

# BURBANK ADULT SCHOOL



## **ACS WASC MID-CYCLE SCHOOL PROGRESS REPORT**

**3811 W Allan Avenue  
Burbank, California 91505**

**Apr 18, 2024**

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

**CONTENTS**

I:	Student/Community Profile Data	3
II:	Significant Changes and Developments	14
III:	Engagement of Stakeholders in Ongoing School Improvement	19
IV:	Progress on Implementation of the Schoolwide Action Plan	22
V:	Schoolwide Action Plan Refinements, Evidence Links	26
A:	<i>Glossary of Acronyms</i>	29
B:	<i>Action Plan Progress Report</i>	31

**I: Student/Community Profile Data**

Include the following:

- Student/community profile that has been updated annually since the last self-study visit.
- From the analysis of the updated student/community profile, include the following:
  - An updated summary with implications of the data and identified student learner needs.

☑ **Note:** See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.

Burbank Adult School (BAS), in its 95th year (1928-2023), is a local educational agency.

(LEA), which delivers adult education and literacy services to the Burbank community as well as the surrounding region. BAS is located in the southwestern part of the city of Burbank and is a public school open to all adult students, including those who reside outside of Burbank. Of the 103,920 persons residing in the city, 10.7% of the population live below the poverty line. The breakdown of the residents that live below the poverty line is as follows: 64.1% white of which 24.2 are Hispanic or Latino.<sup>1</sup>

BAS currently serves 3,730 students (unduplicated enrollment). The racial breakdown is: 90% White (of which 55% are Latino), 5.7% Asian, 2.1% African American, 1.2% Filipino. The largest program is English as a Second Language (ESL) which serves 55.9% of the students. Career and Technical Education (CTE) serves 21.8% of the students, Adult Secondary Education (ABE/ASE) 15.7%, Parent Education 6.4%.<sup>2</sup> There are 97 staff members at BAS of various ethnic backgrounds.

**Fiscal Funding (Table 1)**

Year	CAEP	WIOA
2021-2022	\$3,878,576	\$268,139
2022-2023	\$4,183,013	\$306,240
2023-2024	\$4,472,749	\$549,316

BAS is part of the Los Angeles Regional Adult Education Consortium (LARAEC). LARAEC members include the Burbank Unified School District, Culver City Unified School District, Los Angeles Unified School District, Montebello Unified School District, and Los Angeles Community College District.

BAS has a budget for 2023-2024 which totals \$5,022,065 and is an 11.5% increase from 2022-23. This includes a 8.2% COLA increase from 2023. Furthermore, the performance-based WIOA funds have doubled from two years ago.

BAS calls its main campus the Mingay campus. It also holds classes at Burbank High School.

<sup>1</sup> Source: Census 2022, <https://www.census.gov/quickfacts/fact/table/burbankcitycalifornia/PST045222>

<sup>2</sup> Source: ASAP, 2024, Attendance & Enrollment by Course Group

Burbank Adult School has a Leadership Team consisting of representation from key stakeholders. The Leadership Committee is composed of: Academic Department Chair, Consortium Point Person, Counselor Lead, ESL Department Chair, Parent Education Department Chair, Special Education Teacher Lead, office staff representative and both school administrators. The committee reviews and monitors the student achievement data and the schoolwide action plan each semester. Furthermore, both student achievement data and the schoolwide action plans are also reviewed during the all-staff meetings.

BAS instructional staff in the ABE, ASE, and HSE programs use assessments relevant to each course of study to measure student progress. These assessments include CASAS testing, Apex Learning quizzes and tests, and GED/HiSET practice tests and examinations. Formative assessments such as teacher observations, individual/group projects, and performance on individual assignments measure student progress within a course, while summative assessments such as student surveys, course grades, and issuance of high school diplomas or GED/HiSET certificates measure progress in accordance with a Student Educational Plan (SEP) and throughout a program of study.

The BAS Academic and College/Career Counseling (ACCC) offers assessment and guidance relating to ASE and High School Equivalency (HSE) options as well as post-secondary information that includes short-term training and career pathways. As part of academic counseling, there is transcript evaluation, student educational planning, and planning for graduation.

In the ASE program, counselors meet individually with students to evaluate their transcripts. Student Educational Plans (SEPs) are created for college bound students in order to assist them in successful transitions to college or career opportunities. The counselors have developed a strong partnership with local colleges and agencies, which regularly visit BAS to provide information to students.

BAS has grown significantly in the ESL instructional program. In addition, through the consortium, BAS plans to increase Integrated Educational Training (IET) in ESL to support students interested in a health career pathway. Furthermore, more classes and courses have been created to address student needs and provide greater opportunities.

### **Noteworthy Changes**

BAS has gone through various changes since the last WASC visit. Some of those changes include the two current administrators that have fewer than three years at the school. This has impacted the leadership at the school and the ability to build consistency and systemic changes. After a series of administrative changes, BAS is excited about the current leadership spearheading positive change and stability.

Another significant change was COVID-19. COVID-19 impacted staff as well, since the district required vaccination for continued employment. BAS has had 53 new employees since COVID. With the help of the core staff, the new staff members at BAS have contributed to the school's vision and mission.

Along with the staff changes, the Parent Education Resource teacher retired at the end of the 2022 school year. We now have a new resource teacher overseeing the Parent Education program. Furthermore, Burbank Parent Education is implementing the Family Success Initiative as we adapt to changing

community demographics and seek to serve those that would benefit most from our services, while continuing our legacy of supporting parents.

### **WASC Accreditation History**

Burbank Adult School's WASC History goes back to 1963 with successful visits at each juncture. Since 2001 the school has received full status with a Mid-cycle visit for each six-year span.

### **Mission Statement**

To meet the diverse educational needs of the community by empowering lifelong learners to reach their professional, personal and or family goals.

### **Vision Statement**

Burbank Adult School will be a student-centered instructional program that responds to District and community needs, actively collaborates with other service providers, and demonstrates a commitment to building and enhancing human potential through quality educational programs and services.

### **School Wide Learner Outcomes**

#### **Students will be dedicated learners who:**

- Develop and implement meaningful educational, career, and personal goals.
- Demonstrate persistence, focus and responsibility for successful completion of the program in which they are enrolled.

#### **Students will be effective communicators who:**

- Comprehend, analyze, and respond appropriately to verbal, print, and visual media.
- Actively participate in their communities as productive and civically-engaged members.

#### **Students will be life-long learners who:**

- Pursue educational, college, career, and/or enrichment pathways and opportunities for their families and themselves.
- Research and utilize community resources effectively.
- Maintain and improve adaptive life and technology skills in a global society.

#### **Students will be critical thinkers and problem solvers who:**

- Demonstrate the ability to process, evaluate and integrate information from a wide variety of sources.
- Analyze various data effectively in order to increase personal and workplace productivity.

**Enrollment (Table 2)**

Year	Description	ESL	ABE	ASE** (HSE/Diploma)	CTE (All Courses)
2022-23	Total enrollment (unduplicated*)	1776	87	428	910
	Total # courses completed	761	2	246	502
	Course completion rate *(courses completed/participants)	43%	2%	57%	55%
2021-22	Total enrollment (unduplicated*)	1000	58	434	628
	Total # courses completed	344	0	228	356
	Course completion rate (courses completed/participants)	34%	0	52%	57%
2020-21	Total enrollment (unduplicated)	677	42	474	345
	Total # courses completed	236	6	65	229
	Course completion rate *(courses completed/participants)	35%	14%	14%	66%

**Unduplicated enrollment.** Definitions: “Duplicated” enrollment signifies number of classes taken; e.g., If John Doe has taken 3 classes, that counts as 3. “Unduplicated” enrollment is the “headcount”; e.g., If John Doe has taken 3 classes, that counts as only 1.

\*\*ASE includes High School Equivalency & Adult High School Diploma

Source: ASAP, Student Completion Report, Certificate Report

**Enrollment (Table 3)**

Enrollment*	All Depts.	ESL	ABE	HSE	Adult HS Diploma	CTE
2022-2023	6228	2380	113	224	673	1372
2021-2022	3945	1066	98	229	552	1055
2020-2021	2905	787	65	336	650	476

**Duplicated Enrollment:** Excluding dropped students

Source: ASAP, Attendance and Enrollment by Course Group for Date Range

Enrollment*	Enrichment**	Parent Education
2022-2023	921	545
2021-2022	639	306
2020-2021	441	150

**Enrollment (Table 4)**

\*Duplicated enrollment; including dropped students

\*\*This program is fee-based. Not part of Adult education funding

**Enrollment (Table 5)**

Year	HiSET # Test Takers	HiSET Pass**	GED # Test Takers	GED Pass**	Total HSE Test Takers	Total HSE Pass**
2022-2023	16	30	3	5	19	35
2021-2022	14	24	0	0	14	24
2020-2021*	1	5	0	0	1	5

Source: ACCC Google Sheet

\*Data collection is incomplete due to COVID-19

\*\*HSE Pass counts individual subjects sections of the full test.

**Enrollment (Table 6)**

Year	# Students Earning Adult High School Diploma
2022-2023	65
2021-2022	64
2020-2021	40

Source: ACCC Google Sheet

**TOPSpro Enterprise Enrollment (Table 7)**

Program Areas*	2022-2023	2021-22	2020-2021
ESL/ELL	2,142	1,359	859
ABE/ASE	1,212	1,175	745
CTE	1,591	1,185	371
Workforce Preparation	900	188	155
Adults with Disabilities	20	38	20
<b>Total</b>	<b>5,845</b>	<b>3,946</b>	<b>2,150</b>
Students in 2 or more programs	1,408	829	224
<b>Total unduplicated students</b>	<b>4,129</b>	<b>2,961</b>	<b>1,874</b>

Source: TOPSpro Enterprise, CAEP Summary Report. This data is received by the state/consortium.

\* Program areas are duplicated enrollment



**Student Survey Results<sup>3</sup>**

BAS surveys students at the end of each semester. In fall 2023, we surveyed the students to obtain qualitative data on the school climate. Here are the major highlights from the survey:

Is Burbank Adult School welcoming to all students of different cultures and backgrounds?	Strongly agree (97.9%)
Does BAS welcome student ideas, thoughts and opinions?	Strongly agree (85.8%), Agree 10.9%
Do you feel the instructional technology used in the classroom helps you learn?	Strongly agree (80.5%), Agree (13%)
How would you rate your teacher overall?	Excellent at 69%, Very good at 16.8%, Good at 10%
My teacher genuinely cares about my learning experience.	Strongly agree (89.1%), Somewhat agree (7.4%)

---

<sup>3</sup> Student Experience Survey, <https://forms.gle/UEdZaYMBdQc2AwzLA>

**Faculty/Staff Survey Results<sup>4</sup>**

BAS surveys staff annually to gauge school climate and culture. Last survey was in spring 2023.

Is BAS a supportive and inviting place for students to learn?	Strongly agreed (70.8%), Agree (29.2%)
Is BAS a supportive and inviting place for staff to work?	Strongly agree (54.2%), Agree (37.5%)
BAS uses instructional materials that reflect the culture or ethnicity of its students.	Strongly agree (43.8%), Agree (31.3%), Neutral (25%)
Has high expectations for all students, regardless of their race, ethnicity, or nationality	Strongly agree (60.4%), Agree (35.4%)
BAS promotes personnel participation in decision-making that affects school practices and policies.	Agree (41.7%), Strongly agree (39.6%), Neutral (14.6%)
BAS motivates students to learn	Strongly agree (62.5%), Agree (33.3%)
BAS uses objective data such as surveys, tests scores in making school improvement decisions.	Strongly agree (47.9%), Agree (35.4%), Neutral (16.7%)
BAS Provides adequate counseling and support services for students.	Strongly agree (50%), Agree (37.5%), Neutral (10.4%)
Administrators create a positive school climate	Strongly agree (66.7%), Agree (31.3%)

**Briefly summarize all types of online instruction and specialized programs offered and the impact on student learning, if applicable:**

Burbank Adult School utilizes a variety of online instruction across all programs. This is one of the goals outlined in the school action plan, and BAS has progressed significantly in this area. In the academic program, Apex Learning is still used as our online curriculum and it is managed by the Learning Center.

The curriculum and courses are updated annually by the provider and courses are A-G approved. Assessments are updated by Apex Learning each semester in order to maintain the integrity and security of quizzes and tests. Student progress is monitored closely by the instructors.

---

<sup>4</sup> In-School Survey, <https://forms.gle/VyLEtFi3LDPNTMJU6>

For high school diploma students using Apex Learning, the Academic Department provides one-on-one teaching six days a week. The Learning Center is open for students 10 hours a day from Monday through Thursday. The Center is open during the week, online, and on Saturdays. Additionally, we have a dedicated online teacher that meets with students on a weekly basis to teach and monitor progress.

To further support students, the Academic Department has recently implemented Aztec Software to complement the teaching in both ABE and HSE. Aztec software provides individualized learning through integrated pretests. The results of the pretests give each student a learning plan to address specific learning needs based on the assessment. This allows students to address their needs through mastery of knowledge areas. Aztec software contains preparation courses for students whose goals are to pass the GED and HiSET either in Spanish and English, and contains preparation courses for learners that have a reading level below secondary education.

Using Aztec software as an assessment tool has provided the High School Equivalency (HSE) test preparation program the ability to track student progress. Aztec creates individual educational plans that demonstrate student progress based on knowledge areas using the same tool across the instructional program. In addition, the HSE program incorporates the use of online resources on the official GED and HiSET websites including interactive online practice tests and smartphone apps to help students prepare for the HSE exams. The greatest impact of Aztec is with the GED Spanish test preparation course. BAS has had over 100 students enrolled in the GED Spanish test preparation courses since it first started last summer. In the fall alone, 45 students passed at least one component of the GED test, which included GED Spanish students. Aztec has allowed us to reach students that were unable to take classes in-person and offer HSE completion through accelerated learning in an equitable format.

CTE teachers also incorporate online instruction. For example, various teachers use Canvas as their Learning Management System (LMS). Canvas allows students to review class lessons, take assessments, and engage students through discussions. To add, Canvas is a commonly used LMS at community colleges. Thus, students use a common LMS or learn how to use it for when they transition to higher education. There are several courses that are exclusively online. This is a result of industry common practices and the need to expand educational services to surrounding communities. Our online courses are in the health sector and business occupations, and have been a great success. For example, the persistence in our online CTE courses is 71.6%. Furthermore, courses such as Web Design and Photoshop rely heavily on online learning for instruction, especially free online resources. Some of these examples include the use of website builders, QuickBooks online and Clipdrop.

The ESL instructional program has greatly evolved over the last couple of years. BAS has now purchased Burlington English (BE) for all of the language learners. BE has increased persistence and student engagement. This is reflected in the increase of CASAS literacy gains. Since the implementation of Burlington English, the literacy gains for ESL have increased by 95%<sup>5</sup> over the last two semesters. BE allows students to learn on-the-go even if they are at work during their 15-minute break. Many teachers also use Google Classroom to help students access documents and presentations as needed. The availability of new laptops increases student engagement across all levels. Additionally, the newest technological

---

<sup>5</sup> TOPSpro Enterprise: Preliminary Payment Points Summary

devices are interactive smartboards. The purpose of incorporating smart boards is to both increase student persistence and improve student digital literacy, which aligns to our school's SLOs.

### **Updated summary with implications of the data and identified student learner needs**

BAS is very different from the last WASC visit in various aspects. The greatest difference is the growth in enrollment across all programs. Enrollment has increased by an additional 108%<sup>6</sup>. This is due to many factors.

The nearest agency that serves the same population is nine miles away. This makes BAS the epicenter for many within the community to receive short-term training at a low cost and a great spot for English Language Learners (ELL) to improve their language skills in a diverse and supportive environment. In 2021, BAS was the first school within the region to offer in-person instruction exclusively. This met the needs of many students that did not have the ability to learn online due to technology or other barriers.

Another major factor is the governmental impact from outside countries that forces people to immigrate. For example, BAS now has 11% more students that have a Russian, Armenian, and Ukrainian language background versus the last visit.<sup>7</sup> This has affected the diversity of the school while at the same time providing an opportunity to teach and learn in a multicultural environment. This has led ESL classes to incorporate a Cultural Diversity EL Civics learning activity once per school year. Due to the school's diversity, BAS has revised its student rules of conduct. The rules of conduct are in place to mitigate cultural barriers.

The increase in enrollment has led us to reevaluate course offerings. We now offer more ESL classes at various levels to accommodate the students' needs based on their educational level. This has impacted our CTE short-term training courses as well since the need for job placement is in demand. Since the last WASC visit, the number of students that want a job or want to get a better job have increased by over 10%. Furthermore, our regional consortium is committed to helping ELLs by investing in the state's Healthcare ELL Pathway through a grant. This grant puts an emphasis on building our health occupation program to help ELLs find jobs, training, and industry pathways.

The increase in enrollment and the school's investment in the Healthcare ELL Pathway are perfectly aligned with our school's mission statement of meeting the diverse educational needs of our students as lifelong learners.

Lastly, the enrollment has impacted how BAS collaborates with local community partners. BAS has increased externship programs to offer job training to students in CTE. BAS also plans on adding an additional Integrated Education and Training (IET) program to help ELL learners accelerate their learning to achieve their career goals. Furthermore, college partnership visits have increased to provide transitioning students seamless support. BAS is focused on building stakeholder engagement. Examples of these include the advisory committee, regular visits from colleges, library and One-Stop sessions, and

---

<sup>6</sup> Enrollment Table 2

<sup>7</sup> Source: TE Demographic Summary report

community events. By leveraging these partnerships, BAS is providing wrap-around services that would be difficult to accomplish without the help of community partners.

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last self-study visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Changes and developments have taken place across all programs and departments at BAS.

Since the last WASC visit, the new administration has been very successful in using social media (Meta, Instagram) as well as traditional media (TV, radio, catalogs) to advertise the programs at BAS. As a result, ESL has seen a steady and considerable increase in enrollment since the last WASC report was written. Based on the increase in student interest, more sections were added to the program mainly at the beginning and intermediate levels of ESL, in the morning, evening and Saturday programs. Due to the increase in the number of sections, a larger number of students (162%<sup>8</sup>) were enrolled in the ESL program, which improved general access to the program.

As the enrollment in ESL programs continues to surge, the necessity for additional teaching staff has become apparent, leading to a recruitment drive to meet the demand for new classes. With the influx of fresh educators, a structured approach to professional development sessions has been vital. These sessions are designed not only to align with the LARAEC course outlines but also to facilitate the smooth introduction of new exit exams and the dissemination of best teaching practices. The overarching aim is to uphold the standards outlined in BAS learning goals, ensuring that students receive instruction of the highest quality. The systematic implementation of professional development initiatives has notably heightened the academic rigor within classrooms, evident through the daily integration of essential language skills such as reading, writing, speaking, and listening. Consequently, this emphasis on comprehensive instruction has led to a marked improvement in student retention rates across all levels of ESL proficiency.

Since the last visit, BAS has introduced Burlington English, an online educational software. The students have been using this program both in the classroom as well as on their own. The availability of this software has encouraged students to practice their English more. They have access to Burlington English in the classroom on laptops. Additionally, they can access the program on their cell phones, which gives them more opportunities to practice on their own time. As a result, in concert with other resources and supports, student engagement and persistence have improved.

The administration has provided more Professional Development (PD) opportunities for staff. Teachers meet about eight times a year for PD. PDs are facilitated both by an outside professional, as well as by in-house staff. All staff members are encouraged to attend conferences on-line and in-person. Therefore, more teachers have been attending various conferences, such as those organized by CASAS and the California Council for Adult Education (CCAЕ). Teachers have also taken advantage of PDs organized by the Los Angeles Regional Adult Education (LARAEC).

---

<sup>8</sup> Enrollment Table 3

The ESL department has been working in Professional Learning Communities (PLCs) on a variety of tasks. For example, exit exams were finalized through the diligent work of the PLC participants. Now, at the end of each semester, students are scheduled to take an exit exam to assess their English skills to ensure that they have met the required competencies to be promoted. Also, in order to provide high-quality instruction at all levels, some teachers have been involved in peer-to-peer observation, a practice that will be continued in the future. Teacher observations are the foundation of PLCs, to learn best practices from each other. Further, during PLCs, teachers revised the EL Civics (COAAP) Civic Objective Additional Assessment Plan, activities as well as the creation of new COAAP activities.

To increase student engagement, BAS has purchased more technology tools for student involvement (new laptops, new classroom computers, and smartboards). The newest technology acquisition is the smartboards. To ensure that all teachers receive the proper training to roll out the use of smartboard in the classrooms, the administration arranged a training session presented by ViewSonic, which was followed by additional training facilitated by one of the teachers.

Another change in the ESL program was the celebration of students' success in three different categories: best attendance, most improved, and highest achievement. Certificates are presented at the end of each semester to the nominated students in the school auditorium. BAS implemented the usage of Certificates of Promotion for students who were promoted to the following level and Certificates of Participation for students who continued at the same level.

The Career Technical Education (CTE) program, like the ESL program, has seen significant growth, with enrollment increasing by over 163%<sup>9</sup>. CTE is no exception to the enrollment growth and is benefitting from the state's increase in enrollment overall across the state. BAS also stopped charging a class fee for CTE classes in the spring of 2020 in part as a recommendation from the state and to remain competitive with other Local Educational Agencies (LEA) in the region. This has made BAS a more equitable LEA by making the classes more affordable. BAS still incurs materials fees in some CTE classes to address consumables. BAS is also now on California's Eligibility Training Provider List (ETPL), which is under the Workforce Innovation and Opportunity Act (WIOA) and managed by South Bay Workforce Investment Board Inc. (SBWIB). ETPL provides individuals to find Burbank Adult School as a training provider for Pharmacy Technician Training and Certified Nursing Assistant. Since it is part of WIOA, being part of the ETPL is performance-based under two categories, employment and certification. This has helped BAS to focus on student outcomes.

The course offerings are now more aligned to student needs. BAS offers classes based on student surveys, teacher input, and partnership recommendations. For example, BAS now offers Medical Front Office classes online. The class complements the need for employees in the health sector with over 30 health-related community businesses in Burbank. The health sector has the second biggest workforce in the City of Burbank. BAS now also offers a wide range of computer courses with capstones to allow students to focus on particular areas of needs, which includes adjustments to Computer Networking and Computer Technician. Offering classes that are more aligned with student goals has helped us increase enrollment.

---

<sup>9</sup> Enrollment Table 2

BAS has integrated technology in a meaningful way in the CTE courses. BAS has purchased software that meets industry standards to better prepare students for the workplace. These include TotalMD, Intuit's QuickBooks, and Adobe's Creative Cloud. Other classes use Canvas (Learning Management System). Canvas is a community college standard LMS cloud-based system that provides tools for lessons, gradebooks, and class reminders. Canvas increases student engagement and has accessibility functionalities to help learners if needed. Since the implementation of Canvas, it has been used by approximately 200 CTE students in a school year. Integration of technology has helped students with class engagement.

One of BAS' goals in CTE is to create pathways for our students to enter either the workplace or higher education. The school has made progress towards this goal. BAS has developed Memorandums of Understanding (MOUs) with a few organizations since the last WASC visit. The MOUs are collaborative and signify a commitment to student learning between BAS and its community partners. The MOUs include externship agreements that provide job training opportunities for the Pharmacy Technician Training, CNA, Physical Therapy Aide, and Clinical Medical Assistant students at BAS. Furthermore, we now have an established CTE Advisory Committee. The committee includes employers, support services, and the local community college. Through this committee, BAS has learned how to better support and prepare students as they transition into their next educational and/or workplace goals. In addition, BAS is participating in the Healthcare Pathway for ELL grant. The grant will further support the building of the CTE programs. The monies will be used to build infrastructure, add key positions, and keep student out-of-pocket costs low. Working collaboratively has allowed BAS students to find employment after training.

Lastly, CTE instructors are now required to provide course syllabi, which is a work in progress. The purpose of the syllabi is to ensure students are meeting course objectives and competencies upon completion.

The Academic Department has undergone significant changes since the initial WASC visit three years ago. In ASE, the number of graduates has increased by 62%. Enrollment in the ABE program has increased 107%. As a result, new courses have been added to meet the needs of our adult learners as indicated in their choice of educational goals in the Counseling Intake Student survey. The two most common goals for students are to gain employment/better employment (52.0%) and to enroll in college (51.4%) - totals exceed 100% because students were able to choose more than one goal.

Based on the number of students whose goal is to enroll in college, the Academic Department added a College & Career course to our curriculum in Apex Learning, and we improved the process in which students can dual enroll with Los Angeles Valley College (LAVC). Students can either fill out the dynamic form online or use the same K12 form used by the high schools to obtain college courses for free. There are now more students dual enrolled than in previous years. This has also opened up a relationship with LAVC where students are dual enrolled and are working towards completing requirements to qualify for AB540. The Apex Learning College & Career course is offered to all students who only need to meet our residency requirement. This course offers students the opportunity to learn more about college, financial aid, and exploration of careers.



Additionally, BAS added General Educational Development (GED) preparation courses taught exclusively in Spanish based on student demand. Spanish GED classes are offered online in the evenings Monday through Thursday and in-person on Saturday mornings, and a Friday morning online class was recently added due to the needs of students who could not attend in the evenings or on weekends. Enrollment in these classes is strong and has led to an increase in High School Equivalency (HSE) completers. Online classes have been added in Apex Learning for those who are working toward a high school diploma, and an online class has been added to the Aztec Software platform for those working toward a High School Equivalency.

The academic department has put more emphasis on supporting our GED/HiSET students with additional materials, classes, and testing. Since the last WASC report, BAS has purchased the Aztec Software platform, which is designed to help students practice at home while taking our in-person classes. BAS also recognized that math is a need/barrier for the majority of its students, so a Math Bootcamp class was created. Finally, the GED/HiSET exams are now paid for by purchasing vouchers for any student who has fulfilled our requirements to show test readiness. This is used as an incentive to get students to take the tests and be persistent in their classes.

In order to better measure student success and persistence, semesters have been divided into two 9-week blocks. Accordingly, BAS is able to conduct CASAS post-testing at 9-week, 15-week, and semester intervals to measure progress and advancement in Adult Basic Education (ABE) classes. This enables the school to closely monitor student growth and determine readiness for students to move into advanced programming, thus reducing the risk of losing students who are not challenged and leave before they have the opportunity to advance.

BAS has provided support for the Academic Department instructional staff in the form of hiring a new Academic Department Chairperson to facilitate Professional Development (PD), lead Professional Learning Community (PLC) meetings, and coordinate resources such as class sets of books, GED-approved calculators, etc.

In May 2023, Burbank Parent Education held several brainstorming sessions with stakeholders to better understand how to better serve English Language Learners and parents who may not have experience with the US school system. Information derived from these discussions was shared with staff and utilized in forming the Family Success Initiative.

In August, 2023, Burbank Parent Education launched its Family Success Initiative (FSI) to empower, engage and support caregivers. Weekly classes incorporate Burbank Unified School District goals and provide English as a Second Language support. Informative discussions are designed to help parents gain a better understanding of child development, solve age specific problems, and increase awareness of school culture and academic expectations. Teacher-led discussions help parents and other caregivers develop a support system and increase life satisfaction. Classes for parents of preschool-aged children simultaneously offer a variety of stimulating experiences for children. Classes for parents of middle-school-aged children, school-aged children and three-year-old children are free of charge.

FSI has also granted financial support for qualifying students who wish to take additional parenting classes to improve their communication skills and parenting abilities. The department chairperson works with

district ELD coordinators to promote the FSI program and align classes with district needs. They also work with local libraries for community outreach, field trip opportunities, and extend student learning beyond the classroom. Several students that participated in the May brainstorming sessions enhance the FSI program as mentors.

As Transitional Kindergarten programs have expanded in BUSD, there has been a drop in enrollment for classes for parents of four-year-old. In 2022 - 2023 and 2023 - 2024, Parent Education incorporated these students into the classes for parents of three-year-old. In 2024 -2025, the programs will serve these students only in our elementary-aged classes. An additional class is being offered specifically for parents of three-year-old who need English language support under our FSI program and in March 2024 parent ed added a multi-age class for younger children. Three-year-old classes have increased focus on preparing children for TK and help parents to better understand TK as well as enroll their children in the program.

Lastly, the classified staff has grown as well. The main office customer service has grown to handle the registration process in all programs as a result of the increased student enrollment. BAS emphasizes customer service and has provided training to improve in this area.

Burbank Adult School has also hired two IT technicians since the previous WASC visit in order to better assist staff and students with any troubleshooting that may be required. BAS now has an IT Technician during all periods of class time. In the past, BAS had real-time troubleshooting only during the day time. Additionally, Burbank High School's nighttime ESL (English Language Learners) program now employs one Campus Supervisor, as does the Saturday program. As with IT, BAS now has campus supervision during all periods of class time. Both teachers and students are now better supported with technology in a safe learning environment.

### III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**
  - **How were stakeholders involved in developing the schoolwide action plan?**
  - **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**
  - **How were stakeholders involved in the preparation of the progress report?**

Burbank Adult School has included input from all stakeholders at various points in the process of writing the progress report. BAS' leadership, which includes team members of each instructional program, began working on the school's revised action plan in March of 2021 led by the school administrator. The leadership team included the school director, classified representatives, ESL department chair, Academic department chair, Parent Education department chair, Counseling Lead, and Special Education Teacher Lead. Through various meetings since then, the action plan was updated to reflect new changes from staff input. The leadership members provided input based on their expertise and teacher feedback from their respective disciplines.

Each goal in the schoolwide action plan was updated based on the school's actions that addressed the goals. The process included input from all leadership members through discussion.

In the fall semester of the current school year, teachers participated directly in WASC during the all-staff meeting. The all-staff meeting is a mandated meeting for all teachers and staff. During this meeting, teachers and staff were divided into groups that included representatives from all departments. Teachers provided feedback on the progress action plan goals based on their school experience through collaborative discussion. The teacher and staff input was compiled and used to update the schoolwide action plan as needed. Additionally, teachers worked on the action plan during their individual department meetings to revise information as needed.

The WIOA Title II grant requires participating agencies to work on a Continuous Improvement Plan (CIP). The CIP is centered around SMART goals, which are closely tied to the school's WASC goals from the action plan. Working on the CIP goals has ensured that staff is consistently working towards reaching the goals we have set as a school.

Students were involved in the progress report as vital stakeholders. Through the Student Council meetings, student representatives of each class contributed with recommendations on how to learn and interpret the school's student learning outcomes.

#### **ESL perspective:**

During the All-Staff meetings, the current action plans were discussed and input was gathered from all the stakeholders to evaluate teaching performance based on current students' needs. In addition, ESL department meetings were held at different times to accommodate everybody's schedule so that input could be gathered from all stakeholders.

Teachers closely monitored the implementation of the schoolwide action plan, by collaborating on putting together the exit exams for each level, aligning them to the LARAEC curriculum. Further, to ensure that all students are recognized for their progress at the end of the semester, teachers meet with students individually to discuss the level of skills acquired after examining the exit exams and CASAS results. Furthermore, to ensure that all students learn and enhance the English skills needed to be successful, the ESL department scheduled PDs to address teachers' needs and hone teaching skills in areas such as the use of technology to accelerate student learning. BAS staff have contributed directly by suggesting topics for PDs to improve teaching strategies in the classrooms.

ESL staff utilizes formative assessments to monitor progress and summative assessments to determine if students meet course competencies and standards, paying close attention to the school action plan. Various assessment tools and strategies are employed to assess student progress. Students meet with teachers to discuss and evaluate progress regularly throughout the semester. All teachers participate in professional development to effectively assess students' progress, going through students' work examples, and plan on new teaching strategies to address areas of improvements in the program. The staff review data to inform decisions about student achievement and program revisions. During these meetings, both the goals and action plan items were revised by all ESL team members.

**Academic Department perspective:**

All stakeholders in the Academic Department met during the All-Staff Meeting and gave input for the development of SMART goals in line with the schoolwide plan. Action items to support meeting these goals have been addressed in Academic Department staff meetings as a whole, and separately in Professional Learning Communities (PLCs). Based on feedback from the staff meetings and PLC meetings, the academic portion of the plan was revised for inclusion in the progress report.

Stakeholders are involved in the implementation and monitoring of the plan through the development of course syllabi in alignment with the College and Career Readiness (CCR) standards for Adult Education, attendance at training provided by the CASAS Coordinator to analyze assessment data to improve instructional practices, and time invested in staff and PLC meetings and review data to identify progress toward schoolwide goals.

**Parent Education perspective:**

Parent education utilizes time during department meetings to review, discuss, and apply the action plans introduced during all-staff meetings. Teachers and assistants met and developed a SMART goal for spring 2024 in line with the program's existing objectives. Teachers and teaching assistants are creating ways to explicitly and consistently share developmentally appropriate practices and activities with our adult students in each class to better help parents connect our teaching topics with their children's development. Teachers and assistants share information that explain various activities.

Parent education classes include a large component that is discussion based, therefore, communication between staff and students is an integral part of the program. This in addition to staff's accessibility to students during the child-centered part of class time which allows them to accommodate student needs

when setting and implementing goals. Staff constantly evaluates student needs and adjusts curriculum to meet those needs as they align with our other stated goals.

#### **IV: Progress on the Implementation of the Schoolwide Action Plan**

**The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.**

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

**Note: If any recommended growth areas were not included in the school's schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Burbank Adult School has made significant progress on all four goals of its schoolwide action plan. The impact is evident across all instructional programs. BAS has greatly expanded its marketing and community outreach efforts. The expansion of intentional marketing began in early 2022. Marketing was two-pronged: (1) marketing for increased enrollment, (2) marketing strategically to increase our footprint within the community. The dedicated use of Facebook and Instagram has helped enrollment increase by engaging the community. BAS has increased the following on both platforms by around 1,000 followers each. Other more direct strategies include promoting at DMV, in i-Train, and flyers within the district and the community to promote specific CTE programs, such as CNA and Pharmacy Technician training.

BAS has also increased community partnerships to address student job seeking needs. This need has been identified via Counseling Intake survey, TOPSpro Enterprise data, and teacher input. For example, in the Counseling Intake survey for this school year, 51% of the students that completed the survey indicated employment as a goal. To address this area of need, Burbank Adult School has increased the number of both participants and vendors in our annual college and career fair. Participation is open to all of the community. Additionally, Burbank Unified participated and conducted on-site interviews to fill employment gaps during the college and career fair. With the support of the district, BAS had the highest number of vendors in 2023 at 40.

BAS has invited the library, community colleges, and our local One-Stop to provide on-the-spot resources to help students continue to be dedicated and lifelong learners. Student participation during these community efforts is evidence of the successful wrap-around service opportunities BAS has leveraged. The impact has been higher employment rates from our CTE courses, for example. Based on TOPSpro Enterprise data, BAS students that reported "Entered Employment" increased to 425 for 2022-2023 compared to 228 for 2020-2021. Furthermore, the last i-Train reported data of 2022 highlights that 40 students who completed either CNA or Pharmacy Tech training are now employed. BAS continues to work on building and leveraging partnerships that support lifelong learners. Despite the growth within this goal, BAS plans to continue expansion on partnerships such as articulation and a more comprehensive dual enrollment program for those students interested in continued education.

The adoption of LARAEC Course Outlines has led to an increase in the standardization of the ESL curriculum. To accomplish this goal, ESL teachers attended PDs to learn and hone their teaching skills, aligning instruction according to the needs of the students' levels to ensure that students' transition from one level to another is based on the same education standards. The standardization of the ESL curriculum has contributed to a more seamless transition and stability in the classroom.

After establishing the ESL curriculum, BAS staff surveyed students to identify student learner needs. As a result, BAS has identified priorities such as life skills, community involvement, and work development skills. Based on the Needs Assessment survey<sup>10</sup>, EL Civics COAAPs were developed and implemented. All the ESL classes, except for Literacy and Saturday classes, work on two COAAPs per semester. This has led to an increase in CASAS significant learning gains.

Student technology needs are being addressed through the use of mobile laptop carts (COWs), online educational resources such as Burlington English, Google classroom, and ViewSonic smart boards. The use of technology addresses the varied learning modalities and increases the engagement of the students in the classroom that has positively impacted retention in the program. Moreover, the use of technology in the classroom gives the students the opportunity to elevate their skills, meeting their needs to ensure that they are ready for 21st century job demands which aligns to one of the school's student learning outcomes.

Exit exams have been created which allow a more accurate level placement in addition to more accurate promotion practices. The conclusions are based on the higher number of students who improved their CASAS post-test scores, a higher number of students progressing to the next level. Since the 2020-2021 school year, the percentage of completers for 2022-2023 has increased 223%.<sup>11</sup>

The academic department has expanded its marketing and community outreach efforts through the participation of academic counselors in K-12 (transitional meetings and Medical Academy Career Fairs). BAS leveraged resources with local/regional providers through collaboration with Los Angeles Valley College (LAVC) to streamline the process for dual enrollment courses with LAVC. The outcome of these efforts has been an increase in enrollment<sup>12</sup> and greater opportunity for students to easily transition to post-secondary education.

Through professional development and training within the academic Professional Learning Communities (PLCs), course syllabi have been developed based on College and Career Readiness Standards for Adult Education to ensure that students are prepared for success in their pursuit of a high school diploma or passing one of the high school equivalency (HSE) exams. The scope and sequence of curriculum provides continuity of instruction from Adult Basic Education (ABE) courses through HSE courses. Teachers have been trained on the use of Aztec Software to deliver instruction, and professional development has focused on analyzing assessment data from HiSET, GED, and CASAS testing to gain a greater understanding

---

<sup>10</sup> *Source:* Needs Assessment Survey results

<sup>11</sup> *Source:* Enrollment Table 2

<sup>12</sup> *Source:* Enrollment Table 2

of instructional needs and readiness for advancement. Specifically, training has focused on reviewing CASAS Individual Skills Profiles to determine HSE placement and advancement, analyzing the CASAS Test Overview Summary to understand where the performance levels of incoming students are concentrated to guide where specific instruction is needed most, and using Aztec and HiSET/GED official practice tests in Canvas to determine exam readiness. As a result, valuable time is not wasted on students being placed at an inappropriate level, and instructional efforts are focused on the skills that students need the most. BAS has begun to collaborate with CALPRO to join a Lesson Study for PLC Institute that will be piloted in 2024-25 and the next full cohort of the PLC Institute in 2025-26.

System-wide practices for collecting data and assessing program effectiveness include the establishment of breaking semesters into two 9-week blocks and conducting CASAS testing at the 9-week, 15-week, and semester intervals to measure progress and readiness for advancement in ABE classes which reflects upon program effectiveness. For HSE classes, HiSET/GED practice tests measure progress and readiness to take the official tests. In the high school diploma (HSD) classes, unit tests in Apex Learning determine progress toward course completion and meeting diploma requirements. Passing rates for HiSET/GED testing in HSE classes and graduation rates for HSD classes reflect upon program effectiveness.

In the academic department, technology-based training begins with training on the use of the Apex Learning, Aztec Software, and Canvas platforms. It continues with training on the use of mobile laptop carts (COWs), document cameras, and the ViewSonic Smart Boards. Instructional strategies integrate a blend of these technological resources. BAS added a College and Career course in APEX to help bridge the gap to employment, and the academic counseling department conducts intake and exit surveys with students to provide career guidance.

Parent Education utilizes marketing and social media outreach to promote its offerings. A monthly newsletter is distributed to over 400 families via email. It is also linked to the parent ed website and the BAS website. Hard copies are distributed in classes. Social media is used to promote events such as Boo Bash, which approximately 300 families attended in 2023, many from the larger community outside of the program. Family play days, typically held monthly on Saturday mornings are also well-attended. Parent Education also expects 140 supporters to attend our fundraising gala in April. Furthermore, flyers in five languages are distributed in Burbank libraries and to the ELD coordinators throughout the district. As a result, the program has seen increased enrollment. An ESL class has been added for parents of three to four-year-old and in March parent ed expanded to add a multi-age class. Classes for parents of elementary-aged students and middle-school-aged students have added students that are new to the program.

In response to student feedback, Parent Education maintains and develops partnerships that are mutually beneficial to the parent education program and community groups. A parent council with non-profit status meets monthly to support the program, facilitate communication between students and staff, and to provide leadership opportunities for students. The council has approximately ten board members and meetings are open to all students. Additionally, relationships with local libraries are maintained by mutual promotion of programs and taking students on field trips to the library. Annual visits by the Burbank Fire Department familiarize the youngest students with important community helpers and give parents the opportunity to engage in important discussions with the firefighters regarding safety. East Valley Children's Dentistry visits each year to educate parents about their children's dental health and to familiarize children with the experience of going to the dentist and caring for their teeth at home. Parent



education promotes the many resources available through our local parks, often visiting parks for field trips. Every year parents share anecdotes of how these community partnerships have impressed their children and how they have extended the learning at home.

## V: Schoolwide Action Plan Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan as needed and include a link to the school's most recent schoolwide action plan.**

Burbank Adult School has made significant progress in its schoolwide action plan.<sup>13</sup> Marketing has been on the forefront and has been a main focus of the school. Based on the increased enrollment across all programs, BAS has met this goal. However, working with partners to provide full wrap-around services is a continuous goal as partnerships develop with different providers. BAS wants to work with its local community college(s) to develop dual enrollment opportunities. Additionally, BAS wants to expand on its advisory committee to receive more input from community businesses.

The ESL program has made tremendous progress in the PLCs. ESL teachers have worked regularly to focus on student learning and best practices. The results, thus far, have been seamless transitions from ESL level to level and transitions to adult secondary and/or CTE training. This is evident by looking at the 2022-2023 school year of student persisters. Based on the CAEP Summary report, 28.5% of BAS' students were enrolled in more than one program during the 2022-2023 school year. This demonstrates an effective transition from program to program. In CTE, the approach to PLCs is different. The focus has been on ensuring the student learning outcomes are aligned to each industry's content standards. To that end, CTE teachers are now required to have a syllabus that outlines course objectives and competencies. This is a work in progress and is an important addition to the schoolwide action plan.

BAS has improved in the area of data collection. ESL, for example, tracks daily attendance on a spreadsheet to follow trends and averages. The data outlines which ESL levels are in demand for that particular semester, and what can be expected for the following semester as students are promoted. BAS makes data-driven decisions and is now committed to gathering more qualitative data from the student population. With student input, BAS will better evaluate program effectiveness and student learning outcomes.

BAS is a consortium district member of LARAEC. As a member, BAS develops a three-year plan and an annual plan in collaboration with the other consortium district members. The 2022-2025 Three-Year Plan centers around three main goals: Marketing and Targeted Outreach, Engagement and Persistence, and Consortium Collaboration. The annual plan is used to report on the progress of those main goals. At the time of the last WASC visit, educational technology was a main goal of the 2019-2022 three-year plan.<sup>14</sup>

Although BAS' goal of integrating educational technology is no longer tied to LARAEC's Three-Year Plan, BAS is strongly committed to the continued goal of technology integration in the classroom. Based on student feedback, the benefit of using instructional technology to learn is evident.

Using the Student Experience Survey, students responded the following as it pertains to the use of instructional technology:

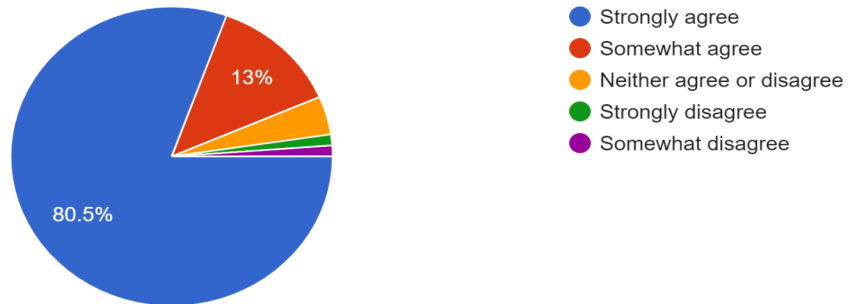
---

<sup>13</sup> Action Plan Progress: <https://docs.google.com/document/d/1DMA2EJKYwOAVXOXqt4nqRXDxi6VvGVhA/edit>

<sup>14</sup> <https://laraec.org/wp-content/uploads/2022/08/LARAEC-3YP-Full-Version-081222.3-HD.pdf>

7. Do you feel that the instructional technology used in the classroom helps you learn? (Ex: Aztec, Apex, and Burlington English)

339 responses



Furthermore, integrating technology usage in every instructional program is an essential employable skill for lifelong learners and effective communicators.

**Evidence**

[Goal One Evidence](#)

[Goal Two Evidence](#)

[Goal Three Evidence](#)

[Goal Four Evidence](#)

[Other Evidence](#)

## A: Glossary of Acronyms

<b>ABE</b>	Adult Basic Education
<b>ACCC</b>	Academic College and Career Counseling
<b>ACSA</b>	Association of California School Administrators
<b>AEFLA</b>	Adult Education and Family Literacy Act
<b>ASAP 4</b>	Administrative Software Applications
<b>ASE</b>	Adult Secondary Education
<b>BAS</b>	Burbank Adult School
<b>BPEC</b>	Burbank Parent Education Council
<b>BTA</b>	Burbank Teachers Association
<b>BUSD</b>	Burbank Unified School District
<b>BWC</b>	Burbank Workforce Connection
<b>BWP</b>	Burbank Water and Power
<b>CAC</b>	Community Advisory Committee
<b>CAEAA</b>	California Adult Education Administrators Association
<b>CAEP</b>	California Adult Education Program
<b>CALPRO</b>	California Adult Literacy Professional Development Project
<b>CalWORKs</b>	California Work Opportunity and Responsibility for Kids
<b>CASAS</b>	Comprehensive Adult Student Assessment System
<b>CATESOL</b>	California Association of Teachers of English to Speakers of Other Languages
<b>CCAE</b>	California Council for Adult Education
<b>CCCCO</b>	California Community College Chancellor's Office
<b>CCRS</b>	College and Career Readiness Standards
<b>CCSS</b>	Common Core State Standards
<b>CDE</b>	California Department of Education
<b>CISCO</b>	A network hardware company
<b>COABE</b>	Coalition on Adult Basic Education
<b>COAPP</b>	Civic Objectives and Additional Assessment Plans
<b>CSEA</b>	California School Employees Association
<b>CTE</b>	Career and Technical Education
<b>DOR</b>	Department of Rehabilitation
<b>EDD</b>	Employment Development Department
<b>EdJoin</b>	Online educational job board
<b>EFL</b>	Educational Functioning Level
<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language
<b>FACTS</b>	Foothill Area Community Transition Services
<b>FSI</b>	Family Success Initiative (Serving adults with K-12 children)
<b>FY</b>	Fiscal Year
<b>GED</b>	General Education Development
<b>GLE</b>	Grade Level Equivalent
<b>HSD</b>	High School Diploma

<b>HiSET</b>	High School Equivalency Test
<b>HSE</b>	High School Equivalency
<b>IEL/CE</b>	Integrated English Literacy/Civics Education
<b>IEP</b>	Individual Education Plan
<b>IET</b>	Integrated Education & Training
<b>IS</b>	Independent Study
<b>ISP</b>	Individual Student Plan
<b>IT</b>	Informational Technology
<b>LC</b>	Learning Center
<b>LCFF</b>	Local Control Funding Formula
<b>LT</b>	Leadership Team
<b>MOU</b>	Memorandum of Understanding
<b>NRS</b>	National Reporting System
<b>OCTAE</b>	Office of Career, Technical, Adult Education
<b>OTAN</b>	Outreach and Technical Assistance Network
<b>PE</b>	Parent Education
<b>PLC</b>	Professional Learning Community
<b>PTA</b>	Parent Teacher Association
<b>SLOs</b>	Student Learner Outcome
<b>TE</b>	TOPSpro Enterprise
<b>UC A-G</b>	University of California Entrance requirements
<b>UCP</b>	Uniform Compliant Procedure
<b>VJC</b>	Verdugo Job Center
<b>VWIB</b>	Verdugo Workforce Investment Board
<b>WASC</b>	Western Association of Schools and Colleges
<b>WIOA (II)</b>	Workforce Innovation and Opportunity Act (Title II)

**Burbank Adult School Revised Action Plan as of November 2023.**

**Goal 1:** BAS should continue to expand, monitor, and evaluate its marketing and community outreach efforts through integration with and leveraging of resources with local and regional service providers.

**Rationale:** It is critical for BAS to offer a meaningful instructional program that meets students’ ongoing family, career and academic needs. Better and more innovative marketing and outreach efforts will increase community awareness of our school and program offering

**SLOs Addressed:** Dedicated Learners, Effective Communicators, and Life-Long Learners

**Timeline for Goal 1:**

Task	Action Plan Progress	Supportive Evidence	Impact
1. BAS will continue to utilize new marketing and social media outreach programs (e.g., West Coast Partnership) to promote BAS program offerings.	<ul style="list-style-type: none"> <li>● On-going through quantifiable marketing strategies for all programs</li> </ul>	<ul style="list-style-type: none"> <li>● Social Media</li> <li>● TV appearances</li> <li>● School District Website</li> <li>● Dissemination of catalog and flyers to community-based locations</li> <li>● monthly newsletter distributed via email, website and hard copies.</li> <li>● community events including Boo Bash and Gala</li> <li>● BPEC maintains Facebook and Instagram</li> <li>● Distributes flyers to libraries.</li> </ul>	<ul style="list-style-type: none"> <li>● Higher Enrollment</li> <li>● More Instructors</li> <li>● More Sections/classes</li> <li>● Student retention</li> <li>● Student persistence</li> <li>● Extended reach(exposure) to surrounding communities.</li> </ul>
1.2 BAS will continue to engage with the <b>Community</b> Advisory Committee by gathering input from existing	<ul style="list-style-type: none"> <li>● Annual College and Career fair to network with community agencies</li> </ul>	<ul style="list-style-type: none"> <li>● College and Career Fair</li> <li>● Healthcare Job Fair</li> <li>● On-site interviews for CNA</li> </ul>	<ul style="list-style-type: none"> <li>● Shared decision-making</li> <li>● Shared resources</li> </ul>

<p>members about which future community and/or business partnerships could be mutually beneficial to BAS and prospective business/community partners.</p>	<ul style="list-style-type: none"> <li>● Continued partnerships across all areas that support students</li> </ul>	<ul style="list-style-type: none"> <li>● Regular One Stop partnership meetings</li> <li>● Counselors participate in community events</li> <li>● Invite partners to “table” onsite</li> <li>● Parent Ed Council</li> <li>● Burbank Public Libraries</li> <li>● East Valley Children’s Dentistry</li> <li>● Burbank Fire Department</li> <li>● Burbank Parks</li> </ul>	<ul style="list-style-type: none"> <li>● Minimize student barriers</li> <li>● Exposure within the community and with local partners</li> </ul>
<p>1.3 BAS will participate in quarterly Verdugo Workforce Investment Board (VWIB) meetings and continue our collaborative exchange with the Verdugo Jobs Center (VJC) and Burbank Workforce Connection (BWC) to develop and deliver employment-related workshops customized to the needs of BWC/VJC clients.</p>	<ul style="list-style-type: none"> <li>● On-going participation in partnership meetings</li> <li>● More on-campus visits from partners to provide student support services</li> </ul>	<ul style="list-style-type: none"> <li>● Regular VJC partnership meetings</li> <li>● On-campus visits</li> </ul>	<ul style="list-style-type: none"> <li>● BAS is leveraging resources with services to better support student needs and address barriers</li> </ul>

<p>1.4 BAS will continue to develop and implement new courses in partnership with local community colleges in order to successfully transition adult education students to college and /or post-secondary education.</p>	<ul style="list-style-type: none"> <li>● Developed dual enrollment course (Counseling 011) with Los Angeles Valley College</li> <li>● Use data-driven decisions to create courses based on employment data (LMI)</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation from LAVC</li> <li>● Monthly meetings with VJC partners</li> </ul>	<ul style="list-style-type: none"> <li>● Greater opportunity for easy transition to post-secondary education.</li> <li>● Addressing the needs of the community</li> <li>● Students qualify for ab540</li> </ul>
<p>1.5 Utilize BUSD CTE instructional staff to create awareness of post-secondary options for BUSD high school seniors and adult education students.</p>	<ul style="list-style-type: none"> <li>● Share course schedule with student council</li> <li>● Staff visits to classroom for recruitment</li> </ul>	<ul style="list-style-type: none"> <li>● CNA instructor visited ESL classes.</li> <li>● Counselors visited Levels 4-TOEFL to talk about pathways.</li> <li>● Counselors participate in K12/medical academic career fairs</li> </ul>	<ul style="list-style-type: none"> <li>● Higher concentration of ESL students enrolled in the CNA course</li> <li>● TOEFL students enrolled in community college/university.</li> </ul>



**Goal 2:** BAS should continue and further develop Professional Learning Communities (PLCs) that promote the implementation of standards-based instructional practices to accelerate learning, improve student learning outcomes, and prepare students for post-secondary education and employment.

**Rationale:** BAS integrates College and Career Readiness Standards (CCRS) into instruction along with the existing Comprehensive Adult Student Assessment System (CASAS) and English Language Proficiency Standards (ELPs). The formation of small work groups focused in the areas of CTE, ESL, and academics will allow increased collaboration and facilitate the exchange of best practices in alignment with these standards.

**SLOs Addressed:** Dedicated Learners, Life-Long Learners

**Timeline for Goal 2:**

Task	Action Plan Progress	Supportive Evidence	Impact
2.1 BAS instructional staff in Academic, <del>CTE</del> and ESL programs will continue to receive resources and training designed to strengthen their understanding of CCRS. All instructional staff receive copies of the CCRS and ELPs for Adult Education produced by the Office of Career, Technical <del>Vocational</del> and Adult Education ( <del>OVAE</del> ) (OCTAE).	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Purchasing and implementation of Burlington English Software.</li> <li>● Training with expert consultant regarding ELPs</li> <li>● Implementation of new ELPs-based CASAS assessments</li> <li>● Syllabi created based on CCRS for Adult Education</li> <li>● HiSET and GED tests, Aztec Learning, and CASAS tests based on CCRS</li> </ul>	<ul style="list-style-type: none"> <li>● Use of Burlington English by instructors of students both in and outside the classroom.</li> <li>● Reports/PD meetings</li> <li>● PLC Agendas</li> <li>● Syllabi on file</li> </ul>	<ul style="list-style-type: none"> <li>● All students have access to Burlington English.</li> <li>● More students are college-ready*</li> <li>● Students are prepared for success in their pursuit of a diploma or high school equivalency</li> </ul>

<p>2.2 New BAS instructional staff in Academic, CTE and ESL programs will receive training on how to use Tracking of Programs and Students (TOPS) Enterprise Reports to analyze CASAS student achievement data. Teachers will use this data to focus instruction on areas of critical need and to integrate CCRS into instructional lessons.</p>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Onboarding packet for new hires.</li> <li>● Training provided by CASAS coordinator with annual updates</li> <li>● Developed a training process to help teachers understand and be able to explain to their students CASAS scores.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in Progress</li> <li>● Handouts and agenda</li> <li>● Certification of CASAS Implementation training.</li> </ul>	<ul style="list-style-type: none"> <li>● Work in progress</li> <li>● Better efficiency in monitoring CASAS scores</li> <li>● Teachers have a better understanding of EL Civics and CASAS diagnostic tests</li> <li>● Greater understanding of instructional needs and readiness for advancement</li> </ul>
<p>2.3 BAS academic, CTE, and ESL staff will analyze school-wide CASAS and student English Language Arts and math assessment data in order to prioritize instructional objectives.</p>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● CASAS coordinator provides reports regarding areas of development to better inform instruction.</li> <li>● Reviewing and providing copies of the CASAS ISP's for HSE placement and advancement</li> <li>● Using Aztec and HiSET/GED official practice tests for exam readiness</li> <li>● CASAS Test Overview Summary shows concentrated levels of incoming students to guide instruction.</li> <li>● CTE Teachers have begun providing students with course syllabi.</li> </ul>	<ul style="list-style-type: none"> <li>● CASAS is used as a progress indicator for students transitioning from ABE to ASE</li> <li>● AZTEC student progress</li> <li>● HiSET/GED practice tests on file</li> <li>● Some teachers use CASAS progress reports to tailor individualized instruction</li> <li>● CTE entry test at orientations</li> </ul>	<ul style="list-style-type: none"> <li>● In ASE, students receive instruction in the appropriate academic level</li> <li>● Modify instruction based on learning gains</li> <li>● ESL students transition to academic program based on CASAS indicators</li> </ul>

<p>2.4 BAS teachers and counselors will work within PLCs to research and implement additional assessment tools and strategies which address student instructional needs that align with CASAS and CCRS.</p>	<ul style="list-style-type: none"> <li>• Development of exit exams for all ESL levels.</li> <li>• Development of EL Civics packets</li> </ul>	<ul style="list-style-type: none"> <li>• ESL exit exams.</li> <li>• EL Civics assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in number of students with passing EL Civics scores.</li> <li>• CASAS scores have increased as a result of increased engagement with EL Civics in the classroom.</li> </ul>
<p>2.5 All academic, <del>CTE</del>, and ESL courses will be revised to reflect integration of CCRS so that all students will have access to high-quality instruction and will demonstrate proficiency on assessments.</p>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Syllabi created in sync with CCRS for Adult Education</li> </ul>	<ul style="list-style-type: none"> <li>• LARAEC course outlines.</li> <li>• PLC Agendas and copies of syllabi</li> </ul>	<ul style="list-style-type: none"> <li>• Increased standardization of curriculum.</li> <li>• Scope and sequence of instruction provides continuity of instruction from ABE through HSE</li> </ul>

**Goal 3:** BAS should develop system-wide practices for collecting data and assessing program effectiveness.

**Rationale:** BAS strives to serve students through data driven strategies that continually reassess the diverse and ever-changing needs of our community and measure program outcomes.

**SLOs Addressed:** Dedicated Learners, Life-Long Learners, Critical Thinkers and Problem Solvers

**Timeline for Goal 3:**

Task	Action Plan Progress	Supportive Evidence	Impact
3.1 ESL department will develop and implement exit exams for each level.	<ul style="list-style-type: none"> <li>● (Not applicable to ASE/ABE)</li> <li>● Completed</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Exams</li> <li>● ESL Agendas regarding assessments, curriculum, best practices</li> </ul>	<ul style="list-style-type: none"> <li>● More accurate level placement.</li> <li>● More accurate promotion practices</li> <li>● More vertical articulation between staff members</li> <li>● Encourages more communication</li> </ul>
3.2 Teachers in the Academic program will work through PLCs to develop ongoing assessments to determine student progress and advancement.	<ul style="list-style-type: none"> <li>● CASAS testing at 9-week, 15-week, and semester intervals measure progress and advancement in ABE classes</li> <li>● HiSET/GED practice tests measure progress and advancement in HSE classes</li> <li>● CSTs and TSTs in Apex determine progress toward course completion for High School Diploma students</li> </ul>	<ul style="list-style-type: none"> <li>● Records of CASAS pre- and post-tests</li> <li>● HiSET/GED practice tests on file</li> <li>● Apex gradebooks</li> </ul>	<ul style="list-style-type: none"> <li>● Determines instructional needs</li> <li>● Indicates readiness for advancement from ABE to HSE</li> <li>● Course completion toward meeting diploma requirements</li> </ul>

<p>3.3 Counseling department will continue to utilize the student intake surveys, spread-sheet count of HS graduates and student log of visits to Counseling to monitor student progress</p>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Review student survey results to understand student needs and provide student services</li> </ul>	<ul style="list-style-type: none"> <li>● Survey at entry</li> </ul>	<ul style="list-style-type: none"> <li>● Increased student support</li> <li>● Leveraging resources</li> </ul>
<p>3.4 Teachers and counselors working through PLCs will develop and implement course feedback surveys for all departments, including CTE and Parent Education</p>	<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling survey (entry/exit)</li> <li>● Feedback survey</li> <li>● Climate culture survey</li> <li>● student school survey</li> <li>● Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Better understanding of student needs and goals.</li> </ul>
<p>3.5 Teachers working through PLCs will research available software to identify targeted areas of students' instructional needs.</p>	<ul style="list-style-type: none"> <li>● In progress</li> <li>● Teachers use Apex, AZTEC, and CASAS resources to determine instructional needs</li> </ul>	<ul style="list-style-type: none"> <li>● Burlington, All Things Grammar, Ellii.com, Kahoot, Quizlet, Jeopardy Games, YouTube</li> <li>● Aztec software, Apex Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Addresses varied learning modalities</li> <li>● Encourages student engagement and interaction with technology</li> </ul>

**Goal 4:** BAS should continue to integrate technology-based training and resources into the instructional programs, as outlined in the LARAEC Three Year Plan, in order to improve educational and employment opportunities for all learners.

**Rationale:** With the ever-increasing use of technology in employment, academic, and personal settings, BAS must improve students’ relevant technological skills, which are essential for employment and promotion opportunities as well as participation as active citizens in the community.

**SLOs Addressed:** Dedicated Learners, Effective Communicators, Life-Long Learners, Critical Thinkers and Problem Solvers.

**Timeline for Goal 4:**

Task	Action Plan Progress	Supportive Evidence	Impact
4.1 BAS to provide continuing professional development for staff to stay up-to-date with ever changing technology.	<ul style="list-style-type: none"> <li>● Burlington English PD</li> <li>● Computers on Wheels</li> <li>● Professional Development meeting with Jayme Adelson-Goldstein regarding digital literacy</li> <li>● ViewSonic Smart Boards - ditto</li> </ul>	<ul style="list-style-type: none"> <li>● Burlington English engagement reports</li> <li>● COW check-out history</li> <li>● Professional development agendas</li> </ul>	<ul style="list-style-type: none"> <li>● Improved CASAS scores</li> <li>● Improved life skills and soft skills for employment</li> <li>● Improved delivery of instruction</li> </ul>
4.2 BAS will identify online academic resources to provide additional/continuing education opportunities for students.	<ul style="list-style-type: none"> <li>● Textbook digital resources</li> <li>● Burlington</li> <li>● Counseling Intake</li> <li>● APEX College &amp; Career course</li> </ul>	<ul style="list-style-type: none"> <li>● Burlington English engagement reports</li> <li>● Surveys</li> <li>● Students receive residency and/or high school credit</li> </ul>	<ul style="list-style-type: none"> <li>● Increased opportunities for continued student success</li> </ul>
4.3 Teachers working through PLCs will integrate technological practices into model-lesson plans.	<ul style="list-style-type: none"> <li>● Use of Computers on Wheels</li> <li>● Lesson plans integrate the use of Canvas, Aztec, and Apex technology with SmartBoards and document cameras</li> </ul>	<ul style="list-style-type: none"> <li>● COW check-out history</li> <li>● OTAN website for digital resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased student engagement and persistence</li> </ul>