For some students seeking completion of a high school diploma or GED, we encourage them to bring their previous transcripts so both HSD and GED options can be evaluated. For some students, they might be just a few credits shy of their diploma rather than starting fresh with the GED Preparation. Students may also come with an IEP or 504 plan, at which point the counselor can discuss which accommodations they may require and collaborate with their teacher to determine which supports are needed to ensure the student is successful at Redlands Adult School.

In our Career English course students are required to complete a [personality assessment](#) to guide them toward their post-secondary goals that match their personality style and interests. Students complete the 16 personalities inventory which mimics the results from the Myers Briggs Type Indicator. Students receive a four letter type and are required to research careers that match their personality results. Students research average salary, education requirements, and job outlook.

For our ESL students, we are developing a process to connect them with their post-secondary goals. For some ESL students who may require a lower level of English literacy, we refer them to our local library for appropriate support. Conversely, students who require an advanced level of English support may be referred to our local community college (Crafton Hills

College or San Bernardino Valley College). Our Crafton Hills College transition counselor has helped tremendously in effectively transitioning our advanced students to the CHC ESL program as appropriate. As previously mentioned, Advanced ESL students are advised of their program options should the students wish to earn their GED or high school diploma.

### Criterion 7. Student Support Services Summary

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### Areas of Strength

1. Developing Graduation Plans/ Goal Setting for each of our high school diploma students.
2. Students awareness and staff communication of counseling services and activities on campus.
3. Enrollment processes across all programs are clear, effective, and supportive.

#### Areas of Growth

1. Supporting ESL students in post-secondary planning and processes.
2. Providing more mental health opportunities and support on campus.
3. Systematizing counseling appointments so that all students meet one on one with a counselor during the year.

#### Evidence:

- [Calendar of Class Presentations](#)
- [Event Flyers](#)
- [Counseling Website](#)
- [Job Board](#)
- [Community Resource](#)
- Student Documentation Sheets ([23-24](#), [22-23](#), [21-22](#))
- [Counseling Data past three years](#)
- [Fall Semester Counseling Data](#)
- [Goal Setting/Grad Planning Documents](#)
  - [Completed Grad Plans](#)
- [“What’s Up Wednesday’s” & Student Bulletin](#)
- Orientation Presentations
  - [RAS New Student Orientation](#)
  - [RAS Returner Orientation](#)
  - [RAS Virtual Orientation](#)
  - [ESL Registration Presentation](#)
- Social Media Links:
  - [Facebook](#)
  - [Twitter](#)
  - [Instagram](#)

## Criterion 8: Resource Management

### Directions

- Evaluate the school's effectiveness in addressing resource management criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *resource management impacts student learning and well-being*.

*Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.*

**Indicator 8.1:** 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.

**Indicator 8.2:** Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

**Indicator 8.3:** The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Redlands Adult School has multiple sources of revenue used to build our unified budget, all of which are independent of Redlands USD's general budget. The main three sources are state (CAEP) funds, federal (WIOA) funds and CalWORKS funds (TANF). We have stayed within our budget each of the last three years. In fact as a result of the pandemic, we had a significant carryover of \$140,159.00. This was the result of not being able to fully open all programs in a virtual environment. Each of these sources is allocated differently. CalWORKS allocations are made based upon the number of CalWORKS eligible students served during the prior year. Last year, that resulted in roughly \$44,285.00 which RAS uses for counselor hourly pay. WIOA funding allocation is based upon federally defined "pay points" that align with program outcomes from two years prior. This year, our pay points increased (as they have each of the past three years) which resulted in our WIOA allocation being funded at 125% of what it was the year prior. Our current WIOA allocation is \$290,237.00. This increase in funding was the result of other agencies seeing significant increases in payment points during the 2020-21 program year. State funding(CAEP) is our primary source of funding. It was distributed to our local consortium's fiscal agent, the San Bernardino Community College District (SBCCD) and is divided up based upon a formula determined by the consortium's executive committee which is made up of the five K-12 superintendents and the two community college presidents. This executive committee determined an initial formula to govern the distribution of funds among active members based upon regional data analysis of demographics and program needs by zip code. The Inland Adult Education Consortium's executive committee has made the commitment to review the funding formula and reallocate funding among members based on outcome data and need. Over the past six years RAS's CAEP allocation has grown from \$325,000.00 in 2016-17 to \$888,512.00 in 2022-23. This is the result of our demonstrated effectiveness, addition of programs and services and increased enrollment.

With additional funding and large carryovers, we have outfitted all classrooms with new desktop computers, 75 in touch panel NuLine computers, document cameras and Chromebook



carts with 35 devices. We were also able to purchase additional 100 Chromebooks for students checkout as well as 25 hotspots for students without internet access. Moving forward RAS plans to replace equipment on a three cycle. We increased staffing by hiring office staff, adding counseling hours, and teaching hours. We offered additional ESL and ASE classes with expanded class hours and added citizenship preparation classes. These additions were not made on a whim. They are aligned with our mission and SLOs. Our desire to increase college and career readiness required additional counseling support. Counseling support was also added to help students develop and track personal, academic and career goals more effectively. Lengthening of HSD class times allowed for inclusion of career readiness instruction and interaction. Addition of clerical staff was made for the purpose of strengthening systematic data management and timely access of student data to allow teachers to make meaningful, data-based decisions that help students master standards. Technology and new curricula have been purchased for the purpose of increasing student ability to use technology effectively. As our needs grow we will continue to work with our consortium to ask for increases in our CAEP allocation.

Facilities continue to be an ongoing issue for Redlands Adult School. During the 2015-16 school year, we piloted the use of classroom space at the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) facility. CRY-ROP had unused classroom space in their adult programs building, and were looking to increase traffic and activity. An addendum to the existing MOU between RUSD and CRY-ROP was drafted that included RAS' fee-free usage of one CRY-ROP evening classroom. This arrangement was successful for all parties, and the MOU was increased to one all-day classroom and two evening classrooms in the 2016-17 year. Since these initial MOU's were put into place a new yearly revised MOU is put into place to allow RAS two classrooms exclusively for our use and two additional classrooms to be used part-time during the day and in the evening. RUSD has supported our use of CRY-ROP's facilities by paying a total of \$40,000 a year to lease RAS's use of these rooms, counseling area and office space.

Relocation to the CRY-ROP facilities has significantly increased campus safety. Not only are we no longer adjacent to the Continuation High School, where a number of our students had formerly attended, but the CRY-ROP facility has improved restrooms, better nighttime lighting and newer well-maintained facilities. For example, CRY-ROP periodically updates the facilities. The B Building was repainted and all flooring was replaced in 2020-21 and the C Building will be updated in 2023-24.

Even though we have thrived at our current location, we are unable to go our programs much further since we only have 3.5 classrooms for our use. Our district leadership acknowledges that long-term facilities planning for RAS is an immediate need.

### **Criterion 8. Resource Management Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. RAS's enrollment and program growth has led to increased WIOA funding as a result of its program outcomes.
2. New funds have been allocated to those areas that meet RAS Mission and SLOs: 1) More counseling support to increase college and career readiness to more effectively help students develop and track personal, academic and career goals; 2) Increased clerical staff was to strengthen systematic data



- management and timely access of student assessment data to allow teachers to make meaningful decisions;  
3) Purchase of new technology and new curricula to increase students' ability to use technology effectively.
3. All expenditures are made through an effective district approval process.

### **Areas of Growth**

1. RAS Leadership and staff members need to work with all stakeholders and partners to develop career education programs and pathways.
2. RAS and RUSD will need to engage in long-term facilities planning.
3. RAS leadership needs to develop and share an end-of-year report to outside stakeholders.

### **Evidence**

- [WIOA Reports](#)
- [CAEP Budget and Work Plans](#)
- [Financial management policies](#)
- [Payment Point Summaries](#)
- [Budget Planning Worksheet](#)
- [Agendas from AE Region 10 Networking Meetings](#)
- [RAS WASC Action Plans](#)
- [MOU with CRY-ROP](#)
- [CRY-ROP emergency safety and security plan; evacuation plan](#)
- [Proposals for Increased Funding](#)
- [Fiscal Board Policies](#)
- [Agendas from AE Region 10 Networking Meetings](#)

## Criterion 9: Community/Educational Partnerships

### Directions

- Evaluate the school's effectiveness in addressing community/educational partnerships criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *community/educational partnerships impact student learning and well-being*.

*The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners*

**Indicator 9.1:** The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

**Indicator 9.2:** School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

**Indicator 9.3:** School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experiences.

RAS communicates the goals of its programs in a variety of ways. Through our consortium, we have used local radio to promote our programs. Our consortium sends mass mailings all over the Inland Empire in August of each school year that lists our services, website and contact information. Through our district, we post our program flyers in both English and Spanish using [Peachjar](#) which sends them to all parents throughout the district with an email. Our participation in drafting the Local Workforce Development Plan for San Bernardino County in conjunction with AJCC MOU collaborations connected us with community needs, updated demographic understanding and resources that help us ensure our programs are in line with local needs and with regional efforts to meet those needs. These partnerships have allowed RAS to communicate its mission to its partners so they can support us. Staff regularly attends community resource and job fairs to promote our programs. The principal attends the Redlands Charitable Resources Coalition(RCRC) monthly meetings and has promoted our programs to attendees. RCRC is a community based group of multiple organizations that share resources to combat homelessness in our community.

RAS has worked collaboratively with its community partners to meet the needs of our students. We have partnered with San Bernardino Valley Community College District to connect our students to dual enrollment and post-secondary opportunities. We meet monthly with our community college partners to determine which programs and courses will meet our students' needs. Through our partnership, RAS has hosted credit-bearing college courses that RAS students can be dually enrolled on our campus in the evenings. Crafton Hills College provides a part-time transitions counselor to help RAS students through the community college enrollment process. The transitional counselor also sets up college tours and provides FAFSA workshops, and promotes college programs. Through this partnership we developed a summer bridge program to help adult education students make a successful transition to community college. Our partnership through our co-located at CRY-ROP has allowed students to learn about and take advantage of the CTE programs such as automotive technician, certified nurse's assistant and maintenance worker. The RAS counseling team maintains a physical and [virtual job](#) and

[resources](#) board that students can use to find employment.

The mission of Redlands Adult School focuses on increasing our effectiveness connecting students to college and career which has resulted in increased outreach and collaboration with partner agencies and organizations. We have much work to do in this area, but we have made significant connections over the past few years that we believe are increasing opportunities for our graduates and students.

We collaborate with the Smiley Library. Smiley has a one-on-one reading program for low literacy adults. We refer adults who test below our ABE cut scores to the library, who tutor these adults until they are ready to enter ABE classes successfully.

RAS staff meets monthly with Crafton Hills College to determine how to best support our students transitioning to post-secondary education. Through this partnership, RAS hosted dual enrollment college courses on our campus each semester. These courses have varied over the years based on student interest. They include Intro to Computers, Intro to Business, and Intro to Psychology. Partnering with Crafton Hills College has allowed our consortium to fund the hiring of a transitions counselor to work two days a week on our campus to help increase matriculation to the San Bernardino Community College District. Field trips have been arranged to Crafton Hills College to participate in open house events that orient students to college resources and programs. Finally, we worked with Crafton Hills College to develop an adult student transition program entitled the “Summer Bridge Program” to help RAS and Yucaipa Adult School students transition into post secondary education. Last, we developed non-credit ESL classes with CHC for our advanced ESL students who score a level 6 on the CASAS exam.

The principal meets quarterly with representatives from the local Workforce Development Board and other partner agencies through our MOU for San Bernardino County America’s Job Center of California System. The purpose of bringing all of these agencies together is to increase collaboration and create an effective interagency referral system, and cost-sharing measures to build a foundation for serving our shared clientele with greater effectiveness through the America Jobs Corps Center (AJCC). The principal serves on the Integrated Services Workgroup for this partnership so that he can help improve our interagency referral system. Through this workgroup, we began the process of documenting the total number of referrals each agency receives from and makes to partner agencies. The one area that could be improved upon is reaching out and collaborating with local employers to develop programs that help our students gain employment.

RAS leadership works with its partner agencies to develop events for RAS students to learn about the programs, services and career opportunities each partner offers. During the pandemic, we were able to develop these events, and it has been a challenging re-establishing these events post pandemic. Below is a list of those events.

- We have established a bi-annual College and Career Fair that has had between 20-60 local businesses, community colleges, military and social support agencies on our campus to interact with RAS students.
- In addition, our co-location with our local Regional Occupational Program is a unique example of community connections. Both CRY-ROP and RAS staff provide presentations about the programs they offer throughout the school. As a result, RAS graduates are already in place to transition to career training programs within the same facility.
- RAS also partnered with the Institute for Behavioral Health (IBH) to provide information

sessions on job opportunities to current and former students. We held morning and evening sessions where students were supported through the application process by both IBH and RAS staff.

- RAS has partnered with Building A Generation (BAG). Building A Generation has assisted with preparing our students for the workforce. They have presented various aspects of career readiness in the classrooms such as, resume building, personality assessments, mock interviews etc. This has also fulfilled their Career English high school diploma requirement. Our students received volunteer opportunities from BAG including apprenticeships and internships. BAG has also provided our students with scholarships and post secondary planning. They have provided our students with basic necessities such as food, hygiene packs etc.
- Training Occupational Development Educating Communities(TODEC) was invited by RAS staff to present to all ESL classes. TODEC discussed the services they provide such as assistance with legal consultations, DACA applications, and citizenship applications.
- We are currently in the process of working with IEHP to develop events for resume writing workshops, enrollment workshops and recruitment events.

### **Criteria 9. Community/Educational Partnerships Summary**

*Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.*

#### **Areas of Strength**

1. RAS has been able to provide a number of events with our community partners to disseminate information about college and career opportunities to students.
2. RAS has been able to re-establish and create new connections with partner agencies in our community post pandemic to the benefit of our RAS students.
3. RAS strong partnership with the San Bernardino Community College District has allowed students to transition to post secondary and career opportunities at the community college.

#### **Areas of Growth**

1. RAS needs to establish more partnerships with local employers to develop work based learning experiences.
2. RAS needs to explore potential CTE pathways in collaboration with local employers to meet local labor needs.

Evidence:

[RCRC Meeting Agendas](#)

[AJCC Partner System Meeting Agendas](#)

[Flyers for Resources and Job Fairs](#)

[Flyers for Community College Events](#)

[Bi-annual College and Career Fair](#)

[Crafton Hills College Partnership Meeting Agendas](#)

[Number of Students Transitions to Community College](#)

[AJCC Partnership MOU](#)

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Criterion 8	Criterion 9
<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Our mission statement is clear and focuses on the use of equitable practices so that all students have their learning needs met.</li> <li>● We celebrate student personal growth and academic success on an on-going regular basis.</li> <li>● Every class incorporates the use of technology to work with or access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● RAS because of its size and governance structures has created a collaborative and collegial working environment to support on-going program improvement.</li> <li>● RAS has systems in place that have developed a collaborative culture by including both staff and stakeholders in its decision-making processes.</li> <li>● RAS's overall governance is supported by district policies and oversight.</li> </ul>	<ul style="list-style-type: none"> <li>● RUSD has well-established policies and procedures of the hiring of highly qualified staff members for RAS.</li> <li>● District policies and school policies are reviewed each school year.</li> <li>● All district policies and school policies are posted and accessible to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>● RAS uses four online curriculums to meet students' goals and needs which are standards-based, aligned with the Common Core College and Career Standards, and are regularly reviewed for relevance and accuracy by both the publishers and RAS staff.</li> <li>● Four of RAS programs use online curriculums which allow students to have more accessibility and flexibility.</li> <li>● There is enough technology available for both students and staff which they use for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers do an excellent job of learning their students' strengths and areas of growth to tailor instruction and interventions to students' needs.</li> <li>● Cohesion in instructional approaches have led to an increase in students achieving each program's objectives.</li> <li>● All teachers use strategies to intervene and support students who struggle with their program's course work.</li> </ul>	<ul style="list-style-type: none"> <li>● RAS has improved its systems for data collection so that the data is current, and it is accessible to all staff members.</li> <li>● RAS has created a systematized approach to reviewing and analyzing student achievement data with staff and students.</li> <li>● RAS consistently uses assessment and student achievement data to make decisions to improve student success school wide.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing Graduation Plans/ Goal Setting for each of our high school diploma students.</li> <li>● Students awareness and staff communication of counseling services and activities on campus.</li> <li>● Enrollment processes across all programs are clear, effective, and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>● RAS's enrollment and program growth has led to increased WIOA funding as a result of its program outcomes.</li> <li>● New funds have been allocated to those areas that meet RAS Mission and SLOs: 1) More counseling support to increase college and career readiness to more effectively help students develop and track personal, academic and career goals; 2) Increased clerical staff was to strengthen systematic data management and timely access of student assessment data to allow teachers to make meaningful decisions; 3) Purchase of new technology and new curricula to increase students' ability to use technology effectively.</li> <li>● All expenditures are made through an effective district approval process.</li> </ul>	<ul style="list-style-type: none"> <li>● RAS' strong partnership with the San Bernardino Community College District has allowed students to transition to post-secondary and career opportunities at the community college.</li> <li>● RAS has been able to provide a number of events with our community partners to disseminate information about college and career opportunities to students.</li> <li>● RAS has been able to re-establish and create new connections with partner agencies in our community post pandemic to the benefit of its students.</li> </ul>

## Redlands Adult School Self-Study Report

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Criterion 8	Criterion 9
<b>Areas of Growth</b>	<ul style="list-style-type: none"> <li>Improved identification of data that measures the SLO's.</li> <li>Developing a sense of community in all classes.</li> <li>Develop documentation for ESL and Citizenship individual learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>RAS needs to develop a system to disseminate the Student Advisory Committee notes to all students.</li> <li>RAS needs to update their school handbook including sections for HSD, ABE, HSE, ESL and ensure all teachers and students have knowledge and access.</li> <li>RAS staff needs to increase its efforts of recruiting and retaining students on the Student Advisory Committee.</li> </ul>	<ul style="list-style-type: none"> <li>RAS is in the process of restarting the regular cycle of employee evaluations.</li> <li>Developing a systematic evaluation procedure of professional development activities.</li> <li>Tailored training for different staff members based on their roles and responsibilities such as transcript evaluation for counselors and online programs for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>RAS staff needs to continue measuring the effectiveness of curriculum, programs, and materials to effectively provide all students with specific skills, content knowledge, expertise, and literacies, to be successful as they bridge to further education and/or the job market.</li> <li>RAS staff needs to continue to develop a curriculum map for its ABE program to provide consistency among teachers and to guarantee all students receive the same quality of course content and skill building.</li> <li>RAS needs to integrate curriculum to support student acquisition of SLOs.</li> </ul>	<ul style="list-style-type: none"> <li>RAS needs to identify essential digital literacy skills and develop or adopt a curriculum for the integration of those skills in all programs.</li> <li>RAS staff needs to develop a systematic approach to integrating the instruction of study skills in each of its programs.</li> <li>Providing staff with more professional development opportunities to remain current with effective research-based approaches for teaching adults and training on their program specific learning management system.</li> </ul>	<ul style="list-style-type: none"> <li>RAS needs to implement a system for monitoring the SLOs for the purpose of analyzing data to make organizational changes.</li> <li>While RAS has found success with the implementation of data team meetings, staff could improve documentation on protocols of the discussion, ideas and interventions staff plan to implement for improving student achievement.</li> <li>RAS needs to continue to find additional avenues to communicate the school's student achievement data with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Systematizing counseling appointments so that all students meet one on one with a counselor during the year.</li> <li>Supporting ESL students in post-secondary planning and processes.</li> <li>Providing more mental health opportunities and support on campus.</li> </ul>	<ul style="list-style-type: none"> <li>RAS leadership needs to develop and share an end-of-year report to outside stakeholders.</li> <li>RAS Leadership and staff members need to work with all stakeholders and partners to develop career education programs and pathways.</li> <li>RAS and RUSD will need to engage in long-term facilities planning.</li> </ul>	<ul style="list-style-type: none"> <li>RAS needs to establish more partnerships with local employers to develop work-based learning experiences.</li> <li>RAS needs to explore potential CTE pathways in collaboration with local employers to meet local labor needs.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Work in department teams to identify and gather evidence that supports student attainment of the SLOs.</li> <li>Train staff on Restorative practices.</li> <li>The counseling department will work to develop goal setting forms for use with ESL, and Citizenship students.</li> </ul>	<ul style="list-style-type: none"> <li>Work with students and staff to determine the best approaches to disseminating Student Advisory Committee notes to all students.</li> <li>RAS Leadership Team will calendar time each June to review and revise the school handbook and upload it to the school website.</li> <li>Survey students on how best to involve them becoming part of the student advisory committee.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to evaluate staff based on the timelines and procedures outlined in the CBA.</li> <li>Review student performance data related to professional development activities' topics at the end of each school year.</li> <li>Survey staff on professional development topics, and use the information for the surveys to develop professional activities for each school year.</li> </ul>	<ul style="list-style-type: none"> <li>ABE teachers will collaborate to develop a curriculum map for the ABE course.</li> <li>Work in department teams to identify lessons and course material that supports student attainment of the SLOs as well as using evidence to evaluate the effectiveness of those activities.</li> </ul>	<ul style="list-style-type: none"> <li>RAS Leadership Team is exploring the use of Aztec's digital literacy course to support student's attainment of digital literacy skills.</li> <li>Department teams will meet to develop lessons for note taking.</li> <li>RAS Leadership Team will identify professional development opportunities on the OTAN and CALPRO websites and provide staff with the information to attend those sessions as well</li> </ul>	<ul style="list-style-type: none"> <li>RAS Leadership Team needs to calendar and develop activities for monitoring and analyzing SLO attainment data.</li> <li>Lead staff discussions about how to better document the conversation during data team meetings.</li> <li>Post on the school website and provide stakeholders with a one page infographic of RAS's student achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly review the Counseling Student Documentation data to make sure all have met with a counselor. Have RAS teachers show students how to make an appointment with a counselor on the school website.</li> <li>The Counseling Department will develop a calendar of counselors conducting presentations of post-secondary pathways in ESL classes. Work with CHC transition</li> </ul>	<ul style="list-style-type: none"> <li>Post on the school website and provide stakeholders with a one page infographic of RAS's student achievement data.</li> <li>RAS staff will continue to work with its consortium and review local labor market data to determine which CTE pathway or program would be fit with local labor market needs.</li> <li>RUSD is in discussions with CRY-ROP to take over the lease</li> </ul>	<ul style="list-style-type: none"> <li>RAS will explore relationships with local employers and education providers that will lead to apprenticeships for RAS students.</li> <li>RAS staff will continue to work with its consortium and review local labor market data to determine which CTE pathway or program would be fit with local labor market needs.</li> </ul>

## Redlands Adult School Self-Study Report

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Criterion 8	Criterion 9
					contact to OTAN staff to arrange for staff development sessions onsite.		counselors to develop a calendar of presentations for post-secondary opportunities in ESL classes. <ul style="list-style-type: none"> <li>Continue to reach out to mental health providers to see if there are free or low cost options to help support students.</li> </ul>	agreement of the B Building in June of 2025.	

### Schoolwide Strengths

1. RAS continues to develop and improve systemized processes schoolwide.
2. RAS's rise in outcomes has led to additional funding which allowed RAS to increase course offerings, staff, learning materials and technology.
3. RAS gathers student performance data and reviews it on a regular basis to drive instruction and program improvement.
4. The RAS counseling program supports students through orientation, program completion and transition to college or career programs through a variety of strategies.
5. Teachers use individual student data and goal setting activities to understand their students' learning needs and to support attainment of their program's goals.

### Schoolwide Areas of Growth

1. RAS needs to ensure that all students are achieving the goals of their program by improving upon its process of regularly reviewing student data.
2. Improve the data collection process and monitoring of the Schoolwide Learning Outcomes(SLOs) to ensure all students are achieving them.
3. RAS needs to implement a digital literacy curriculum with embedded strategies to ensure all students learn basic 21st century skills.
4. Develop a systematic approach to professional development that supports each teacher and impacts student learning.

## Chapter 5: Schoolwide Action Plan or CIP

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan or CIP.
- Revise the schoolwide action plan or CIP.
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan or CIP.

### Schoolwide Action Plan

<b>Goal 1</b>	Ensuring that students achieve the goals of their programs by reviewing student's demonstrated progress in their course work and academic performance assessments.
<b>Rationale</b>	RAS staff recognizes that in order for students to meet the goals of their programs regular and consistent review of student progress is necessary. After our review of performance data from the last six years, it is clear that student performance has varied greatly from program to program. In order to ensure all students are achieving, staff must continue to take advantage of the opportunity to review performance data in departments and as a whole staff. These meetings will allow RAS staff to determine best practices from both a collective experience and research to help our students succeed.
<b>Schoolwide Learner Outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Critical Thinkers who</b> <ul style="list-style-type: none"> <li>• Organize, interpret and evaluate information effectively</li> <li>• Demonstrate mastery of standards and skills</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>Effective communicators who</b> <ul style="list-style-type: none"> <li>• Articulate thoughts and ideas clearly and effectively in written and oral communication</li> <li>• Access information through media and technology</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>College and/or career-focused learners who</b> <ul style="list-style-type: none"> <li>• Set personal, academic, and/or career goals</li> <li>• Acquire and demonstrate employability and workplace skills</li> <li>• Know how to access continuing education and training opportunities</li> </ul> </li> </ul>



	<input checked="" type="checkbox"/> <b>Community Participants who</b> <ul style="list-style-type: none"> <li>Interact successfully with a diverse population</li> <li>Develop the knowledge and skills to become informed and engaged members of the community</li> </ul>			
<b>Actions Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Means to Assess Progress</b>	<b>Timeline for Completion</b>
<b>Calendar monthly department meetings.</b>	Leadership Team	Time provided during leadership meetings to schedule time during department meetings to review student performance data.	Leadership Agendas/ Minutes  Shared Outlook Master Calendar	May of each previous school year
<b>Calendar quarterly data team meetings.</b>	Leadership Team	Time provided during leadership meetings to schedule time during department meetings to review student performance data.	Leadership Agendas/ Minutes  Shared Outlook Master Calendar	May of each previous school year
<b>Identify research based articles on best practices in educating adult learners and presenting these articles at staff meetings.</b>	Principal  Leadership Team	Time to review and select articles on the OTAN website to be reviewed and discussed during staff meetings.	Staff Meeting Agendas/Minutes  Student Performance Data  Teacher Observations	Quarterly by August, October, January, March
<b>Discussion of</b>	Principal	Time to plan and	Staff Meeting Agendas/	Quarterly by October,

<b>andragogy at staff and department meetings.</b>	Leadership Team	discuss topics related to andragogy during leadership meetings	Minutes  Leadership Meeting Agendas/ Minutes  Student Performance Data  Teacher Observations	December, March, May
<b>Establish clear goals for each program.</b>	Each Academic department	Time dedicated at department meetings to review course outline and program goals.	Department Meeting Agendas/ Minutes  Updated Course Outlines and program goals	August of each school year
<b>Identify interventions to help underperforming students.</b>	Principal  Teachers  Counselors	Allocating funding in the budget for materials and/or personnel to implement identified interventions.  Time dedicated at department and staff meetings to discuss potential interventions.  Time dedicated to developing student surveys to help determine student	Student performance data  RAS Budget  Staff and Department Meeting Agendas/ Minutes  Student Needs Survey	May    Quarterly    October and February

		needs.		
<b>Review of established student interventions.</b>	Principal Teachers Counselors	Time dedicated at department and staff meetings to discuss the effectiveness of established interventions.	Staff and Department Meeting Agendas/ Minutes  Student Performance Data  Classroom Observations in Progress Advisor	December and May

<b>Goal 2</b>	Ensure all students recognize and reach the SLOs by providing specific skills, knowledge, and literacies (including digital literacy) to complete their program and successfully bridge to further education and/or the job market.
<b>Rationale</b>	Our students are facing significant economic, personal and social realities. As a result of an evolving job market and post-secondary education system, critical thinking, effective communication, community participation and digital literacy skills are necessary for student success in college and/or career. We must ensure activities and tasks in all programs and settings are aligned with andrological best practices and are truly preparing students for success in college or career. RAS needs to determine which data effectively measures student attainment of the SLO's while developing a cycle of data collection and review.
<b>Schoolwide Learner Outcomes</b>	<input checked="" type="checkbox"/> <b>Critical Thinkers who</b> <ul style="list-style-type: none"> <li>• Organize, interpret and evaluate information effectively</li> <li>• Demonstrate mastery of standards and skills</li> </ul> <input checked="" type="checkbox"/> <b>Effective communicators who</b>

	<ul style="list-style-type: none"> <li>• Articulate thoughts and ideas clearly and effectively in written and oral communication</li> <li>• Access information through media and technology</li> </ul> <p><input checked="" type="checkbox"/> <b>College and/or career-focused learners who</b></p> <ul style="list-style-type: none"> <li>• Set personal, academic, and/or career goals</li> <li>• Acquire and demonstrate employability and workplace skills</li> <li>• Know how to access continuing education and training opportunities</li> </ul> <p><input checked="" type="checkbox"/> <b>Community Participants who</b></p> <ul style="list-style-type: none"> <li>• Interact successfully with a diverse population</li> <li>• Develop the knowledge and skills to become informed and engaged members of the community</li> </ul>			
<b>Actions Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Means to Assess Progress</b>	<b>Timeline for Completion</b>
<b>Review and revise current SLOs.</b>	All Staff	Time allocated during the beginning of the year professional development day to review and revise the SLOs.	Professional Development Day Agenda Revised SLOs Posters	August
<b>Determine which data would assess School-wide Student Learner Outcomes.</b>	Leadership Team	Time allocated during leadership team meetings to determine which data sets would best assess student achievement of the SLOs.	Leadership Meeting Agendas	September

<b>Develop cycle of SLOs data review.</b>	Leadership Team	Time allocated during Leadership team meetings to determine when to review student progress toward achieving the SLOs.	Leadership Meeting Agendas	September
<b>Develop digital literacy skills curricular map by program.</b>	Department Teams	Time allocated during department meetings and over summer break to allow department teams to meet.  Funding allocated to pay staff members to work on developing the digital literacy skills curricular map.	Department Meeting Agendas  RAS Budget	Summer  Summer
<b>Develop Digital Literacy Lessons and Assessments.</b>	Department Teams	Time allocated during department meetings and over summer break to allow department teams to meet.  Funding allocated to pay staff members to work on developing the digital literacy skills lessons and assessments.	Department Meeting Agendas  RAS Budget	Summer  Summer

<b>Develop SLOs Student Self Assessment.</b>	Department Teams	Time allocated during department meetings and over summer break to allow department teams to meet.	Department Meeting Agendas	Summer
		Funding allocated to pay staff members to work on developing the digital literacy skills lessons and assessments.	RAS Budget	Summer

<b>Goal 3</b>	The school will develop a systemized approach to professional development to increase staff effectiveness in support of student learning.
<b>Rationale</b>	RAS has struggled with a high turnover rate of staff. RAS needs to effectively onboard new staff while providing seasoned staff with relevant training to support their practice. A systemized approach to professional development will provide a baseline for all staff which will ultimately create more cohesive approaches to increase student learning and outcomes.
<b>Schoolwide Learner Outcomes</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Critical Thinkers who</b> <ul style="list-style-type: none"> <li>● Organize, interpret and evaluate information effectively</li> <li>● Demonstrate mastery of standards and skills</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>Effective communicators who</b> <ul style="list-style-type: none"> <li>● Articulate thoughts and ideas clearly and effectively in written and oral communication</li> <li>● Access information through media and technology</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>College and/or career-focused learners who</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Set personal, academic, and/or career goals</li> <li>• Acquire and demonstrate employability and workplace skills</li> <li>• Know how to access continuing education and training opportunities</li> </ul> <p><input checked="" type="checkbox"/> <b>Community Participants who</b></p> <ul style="list-style-type: none"> <li>• Interact successfully with a diverse population</li> <li>• Develop the knowledge and skills to become informed and engaged members of the community</li> </ul>			
<b>Actions Steps</b>	<b>Persons Responsible</b>	<b>Resources Needed</b>	<b>Means to Assess Progress</b>	<b>Timeline for Completion</b>
<b>Staff will complete the CALPRO Instructor Competencies Self-Assessment.</b>	All Staff	Time allocated at a staff meeting for teachers to complete the survey.	Leadership team reviews staff survey results.	August and May
<b>Assign new staff members onboarding professional development.</b>	Administration Department Leads	Funding allocated to pay staff for training and substitute teachers.	Certificates of completion	Trainings completed within six weeks of hiring new staff members.
<b>Develop and assign staff development sessions based on the CALPRO Instructor Competencies Self-Assessment results and Staff Surveys.</b>	Leadership Team	Allocate time during leadership meetings to review the CALPRO Instructor Competencies Self-Assessment and Staff Survey results to determine staff training needs.	Certificates of completion	May

		Allocate time during leadership meetings to review the CALPRO, OTAN and CAEP TAP websites to determine which staff development sessions to assign to staff..	CASAS Scores Student Persistence COAAP Scores CIT Test Scores Government and History Test Scores Program completion rates	May
<b>Staff will attend department specific workshops and conferences. (ie: CAEP Summit, CASAS Summer Institute, CATESOL Conference, etc.)</b>	All Staff	Funding allocated for staff to attend conferences.  Develop a list of staff attendees for each conference or workshop.	Conference Forms CASAS Scores Student Persistence Rates Program Completion Rates	May
<b>Staff will hold a debrief after attending conferences during staff or department meetings.</b>	Administration Staff Conference Attendees	Allocate time during staff and department meetings to allow conference attendees to share the information learned during conference attendance.	CASAS Scores Student Persistence COAAP Scores CIT Test Scores Government and History Test Scores Program completion rates	Throughout the year as staff attend conferences
<b>Staff will be assigned quarterly scholarly articles from databases</b>	Administration Leadership Team	Allocate time during leadership meetings to select scholarly articles.	Leadership Agendas Staff Meeting Agendas	October January March



such as the CAEP Technical Assistance Project website.		Allocate time each quarter during staff meetings to conduct staff discussion about assigned scholarly articles.		May
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### Continuous Improvement Plan

<p>Goal 1</p> <p>By end of 2024-2025 academic year, Redlands Adult School will improve student achievement as measured by a 5% increase in the percentage of students who complete an EFL level as compared to percentage of students who completed an EFL level in 2022-23(39.9%) by conducting quarterly data teams and developing systems for teachers to easily review student data.</p>				
Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
Develop Student Summary and Assistance spreadsheets that contains all relevant data such as attendance, CASAS scores, Acellus hours and Aztec hours, number of courses completed on the spreadsheet and all staff have access to the spreadsheet.	<p>Increase in student attendance.</p> <p>Increase in the average number of courses students complete.</p> <p>Increase in the number of hours students completed in Acellus and Aztec.</p> <p>5% increase in the percentage of students who complete an EFL gain.</p> <p><b>% of Student Making EFL Gains</b></p> <p>21-22: 41.7%</p> <p>22-23: 39.9%</p> <p>23-24: 41.4%</p>	Administration Office Staff	July 2024	N/A
Implement bi-weekly cycle of data collection to ensure analysis	Increase in student attendance.	Administration Office Staff	Beginning on the data collection	N/A

of student performance data.	<p>Increase in the average number of courses students complete.</p> <p>Increase in the number of hours students completed in Acellus and Aztec.</p> <p>5% increase in the percentage of students who complete an EFL gain.</p> <p><b>% of Student Making EFL Gains</b></p> <p>21-22: 41.7%</p> <p>22-23: 39.9%</p> <p>23-24: 41.4%</p>		<p>cycle August 2024</p> <p>October 2024</p> <p>January 2025</p> <p>April 2025</p> <p>May 2025</p>	
Hold quarterly data team meetings.	<p>Increase in student attendance.</p> <p>Increase in the average number of courses students complete.</p> <p>Increase in the number of hours students completed in Acellus and Aztec.</p> <p>5% increase in the</p>	All Staff	<p>October 28, 2024</p> <p>January 13, 2025</p> <p>March 14, 2025</p> <p>May 24, 2025</p>	<p>CALPRO: Administrators Forum</p>

	percentage of students who complete an EFL gain. <b>% of Student Making EFL Gains</b> 21-22: 41.7% 22-23: 39.9% 23-24: 41.4%			
Teachers review the Student Summary and Assistance spreadsheet weekly.	Increase in student attendance and course completion.	Teachers	August 2025	N/A
Develop a Testing Schedule.	Increase in persistence rate.	Leadership	May 2025	N/A
Implement testing taking strategies and released practice test items.	5% increase in the number of students who complete an EFL gain.  5% increase in the percentage of students who complete an EFL gain. <b>% of Student Making EFL Gains</b> 21-22: 41.7% 22-23: 39.9% 23-24: 41.4%	Teachers	August 2024	CASAS
Develop a Schoolwide Recognition Program for students who make EFL gains.	Number of Students Recognized.  5% increase in the percentage of students	Administration Teachers Counselors	July 2024	N/A

	who complete an EFL gain. <b>% of Student Making EFL Gains</b> 21-22: 41.7% 22-23: 39.9% 23-24: 41.4%			
Send student reminders sent in emails and broadcasted about CASAS testing on “What’s Up Wednesday” video bulletin and on social media.	Average Daily Attendance increase.	Office Staff Teachers Counselors	September 2024	CAEP TAP Using Social Media to Market Adult Education

<b>Goal 2</b> RAS will improve accessibility to ABE Reading classes for students by utilizing synchronous hybrid instruction as measured by 5% increase in Average Daily Attendance(23-24: 61%) and enrollment(23-24: 47 Students) in ABE Reading classes by the end of 2024-2025 academic year.				
<b>Supporting Strategies (key action steps)</b>	<b>Measure of Success</b>	<b>Staff Accountable</b>	<b>Due Date</b>	<b>SLP / CDE support</b>
(2 <sup>nd</sup> Semester-May 2024) Survey students for interest in synchronous hybrid instruction.	50% of students or more of students interested in attending classes using synchronous hybrid instruction.	Administration Counselors	July 2024	N/A
Ear marking funding for technology required and training for teachers.	75% funds are spent by July 30, 2024.  100% of training in scheduled by July 30, 2024	Administration Leadership	July 2024	N/A

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Provide professional development to ABE Reading teachers on synchronous hybrid instruction.	100% of teachers received training in hybrid synchronous instruction and strategies to support hybrid synchronous instruction.	Administration Teachers	October 2024 March 2025	OTAN Technology and Distance Learning Symposium
Utilize teaching strategies that are appropriate for synchronous hybrid instruction in ABE Reading classes.	100% of ABE teacher observations by administration in Progress Advisor report the use of strategies appropriate for synchronous hybrid instruction.	Administration Teachers	Weekly through end of May 2025	OTAN HyFlex and Tech Integration Series Using Interactive Whiteboards and Displays in Adult Education
Marketing of synchronous hybrid instruction in ABE Reading classes on Social Media and Program Flyers.	5% increase in enrollment in ABE Reading classes.	Administration Counselors	December 2024	CAEP TAP Using Social Media to Market Adult Education
Begin synchronous hybrid instruction in ABE Reading classes second semester.	5% increase in ABE Reading ADA,  5% in ABE enrollment and EFL gains	Administration Teachers Counselors	Data Team Review Meetings March 14, 2025  May 24, 2025	N/A

**Goal 3**

By the end of 2024-2025 academic year, 5% of ESL students will transition to community college by partnering with our community college transition counselor and site counselors to provide in class informational presentations and activities, community college campus tours and enrollment workshops.

<b>Supporting Strategies (key action steps)</b>	<b>Measure of Success</b>	<b>Staff Accountable</b>	<b>Due Date</b>	<b>SLP / CDE support</b>
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**Redlands Adult School Self-Study Report**

Partner with Crafton Hills College Transitions Counselor to develop dual enrollment presentations and workshops for ESL students.	Presentations are placed in the Counseling Share Google Drive.	Administration RAS Counselors CHC Transition Counselor	September 2024	CAEP TAP Learner Transition in CA - A Deeper Dive - Part I Learner Transition in CA - A Deeper Dive - Part II
Develop a calendar of pathways presentations, dual enrollment presentations and workshops for ESL students.	Presentations are scheduled on the RAS master calendar.	RAS Counselors CHC Transition Counselor	September 2024	N/A
RAS counselors provide ESL classes with pathways presentation.	Number of students who attended the presentation	RAS Counselors	October 2024	N/A
Partner with Crafton Hills College to hold open house events at the community college.	Number of students who attended the open house events Number of students who scheduled an appointment to discuss dual enrollment with the CHC transitions counselor.	Administration RAS Counselors CHC Transitions Counselor ESL Teachers	October 2024 April 2025	CALPRO Developing Strategic Partnerships and Collaborations
Transitional counselor provides dual enrollment presentations and workshops.	Number of students who attended the dual enrollment workshop Number of students who enrolled in community college	Administration CHC Transitions Counselor	December 2024 May 2025	CALPRO Advising the Adult Learner: The Teacher's Role
Align COAAP instruction and curriculum map with community college dual enrollment	Completed curriculum map	ESL Teacher	September 2025	N/A

workshops.				
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# Appendices

Include hyperlinks to relevant evidence:

- A. [Local formative and summative assessment data](#)
- B. [Results of student questionnaire/interviews](#)
- C. [Results of staff questionnaire/interviews](#)
- D. [Master schedule](#)
- E. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- F. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- G. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies
- H. [Graduation requirements](#)
- I. [Summary of School Budget](#)
- J. Glossary of terms unique to the school
- K. [Any additional local data](#)