SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

BURBANK ADULT SCHOOL

3811 W. Allan Avenue

Burbank, CA 91505

April 27 – 29, 2020

Preface

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

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

Burbank Adult School (BAS), began preparing for this WASC Self-Study process in the fall of 2018 after the Director had attended in-person and online training workshops. This exposure to a combination of familiar and new WASC procedures was just the beginning toward formal implementation.

Information gained from the training was brought to weekly Leadership Team Meetings, where process and guidelines were discussed. During the following months, each department and other stakeholders were given opportunities to review and discuss the Mission and Vision Statements, the current Action Plan and the Schoolwide Learner Outcomes, which had been reviewed annually in a more limited way. Input was gathered from current and former students, staff members, appropriate District staff, Board of Education members, and community representatives, with input evaluated by the Leadership Team for incorporation into the SLOs. The stakeholders who examined the SLOs felt strongly that they remained relevant outcomes for all students in the school community. BAS staff considered the economy, and the needs of students to become responsible and productive community members. The SLOs are clear, concise, and global. The Action Plan was revised but the clear consensus from all stakeholders was that the school needed to continue to address and work on the goals and the action steps.

Glossary of Acronyms

ABE	Adult Basic Education- generally includes Primary School education (grades K-8)
ACSA	Association of California School Administrators
AEFLA	Adult Education and Family Literacy Act
AJCC	American Job Centers of California
AIR	American Institutes for Research
APEX	APEX Learning
APT	Action Planning Team
ASAP(3)	Administrative Software Applications Platform
ASE	Adult secondary Education
ASL	American Sign Language
BAS	Burbank Adult School
BHC	Burbank Housing Corporation
BPEC	Burbank Parent Education Council
BTA	Burbank Teachers Association
BUSD	Burbank Unified School District
BWC	Burbank Workforce Connection
BWP	Burbank Water and Power
CAC	Community Advisory Committee
CAEAA	California Adult Education Administrators Association
CAEP	California Adult Education Program
CALPRO	California Adult Literacy Professional Development Project
CalWORKs	California Work Opportunity and Responsibility for Kids
CASAS	Comprehensive Adult Student Assessment System
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CCAE	California Council for Adult Education
CCCCO	California Community College Chancellors Office
CCCO	College and Career Counseling Office
CCRs	College and Career Readiness Standards
CCRC	Child Care resource Center
CCSSs	Common Core State Standers
CDE	California Department of Education
CiSCO	Computer Information System Company
COABE	Coalition on Adult Basic Education
COAPP	Civic Objectives and Additional Assessment Plans
COW	Computer on Wheels
CSEA	California School Employees Association
CTA	California Teachers Association
CTE	Career and Technical Education
DOR	Department of Rehabilitation
DPSS	Department of Public Social Services
El CIVICs	The English Literacy and Civics
EDD	Employment Development Department
EdJoin	Online educational job board

EFL	Educational Functioning Level
ELL	English Language Learner
ELMO's	Document reader
ELPS	English Language Proficiency Standards
ESL	English as a Second Language
FACTS	Foothill Area Community Transition Services
FY	Fiscal Year
GCC	Glendale Community College
GED	General Education Development
GLE	Grade Level Equivalent
GYA	Glendale Youth Alliance
HSD	High School Diploma
HiSET	High School Equivalency Test
HSE	High School Equivalency
IEL/CE	Integrated English Literacy/Civics Education
IEP	Individual Education Plan
IET	Integrated Educational Training (English Language Civics)
IS	Independent Study
ISP	Individual Student Plan
IT	Informational Technology
LAMC	Los Angeles Mission College
LARAEC	Los Angeles Regional Adult Education Consortium
LAVC	Los Angeles Valley College
LC	Learning Center
LCFF	Local Control Funding Formula
LT	Leadership Team
MLA	Modern Language Association
MOU	Memorandum of Understanding
MTA	Metropolitan Transportation Authority
NAEHS	National Adult Education Honor Society
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
PE	Parent Education
PLC	Professional Learning Community
PTA	Parent Teacher Association
SLOs	Student Learner Outcome
SY	School Year
TABE	Tests of Adult Basic Education
TE	TOPSpro Enterprise
UC A-G	University of California Entrance requirements
UCP	Uniform Compliant Procedure
VJC	Verdugo Job Center
VWIB	Verdugo Workforce Investment Board
WASC	Western Association of Schools and Colleges
WIOA (II)	Workforce Innovation and Opportunity Act (Title II)
YPI	Youth Policy Institute

Self-Study Committee Members

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

Director – Emilio Urioste, Jr.

Department Chairs:
Abraham Meza – Academic Department
Lia Lerner – ESL Department
Elayne Howitt – FACTS
Christine Tutak – Parent Education

Ilya Mindlin - Office Manager
Lucy Alexan – Secretary
Branden Hernandez – Office Assistant
Jill Thomas – Attendance Clerk
Yanira Chavez – ESL Office Specialist III
Rosalinda Brewington – ESL Office Specialist I
Celina Arellano – ESL Office Specialist I

Focus Groups:

Criterion 1 - Institutional Mission and Schoolwide Learner Outcomes
Focus Group Chair: Emilio Urioste
Members: Lucy Alexan, Elayne Howitt, Lia Lerner, Abraham Meza, Ilya Mindlin, Christine Tutak

Criterion 2 - Organizational Infrastructure and Leadership
Focus Group Chair: Emilio Urioste
Members: Lucy Alexan, Elayne Howitt, Lia Lerner, Abraham Meza, Ilya Mindlin, Christine Tutak

Criterion 3 – Faculty and Staff
Focus Group Chair: Lia Lerner
Members: Ilya Mindlin, Jill Thomas, Silvia Giumelli, Connie Trimble, Carol Anttila

Criterion 4 – Curriculum
Focus Group Chair: Abraham Meza
Members: Randi Lee, Julie Cross, Marianne Noss, Fred Rivas, Patricia Gamboa, Crystal Caban

Criterion 5 – Instructional Program
Focus Group Chair: Lia Lerner
Members: Jonathan Vasquez, Margaret Cooney, Elizabeth Schmidt, Fred Rivas, Heather Broidy

Criterion 6 – Assessment
Focus Group Chair: Yanira Chavez
Members: Marianne Noss, John Rodney, Pamela Zimny, Manuela Meza, Rosalinda Brewington

Criterion 7 – Student Support Services
Focus Group Chair: Jonathan Vasquez
Members: Henry Gunawan, Randi Lee, Branden Hernandez

Criterion 8 – Resource Management
Focus Group Chair: Ilya Mindlin
Members: Lisa Sahagun, Yanira Chavez, Emilio Urioste

Criterion 9 – Community Connection
Focus Group Chair: Christine Tutak, Elayne Howitt
Members: Kathy Stephenson, Linda Matsumoto, Barry Gussow, Jonathan Vasquez, Scott Holleran

Criterion 10 – Action Plan
Focus Group Chair: Emilio Urioste
Members: Yanira Chavez, Julie Cross, Julie Grair, Lia Lerner, Linda Matsumoto

CONTENTS

Burbank Adult School
Visiting Committee Members:

Ms. Nadine Elwood
Chair
Coordinator, Accrediting Commission for School, WASC

Brooke Clement
Counselor
Redlands Adult School

Mark Sheinberg
Assistant Principal
Simi Institute for Careers and Education

Elizabeth O'Shea-West
Principal
Vista Adult School

Charmaine Budaska
ESL Teacher/Advisor
West Valley Occupational Center

Burbank Unified School District
School Board

Dr. Armond Aghakhanian, President

Steve Frintner, Vice President

Charlene Tabet, Clerk

Steve Ferguson, Member

Dr. Roberta Reynolds, Member

District Staff

Dr. Matt Hill, Superintendent

Sharon Cuseo, Assistant Superintendent, Instructional Services

Dr. John Paramo, Assistant Superintendent Educational Services

Debbie Kukta, Assistant Superintendent, Administrative Services

Dr. Sarah Niemann, Assistant Superintendent, Human Resources

Tamara Schiern, Director of Special Education

Dr. Peter Knapik, Director of Elementary Education

Emilio Urioste, Director of Burbank Adult School

Kathy Sessinghaus, Director of Food Services

Alyssa Low, Director of Budget and Finance

Roberto Jurado, Director of Information Technology

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

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

Basic Institutional Information

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

Burbank Adult School (BAS), in its 92nd year (1928-2020), is a local educational agency (LEA), which delivers adult education and literacy services to the Burbank community as well as the surrounding region. The city of Burbank is located in Los Angeles County (LAC), occupies 17.3 square miles and is situated 12 miles northwest of downtown Los Angeles. 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. Significant percentages of students who attend BAS program reside in nearby cities such as North Hollywood, Glendale, and Van Nuys, among others. BAS is part of the Burbank Unified School District (BUSD). The BUSD operates four transitional kindergarten classes, eleven K-5 elementary schools, three middle schools, two comprehensive high schools, one alternative high, a community day school, an adult school, and a child development program. The district is governed by the five-member Board of Education. The total District enrollment was 15,047 during the 2019-20 school year. Students of White (47.2%) and Hispanic (34.5%) races comprised the majority of the District's ethnic/racial distribution. In 2018-19, there were a total of 1,637 English language learner (ELLs) in the District (K-12) represented. Of that number, 42% spoke Armenian and 36% spoke Spanish. BAS has operated ESL classes at BUSD school sites to serve ELL parents of children who attend the schools. Burbank has an unemployment rate of 5.2%. Of the 104,765 persons residing in the city, 10.1% of the population live below the poverty line. The breakdown of the residents that live below the poverty line is as follows: 55.5% white and 21% Hispanic or Latino. Burbank's percent of people without a high school education is 10%.

BAS serves 2,393 students (unduplicated enrollment). The racial breakdown is: 38% White, 43% Latino, 5% Asian, 10% African American, 4% Other. The largest program is English as a Second Language (ESL) which serves 36% of the students. Career and Technical Education (CTE) serves 22% of the students, Adult Secondary Education (ASE) 21%, Parent Education 14% and Adult Basic Education (ABE) 7%. There are 109 staff members at BAS and the composition is as follows: 70% white, 22% Latino, 4% Asian, and 4% African American.

Burbank Adult School
Funding Allocations

Year	CAEP	WIOA	CalWorks	Perkins
2017-2018	$2,433,454	$304,325	$66,535	$32,575
2018-2019	$2,585,283	$263,286	$44,396	0
2019-2020	$2,669,564	$244,440	$31,984	0

BAS is part of the Los Angeles Regional Adult Education Consortium (LARAEC), which was developed in response to California Assembly Bill 86 to develop plans for expanding and improving adult education services by creating linkages between K-12 and community college districts that provide seamless transitions for students to the workforce and higher education. 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 staff and teacher representatives participate in LARAEC meetings to collaboratively evaluate and develop programs. BAS has a budget for 2019-2020 which totals $2,945,988 and is a 1.8% increase from 2018-19. Since 2017-18, BAS has witnessed declining funds from WIOA and from CalWorks. This means that there is a growing dependency on CAEP funding for the operations of the school.

Students are connected to a system of support services at the school and within the community. These include the following: classes offered at several locations in the community, various Career Technical Education (CTE) classes to serve a variety of career interests and needs, Saturday classes and support services, guidance and counseling, placement testing, student council, career/college fairs, and referrals to community agencies.

BAS participates in the Burbank Community Advisory Committee, which gives the school input from key industries and community members regarding the development, implementation, and evaluation of CTE programs. Members of the committee include the BAS leadership team, staff, and teachers, as well as the Burbank Airport Authority, Bob Hope Airport, Glendale Community College, Burbank Water and Power, Burbank Boys and Girls Club, Regional Occupational Program, Burbank Recycling Center, Los Angeles Valley College, Warner Brothers, Neighborhood Leadership, Associated Builders and Contractors, Verdugo Jobs Center (local Workforce Investment Board), and the Burbank Workforce Connection.

Burbank Adult School is located at 3811 West Allan Avenue, Burbank CA 91505. The school's website is www.burbankusd.org/bas. BAS calls its main campus the Mingay campus. It also holds classes at

Burbank High School, John Burroughs High School, Providencia Elementary School and Burbank Housing Corporation.

School leadership, in collaboration with the BAS staff, utilizes extensive planning processes to ensure that students in all programs are engaged at a high level of learning consistent with curricular standards and BAS School-wide Learner Outcomes (SLOs). Burbank Adult School has a Leadership Committee consisting of representation from key stakeholders. The Leadership Committee is comprised of: Academic Department Chair, Consortium Point Person, Counselor, ESL Department Chair, Office Manager, Parent Education Department Chair, Special Education Teacher, and Technology Resource Specialist. The committee reviews and monitors the student achievement data and the schoolwide action plan. Furthermore, student achievement data and the schoolwide action plans are also reviewed and monitored by the Community Advisory Committee. At a minimum this occurs each semester to determine progress, challenges and how to address the challenges. These two committees are crucial components of BAS which offer guidance, leadership and direction so that student achievement and the progress of the schoolwide action plans are systemically monitored.

All instructional staff engage in their instructional practice. Staff meetings and department-level meetings held throughout the school year include agenda items relating to how teachers can address SLOs in their programs. BAS instructional staff in the ABE, ASE and GED programs, measure student progress using assessment methods relevant to each course of study. These assessments include the Test of Basic Adult Education (TABE) and Pre-GED examination. Students individual achievement is also assessed through Individualized Student Plans (ISPs), teacher observations, individual and group projects, course grades, student surveys, and by issuance of high school diplomas and GED certificates.

The BAS Career and Academic Counseling Center (CACC) offers assessment and guidance relating to ASE and High School Equivalency (HSE) options as well as career training information. As part of academic counseling, there is transcript evaluation, student educational planning and planning for graduation. The CACC provides students with a centralized location where they can first take an interest inventory survey, interview with a counselor, and search the database for training and jobs. Most students who visit the CACC are interested in completing their high school diploma or HSE requirements. Counselors interview students in order to assist them finding the best path to achieving their goals. The college and career counseling center assists students with college applications, individual action plans, financial aid workshops, academic advisement, career pathways and scholarships. Tours to neighboring colleges are organized as well. The services are offered in collaboration Los Angeles Valley College as well as Los Angeles Mission College.

In the ASE program, counselors meet individually with students to evaluate their transcripts. Individual Student Plans (ISPs) are created for college bound students in order to assist them in successful transitions to college or career opportunities. Students are interviewed by the college counselor for student scholarships, which provide students with financial resources to help pay tuition, books, etc. in addition, the college counselor provides students with employment flyers from the Verdugo Job Center to help them finds employment and related employment-seeking resources.

BAS has a demonstrated need for a program that integrates ESL and civics education. The need has been gathered from input obtained through community partners, the advisory board and through the WFIB. Consequently, it is vital for BAS to pursue integration of ESL with skills that address the needs in the health science, hospitality and technology fields. Given the need to accelerate and meet the demands in the workplace it is critical that ESL students learn effective English communication skills along with workplace skills that will facilitate their recruitment, hire and retention. Through this program, students will obtain English skills and develop self-confidence in their communication. Students will also learn and experience through hands-on learning how technology has been infused in the workplace. Students will gain experience and skills in basic technological terminology, and applications and also be provided opportunities to utilize those programs and applications to make them more marketable for meaningful employment. Moreover, BAS students will be better prepared to comprehend and handle cultural challenges successfully thereby easing their transition into American society. Additionally, these programs will prepare adult students towards becoming responsible, active citizens. This will occur as students acquire critical thinking and processing skills, close reading skills and participating in workforce preparation activities.

Overall, BAS and student performance data speaks strongly to the quality of the instructional program. Moreover, the school and students have clearly demonstrated over time that BAS is highly effective in producing measurable student outcomes and successfully supports students in their pursuit of post-secondary education, training and workforce goals.

The central change since the last full visit has been that BAS is now fully integrated as an active member of the Los Angeles Regional Adult Education Consortium (LARAEC). The operations of BAS are now governed under AB 104. Additionally, since the last full visit in March of 2014, Burbank Adult School has undergone a number of changes. The most notable change has been that the school has had two new directors. There was an interim director from June to September of 2014 and a new director who continues to serve in that role since October of 2014.

Another significant change was that of creating a Career and Academic Counseling Center (CACC) and adding a third full-time counselor to the guidance staff. The Career and Academic Counseling Center expanded its hours of operation to include Fridays and Saturdays in order to better serve students. In conjunction with the expansion of the Career and Academic Counseling Center, the Learning Center has also expanded its hours of operation to include Saturdays in an effort to reach out to working students seeking to earn a high school diploma. The increase in Saturday course offerings also involved the ESL program which in the spring of 2017 began to offer ESL levels 1 and 2 classes to assist those working adults who seek to improve their English skills. Field trips for ESL students to the Autry Museum, Burbank Library, and the Burbank Police and Fire Department Center have also been implemented since the fall of 2016 as a way to expand civic learning and a connection to the community.

While Burbank Adult School has been offering the GED and GED test prep classes, the school began to offer the HiSET and HISET test prep classes in 2015 to expand the options to students seeking a high school equivalency.

Burbank Adult School has also strengthened its partnership with Los Angeles Valley College. There are regular meetings with a Dean of Adult Education and activities planned which include but are not limited to

quarterly counselors' meetings, and a college preparation course which will earn both high school graduation and college credit. Through this partnership BAS added an Accuplacer test prep class during the 2016-17 academic year. The Accuplacer is an assessment used by the college to determine students' reading, writing and math ability for placement in appropriate classes.

Another noteworthy change took place during the 2016-17 academic year as BAS began to take on the supervision for the Foothill Area Community Transition Services program (FACTS) which serves students with disabilities from ages 18-22. A total of 36 students are served by three full-time teachers along with eleven support staff.

The changes which have taken place at BAS have been made with one thought in mind, the students. Specifically, the focus has been on improving services and program offerings to students. It has involved recruiting and hiring qualified staff, providing quality professional development, revising or developing new curriculum and expanding technology across the entire campus. These changes have also greatly impacted the facilities of the school to the point of nearly maximizing on the availability of facilities and thus the need to move new course offerings to the high school campuses and other locations in the community.

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.

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

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

Year	Description	ESL / Citizenship	ABE	ASE** (HSE/Diploma)	CTE (Med./Bus-Tech)
2018-19	Total enrollment (unduplicated*)	1213	100	511	656
(Includes Drops)	Total # participants	1213	100	511	656
/	Total # courses completed	591	8	83	344
	Course completion rate *(courses completed/participants)	49%	<1%	16%	52%
2017-18	Total enrollment (unduplicated*)	1138	84	650	649
(Includes Drops)	Total # participants	1138	84	650	649
	Total # courses completed	457	34	124	253
	Course completion rate (courses completed/participants)	40%	40%	19%	39%
2016-17	Total enrollment (unduplicated)	1327	117	618	673
(Includes Drops)	Total # participants	1327	117	618	673

	Total # courses completed	271	18	155	270
	Course completion rate *(courses completed/participants)*	20%	15%	25%	40%

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 "warm-body count" or "headcount"; e.g., If John Doe has taken 3 classes, that counts as only 1.   **ASE includes High School Equivalency & Adult High School Diploma

Enrollment*

Enrollment*	All Depts.	ESL	ABE	HSE /Bridge	Adult HS Diploma	Business -Technology	Medical
2018-19	3610	2051	189	298	570	448	54
2017-18	3971	2168	153	460	627	477	86
2016-17	4085	2567	228	430	208	492	160

Enrollment*	Enrichment	Parent Ed	Concurrent
2018-19	895	665	128
2017-18	1071	745	124
2016-17	1053	1122	114

Duplicated enrollment; excluding dropped students.

HSE (HiSET/GED) Test Pass rates*

Year*	HiSET # Test takers	HiSET Pass	GED # Test takers	GED Pass	HiSET or GED # Test takers	HiSET or GED Pass
2018-19	15	6/40%	17	6/35%	32	12/38%
2017-18	30	10/33%	45	17/38%	75	27/36%
2016-17	17	12/71%	51	4/8%	68	16/24%

Adult High School Diploma Students*

Year	# Students Earning Adult Diploma
2018-19	54
2017-18	66
2016-17	76

Student Survey (BAS Location)
BAS Location – Fall 2019
327 Responses

Count of 1. My teacher was engaging and provides extra help when needed?
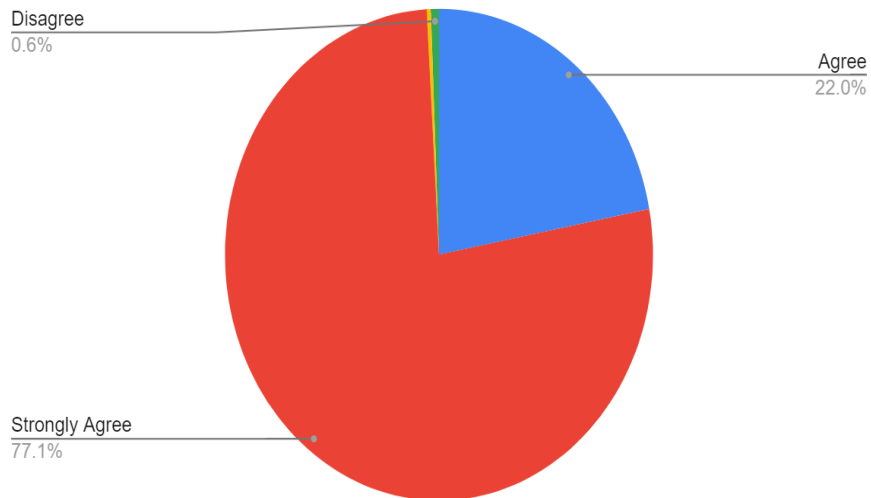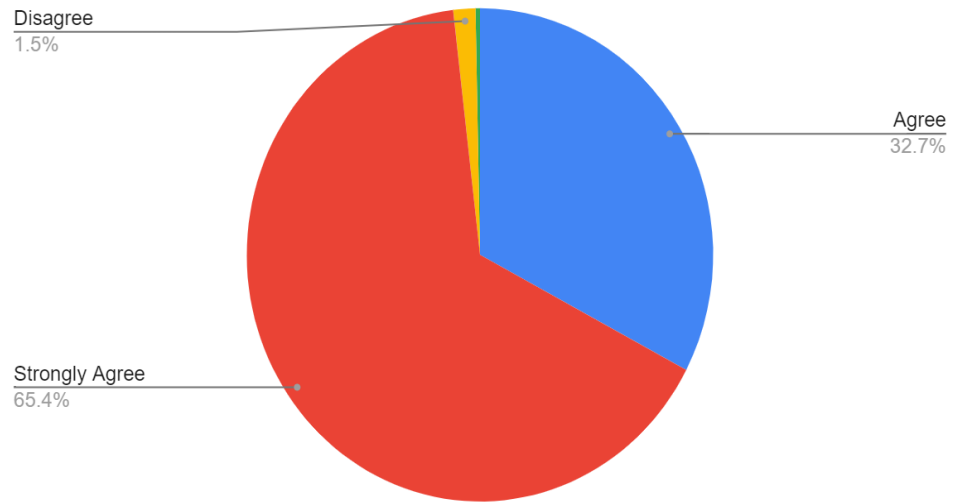
Disagree
0.6%

Agree
22.0%

Strongly Agree
77.1%

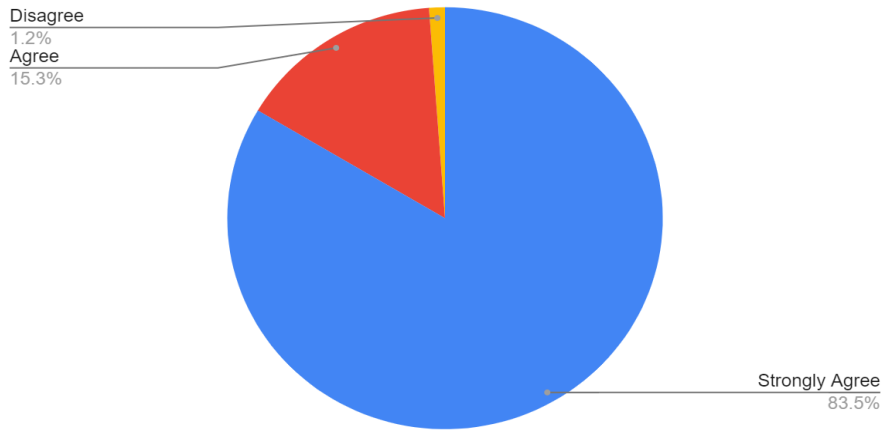## Count of 2. The class(es) met my needs and expectations?

Disagree
0.9%

Agree
37.3%

Strongly Agree
61.5%

Count of 3. I have access to computers and technology?

Disagree
2.1%

Agree
32.7%

Strongly Agree
64.8%

Count of 4. The school staff was helpful, courteous, and friendly?

Disagree
1.5%

Agree
32.7%

Strongly Agree
65.4%

Count of 5. It is easy to register for my class(es)?

Disagree
2.8%

Agree
34.9%

Strongly Agree
62.4%

Count of 6. The school does a good job of informing me about upcoming classes?

Disagree
1.8%

Agree
33.0%

Strongly Agree
65.1%

Count of 7. I feel safe on campus?

Disagree
0.9%

Agree
27.2%

Strongly Agree
71.6%
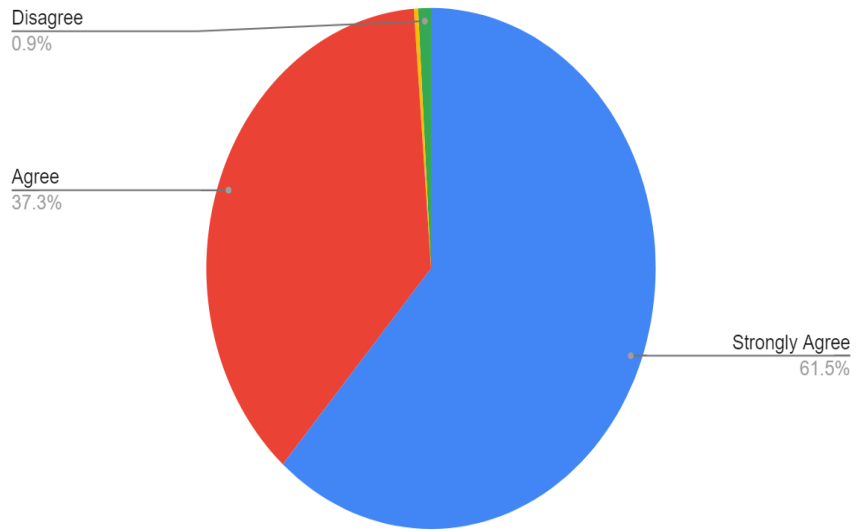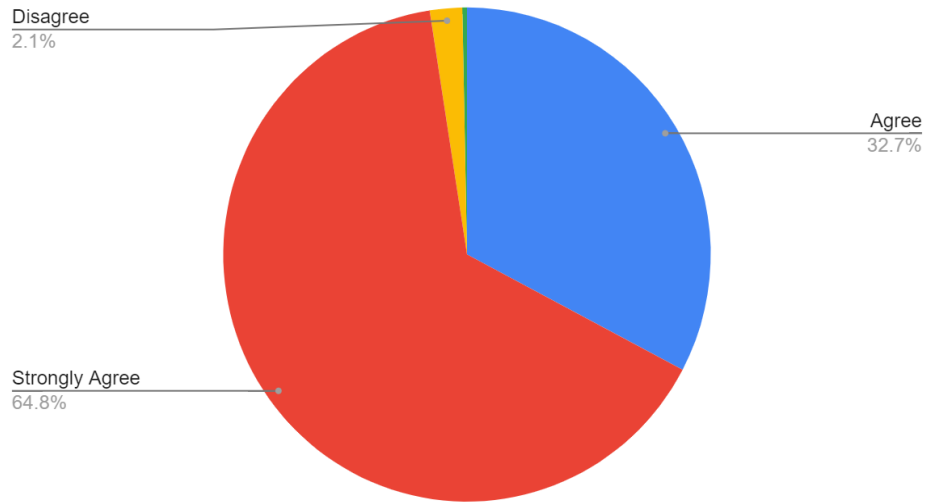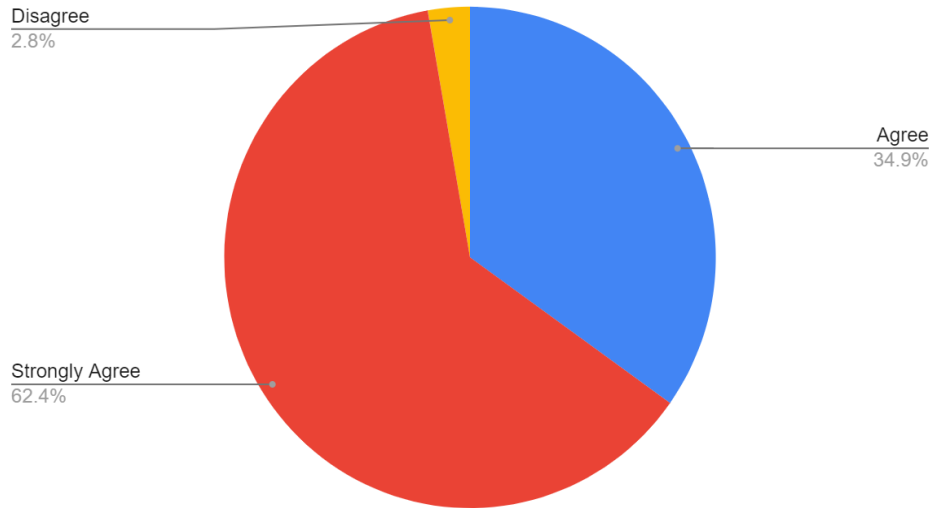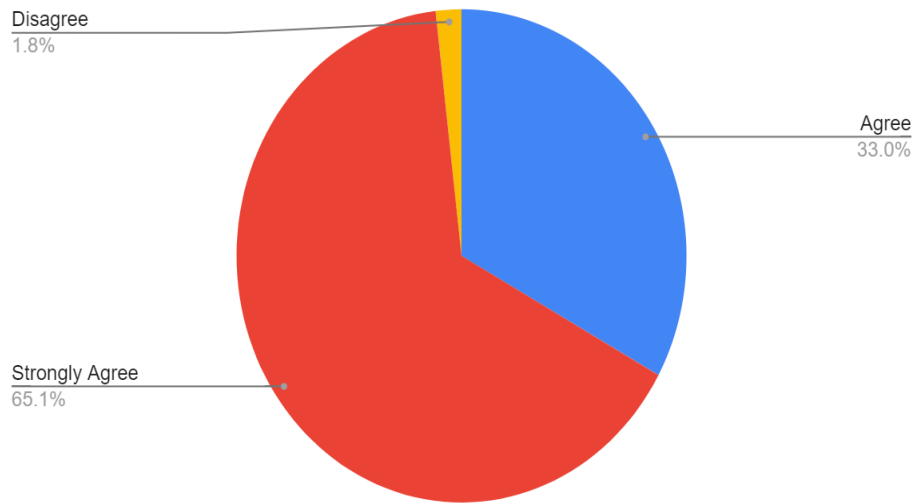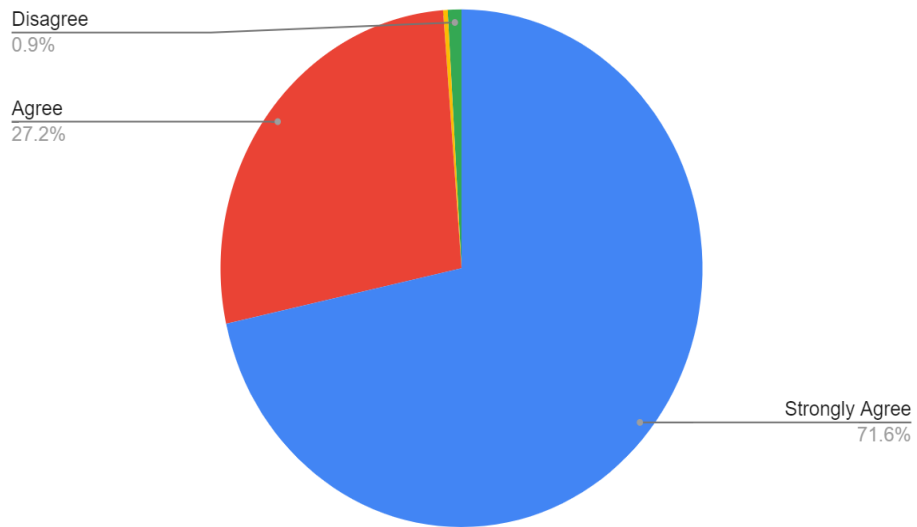
Student Survey
BHS Location - Fall 2019

85 Responses

Count of 1. My teacher was engaging and provides extra help when needed?

Disagree
1.2%

Agree
15.3%

Strongly Agree
83.5%

Count of 2. The class(es) met my needs and expectations?

Agree
29.4%

Strongly Agree
70.6%

Count of 3. I have access to computers and technology?

Strongly Disagree
1.2%

Agree
35.3%

Strongly Agree
63.5%

Count of 4. The school staff was helpful, courteous, and friendly?

Disagree
1.2%

Agree
25.9%

Strongly Agree
72.9%

Count of 5. It is easy to register for my class(es)?

Agree
27.1%

Strongly Agree
72.9%

Count of 6. The school does a good job of informing me about upcoming classes?

Agree
28.2%

Strongly Agree
71.8%

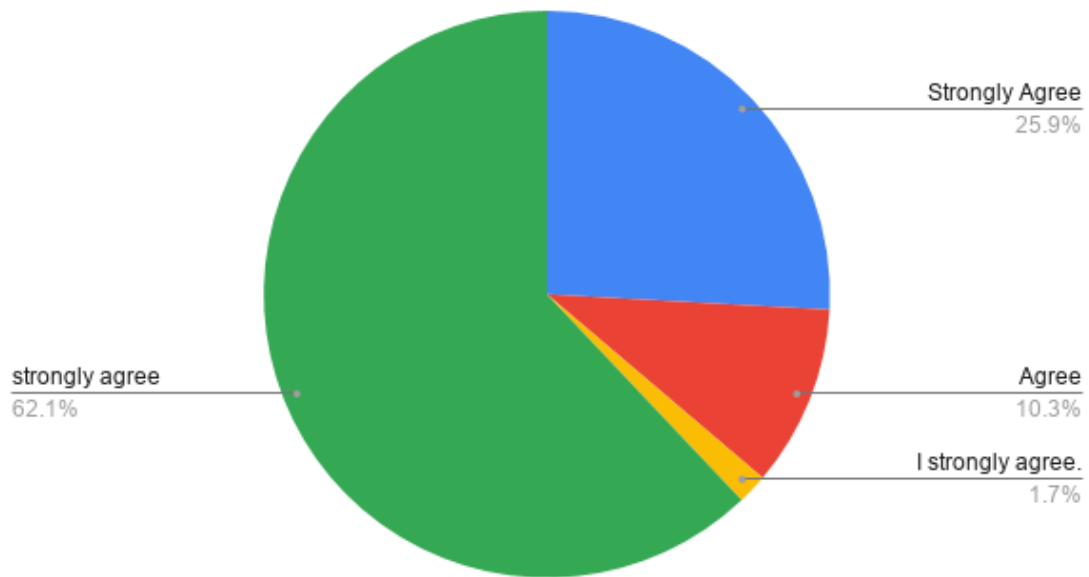## Count of 7. I feel safe on campus?

Agree
22.4%

Strongly Agree
77.6%
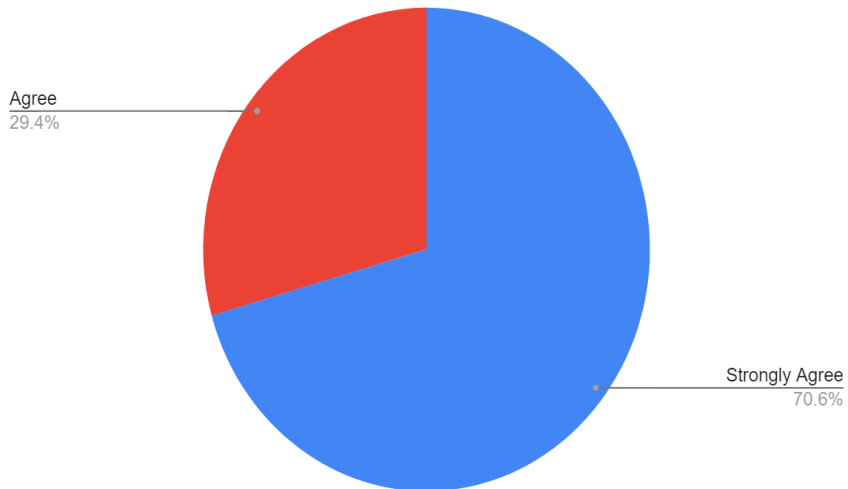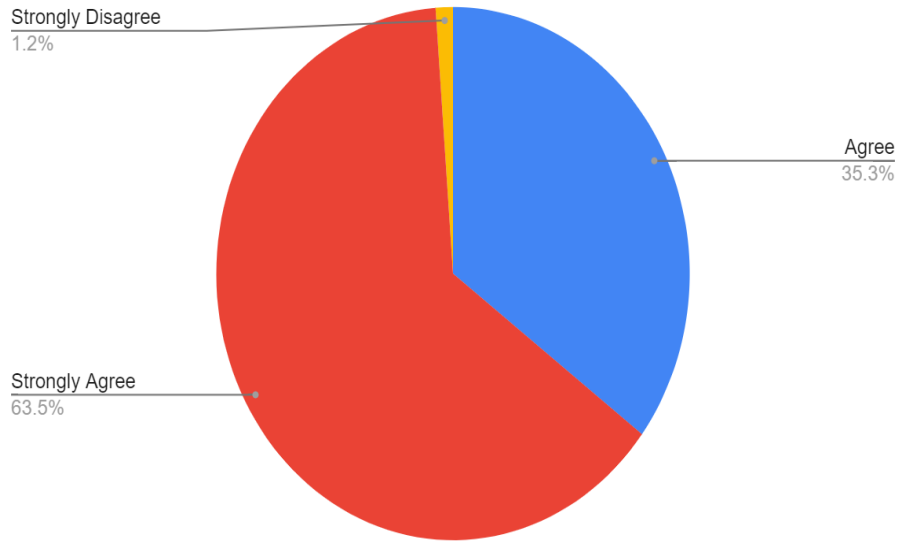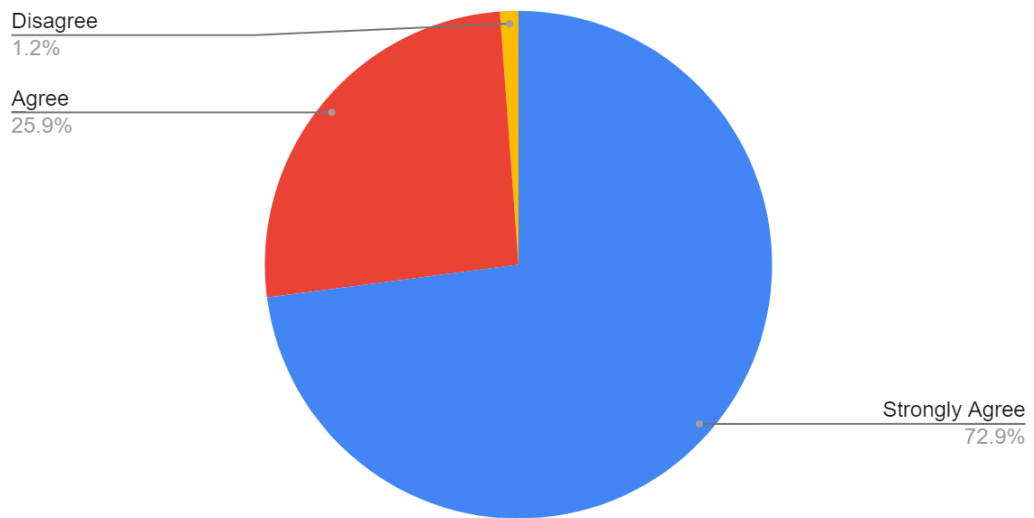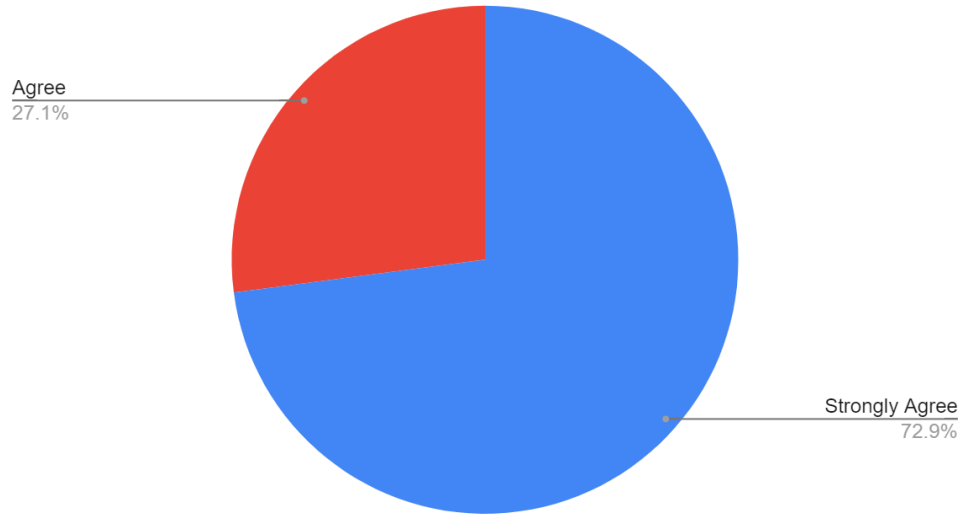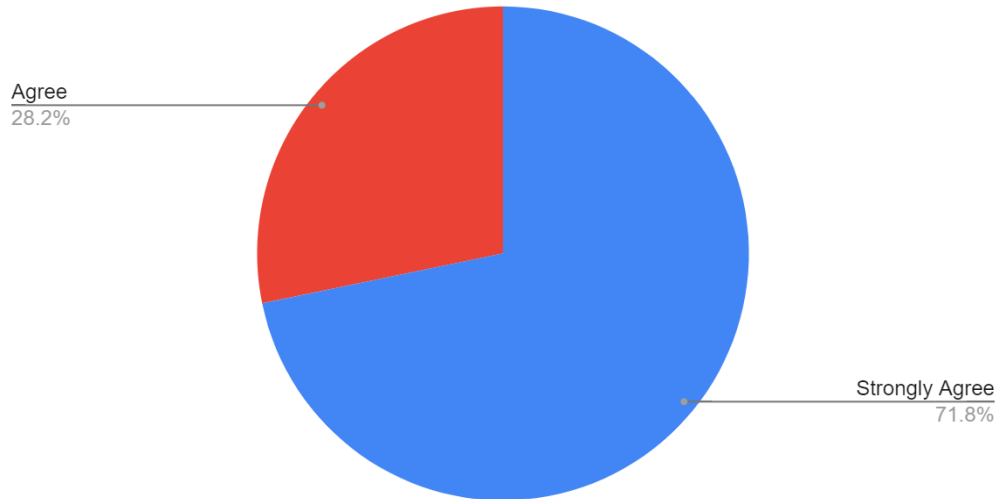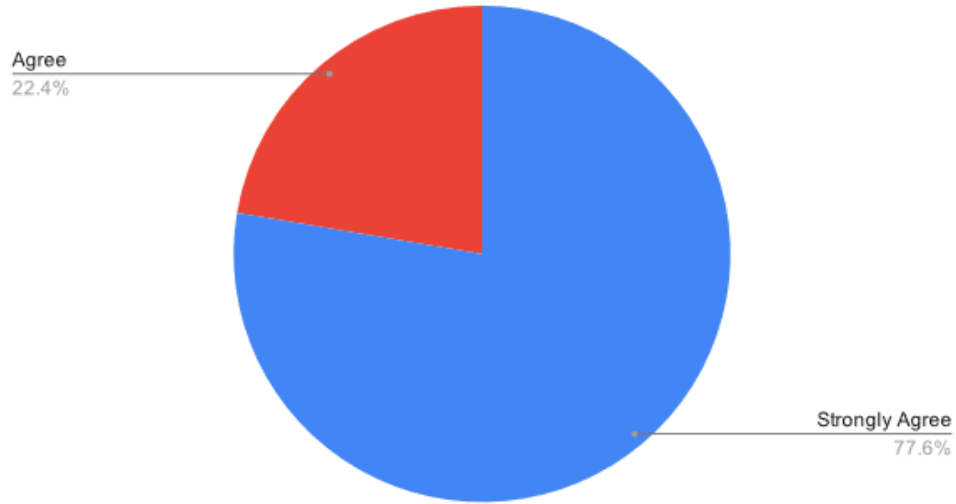
The results of the Student Surveys indicate that students feel that teachers at BAS are there to engage them in learning (98.9%) and provide additional help as needed and that staff were helpful and friendly (98.4). Students affirmed that the classes met their needs and expectations (99.4%). Overwhelmingly, students cited that they had access to computers and technology (98.1%) and that it was easy for them to register for classes (98.6%). Lastly the survey results indicate that students feel informed about classes (99%) and safe while on campus (99.4%).
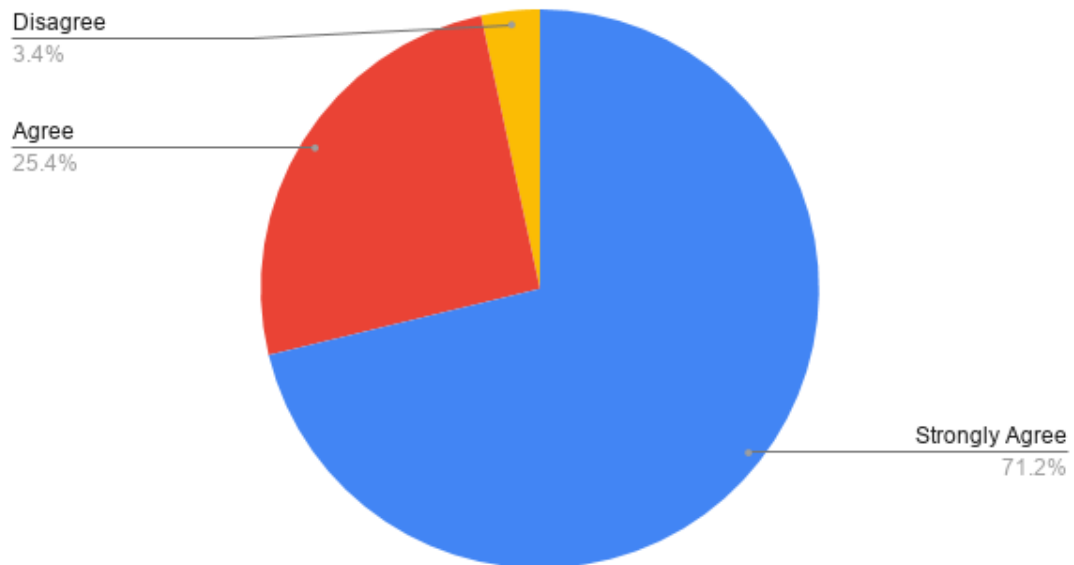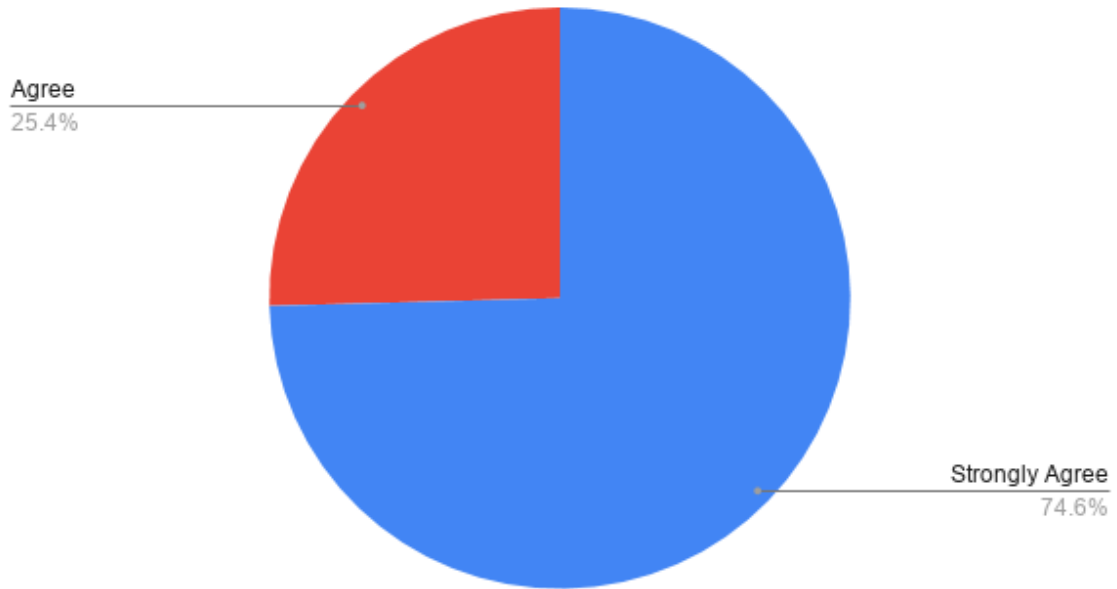
BAS FACULTY SURVEY
SPRING 2020

59 Responses
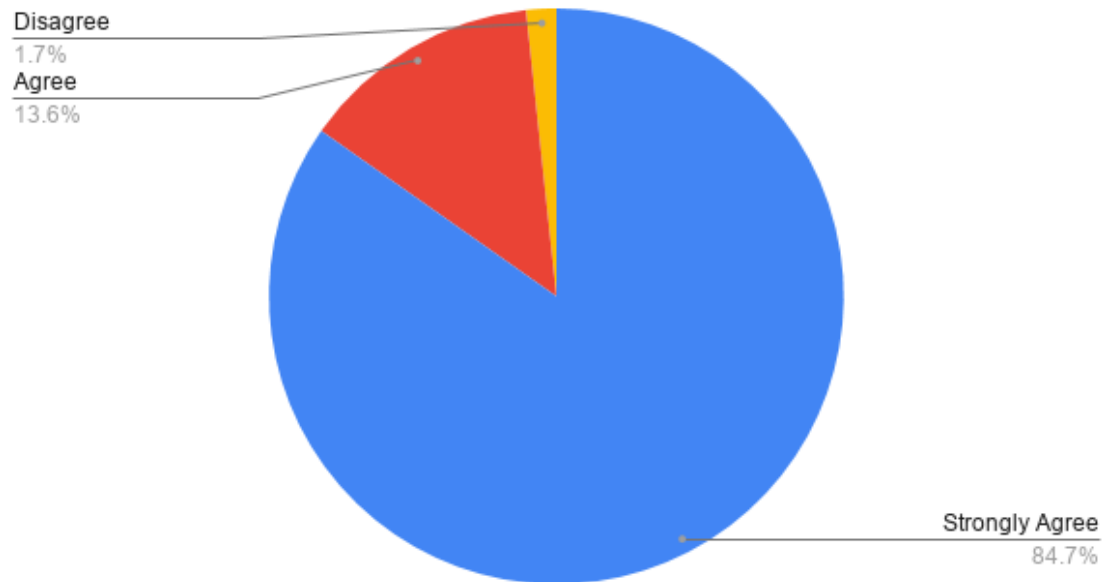
1. I seek to engage and provide extra help to students.

Strongly Agree
25.9%

Agree
10.3%

I strongly agree.
1.7%

strongly agree
62.1%

2. The class(es) meet students needs and expectations.

Disagree
3.4%

Agree
25.4%

Strongly Agree
71.2%

3. Academic, and career counseling is available to students.

Agree
25.4%

Strongly Agree
74.6%

4. I have access to computers and technology.

Disagree
1.7%

Agree
13.6%

Strongly Agree
84.7%

5. The school staff is helpful, courteous and friendly.

Agree
10.2%

Strongly Agree
89.8%

6. It is easy for students register for class(es).

Agree
27.1%

Strongly Agree
72.9%

7. The school does a good job of informing me about upcoming activities/events.

Disagree
1.7%

Agree
33.9%

Strongly Agree
64.4%

8. I feel safe on campus.

Disagree
3.4%

Agree
18.6%

Strongly Agree
78.0%
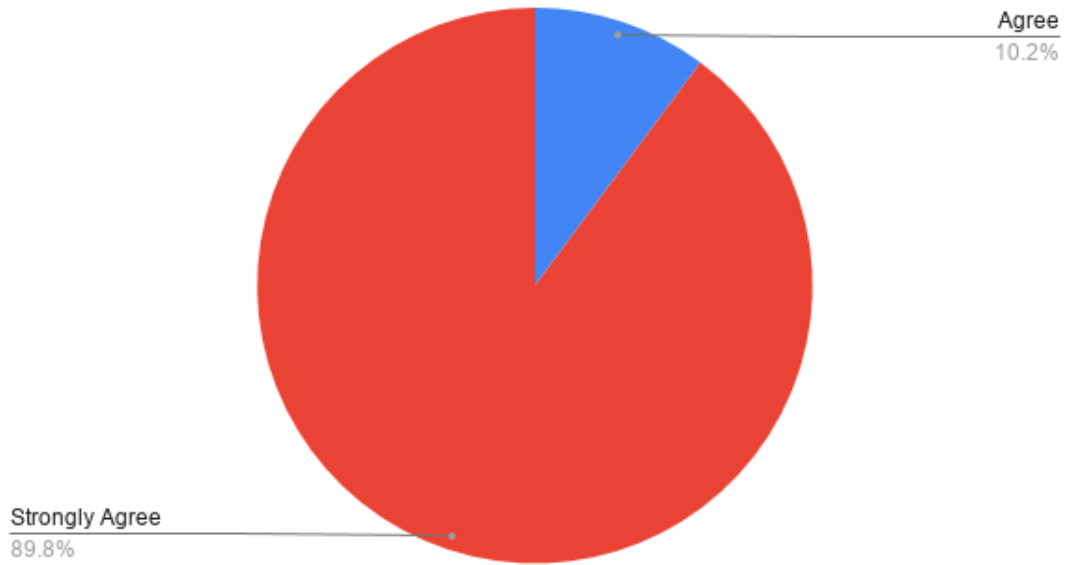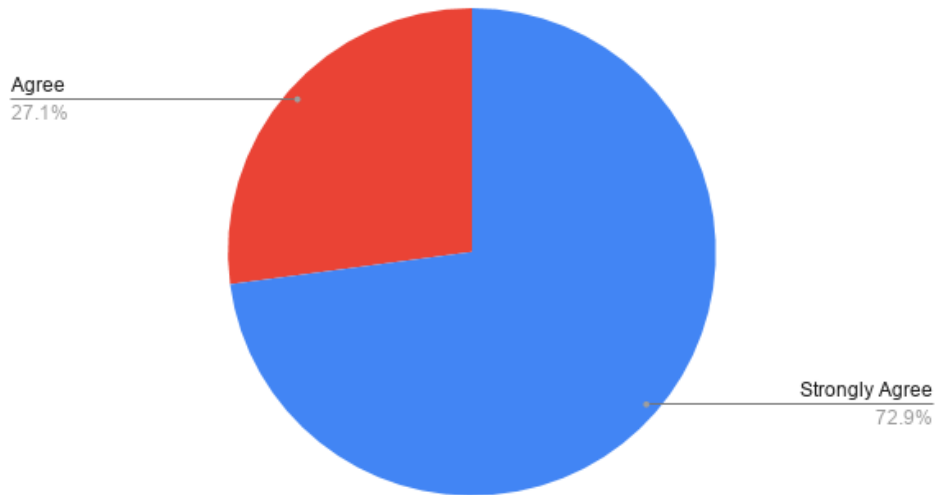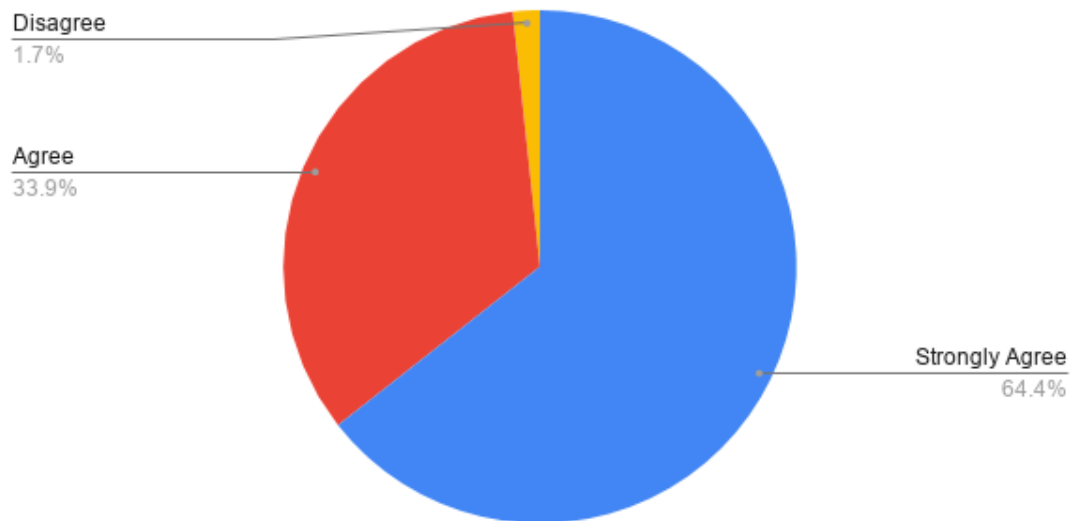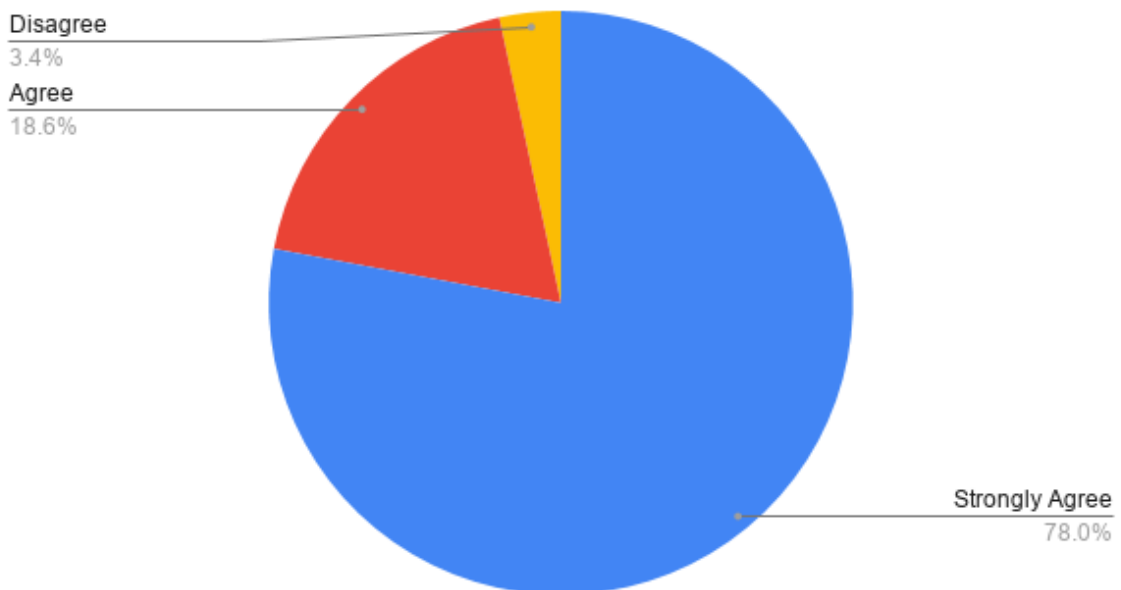
The results of the Faculty Surveys indicate that faculty feel that teachers at BAS are there to engage students in learning and provide additional help as needed (98.3%) and that staff were helpful and friendly (100%). Teachers affirmed that the classes met students needs and expectations (96.6%) and that academic and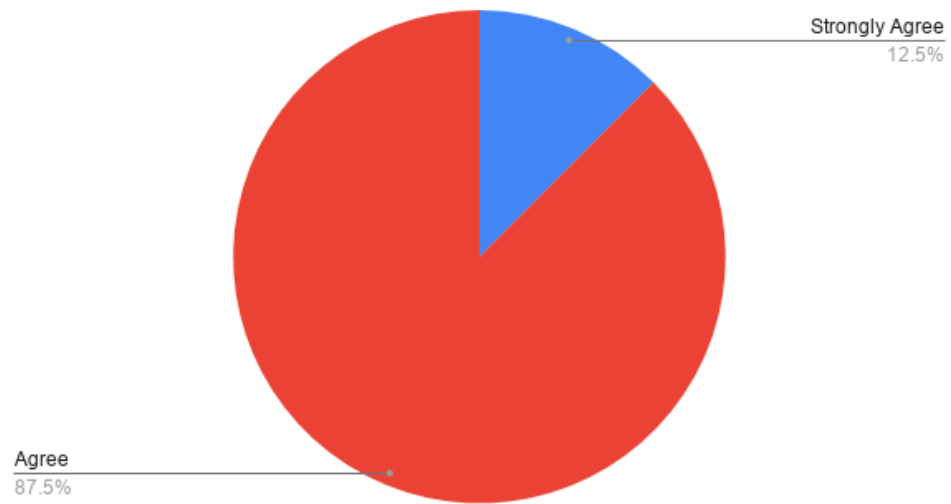 career counseling is available to students (100%). Overwhelmingly, faculty cited that they had access to computers and technology (98.3%) and that it was easy for students to register for classes (100%). Lastly the faculty survey results indicate that faculty feel informed about upcoming activities and events (98.3%) and safe while on campus (96.6%).

BAS STAFF SURVEY
SPRING 2020

24 Responses

1. I seek to engage and provide extra help to students.

Strongly Agree
12.5%

Agree
87.5%

2. The class(es) meet students needs and expectations.

Disagree
4.2%

Agree
50.0%

Strongly Agree
45.8%

3. Academic, and career counseling is available to students.

Disagree
4.2%

Agree
37.5%

Strongly Agree
58.3%

4. I have access to computers and technology.

Agree
25.0%

Strongly Agree
75.0%

5. The school staff is helpful, courteous and friendly.

Strongly Disagree
4.2%

Agree
45.8%

Strongly Agree
45.8%

Disagree
4.2%

6. It is easy for students register for class(es).

Agree
50.0%

Strongly Agree
50.0%

7. The school does a good job of informing me about upcoming activities/events.

Strongly Agree
41.7%

Agree
54.2%

Disagree
4.2%

8. I feel safe on campus.

Agree
41.7%

Strongly Agree
58.3%
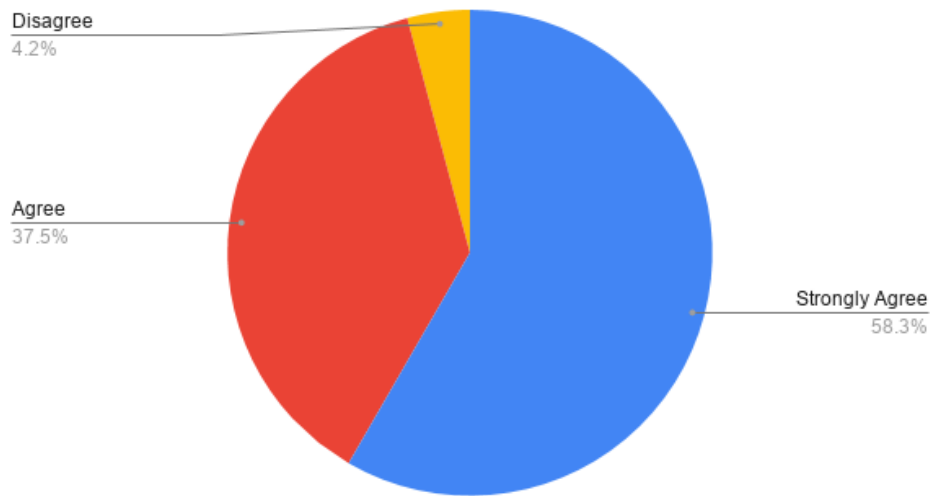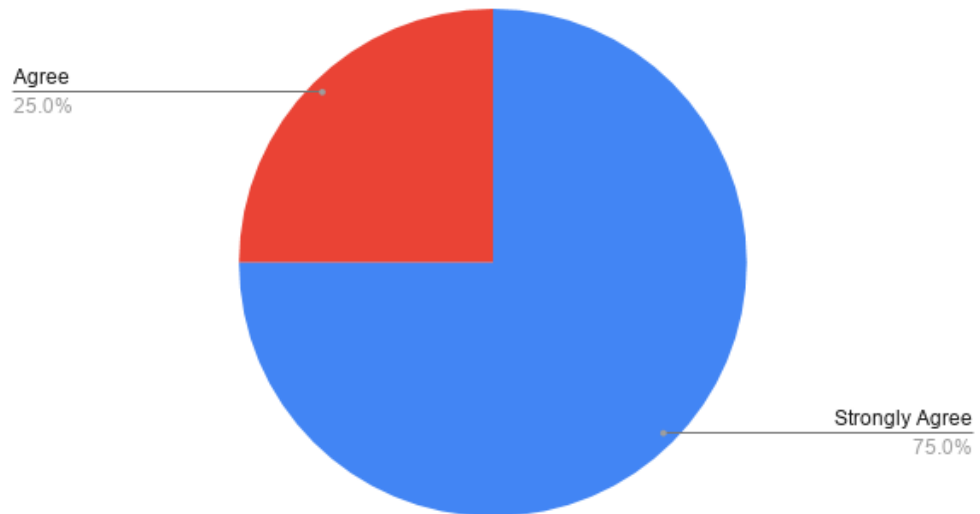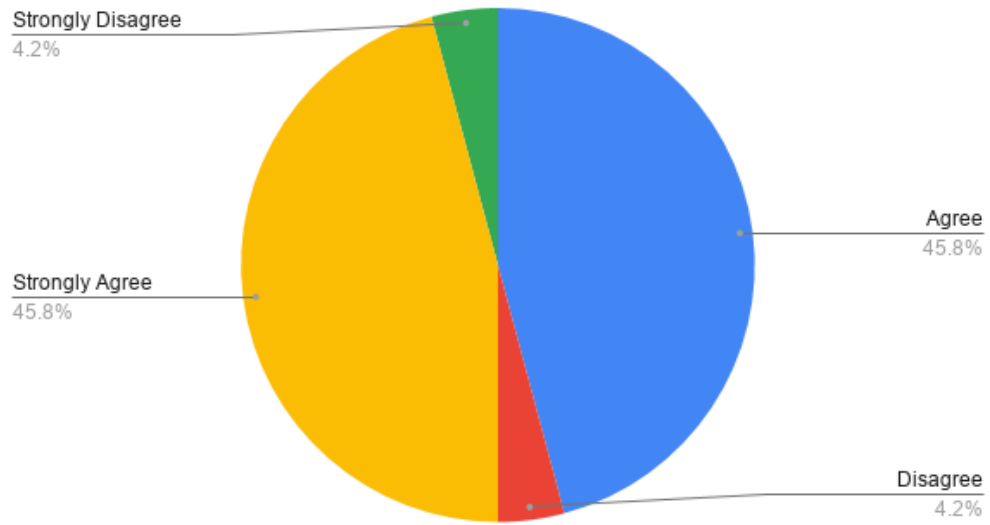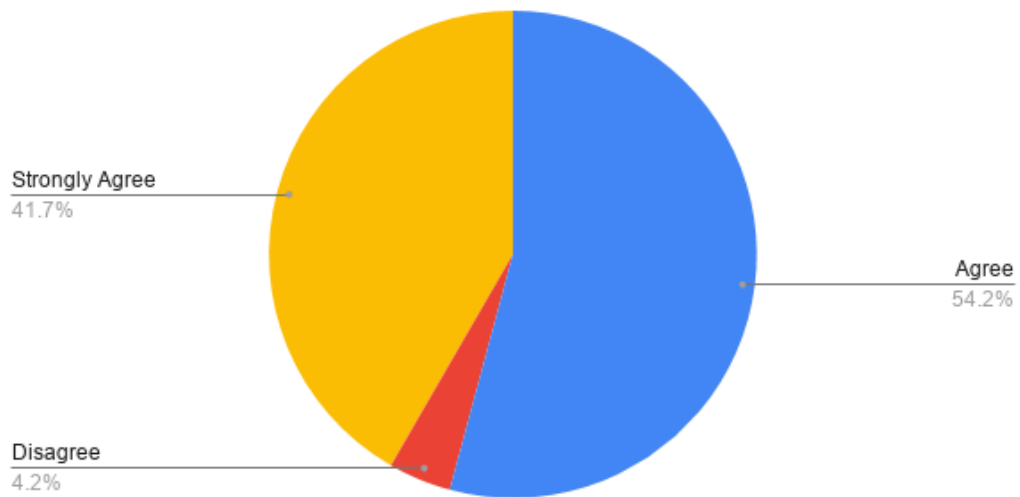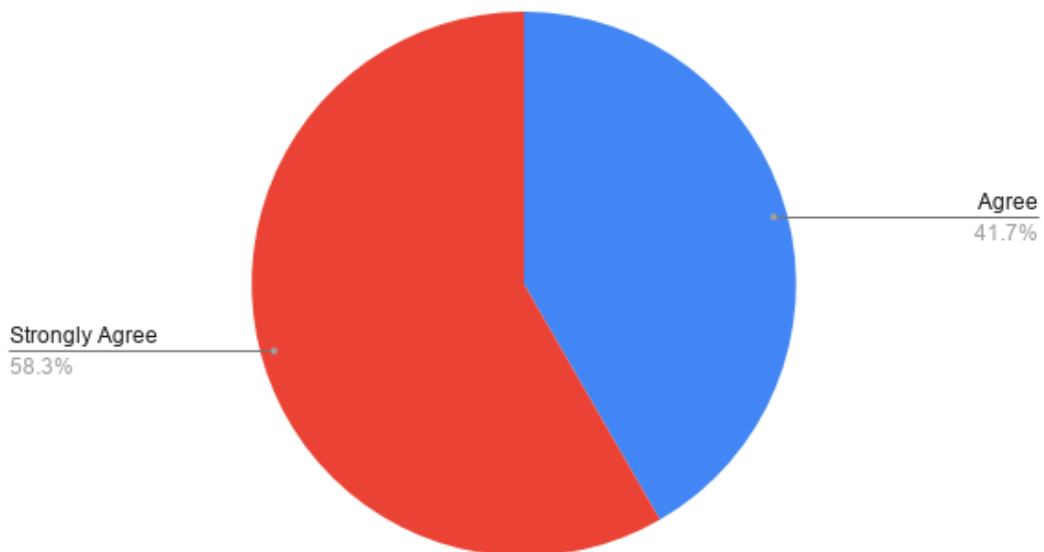
The results of the Staff Surveys indicate that staff cite that they are there to engage students at BAS in learning and provide additional help as needed (100%) and that staff were helpful and friendly (91.6%). Staff affirmed that the classes met students needs and expectations (95.8%) and that academic and career counseling is available to students (95.8%). Overwhelmingly, staff cited that they had access to computers and technology (100%) and that it was easy for students to register for classes (100%). Lastly the staff survey results indicate that staff feel informed about upcoming activities and events (95.9%) and safe while on campus (100%).

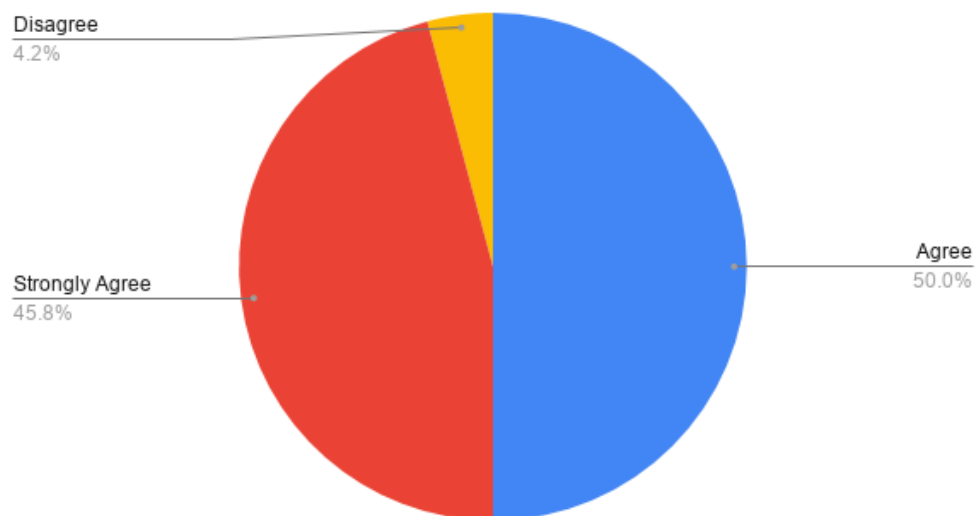**Additional Online School Program and Course Description (if applicable)**

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

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

Describe the school's online programs/courses as follows:

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

Burbank Adult School utilizes APEX Learning for its online curriculum. The curriculum is updated annually by the provider and courses are a-g approved. APEX Learning classes assign essays, projects, and labs across the curriculum (English, History, Science and Electives). Assessments are updated by APEX Learning each semester in order to maintain the integrity of and security of quizzes and tests. BUSD computer/internet eliminate/block web sites that expose answer keys to online curriculum. Students must log onto school computers with BUSD accounts. Student accounts are monitored for appropriate internet use by BUSD Technology Department.

The Learning Center features twelve computer work stations for students to use and 32 laptops. There are two teachers available in the mornings, afternoons and evenings. Classified support staff are also available in the Learning Center to assist students with questions, assessments and course completion. The high school diploma program operates three 6-week blocks each semester. Classes are open for new enrollments during the first week of each block. Students are required to met with a counselor prior to enrolling in the High School Diploma program in order to be assessed and to get oriented.

In order to ensure that all students have access learning opportunities, the Learning Center is open Monday – Saturday. The High School Diploma class hours are indicated below.

- ➢ Monday-Friday   8:30 am – 10:30 am
- ➢ Monday-Friday   10:45 am – 12:45 pm
- ➢ Monday-Thursday   3:00 pm – 5:45 pm
- ➢ Monday-Thursday   6:00 pm – 8:45 pm
- ➢ Saturday   9:00 am – 1:00 pm

Burbank Adult School APEX Learning Courses

<u>English</u>   <u>CBED Code</u>

904900	English 9A	2130
905000	English 9B	2130
905100	English 9A Honors	2130
905200	English 9B Honors	2130
905300	English 10A	2131
905400	English 10B	2131
905500	English 10A Honors	2131
905600	English 10B Honors	2131
905700	English 11A	2132
905800	English 11B	2132
905900	English 11A Honors	2132
906000	English 11B Honors	2132
906100	English 12A	2133
906200	English 12B	2133
906300	AP Literature A	2171
906400	AP Literature B	2171
906500	AP Composition A	2170
906600	AP Composition B	2170

<u>Science</u>

912200	Biology A	2603
912300	Biology B	2603
912400	Chemistry A	2607
912500	Chemistry B	2607
912600	Earth Science A	2620
912700	Earth Science B	2620
912800	Physics A	2613
912900	Physics B	2613

Social Science

906700	World History A	2711
906800	World History B	2711
906900	US History A	2709
907000	US History B	2709
907100	Government	9972
907200	Economics	2701
907300	AP US History A	2709
907400	AP US History B	2709
907500	AP Government	9972
907600	AP Economics	2701
902500	Sociology	2715

Mathematics

908200	Algebra 1A	2403
908300	Algebra 1B	2403
908400	Geometry A	2413
908500	Geometry B	2413
908600	Algebra 2A	2404
908700	Algebra 2B	2404
908800	Pre-Calculus A	2415
908900	Pre-Calculus B	2415
904700	AP Calculus A	2415
904800	AP Calculus B	2415
902900	AP Statistics A	2483
903000	AP Statistics B	2483

Spanish

901000	Spanish 1A	2206
901100	Spanish 1B	2206
901200	Spanish 2A	2206
901300	Spanish 2B	2206
901400	Spanish 3A	2207
901500	Spanish 3B	2207

French

901900	French 1A	2298
902000	French 1B	2298
911900	French 2A	2298

| 912000 | French 2B | 2298 |

Electives

902600	Multicultural Studies	2728
902700	Geography and World Cultures	2702
910000	College and Career Preparation I	9976
910400	College and Career Preparation II	9976
910100	Principles of Information Technology	4636
910200	Information Technology Applications	4636
910300	Business Applications	4698
912100	Creative Writing	2113
913000	Reading Skills & Strategies	2100
913100	Writing Skills & Strategies	2118
913200	Financial Literacy	4698
913300	Psychology	2714
913400	Art Appreciation	2816
913500	Music Appreciation	2307
913600	Media Literacy	2100

Schoolwide Learner Outcomes

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

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.

Burbank Adult School believes that all students should be effective communicators. In the classroom experience, students must exercise their speaking, reading, and writing skills. Additionally, with the strong focus on technology, students must be able to respond to visual media and utilize the information for classroom presentations, assignments and or projects. Burbank Adult also brings in community speakers, service organizations, and business partners so that our students are informed and provided

opportunities for civic engagement. Additionally, our ESL and FACTS programs take field trips to area museums, police and fire departments and to colleges and universities as a way to further engage in their community dynamics.

A central tenant of Burbank Adult School is that of being life-long learners. The concept of life-long learning is promoted via our mascot, and in our publications, website, school orientations and public presentations. Students at BAS are provided information about programs both at BAS and within our consortium partners. As a way to facilitate continual learning, BAS has created IET classes for ESL students so that they can successfully enroll in CTE programs. Furthermore, BAS has invested thousands of dollars into technology in order to provide students with direct access and relevant experiences in the classroom to prepare them for real-world opportunities.

Chapter II. Progress Report on Key Issues since the Previous Self-Study

The school is to provide a summary of progress on the *Action Plan* that addresses key issues from the previous *Self-Study Report*. It should also include any recommendations that resulted from any other visit or report required by the Commission during the current accreditation cycle since the last full self-study visit.

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

- Describe the school's procedures for the implementation and the monitoring of the *Action Plan*.
- Comment on the response to each current *Action Plan* key issue; cite evidence, including how each action step has been completed.
- Describe how progress on the key issues in the *Action Plan* has impacted student learning.

Goal 1: BAS should continue to expand its marketing and community outreach efforts through integration with and leveraging resources with other providers, which may include: community colleges, library literacy programs, Regional Occupational Programs (ROP), the regional Workforce Investment Boards (WIB), One Stop career centers, private foundations, business and industry.

➤ 1.1 BAS has changed the format of its Community Advisory Committee meetings in order to solicit gather input and participation from the committee members. The change in format has been vital in gathering employment information, internship opportunities and beneficial partnerships.

➤ 1.2 BAS participates regularly at Verdugo Workforce Investment Board meetings. These meetings have been productive and beneficial to BAS in getting information about employment trends, partnerships and internship opportunities.

➤ 1.3 BAS collaborates with both the Verdugo Jobs Center, and the Burbank Workforce Connection to provide workshops in resume writing, job search skills and interview techniques. These workshops are free and open to the community.

➤ 1.3 An Accuplacer Preparation class was added in 2016 to help prepare students for the community college placement test in Math and English. Students also get to learn about the community college admission process from a college representative, and they have the chance to participate in an application workshop where they get assistance with completing the Los Angeles Community College District admission application. In addition, students are given with the opportunity to take the Accuplacer test on Burbank Adult School campus with a college representative.

➤ 1.3 A Career Planning class was offered on the Burbank Adult School campus in partnership with Los Angeles Mission College, and it was taught by a Los Angeles Mission College counselor. Students received five high school credits and one unit of community college credit that is transferable to a California State University upon completion of the course. Students also had the opportunity to explore their interests, skills, and values through assessments.

➤ 1.3 The Family Success Initiative class was offered at Providencia Elementary School in the spring of 2019. The focus of the class is to empower emergent bilingual families to support student success and strengthen school communities.

➤ 1.3 In the fall of 2019, BAS added a level 1 ESL class offered at the Burbank Housing Corporation Activity Center. Orientations were held in June and the course began in August.

➤ 1.3 A new class for students with disabilities was introduced in the fall of 2019. The Visual Effects class is offered through the Reel People Program and runs six weeks.

- ➢ 1.4 BAS implemented two recent courses in partnership with two local community colleges in order to successfully transition BAS students to post-secondary education. In the spring 2017, in partnership with Los Angeles Mission College (LAMC), a college-level Career Planning course was offered on the BAS campus at no cost to students. Another Career Planning course was developed in coordination with a second local community college, Los Angeles Valley College (LAVC), which was offered in the spring 2018. In order to enroll in these college courses, students apply to the community college with the assistance of counselors in the BAS Career and Academic Counseling Center (CACC). Students who take these courses benefit in several important ways; they are able to launch their college careers, earn college units, acclimate to college-level coursework and classroom experiences, and make connections with college faculty who teach the courses on the BAS campus.
- ➢ 1.5 BAS counselors and CTE instructional staffs participate in CTE days at JBHS and BHS to provide information on programs and services offered at BAS.
- ➢ 1.5 Burbank Adult School hosts an annual College & Career Fair on campus with over 50 representatives from trade and vocational schools, apprenticeship programs, local community colleges and universities, and employment organizations.   Students have the opportunity to speak to representatives and learn about post-secondary options.
- ➢ 1.5 BAS hosts an open house twice a year to give the community a glimpse into the courses, programs and services offered at BAS.

Goal 2: BAS should continue and further develop professional learning communities (PLCs) related to the adoption of the College and Career Readiness (CCR) and Common Core State Standards (CCSSs) in order to promote and deliver high quality instructional practices that accelerate learning, improve student learning outcomes, and prepare students for college and the workplace.

- ➢ 2.1 BAS staff was provided extensive training in the adoption of the College and Career Readiness Standards through professional development held in the fall and spring of 2015, and 2016.
- ➢ 2.1 Academic, CTE and ESL teachers were provided professional development in the CCRs in the fall and spring of 2015 and 2016 to ensure comprehension of the standards, collaboration across the content areas, improve student learning and to prepare students for transition to college and/or the workplace.
- ➢ 2.1 BAS staff were provided professional development in the spring and fall of 2014 and 2015 in the adoption of the Common Core Readiness Standards. Academic teachers worked in small groups to implement effective practices to integrate the CCSSs into classroom instruction.
- ➢ 2.3 BAS counselors are working in Subject Matter Expert Teams through LARAEC to develop the framework for an Individualized Student Plan (ISP) and a Counseling Best Practices Manual.
- ➢ 2.3 The BAS Leadership team review the assessment data of CASAS and English Language Arts each semester in order to ensure that instructional objectives for ABE, ASE, and ESL are being addressed and effectively implemented.

- ➤ 2.4 ABE, ASE, CTE and ESL teachers have been involved in professional development to develop assessment tools and strategies which address student needs and are aligned with CASAS standards and CCRs.
- ➤ 2.5 BAS ESL teachers worked in Subject Matter Expert teams (SMEs) through LARAEC to development ESL curriculum guides for Levels 0-6. The teams consisted of ESL teachers of the four-member districts working in their levels of expertise to develop new curriculum guides and assessments. The SMEs began their work in the fall of 2015. That work continues as they collaborate with teachers from the community college district on curriculum alignment and assessments.
- ➤ 2.5 BAS academic teachers are working in Subject Matter Expert teams through LARAEC to development subject curriculum guides for ABE and ASE classes. The teams consisted of academic teachers of the four-member districts working in their levels of expertise to develop new curriculum guides and assessment. That work began in the fall of 2016 and continues to date.
- ➤ 2.5 BAS CTE teachers are working in Subject Matter Expert teams through LARAEC to development subject curriculum guides for ABE and ASE classes. The teams consist of CTE teachers of the four-member districts working in their levels of expertise to develop new curriculum guides and assessment. This group was constituted in the fall of 2016 and they continue to work on this to date.

Goal 3: BAS should develop innovation practices and strategies to improve accessibility for all potential learners by integrating technology-based training and resources into the instructional program.

- ➤ 3.1 ABE, ASE, CTE and ESL teachers and staff have been provided ongoing professional development with strategies to increase student achievement in digital literacy skills.
- ➤ 3.1 ESL students in Levels 1-6 are required to develop a digital portfolio.
- ➤ 3.2 Students were introduced to Plato Learning for ABE, Pre GED, HiSET, Power GED classes in the fall of 2016.
- ➤ 3.2 APEX Learning was added to the high school diploma program as a curricular option for students.
- ➤ 3.3 Students and teachers are utilizing access to current technology and 21st century classrooms which were implemented in the spring of 2016.
- ➤ 3.3 WIFI accessibility is now available throughout the entire school campus since the spring of 2016.
- ➤ 3.3 Voice projection with two microphones and AVER document cameras were installed in each classroom during the spring of 2016 in order to improve the delivery of instruction and improve learning and student engagement.
- ➤ 3.3 BAS has four Computer on Wheels (COWS) on campus in order to increase the integration of technology with academic instruction and learning.
- ➤ 3.3 Three computer labs/testing rooms were upgraded so as to provide high quality technology for students in academic, CTE and ESL programs.
- ➤ 3.4 BAS instructional staff have received training in 21st century classrooms and in the use of mobile computer carts which bring technology into every classroom.
- ➤ 3.5 Every classroom is a 21st century classroom which involves a computer, projector, audio, and voice amplification.

- ➢ 3.5 Teachers can sign up and access three mobile computer carts with 35 laptops. These mobile carts known as COWs (Computers on Wheels) are regularly used in classrooms from ABE, ASE, CTE and ESL.

Goal 4: BAS should develop an updated strategic plan to ensure that educational services are aligned with State and Federal funding priorities.

- ➢ 4.1 BAS works collaboratively with various local community colleges to establish and most importantly, maintain partnerships that streamline successful transitions to post-secondary education. BAS has established partnership services with Los Angeles Valley College (LAVC), Los Angeles Mission College (LAMC), and Glendale Community College (GCC). These partnerships provide students increased access to post-secondary resources and services, including regular opportunities to meet with college representatives on the BAS campus to learn more about the college admission process, and educational and career training programs.

- ➢ 4.1 A representative from each college campus visits the BAS campus several times a month in both the morning and evening to accommodate the varied schedules of adult school students. Students are able to drop in to meet with a college representative without an appointment on an as needed basis to gather information about post-secondary education.

- ➢ 4.1 BAS partners with its local community colleges to coordinate structured field trips to the college campuses, including LAVC, LAMC, and GCC, as well as the local four-year state university, California State University, Northridge. Field trips provide students with opportunities to tour the college campuses and visit classrooms, and learn about student support services and most importantly, connect with the college campus, staff, and current college students.
- ➢ 4.1 In collaboration with partners, BAS evaluated and recognized the need to address a gap in services. In the summer 2016, BAS developed and piloted a community college preparation course that focuses on preparing students for the required math and English college placement tests. The course has been offered every semester since the summer 2016 and facilitates seamless transitions for students into post-secondary education. In the course, students develop their math and English skills in preparation for college-level work, and learn about the community college admission process. The BAS instructor of the course works collaboratively with the college representative from the local community college, LAVC.

- ➢ 4.1 In partnership with LAVC, BAS students enrolled in the preparation course, as well as others who are interested, are able to take the community college placement tests on the BAS campus, which helps to alleviate a great accessibility barrier for BAS students. Additionally, prior to taking the placement tests, students participate in a college application workshop on the BAS campus where they learn about the community college application process and campus resources, and complete the application for college admission with the guidance and support of the college representative.
- ➢ 4.1 Classroom presentations are conducted, and counseling staff and instructors participate in college and career fairs at the district's high schools to directly connect with high school seniors in order to create awareness of course opportunities for post-secondary education preparation.
- ➢ 4.2 BAS staff meets regularly with other consortium members to compare and evaluate the current practices and curriculum, and to identify gaps in service and students' needs, and ways of

improving services to students. BAS piloted an ISP and shared it with LARAEC member districts.

➢ 4.2 Verdugo Jobs Center representatives visit Burbank Adult School every first Tuesday of the month in which students can meet with them individually to receive assistance with job search and access to employment resources. VJC also provides job readiness workshops on campus.

➢ 4.2 Burbank Adult School staff participate in the Annual Veterans Job Fair hosted by VJC, Burbank Workforce Connection, and Employment Development Department each year.

➢ 4.2 Annual College and Career fair held on BAS campus with over 50 representatives from colleges, trade schools, community-services, and businesses.

➢ 4.2 Students get regular opportunities to meet with LAVC and GCC reps on BAS campus to get information about college admission, educational and career training programs

➢ 4.2 Students get to participate in coordinated field trips to college campuses.

➢ 4.2 BAS invites Financial Aid representatives to be on campus to conduct financial aid presentations and workshops to assist students in completing the financial aid application.

➢ 4.2 Department of Rehabilitation (DOR) representatives visit BAS campus once a month to provide employment services and resources for students with disabilities.

➢ 4.2 BAS works closely with YPI and Glendale Youth Authority (GYA) to provide students increased access to employment services and resources.

➢ 4.2 LAVC and LAMC representatives visit BAS to conduct college application workshops for students who plan to attend community college.

➢ 4.2 Counselors work closely with students by meeting with each student to develop an Individualized Action Plan and to ensure that students are aware of the resources and opportunities for continuing education and career development. Each student is asked to fill out a student planning sheet during the meeting for the counselors to assist him/her in identifying and achieving goals, creating steps to meet the goals and receiving resources for post-secondary education and career development. Counselors also introduce students to different assessment tests for interest, skills, and career exploration.

➢ 4.3 Externship opportunities have expanded for students in CNA, and Pharmacy Tech CTE programs.

➢ 4.3 BAS consistently evaluates the need for new courses in order to meet the evolving needs of students and the community, and accelerate students' progress toward academic and career goals. BAS offers two distinct high school equivalency test preparation courses tailored to prepare students for the HiSET or GED based on student goals and needs. Students and the community are also able to take GED and HiSET official tests on the BAS campus in its newly renovated and approved computer lab for testing.

➢ 4.3 BAS developed Integrated Educational Training classes in Healthcare Occupations and Information and Communications Occupations so as to accelerate students' career opportunities.

➢ 4.3 BAS developed a Workforce Readiness Institute for ESL and CTE students so as to accelerate their academic and career opportunities

➢ 4.4 BAS collaborates with national, state, and local partners to develop targeted professional development for faculty and other staff. For example, teachers in the GED test prep classes

instructors attended an official GED training in fall 2017 to obtain updated GED exam information and help focus instruction to increase student achievement.

➢ 4.4 BAS continues to expand its marketing and community outreach efforts. In collaboration with the counseling staff from the BAS Career and Academic Counseling Center (CACC), the BAS instructor of the community college preparation course manages efforts to promote the course to various BAS student groups, including students enrolled in GED and HiSET test preparation courses and high school diploma courses, Burbank Unified School District high school seniors, and district staff at district-level meetings (e.g., high school counselor meetings).

➢ 4.4 A concerted effort of promoting BAS program and activities on social media (Facebook, Twitter and Nextdoor.com) began in the fall of 2018. In the summer of 2019 BAS signed an agreement with Madmen Marketing Consultants to promote BAS programs.

Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria

Under each of the ACS WASC Postsecondary Criteria, there are supporting "indicators" that break down the criteria into smaller parts. Schools should respond in narrative form to each indicator and provide a description that describes to what extent the school meets or exceeds the indicator expectations. Discussion questions are provided to help schools understand the exact intent of each indicator but schools are not expected to necessarily answer each discussion question, just a response to the indicator itself. Schools must comment on every indicator in their *Self-Study*.

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

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

Indicator 1.1: The 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.

- In what ways does the mission statement reflect the school's commitment to high levels of student learning?
- How does the school establish learning programs and services that are aligned with its mission and that match the needs of its student population?
- What documents does the school have that proves that the institution is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?

Findings	Supportive Evidence
Burbank Adult School (BAS) is strongly committed to its mission, with this Mission Statement posted in every classroom and office, and on the school website.	• BAS Mission Statement Posters
BAS students are adults interested in acquiring skills for lifelong use, such as developing proficiency in English, math and literacy. They indicate on surveys and questionnaires, as well as via strong enrollment figures, that they attend classes to prepare them for higher academic work, to prepare for the workforce, and to enrich personal lives.	• Classroom Student Survey • Individualized Student Planning (ISP) Counseling Survey
Students indicate that BAS classes have always/almost always or sometimes met their needs and expectations, with 99% stating always/almost always. Student goals are aligned with the Mission Statement and SLOs of BAS, which reflect student needs.	• BAS Mission Statement • BAS Vision Statement • BAS Student Learning Outcomes

Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

- Who was involved in the development of the mission statement and how was it accomplished?
- How is the mission statement communicated to the institution's constituents?
- How often is the mission statement reviewed and revised in order to maintain relevancy and effectiveness?
- Who is involved in this review and revision process?

Findings	Supportive Evidence
Documents are on file at the school and District, attesting to the legal authorization by the State to grant credits, certificates and diplomas. This WASC accreditation process allows credits granted to be accepted by other institutions.	• WASC Accreditation through June 2020.
The Mission Statement and SLOs are reviewed annually. An additional tool for review is CASAS and classroom questionnaires, which ask students to self-evaluate accomplishments related to the Mission and the SLOs. Feedback is received and analyzed according to student attendance.	• Leadership Meeting agendas • BAS Self-Study meetings
The Mission Statement and SLOs are posted in every classroom and office and on the website. These statements also appear in the quarterly catalogs.	• Classroom Posters • Fall, Spring, and Summer Catalogs
Feedback and input are solicited via annual student orientation meetings and surveys of students, teachers and staff. Suggestions for modification are reviewed by the Leadership Team; in the fall 2018, the SLOs were revised.	• Leadership Meeting agendas • BAS Self-Study meetings • Student Orientation Meetings

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.

- How does the school consider its mission and SLOs in its planning and decision-making activities? What evidence does the school have to support the use of the mission statement and SLOs in planning processes?
- How is analysis and review of the institution's mission and achievement of SLOs related to the revision of the schoolwide *Action Plan* each year?

Findings	Supportive Evidence
Enrichment and other enterprise programs are driven by community needs and student demand.	• BAS Catalogs • Course Proposals
Programs and classes are continued and/or modified based on enrollment figures and student success, as evidenced by changes observed from catalog to catalog.	• Fall, Spring, and Summer catalogs • ASAP Enrollment reports
The schoolwide Action Plan has been derived from feedback and suggestions related to the overarching Mission and component SLOs, with specific Action Plan activities documenting their accomplishment.	• Leadership meeting Agendas • All Staff Meeting Agendas
Progress is reviewed by the Leadership Team, and the Action Plan is revised accordingly as needed.	• Leadership Meeting Agendas

Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

- How were the SLOs developed and how are they measured?
- How do faculty members integrate these SLOs into their lesson planning?
- How are all stakeholders connected to the SLOs?
- How is each Schoolwide Learner Outcome measured?

Findings	Supportive Evidence
The SLOs were reviewed by teachers, classified staff and students. The teachers, staff and administration met on WASC Self Study Saturdays. The SLOs were carefully reviewed, read and discussed. The consensus was that the SLOs were relevant, measurable and embedded into much of what we do at BAS. Therefore, the decision was to keep the established SLOs.	• WASC Self Study Meeting Agendas • WASC Self Study Meeting PowerPoints
The SLOs are relevant outcomes that connect students to everything that is done and achieved at BAS. When we speak of integrating SLOs, our counselors meet with students to discuss academic and career goals. BAS tracks students attendance, enrollment and course completion. All	• Attendance Data • Persistence Reports • Counseling Logs • Field trip Calendar

Findings	Supportive Evidence
students are required to understand print, verbal and visual material. Students take field trips to the Burbank Police and Fire Department and the library in order to draw connections with resources in their community. Lifelong learning is our mantra and we place a lot of our time and focus on that. We inform our students about CTE and college programs. We also program information about earning a high school diploma or an HSE. Additionally, technology is incorporated into lesson activities and students must produce projects utilizing their technological skills. The projects that students must produce require critical thinking and problem solving. These skills are a part of all of our programs from ABE to ESL and CTE.	
BAS students are adults interested in acquiring skills for lifelong use, such as developing proficiency in English, math and literacy.	• BAS Catalogs
Students indicate on surveys and questionnaires that they attend classes to prepare them for higher academic work, to prepare for the workforce, and to enrich personal lives.	• Student Feedback • Student Surveys • Individualized Student Planning (ISP) • Counseling Department Meetings
BAS tracks enrollment figures, program completion rates, and numbers certificate earners as indirect SLOs measures.	• Data Review • Leadership Meetings Agendas • Office Staff Meetings Agendas • All Staff Meetings Agendas

Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

- What is the process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs?
- What process is used to look at student learning data results to see what needs current students have and explore what new ideas might be useful to address these needs?
- To what extent does the regular review and revision of SLOs include discussion based on current educational research?
- How does the review of profile data impact the review and revision of the SLOs?
- How does the achievement of SLOs connect to the schoolwide *Action Plan*?

Findings	Supportive Evidence
New ideas that address current and future student learning needs are evaluated by	• Data Review • Leadership Meeting Agendas

collaboration of instructors and department chairs.	• All Staff Meeting Agendas
Student learning data results are used to help determine needs of current students and to explore new ideas that are utilized to address these needs.	• Leadership Meeting Agendas
Schoolwide, SLOs are formally reviewed annually based on educational research, but feedback and input is accumulated per department on an ongoing basis. Review of profile data impacts the review and revision of the SLOs.	• BAS WASC Self- Study Meetings Agendas • Leadership Meeting Agendas
Achievement of SLOs connects to the schoolwide Action Plan. In all departments, lack of sufficient progress may require corresponding adjustment in the Action Plan.	• BAS Action Plan • BAS SLOs
In CTE, the SLOs are aligned with the Action Plan to help more students become lifelong learners, productive individuals, and/or critical/creative thinkers. In ESL/ABE/ASE the SLOs are aligned with the Action Plan to prepare students for the workforce and to be productive members of the community.	• BAS Action Plan • BAS SLOs

Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

- How does the school use annual profile data to evaluate course and program offerings?
- To what extent does the school gather input from current students and the community at large to determine future course and program offerings?

Findings	Supportive Evidence
The school conducts annual Student Orientations and seeks input of current and former students, staff, community representatives, and Board and District members for input on current programs and desired offerings.	• Student Orientation PowerPoints • Community Advisory Agendas
The Community Advisory survey included questions about the Mission and SLOs, required credentials, and hard and soft skills, as well as about adequacy of marketing of BAS offerings.	• Community Advisory Agendas

Additional Online Indicator

Indicator 1.7: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

- To what degree are the policies related to online instruction effective in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies?
- How does the school upgrade or update technology, develop acceptable use policies, CIPA policies, and policies to ensure internet safety?

Findings	Supportive Evidence
Online components utilized to supplement classroom instruction primarily originate from the publishers of the classroom-based curricula.	- ESL Textbooks - CTE Programs
BAS, an integral part of the Burbank Unified School District (BUSD), uses a secure server and adheres to the District's Technology Acceptable Use Policy for Staff and Students.	- BUSD Technology Plan

Institution's Strengths and Key Issues for Criterion 1 (no specific number required)

Strengths:

1. The school Mission Statement and SLOs are based on essential decisions in long-range and classroom planning.
2. Various stakeholders were offered input in the review process for the Mission Statement and SLOs.
3. The Mission Statement and SLOs are posted in every classroom and office, and on the website.

Key Issues (Prioritized):

- Itemization of specific accomplishments needs to be expressly linked per SLO in annual data analysis.

Criterion 2: Organizational Infrastructure and Leadership

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

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

- How do the organizational structure and job descriptions promote efficiency and impact school improvement?
- How does the governing body implement its requirements for membership and training?
- To what extent does the governing body handle policy issues and long-term planning while allowing the administrator/director to oversee the day-to-day operations of the institution?
- How does the governing body support the school leadership and hold them accountable without micromanaging them?
- To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other institutions or agencies, and with its own local community members?

Findings	Supportive Evidence
Clearly defined organizational structures support student learning and school effectiveness. Such clearly defined structures allow effective leadership to both manage and inspire an institution. The organizational structures allow all components to collaborate effectively, nurturing student achievement.	• BUSD Board Policies
District policy manuals and the District website delineate job descriptions for the Board, Superintendent, and other administrative personnel. The Board is focused on policy development whereas administration is centered on effective policy implementation. Board membership requirements focus on residency, availability for meetings, and election by the community. Ongoing training is provided, primarily through the Los Angeles County Office of Education, and through membership in local and statewide educational groups.	• BUSD Board Policies • BUSD Website • BUSD Board Meeting Agendas
Open, two-way communication underlies the relationship between the Board and the Superintendent. Considering advice and	• BUSD Board Policies • BUSD Website • BUSD Board Meeting Agendas

Findings	Supportive Evidence
information regularly provided by administration, support personnel, District advisory committees, the District Budget Committee and the public, the Board makes policy decisions to provide effective facilities, leadership, instruction, and student achievement.	
The Board is well informed about District programs and progress through regular reports, accessibility to public input, and site visits. It leaves the day-to-day operation of the District to the Superintendent and site administrators. The District supports site administrators with monthly principals' meetings, semester budget meetings, regular reports, and reasonable autonomy. The site administrator is responsible for site budget decisions, hiring and evaluation of personnel, and inspiring and maintaining the professional and supportive atmosphere of the school.	• BUSD Board Policies • BUSD Website • BUSD Board Meeting Agendas
The site Administrator is experienced and highly respected by staff. He represents the school in reporting effectively to the Board, serves on the Superintendent's Cabinet.	• Cabinet Agendas

Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

- To what extent does the administrator/director effectively lead the school as both a visionary and academic leader?
- To what extent do school leaders effectively guide the school toward school improvement?
- What evidence exists to show that school leaders are trusted by the stakeholders?
- To what extent do the faculty and staff display that they are motivated by school leaders to bring focus to student learning and school improvement?

Findings	Supportive Evidence
BAS has a full-time Director and three full-time resource teachers who form part of the Leadership Team together with representation from counseling, office staff, special education and technology. The Director's vision of BAS informs his priorities: instructional soundness supported	• Leadership Agendas • All Staff Meeting Agendas • BAS Staffing Lists

Findings	Supportive Evidence
by a strong financial foundation. The Director hires highly effective teachers to assist students, and supports a culture of regular classroom attendance to encourage student participation and success.	
The Director strongly believes that quality data allow teachers to make educationally sound decisions. Budget data are shared with the Leadership Team. BAS regularly evaluates student achievement. The counselors gather achievement and anecdotal data to reflect success and areas of student needs.	• BAS Budget • CAEP Quarterly Reports • CASAS Assessments • LARAEC Effectiveness Report
Facilities were expanded within the past two years to reflect the growth of the program offerings at BAS. Technology has been provided and maintained to assist teachers and students. Classrooms are clean and have up to date technology to allow for the diverse programs offered.	• LVN Program Plan • 21st Century Classroom Plan • Custodial Schedule

Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

- To what extent does the school include all stakeholders in the regular evaluation of the school as a whole?
- How do stakeholders have a voice in decision-making processes?
- How does the school widely communicate the results of regular evaluations and use them as the basis for school improvement?
- What process does the school use to evaluate its organization, governance structures, and decision-making procedures?

Findings	Supportive Evidence
Evaluation of decision-making processes at the school site take place in one of two ways. The Leadership Team, consisting of Director, resource teachers and staff, convenes weekly, with programs and processes evaluated at these meetings.	• Leadership Agendas
Varied methods are used to get student input on program evaluation. Interviews with the counselors provides anecdotal information. Class evaluations are regularly sought in all departments. Student surveys are taken each semester. Student orientations are held	• Counseling Logs • Student Surveys • Monthly Calendar

each semester and provide an opportunity for feedback. Assemblies are held each semester with the Director to provide information about the school.	
Three types of data are especially important to the school: 1) Registration and attendance, 2) HSE certificates and, HSD diplomas, 3) CTE certificates.	• ASAP Reports • ESL Dept. Attendance Reports • LARAEC Effectiveness Reports
BAS also relies on CASAS assessment results, CNA licensing results, industry certification and job procurement among multiple measures used for evaluating programs and processes.	• CASAS Assessments • CTE Certificate Awards
Given that BAS is an Adult School, students are able to "vote with their feet." Students choose to sign up, attend, and pay for programs/classes only when they meet their needs.	• BAS Attendance Reports • BAS Catalogs

Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

- To what extent does the school document its policies and procedures in a Policy Manual?
- How do written policies guide decision-making processes?
- How does the organizational infrastructure support all academic programs, activities, and events so that students are able to achieve Schoolwide Learning Outcomes?
- How often does the school review and update its Policy Manual?
- How do faculty, students, and staff members have established mechanisms for providing input into institutional decisions?
- To what extent is the creation of new policies as well as the decisions made based on current policies done in a transparent and ethical manner?

Findings	Supportive Evidence
Written policies are outlined in the catalog, which is published three times each year, as well as on the school website, which is updated as new information and changes become available.	• BAS Catalogs • BAS Website
Student orientations are held each semester for both day and evening students. Policies and procedures are reviewed at the assemblies.	• BAS Monthly Calendar • Student Orientation PowerPoint
Leadership meetings, department meetings and Student Council meetings provide a mechanism for review, discussion and updating policies and procedures.	• Leadership Meeting Agendas • Academic Dept. Agendas • Student Council Agendas

Prior to any change in policies/procedures all staff are informed well in advance of said implementation which usually occurs at the beginning of the academic year.	• All Staff Meeting Agenda • All Staff Meeting Power Point • Leadership Agendas

Additional Online Indicator (if applicable)

Indicator 2.5: The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all online courses.

- To what degree do the processes and procedures involve the online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning?

Findings	Supportive Evidence
Teachers that deal with online and direct instruction are treated respectfully and equitably. To some degree all classroom teachers supplement instruction with online components, and so are inherently involved in evaluating effectiveness of processes and procedures toward student learning.	• Academic Dept. Meeting Agendas • BAS Professional Development Agendas • BAS Professional Development PowerPoints

School's Strengths and Key Issues for Criterion 2 (no specific number required)

Strengths:

- Leadership is experienced, knowledgeable and accessible.
- Weekly Leadership Team meetings serve as a forum for discussions leading to new ideas/practices and professional decision-making.
- Awareness of budget matters is a systemic feature of leadership discussions.

Key Issues (Prioritized):

1. Systemic utilization of data to assess and determine effectiveness of programs and student achievement.
2. Increasing number of certificate, and diploma earners.

Criterion 3: Faculty and Staff

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

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

- To what extent are the school's personnel sufficiently qualified to guarantee the integrity of programs and services?
- What methods does the school use to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission?
- How does the school determine the number of faculty and staff members needed to meet the learning needs of all students?

Findings	Supportive Evidence
All certificated employees are appropriately credentialed with the State of California.	- CTC Database - BAS Staffing Lists
All classified employees are tested for appropriate skills and education for job descriptions.	Employee's Human Resource Personnel File
All employees are background checked via the Department of Justice and FBI finger printing and have current TB testing done.	Employee's Human Resource Personnel File
BUSD recruits and hires qualified employees who fit job descriptions.	- EdJoin Postings - Testing - Interviews - References - Staffing grids
HR posts available jobs both to current employees and outside candidates. Appropriate testing is done when required by job description and contract language. All qualified candidates are interviewed. The finalists' references are checked.	- Job Postings as archived by Office Manager - EdJoin Postings
Job postings are based on job requirements which are determined by contract language and School Board approval.	- School Board Meeting Agenda and Minutes - BUSD/BTA Collective Bargaining Agreement - Staffing Grids
Faculty and staff member numbers are based on enrollment of students.	- ASAP Enrollment Records - Staffing Grids

Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

- Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?
- To what extent do job descriptions accurately reflect position duties, responsibilities, and employer expectations?
- By what means does the school verify the qualifications of applicants and newly hired personnel?

Findings	Supportive Evidence
The Director of the Burbank Adult School will bring to the Personnel Technician, assigned to the Adult school, the needs of the site and jobs will be posted both for in-house candidates and outside candidates. The jobs are posted on both the District website (www.burbankusd.org) and on EdJoin (www.edjoin.com). Flyers are also sent out to sites and office managers email the job flyers to their staffs. Per contract language, all positions are flown for a minimum of 5 days. In case of a small candidate pool, they are flown longer. When a candidate is selected after the interview and/or testing process, the position is offered by the Asst. Supt. Of Human Resources.	- BUSD Website - EdJoin.org - BUSD HR Staffing Lists
Job descriptions are examined and followed by Human Resources when putting together a pool of candidates for an administrator to review. District is currently involved with a full study of all Classified positions (Ewing Study) to assure that job descriptions are current with the changes that happen.	- BUSD Website - BUSD Staffing Grid - EdJoin Postings
Hours and schedule are provided to candidates once they are chosen for a position.	- Contract Letters - BAS Catalogs - Staffing Grid
Qualifications are verified by one or all of these means, testing, and appropriate credentials when called for and approved references (a minimum of two).	- Employees Personnel File - BUSD Employee Reference Form
Candidates are interviewed by a panel of Adult School staff who are part of the department we are hiring for and/or those staff members who would be interacting	- Interview Panel Confidentiality Agreements

with the individuals on a regular basis	
Interview materials are sent to BUSD Human Resources department with the Adult School candidate recommendations	• Employees' Personnel File

Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.

- What processes and manuals does the school use to develop and publicize its personnel policies?
- How does the school ensure that it administers its personnel policies and procedures consistently and equitably?
- To what extent does the school have a written code for professional ethics for all personnel and communicate expectations to them?
- What are the school's provisions for keeping personnel records secure and confidential?
- How does the school provide employees access to their records?

Findings	Supportive Evidence
New employees are given an Employee Handbook which is updated each year and it is also available on the District website, on the Human Resources page.	• BUSD Website • BUSD Employee Handbook
School staff is provided with an employee handbook, and has gone over the duties and responsibilities that are present on the ad for hire.	• BUSD Employee Handbook
There is a hard copy of the Employee Handbook that is updated regularly.	• BUSD Employee Handbook
Human Resources keeps all original records at the School District office in the HR department. That location is a locked file room that only the HR personnel technicians have keys and access to.	• HR Office Personnel
All employees can review their files at any time with prior appointment with HR.	• Employee Personnel File

Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

- To what extent does the school establish written guidelines for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities?
- How is the evaluation process built on a collegial spirit that fosters growth and improvement?
- By what methods does the school define "effective teaching" in its evaluation process? How is that effectiveness judged?
- Who does the annual evaluations of employees and are the results of such evaluations documented and shared in follow-up meetings with the employees under review?

- What process is in place to assure that evaluations lead to improvement in job performance?

Findings	Supportive Evidence
Contract language for Certificated and Classified employees, gives exact guidelines for evaluation process for permanent, probationary and hourly employees. The director evaluates all classified and certificated staff on the schedule noted above. All employees are given the opportunity to provide feedback on their evaluation.	• Employee Evaluation Rubric • Employee Evaluation Form • Evaluation Schedule • Employee Personnel File • BTA-BUSD Collective Bargaining Agreement
Evaluation progress – consisting of evaluation and pre/post-conference. All employees are given the opportunity to provide feedback on their evaluation. Ongoing process focused on individual growth and improvement. Based on fair and objective assessment.	• Evaluation of Employee Standards rubric • Copy of Evaluations to HR and Staff Member
BUSD adheres to California Education Code and to State standards established by the CDE.	• BUSD Board Policies
The employee's direct supervisor conducts the evaluation and must have an administrative credential. All employees are given the opportunity to provide feedback on their evaluation. Employee receives a copy of their evaluation and a copy is sent to HR for placement in the employee's personnel file.	• BTA-BUSD Collective Bargaining Agreement
Each employee group, certificated and classified, has specific contract steps/guidelines for improvement that are written into the evaluation and then followed up on by the administrator.	• BTA-BUSD Collective Bargaining Agreement

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

- What are the roles of teachers and other staff members in the development of SLOs?
- How often do faculty members meet to discuss SLOs and analyze student learning data to ensure that students are achieving SLOs?
- What are the measures used to show student attainment of SLOs and how are these measures monitored?

Findings	Supportive Evidence
Staff conduct annual review of SLO's within departments.	• Department Meeting Agendas
Leadership team determines any changes made to SLOs.	• Leadership Meeting Agendas
Each Leadership Team member broaches successes and areas for improvement at monthly meetings, with ensuing discussion.	• Leadership Meeting Agendas
Discussions often include enrollment, course/program completion, and learning data—areas broadly referenced in SLOs.	• Leadership Meeting Agendas
Progress on SLO-related Action Plan goals is reviewed at Leadership meetings.	• Leadership Meeting Agendas

Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.

- To what extent does the school plan professional development activities that are connected to student learning needs?
- To what extent does the school provide funding for professional development opportunities?
- How does the school ensure meaningful evaluation of professional development activities?
- What impact do professional development activities have on the improvement of teaching and learning? How does the school evaluate that improvement?

Findings	Supportive Evidence
The school organized professional development opportunities lead by OTAN, CALPRO, AIR, CASAS, and Lighthearted Learning	• Professional Development Agendas • Brochures
Funding available from various sources: CAEP, WIOA, Perkins (in the past).	• Conference Brochures • On-campus PD email blasts to employees • Monthly Schedule
All professional development activities are discussed with the director and during leadership meetings. The description of these PD activities are accessible to staff.	• Conference Brochures • Leadership Meeting Agendas
All professional development is focused on teaching/learning. Evaluations include teacher input and formal evaluation by all staff.	• Monthly Schedule • Copy of Evaluations to HR and Staff Member

Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

- What process is in place for the regular evaluation of all non-teaching personnel?
- To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?
- How is the support staff included in meetings and processes (as appropriate) to engage them as important stakeholders in the learning programs of the school?

Findings	Supportive Evidence
Job descriptions and expectations in all departments are reviewed as needed or directed by HR.	• HR Job Description Cycle
Classified staff are evaluated by the Director as indicated through the HR evaluation cycle process.	• HR Evaluation Cycle
Support staff participate in ongoing CASAS (TOPSpro Enterprise), WIOA, CAEP, and ASAP training as needed.	• Conference/Trainings • Staff Sign-In • Staff Attendance Records
All BAS staff are provided with meeting agendas, invited to attend staff meetings, and are encouraged to participate in discussions.	• All Staff Meeting Agendas • Leadership Meeting Agendas

Additional Online Indicator

Indicator 3.8: The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

- How effective are the school's supervision and evaluation procedures that promote professional growth of online instructional staff?
- To what degree are online staff evaluated according to their technological competencies, use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Findings	Supportive Evidence
Evaluations are performed by the director every year and/or based on the input provided by staff.	• HR Evaluation Cycle
Classified staff members are also in-person staff. Therefore, online curriculum may be assigned to a student given their academic goals. There is no exclusive online team.	• BAS Staff List

School's Strengths and Key Issues for Criterion 3 (no specific number required)

Strengths:

- Adhere to both certificated and classified contract language.
- All personnel are qualified by appropriate education, training, and experience
- Procedures are in place for regular evaluation of teaching and non-teaching staff
- Focus on student achievement when conducting certificated and classified hiring.

Key Issues (Prioritized):

- Recruiting the best employees when salaries are lower than neighboring Districts.
- Need to keep sharing and reinforcing the value of Adult Education as a number one goal in a society that does not always give top value to Adult Education.

Criterion 4: Curriculum

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

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

- How does the school list all courses and provide course outlines and objectives for all stakeholder groups?
- To what extent does each course have clearly defined learner outcomes?
- How is institutional resource allocation connected to curriculum development needs?

Findings	Supportive Evidence
BAS has vision and mission statements and student learner outcomes. We list the courses online and in our course catalog. The course outlines and objectives are provided for all stakeholder groups.	- Course Syllabi, Objectives - Course Descriptions - BAS Catalogs
All course outlines clearly define learning outcomes and are communicated to the students. Burbank Success Initiative posts a summary and plan of action of daily objectives. ESL learner outcomes are being developed in collaboration with the new curriculum recently adopted by LARAEC. CTE learner outcomes are determined by certification assessment. ABE and ASE learner outcomes are determined by student assessments and grades.	- Family Success Initiative Syllabi - LARAEC Meeting Agendas - CTE Certificates - Certification Assessment - ESL Course Syllabi - ABE Course Syllabi - APEX Learning Course Syllabi
The department chairs identify needs and costs for programs and discuss them with the director for approval of purchase. This is all predicated on funding generated from the consortium. We have funding set aside for professional development, resource materials, conference participation, and cross collaboration between departments for new course offerings under our IET, and CTE programs.	- Professional Development Agendas - Purchase Orders for Resource Materials - Conference Request Forms - Department Meetings Sign-In Sheets

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

- To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?

- To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?
- What processes are in place to ensure that learning materials are providing accurate and up-to-date information to students?
- To what extent are all teachers involved in the curriculum development process?
- How does the curriculum reflect the school's mission and how does it connect to the school's SLOs?
- How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?

Findings	Supportive Evidence
LARAEC periodically meets and reviews curriculum and course outlines. The Academic department meets monthly. ESL, Parent Ed and CTE have recurrent meetings with the Director throughout the year. The Leadership meetings are held weekly to evaluate curriculum in light of changing student demographics and other school concerns.	• LARAEC APT Agendas • Leadership Meeting Agendas • Department Meeting Sign-in Sheets
As needed, the Department Chair meets with instructors to determine needs and consults with the Director.	• Department Meeting Agendas • Department Meeting Sign-in Sheets • Purchase Orders
High School Diploma courses are submitted to the state in order to acquire a-g approval.	• APEX Course List • UC Doorways Website
BAS provides opportunities throughout the year for instructors to be involved in the curriculum development process. Instructors provide input for curriculum development and revisions.	• Department Meetings and Agendas • Leadership Meeting Agendas • All Staff Meeting Agendas
Curriculum is developed with a diverse student population in mind and reflected in the variety of course offerings. The SLO's were developed as a direct connection to the school's mission and vision statement. The curriculum prepares students with 21st century skills for college and career opportunities.	• Labor Market Report • Community Advisory Committee Agendas • Leadership Meeting Agendas • LARAEC Board Meeting Agendas
Every year each department ensures that its curriculum is aligned with state and consortium standards.	• Department Meeting Agendas and Minutes • Leadership Meeting Agendas

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

- To what extent does the school provide texts and/or learning materials in a timely manner at the beginning of each semester?
- To what extent does the school provide sufficient library resources, or access to such resources, to support classroom instruction?
- How does the school make learning labs, computer labs, etc. available to students to support their learning needs?
- How does the school support the quality of its instructional programs by providing technology and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings?

Findings	Supportive Evidence
At the end of each semester in anticipation for future course offerings the instructors meet with the department chairs and communicate texts and learning material needs.	• Purchase Orders • Department Meetings Sign-In Sheets
BAS provides low cost text books, computers on wheels (COW's), flash drives, and dedicated computer labs to support classroom instruction	• Textbook List • COW Sign-up List • Computer Labs
BAS provides opportunities for instructors to attend conferences, trainings, and access to technology.	• CALPRO Training Agendas • CASAS Training Agendas • APEX Learning Training Agendas • Webinar Training Agendas • Professional Development Agendas • OTAN Training Agendas

Additional Online Indicators

Indicator 4.4: The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

- To what extent do the online curriculum/courses consistently meet state academic standards?
- To what degree is there effective integration of outsourced curriculum into the program?

Findings	Supportive Evidence
APEX Learning is a well-recognized and respected online learning, instructional program. The classes are updated yearly and the coursework are monitored by	• APEX Learning Course Outlines • APEX Learning Assessments

Findings	Supportive Evidence
Learning Center teachers.	
Online resources are utilized in Medical Billing and Coding and in other CTE courses. The resources provide outstanding tools to reinforce material learned in class and aid in repetition, as well as help students who learn primarily visually or through interaction with content.	• CTE Course Syllabi • Medisoft Program
Computer and Information Technology programs have online resources that enhance students' learning experience, although the courses themselves are not online. The courses offered that include an online component consistently meet industry standards that are established by Microsoft, Intuit, CompTIA, and other industry leaders or trade associations.	• CTE Course Syllabi

Indicator 4.5: A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

- To what degree are their procedures that ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable?
- How does the school examine the demographics and situation of students throughout the class offerings?
- To what extent do the school's instructional practices and other activities facilitate access and success for special needs students?

Findings	Supportive Evidence
APEX Learning is a well-recognized and respected online learning curriculum provider. Courses are a-g approved and submitted to the UC Doorways site for approval.	• APEX Learning Course Outlines • UC Doorways Website
The department examines demographics and situations of students' vis-a-vis class offerings. Transcripts from previous schools and other provided information are used to help in decision-making. The school's instructional practices facilitate access and success for special needs students; curricular accommodations are made depending on students' needs.	• Transcript Analysis Records • BAS Catalogs
BAS Learning Lab serves all students,	• BUSD Non-Discrimination Policy

including those with special needs and disabilities. Students who have hearing or vision impairments are given classroom consideration for preferential seating, near the teacher and whiteboard. For students with mobility issues, classroom accommodations are made.	• BAS Staffing List • ADA Compliant Campus
The counselors ensure that students who have special needs are provided accommodations. Because adult students can choose whether or not to self-identify a special need, instructional practices include making certain that all students understand that they are welcome to communicate any specific needs with their teachers. The school addresses needs in the classroom; (e.g., hiring a sign language interpreter; maintaining wheelchair access; training teachers in computers' accessibility features; allowing any student to retake a completed, failed or dropped course). The school offers to students with special needs the ability to have additional exam time. Extra time is also available through the industry exams offered.	• MOU Purple Language Services • Schedule for Department of Rehabilitation Visits • Registration Forms • Completion Certificates • Counseling Logs • BAS Staffing List

Indicator 4.6: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

- How does the school determine the effectiveness of its outsourced curriculum to maintain curricular integrity, reliability, and security?

Findings	Supportive Evidence
BAS determines the effectiveness of its online curriculum to maintain curricular integrity, reliability, and security in a number of ways. First, each student has their own username and password to ensure security of their coursework. Next, each student is required to take unit or final tests with a teacher in the BAS Learning Center; a teacher is always present during a test. The students must achieve minimal mastery of all material studied in order to advance in	• APEX Learning Course Outlines • APEX Learning Course Assessments • Learning Center Student Files

Findings	Supportive Evidence
the course; for example, all quizzes, tests, and finals must have passing grades. (Written assignments are graded by the teachers.) Grading policies, coursework, its completion, and the grading of homework are all standardized in the APEX Learning program, so that the integrity and reliability of the outcome of the student's grade is consistent in each course, regardless of teacher.	
Currently, two main publishers are Cisco Networking Academy and Labyrinth Publishing. Cisco is an industry leader; its Networking Academy program offers 100% online/onscreen materials that are modified when a change is made in the industry. For example, in October 2015 CompTIA revised its A+ Exam to replace approximately 25% of the test with new technologies. The Networking Academy materials were updated quickly and without additional cost to schools. Labyrinth was chosen because it aligns to the Microsoft Office Specialist exams while giving students a strong skills foundation for the workplace. Labyrinth constantly updates and corrects its textbooks, ebooks, and online resources.	• Cisco Networking Academy Materials • Labyrinth Publishing Materials

Indicator 4.7: Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

- To what degree are there effective opportunities within online instruction for real-world experiences and applications for the students?

Findings	Supportive Evidence
Effective opportunities within online instruction for real-world experiences and applications for the students are intrinsic to the nature of APEX Learning curriculum. APEX courses are revised by the provider to ensure the material is relevant and current.	• APEX Learning Course Outlines
Online resources help facilitate students'	• Learning Center Student Projects

real-world learning in the form of projects. For example, the Introduction to Accounting class utilizes QuickBooks to create a fictitious small business and start keeping its books. These projects can be performed without the online resources, but those resources add to the learning to help students stay focused on the important points.	• Accounting Course Syllabi • Medical Billing Course Syllabi • Medical Coding Course Syllabi
Students in CTE and ESL classes have access to Laptop cart known as COWS. ESL students create power-point projects each semester and showcase their projects in assemblies.	• ESL Student PowerPoint Projects • COW Sign-Up List

School's Strengths and Key Issues for Criterion 4 (no specific number required)

Strengths:

1. Use of APEX Learning which provides relevant, rigorous curriculum to HSD students.
2. Ongoing awareness of needed changes, and allocation of resources for IT Support Technician and Computer courses.
3. In ESL, objectives are thoroughly defined by the WIOA standards and ongoing professional development is offered. Curriculum imbeds College and Career Readiness Standards.

Key Issues (Prioritized):

- Evaluation of curriculum due to changing demographics
- Continued funding for professional development
- Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Criterion 5: Instructional Program

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

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

- How does the school measure the quality of instruction in its classrooms?
- How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

Findings	Supportive Evidence
Teachers utilize formal and informal assessments using observation of students and evaluations in the classroom.	- Student assessments - Chapter tests - Checklists to Evaluate Listening Comprehension (ESL)
BAS utilizes student input and testing to measure quality of instruction.	- Student surveys - Student feedback - CASAS pre-test and post-test results
BAS staff stay current in instructional strategies and methodologies within their areas of expertise.	- Flyers/agendas subject/area specific district training - In-house professional development in technology and instruction. - Promotional material for CASAS, OTAN, LARAEC, and CCAE conferences and online training that include subject/area specific content
BAS staff attend professional development seminars, including CASAS conferences, ESL technology and computer strategy meetings, LARAEC, OTAN, AIR and CALPRO professional development opportunities.	- Conference Programs/Schedules - Conference Request Form - Faculty/Staff Attendance Records - Flyers and Online Notification

Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

- What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches?
- What teaching strategies and methodologies are commonly used?
- To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?
- To what extent have faculty members discussed the relationship among teaching strategies/ methodologies and student performance?

Findings	Supportive Evidence
Department and interdepartmental professional meetings are held, in which BAS faculty members frequently discuss student learning needs and pedagogical approaches.	• Leadership Meetings Agendas • Department Meeting Agendas • LARAEC Meeting Agendas • All Staff Meeting Agendas
Teachers utilize department meetings and personal development trainings to discuss teaching strategies/methodologies and use CASAS results to discuss student performance.	• CASAS Reports • Department Meeting Agendas
Counselors and teachers are in constant communication.	• Leadership Meeting Agendas • Emails, Bulletins • Academic Department Agendas
Commonly used teaching strategies and methodologies include scaffolding, differentiation of materials, presentation of student work, project-based learning, role playing, digital portfolios. Instruction is 80% student centered vs 20% teacher-centered.	• Digital Portfolios • Student Projects • ESL Newsletter Projects
In terms of differentiation, BAS has invested resources in purchasing APEX Learning Tutorials. These tutorials provide students with the opportunity to review and strengthen understanding of concepts so that they can progress to the next unit of study and have a strong foundation. Additionally, for students in ASE, the special education teacher can make accommodations and modifications as necessary per the students' needs.	• APEX Learning Agreement • APEX Learning Tutorials
Teachers have access to technology (graphics, video, formal/informal assessment, listening practice), text resources and department meetings.	• Department Meeting Agendas • COWs Sign-up List
BUSD has assigned a special education teacher for the Learning Center students who can provide support for teachers ensuring that diverse needs are addressed.	• IEPs for Learning Center Students • BAS Staffing List
Teachers frequently discuss methodologies and student performance in department meetings and informal gatherings.	• Department Meeting Agendas, Minutes and Sign-In sheets
We are in the development process of	• PLC Training Manual by AIR

| adding more strategies to the ESL Professional Learning Community (PLC). | • ESL Dept. Meeting Agendas |

Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.

- To what extent does the school have a team in place to review technology advances in instruction and how it can be adapted and used effectively in the school?
- To what extent does the school have policies in place to govern the acceptance of credits earned through outside online programs?
- How are faculty members trained to use technology more effectively in their own classrooms?
- To what extent does the school offer online learning options or virtual classroom experiences for students?

Findings	Supportive Evidence
A site technology specialist was hired to handle the technology needs of the school. In addition, department chairs go to conferences and talk about implementing new ideas. Presentations and trainings are held by companies such as Burlington, Aztec and APEX Learning.	• Conference schedules • BAS Catalogs • Conference Request Forms • Staff Attendance Records • BAS Staffing List
BAS governs the acceptance of credits earned through outside online programs. All credits earned outside of Burbank Adult School can only be accepted through an official transcript from an accredited high school.	• Counseling Handbook for Adult Education • BUSD Board Policy
Acceptance of credits is petitioned through the Assistant Superintendent of Educational Services based on Board policy.	• BUSD Board Policy
Faculty are trained by using step-by-step instruction with hands-on experience using laptops and classroom technology (such as projectors and document cameras) during staff meetings and professional development opportunities.	• Professional Development Agendas • Professional Development Power Points
Digital portfolios, internet use, and Internet safety have been addressed at staff trainings.	• Professional Development Agendas • Professional Development Power Points
The BAS high school diploma program uses APEX Learning, an online curriculum provider that allows student work on assignments offsite. Various websites and Google Classroom are used by teachers and students.	• APEX Learning Agreement

The BAS high school equivalency test preparation program incorporates the use of resources on the official GED and HiSET websites including interactive online practice tests and smartphone apps.	• GED and HiSET Websites • BAS Catalogs

Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

- To what degree are teacher technology competencies assessed during online instruction?
- How are all students, regardless of background and ability, actively involved in the learning that is based on the Schoolwide Learner Outcomes and academic standards?

Findings	Supportive Evidence
In ABE, ASE and ESL programs, students and teachers participate in an annual technology survey from OTAN. The teacher survey highlights the teachers' strengths and areas for growth in technology and helps in planning topics and demonstrations for teacher training meetings. The student survey helps staff understand the students' levels of access to technology, as well as their skill levels.	• OTAN Survey
Teacher technology competencies are assessed during online instruction through the teacher's ability to perform all necessary functions to meet the students' technological needs. Because APEX Learning is online, teachers have the ability to monitor and provide technological assistance to students at the Learning Center and from their home computers or smartphones. Students are actively involved in learning that is based on SLOs and Common Core State Standards because of the alignment of APEX Learning with the CCSS.	• BAS SLOs • Learning Center Student Expectations • Learning Center Student Course Completion Spreadsheet

In CTE, the Computer and Information Technology programs provide an environment that encourages all students regardless of background and ability to learn new skills. Whether a lifelong learner, senior, employment seeker, a professional wishing to sharpen skills, and/or a person who needs computer confidence, the students are encouraged to improve their skills and benefit from the programs' firm foundation in providing instruction toward industry standards. Instructors are encouraged to partake in ongoing education in order to be effective teaching in the software technology field.	• Student Demographic Data • APEX Learning Training • APEX Learning Course List

Indicator 5.5: The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

- How is the effectiveness of the instructional strategies measured?
- How is the quality of direct instruction and student-teacher interaction evaluated?
- To what extent are the timelines and pacing guides effective for completing coursework for asynchronous online instruction?

Findings	Supportive Evidence
APEX Learning has continuous formative and summative assessments.	• APEX Learning Course Assessment
The director does formal and informal evaluations of teachers with post-conferences.	• Certificated Evaluation Cycle
Students email instructors with questions and receive responses in a timely fashion. Midterm progress reports are sent out for APEX students. APEX students have access to their own records which helps them track their own progress. Pacing guide of 6-week blocks are effective for students completing their coursework in the high school diploma program.	• Course completion records • Emails • APEX Course Student Records

Indicator 5.6*: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.**

- To what extent is the reviewing of online student work effective?
- How does the school determine the degree to which online students are analyzing, comprehending and conducting effective research?

Findings	Supportive Evidence
Some of the online student work is graded by instructors who can give feedback to the students. Students have access to the grades given by the APEX system. They can repeat a quiz if they fail it. Monitoring of frequency and time spent in APEX is ongoing.	• APEX logs/records
Students complete an essay using research techniques and citation of sources following the Modern Language Association (MLA) format.	• APEX Course and Assignment Descriptions • Submitted student coursework (APEX)
Students are provided an orientation. They sign a contract with rules and regulations for technology use and course pacing timelines. Midterm progress reports are sent to parents and students in high school grade improvement programs. Students have eight weeks to complete a semester course. Parents can help coach students. Adults get one-on-one orientation. If students miss the orientation, the orientation power point can be emailed to them.	• Student Contracts • PowerPoint presentation
Accommodations and/or modifications for special education students and ESL students are provided.	• Student Files
If the students struggle with APEX, they have the option of continuing with a contract course. However, contract classes are not a-g approved.	• Contract-Based Instruction • Course Syllabi/Descriptions and Assignment Modules

Indicator 5.7: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

- To what extent is there evidence that the processes and strategies are effective for incoming online students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success?
- To what degree does teacher involvement with all students promote inclusion and engagement of online students?

- To what extent are there processes for the regular review of student and schoolwide profiles that impact the use of interventions for online students?

Findings	Supportive Evidence
The course expectations and progression are consistently addressed and reviewed within the class and individually. Modifications and adaptations of instructional strategies are employed to best deal with the wide range of abilities and educational experiences of the students. Staff rigorously and effectively attends to the special needs of students.	- Special Education Staffing
Attention is given to helping students advance toward their personal goals while integrating them in the school and wider community. Using technology provides consistent and purposeful assessments analysis; results of classroom assessment and formative/summative assessments are shared with the Department Chairs, and with students.	- Individual Student Plans
Teachers provide an extensive, one-on-one orientation with each student before they begin the coursework. Most students are able to successfully engage in online learning after the first meeting. For many students, teacher inclusion and engagement make their success possible; others are more independent. As noted previously, online coursework is reviewed to determine if the student needs individual help.	- Teacher Orientation Materials
In terms of differentiation, BAS has invested resources in purchasing APEX Learning Tutorials. These tutorials provide students with the opportunity to review and strengthen understanding of concepts so that they can progress to the next unit of study and have a strong foundation. Additionally, for students in ASE, the special education teacher can make accommodations and modifications as necessary per the students'	- APEX Learning Agreement - APEX Learning Tutorials

needs.	
Many CTE students are new to using computers and few are familiar with online resources. It is up to teachers to make sure every student becomes comfortable with using online materials. To help students at all levels, classes utilizing technology include at least one orientation during class time, as well as written instructions for using the online resources. Students may also access online tutorials provided through APEX Learning as a way to address concepts and information that need review and strengthening. Additionally, students are encouraged to contact their teachers for assistance.	• CTE Student Orientation • CTE Course Syllabi

School's Strengths and Key Issues for Criterion 5 (no specific number required)

Strengths:

1. Diverse student body
2. Classes offered mornings, afternoons, evenings, and Saturdays
3. Online course offerings via APEX Learning
4. Alignment with BUSD District-Wide Goals and with LARAEC Three Year Plan

Key Issues (Prioritized):

- Additional training in using technology (software) predicated on department needs
- Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Criterion 6: Use of Assessment

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

Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

- How are core competencies and specific learning outcomes developed for every course?
- How are courses regularly evaluated in regard to depth, breadth, rigor, and sequencing?
- What improvements to courses and programs have occurred as a result of analysis of learning data?

Findings	Supportive Evidence
Core competencies for all Burbank Adult School courses are developed based on California or Federal standards such as English Language Proficiency Standards, College and Career Readiness Standards, High School Diploma or High School Equivalency requirements, CTE Model Curriculum Standards, state and/or national licensing competencies, and CASAS requirements aligned with WIOA and CAEP.	- Department course outlines - ESL Textbooks table of contents - Unit tests - CASAS Competencies
There is no schoolwide schedule for regular evaluation of courses with regards to depth, breadth, rigor, and sequencing; however, each department conducts in its own curricular and mid-term formative assessments. The instructional strategies are then determined and materials are identified. The ESL and ABE departments are currently involved in an ongoing curricular review process and a review of learner outcomes and assessments for Beginning, Intermediate, and Advanced level students. The ASE students are evaluated with CASAS and Writing assessments. We use Reading Inventories and student folders. Students can be tracked on our system with teacher comments.	- CASAS assessment results (TE Reports) - TABE Assessments - ESL Unit Tests - EL CIVICs assessment - Writing Assignments with Rubrics - CTE Exit Exam and Preparation for State Exam - Reading Inventories - Student Folders
Burbank Adult School has created new	Integrated Educational Training (IET)

pathways for ESL, Academic and CTE students. Improvements to course outlines or syllabi and strategies are constantly changing in each department as a result of informal observation of our current student population.	• HiSET Classes • Burbank Success Initiative • Physical Therapy and Sports Therapy Program Syllabi • Workforce Readiness Institute Syllabus • COW Sign-up List • 21st Century Classrooms

Indicator 6.2: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

- To what extent do the administration and faculty frequently meet to analyze student learning data and use results to improve the educational program of the school?
- What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?
- How does the school document the conclusions it reaches when analyzing student learning data so that recommendations can be made to address key issues?
- How are assessment results integrated into the school's teaching and learning process with a focus on individual student learning?
- How are the results of data analysis connected to the schoolwide *Action Plan* so that student learning needs are the driving force of the school?
- How are assessment results evaluated with school SLOs in view?

Findings	Supportive Evidence
At the beginning of the school year the director presents learning outcome data to the staff in the annual all staff meeting. Data is analyzed and discussed and departments then establish group plans. The department chairs/leaders conduct follow ups throughout the year.	• ASAP & TE Reports • Electronic and paper placement tests • CASAS Test • EL CIVICs Assessments • ESL Mid-term and Promotional Tests • CTE Certification Assessments
Revised course methodologies in the new courses are designed to impact overall student achievement by meeting student specific needs. Burbank Adult School has added additional pathways from ESL to CTE via IET. Based on data collected at the beginning of the year and through informal student polling, teachers adhere to curriculum through the College and Career Readiness Standards.	• HiSET vs. GED and APEX • Integrated Educational Training (IET) • English Language Proficiency Standards (ELPS) • College and Career Readiness (CCR) • Student Surveys • Individual Student Presentations in Class
Burbank Adult School uses a variety of determinants for reaching conclusions.	• CASAS Assessment • Test of Basic Adult Education (TABE) • ESL Completers • High School Diplomas • GED and HiSET Certificates • ISP Counseling Meetings

Findings	Supportive Evidence
	• Documentation on TE
Burbank Adult School Teachers use the results of different assessments to measure individual student learning.	• CASAS Assessment • Formative Assessments • Academic Student Work Folders • Department Meeting Agendas
Through our self-study process, we have begun to analyze student achievement data in Leadership Team meetings. We recognize the need for analysis of both learner outcomes and the SLOs to be the primary focus of our Action Plan.	• Effectiveness Data • Attendance Data • SLOs
We use formal and informal assessment results to determine the effectiveness of our curriculum to improve our teaching methodology to meet the needs of all learners. In order to assist and better serve our student population, assessment results are evaluated with SLOs in mind in order to promote lifelong learning and critical thinking skills.	• Student Surveys

Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.

- How often do the administration and faculty meet to talk about student learning levels, assessment results, etc.?
- To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?
- How has the analysis of learning data impacted the instructional program of the school and improved learning levels for students?
- How does the school use assessment results to evaluate the effectiveness of the programs and courses it offers?

Findings	Supportive Evidence
The school's Leadership Team meets weekly to review issues pertinent to the school; however, this has not yet included in-depth analysis of student learning data. Program coordinators, teachers, and classified staff meet at regularly scheduled staff meetings in each department, as well as informally, to discuss student learning levels. This process of self-study has highlighted our need for more focused attention on regular evaluation of our	• Department Meeting Agendas • Department Meeting Minutes

student achievement data.	
The use of formative and summative assessment is present in all departments, but how results are used to modify learning and teaching differs by department. It is an area of need for all departments to formalize their learning data collection and analysis in order to inform any changes that are needed to the instructional program.	• ESL Chapter Assignments and Tests • ESL Writing Assignments • ESL Testing Calendar • ABE English and Math unit assignments • Learning Center APEX Unit quizzes/ Practice Assignments
Instructors teach more life skills if students are not reaching benchmarks in CASAS and/or EL Civics**.** Computer and technology classes were added to provide technology instruction to students in preparation for CASAS e-testing and EL Civics COAPPs to assist students in learning 21st century skills as listed in our SLO's.	• CASAS Assessment Results • EL CIVICs Assessment Results • CASAS POWER Assessment
Students' learning results are used as a gauge to determine the level of difficulty of the educational material used. When needed, changes are made to accommodate and assist student understanding.	• ESL Unit Tests • CTE Unit Tests (midterms) • CTE Certification Assessments

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

- How often are student learning results reported to appropriate stakeholder groups, i.e. governing body, faculty, and community members? How is this done?

- What processes are in place to use learning data analysis as a way to identify students who require additional help?

- How are learning results reported to the community at large?

Findings	Supportive Evidence
BAS is mandated to report assessment and outcome results to the CDE and CAEP offices (through TOPS Enterprise) quarterly and annually. Outcome data in these reports include level gains on CASAS assessments, completers, and those receiving state licenses or industry recognized certificates. Data is shared with instructional staff at the beginning of the academic year during staff development days. CAEP data is shared with consortium members for review and analysis.	• Principal's Presentations to School Board • CASAS Assessment Results • CASAS Competency Reports • CASAS Gains Reports • High School Diploma Graduates • GED Passage Rates • HiSET Passage Rates • CTE Certifications

Assessment results and recommendations for remediation are reported to students in various ways by department.	• Department Test Results Report • CASAS Competency Report
The WIOA II/AEFLA reporting is specific to ESL, ABE/ASE and AWD programs, while the CAEP Reporting includes all programs (ESL, ABE/ASE, AWD and CTE). The stakeholders include state level and community members. Each program has methods to routinely report out to its students and staff.	• Principal's Presentations to School Board • Department Test Results • CASAS Assessment Results • CASAS Competency Report

Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

- Who is involved in the institutional planning of the school? Are all stakeholders represented?
- How often is learning data analysis used to assess the relevance and appropriateness of course offerings at the school?
- To what extent does the governing body and administration make financial allocation decisions based on the analysis of learning data?
- In what way has the assessment of learning data resulted in the modification of the schoolwide *Action Plan*?

Findings	Supportive Evidence
Throughout the school year, instructional needs are identified according to program area. These needs are discussed in Department Chair, Leadership and All Staff meetings. These meetings focus on school-wide goals as well as more specific instructional issues at the department and classroom level. For classes falling under the WIOA umbrella, CASAS assessment results assist the stakeholders in allocating money and resources based on needs and program requirements.	• Leadership Team Meetings Agendas • Department Meeting Agendas • CASAS Assessment Results • EL Civics Assessment Results • ESL Testing Calendar • Academic Testing Calendar • CTE Certifications Earned
Funding is allocated annually. BAS plans its programs and prioritizes its needs based on the previous year's budget. The governing authority and school leadership execute responsible resource planning for the future by anticipating and responding to the various lifelong learning needs of the community. Additional factors taken into consideration when allocating the budget includes major program changes, student performance, community needs and	• CASAS Assessment Results • EL Civics Assessment Results • ESL Testing Calendar • Academic Testing Calendar • CTE Certifications Earned • GED Passage Rates • HiSET Passage Rates

recommendations by the Burbank Adult School Community Advisory Committee.	

Additional Online Indicators

Indicator 6.6: The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process.

- To what degree is the overall effectiveness of online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs measured?

Findings	Supportive Evidence
Through the Technology and Distance Learning Plan, BAS assesses students' technology proficiency. Upon review of this data, additional technology was purchased and classified staff who specialize in technology were hired; computer classes for ESL students were then created to help them with portfolios and to log attained computer technology competencies. This aids in a smoother transition into college and the workforce. Student surveys administered each year are used to assess instructor effectiveness. As a result of these surveys, various professional development opportunities are made available to faculty and staff as needed, or requested. Resources are allocated to support new ideas/courses, instructional strategies, or to provide supplemental resources.	• Staff and Student Surveys • Student PowerPoint Presentations • Student Portfolios • School Calendar

Indicator 6.7: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

- How is it determined if a student is prepared to advance to the next unit, course, or grade level?
- How is course mastery determined and what "steps" or "gates" are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated?
- To what degree are there procedures for grading online student work, whether it is done electronically or individually by the teachers?
- How do teachers ensure academic integrity and determine students are doing their own work in the online environment?
- To what degree are the results for state-mandated assessments and the high school exit exam used in decisions about student achievement and advancement and improving the instructional program?

Findings	Supportive Evidence
Teachers regularly assess student progress	• CASAS Test Scores

and integrate assessment results into the teaching and learning process. Students in all instructional programs at are assessed by formal and informal means using formative and summative assessments in order to ascertain students' achievement of learning objectives, which vary greatly from program to program. In the ESL program, students are assessed frequently during warm-up activities, journal writing and during question and answer periods. Tests are administered at the completion of each unit. ESL teachers also use level assessments in order to identify students ready for advancement to a higher level. In the ABE and ASE programs, students are assessed upon entry to the program utilizing the CASAS Reading and Math tests; and, are regularly tested throughout the year using the follow-up post-tests. ASE uses these CASAS test scores to help identify academic growth at the pre to low/mid high school levels, but also utilizes the grades received (Diploma) and sections passed (HSE – GED) extensively. In the HSD program, a student can advance to the next unit or level only through successful completion of coursework. The online program through APEX Learning progress in not connected to grades but, rather on successful passing of tests/sections. Some work is graded electronically and some is by the teachers. Students are asked to leave cell phones with the teacher before testing to ensure honesty. CTE program requires that students complete each course with 80% proficiency, meet the required attendance policy, and demonstrate specific skills related to their course of study.	• Unit Tests by subject • Course Completion Sheets • Professional Resumes • Mock Job Interviews • PowerPoint Presentations • Competency Checklist (vital signs, injections) • Student Project Folders
ESL Exit exams determine course mastery. Mastery is achieved with a score of 70%. Unit mastery is determined by formal and	• ESL Unit Oral and Written exams • Writing Exams • Quizzes

informal exam results, which includes both oral and written format. Once in class, students are assessed both informally and formally using summative and formative testing. Formal testing incorporates unit and CASAS assessments. If unit mastery has not been demonstrated based on the above assessments, the teacher uses different teaching styles to reinforce the material by varying best teaching practices/strategies. In addition, analyzing and revisiting the unit key objectives, based on CASAS Competency Reports, function as "gates" to preventing students from proceeding to the next unit if mastery has not been achieved. In order to receive a CTE certificate students will maintain academic integrity by taking the final exam in person with the teacher. The exam includes the demonstration of skills learned in the course. In ASE students are assessed with the CASAS Reading and Math pre-tests upon entry to the program. These scores help identify academic growth at the pre to low/mid high school levels, but also utilizes the grades received (Diploma) and sections passed (HSE – GED) extensively. Throughout the year, students regularly take a post-test until the score is at or higher than 246. Early on, ESL, ASE, and CTE instructors communicate the passing course standards in order to avoid a potential retention. However, during the course of instruction academic progress made or lack thereof, is shared with students to adjust learning behavior, if warranted.	• Lab Sessions • Hands on Modules • Industry Certification
The online program has an answer key that is used by all teachers. For quizzes or tests that are graded electronically, students have	• APEX Learning Unit tests • APEX Learning Quizzes • Learning Center Course Completion

the option of having teachers review any answers they believe were graded incorrectly and enter discrepancies manually. The online and paper tests can only be taken in the classroom where they are proctored by the teacher or staff. All written assignments are paper-based. Essays are submitted electronically and checked for plagiarism.	Sheet • Contract-Based Tests
Initially, students are placed in the appropriate instructional program based on their CASAS test scores. Student achievement or struggles are monitored by teachers based on the coursework grades and test scores earned. Teachers have the discretion of requesting that a student be placed in a lower or higher level depending on how the student performs in the classroom.	• CASAS Test Scores

Indicator 6.8: A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.

- To what extent are examples of student work and other online assessments (formative and summative) used to demonstrate student achievement of academic standards and the Schoolwide Learner Outcomes?

Findings	Supportive Evidence
ASE students (both HSE and diploma track) are required to complete online coursework in the required subject areas, including college and career planning. This is connected to the SLO goals for goal setting and application of skills and knowledge. The online coursework is accessible for examination, to review achievement of academic standards and SLOs. Examples of coursework are shared in department and staff meetings. The curriculum is aligned to the Common Core/College and Career Readiness Standards and instructors have the flexibility to adapt curriculum/assignments for students with special needs. CTE students are given a	• Unit Tests by Subject • Class Assignments • Reports • Essay Samples • Quizzes • Tests • Course Completion Sheet • Online Assignments and Assessments

variety of online assignments and assessments that are aligned with academic standards and the schoolwide learner outcomes.	

School's Strengths and Key Issues for Criterion 6 (no specific number required)

Strengths:

1. BAS offers significant value to the District and community by offering meaningful, relevant programs which deliver strong student outcomes.
2. Regular monthly or weekly meetings with each of the ESL, ASE, CTE, Counseling, Special Ed, and Parent Ed programs that provide for discussions based on student data to inform instruction and guide assessment revisions.
3. The implementation of pathways to help students achieve their goals and improve their employment opportunities.
4. The CASAS eTest system allows for immediate feedback to students and facilitates teacher monitoring of results.

Key Issues (Prioritized):

- Course outlines and assessments need to be revised to align with the College and Career Readiness Standards and with the Los Angeles Regional Adult Education Consortium LARAEC.
- Development and implementation of ESL exit exam for all levels.
- Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Criterion 7: Student Support Services

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

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

- What specific support services are provided to the students by the school?
- To what extent does the school offer financial aid counseling, learning resource assistance, academic counseling, personal counseling, technology support, and health services?
- By what means does the school assure the quality of its student support services?
- How does the school demonstrate that these services support student learning?
- How is information regarding student services shared with students so that they know all the options available to them?

Findings	Supportive Evidence
BAS offers support services through academic and career counseling and referrals. Counselors also offer services regarding college information, vocational programs, financial aid, and community resources.	• ISP Counseling Meeting • Counseling Office Logs • ASAP • Community Resource Referral Forms • Monthly Calendar • Counseling Resource Binders
BAS offers support services through referrals. Students are provided information for employment (Work Source, DOR, GYA, YPI), mental health (Burbank Family Service Agency, Hill View), Public assistance (DPSS), transportation (MTA), and child care (CCRC). Laptops are accessible for career and educational exploration in the Counseling Office.	• ISP Counseling Meeting • Counseling Office Log • ASAP • Counseling Resource Binders • Counselor Employer/Referral list
BAS provides financial aid information through onsite presentations through representatives from LAVC and LAMC. Students are provided flyers, booklets, informative handouts and other resource materials through the counseling office. Counselors are able to assist with the college application process.	• Monthly Calendar • ISP Counseling Meeting • ASAP • Counseling Office Excel Logs • Counseling Office Handouts • Sign-In Sheets • Flyers
BAS collaborates with the Burbank Public Library to offer free tutoring for reading and online test preparation. The Learning Center teachers conduct MLA workshops. ESL	• Community Advisory Meeting Agendas • Counseling Office Handouts • Counseling Office Logs • Learning Center Guidelines

students create ESL level appropriate newsletters as class projects.	• ESL Course Syllabi • ESL Newsletter Samples
Counselors are available Monday 8am - 5pm, Tuesday 8am - 4pm, Wednesday & Thursday 8am - 8:30pm, Fridays 8am - 4:30pm, and Saturdays 7:30am-1:00pm. Academic services include Individualized Student Plans (ISPs), credit enrollment evaluations/consultations. Counselors also conduct comprehensive presentations every semester on achieving graduation. Students with foreign transcripts are provided with a list of foreign transcript evaluation agencies for high school credit.	• BAS Web Site • BAS Catalogs • ISPs • Monthly Calendar • Counseling Logs • ISP Counseling Survey • Graduation PowerPoint Presentation • Working Grad List • Agency List Foreign Transcript Evaluation
Students are assisted with scheduling their classes, using ISP's to identify student barriers and pathways, making referrals, and having an open- door policy for all students and prospective students.	• ISP Counseling Meeting • ISP Counseling Survey • ASAP • BAS Website • BAS Catalog • Counseling Logs
Laptops, Chromebooks, desktops, ELMOs, projectors are accessible to all staff. Three computer labs are available on campus for instruction. Four laptop carts known as COWs (Computers on Wheels) are also available to students for instruction.	• Computer Lab Sign-Up Logs • COW Sign-Up Log • Counseling Office Laptop Sign-In Log • BUSD Technology Plan
Referrals are made upon request and made once barriers are identified through an ISP. Health service agencies are invited to present and/or attend the BAS College and Career Fair in the spring semester.	• ISP Counseling Meeting • ASAP • Monthly Calendar • Counseling Office Logs • Flyers • Counselor Employer/Referral List • Referral Forms
Leadership meetings, office meetings, department meetings and all-staff meetings ensure the quality of the efficiency of student support services. These meetings keep staff up to date on current/upcoming services and events available to students. The meetings also provide information on upcoming trainings, workshops and conferences. Meetings remind staff of how, what, and why services need to be provided.	• Leadership agendas • Office meeting agendas • Department meeting agendas • All-Staff Meeting Agendas • ESL PowerPoint projects • Monthly Calendar
Student services and activities are recorded	• ISP Counseling Meeting

Findings	Supportive Evidence
through ASAP, Google Docs and the ISP. Counselors document the time, reasons for meetings, presentations and field trips. Feedback is obtained through student surveys and communication with staff and students.	• ASAP • Counseling Office Logs • ISP Student Counseling Survey • Sign-In Sheets • BAS Grad List
Information about Student Services is easily available to students through various platforms. There are classroom announcements, flyers, semester orientations, social media postings (Facebook, Twitter, Nextdoor.com), postcards, counseling sessions, community outreach events, emails, text messages, BAS website and the monthly calendar.	• BAS Website • Monthly Calendar • Counseling Office Logs • BAS Facebook and Twitter • BAS Promotional Materials • Remind App. • Evites

Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

- How does the school develop, implement, and evaluate counseling and/or academic advising?
- How does the counseling or academic advising program assist students directly with their transition to advanced educational opportunities or connection to employment opportunities?
- What professional development opportunities are provided to school counselors or advisors?

Findings	Supportive Evidence
The counselors and the Academic Department Chairperson conduct meetings regularly to discuss the development and implementation of services provided to students. Counselors also attend LARAEC meetings where counseling strategies and best practices are shared, and then implemented at the school site. Additionally, counselors attend conferences and meetings (BUSD, CASAS, LARAEC, CCAE) to stay up to date with best practices and support services. The BAS Director evaluates counselors according to the cycle and counseling practices every semester. Counselors evaluate the overall effectiveness of the service through departmental meetings where data is shared.	• Monthly Calendar • LARAEC Calendar • BUSD Calendar • Outcome Effectiveness Report
Counselors work with programs such as GYA, EDD, YPI, DOR, VJC and the Burbank Workforce Connection to help students find employment. Counselors	• BAS Monthly calendar • Counseling Office Resource Binders • Field Trip Calendars • Counselor Employer/Referral list

obtain information and flyers and keep employment opportunity listings in a Job Folder accessible to all students. Counselors promote job trainings, CTE courses and apprenticeships offered through BAS and other agencies. GCC and LAVC representatives come to BAS monthly to talk to students about enrollment and programs available. A College and Career Fair is held annually to connect students to organizations regarding employment/career services, post-secondary educational opportunities, and community resources. BAS has representation at various resource events, such as CTE days and job fairs.	• Flyers • Sign-Up Lists for Employment Services • Post-Secondary Transition Materials • Employment Flyers
Counselors attend conferences such as the CASAS Summer Institute, LARAEC Annual Conference, and CCAE conferences. Additionally, they participate in BUSD counselor meetings, LARAEC counseling meetings, and professional development workshops held at BAS.	• Conference Request Forms • BUSD Counseling Meeting Calendar • LARAEC Counseling Team Calendar

Indicator 7.3: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

- How does the school address:
  - Marketing, community awareness, recruitment of new students?
  - Transitioning new students into the school?
  - Providing meaningful learning experiences for students?
  - Transitioning students into job placement or further education?
  - Assessment of success in years that follow to ensure that the students reach their desired outcomes?
- To what extent does the school have clear admission policies in line with its mission that guides student admission?
- To what extent does the school provide students with information on school policies and procedures that clarifies expectations that impact them?
- How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?

Findings	Supportive Evidence
BAS uses technology and mail for marketing, community awareness, and recruitment of new students. The school catalog is mailed out to residents in the Burbank area, emails and postcards are sent out to existing students to advertise programs, and programs or special events	• BAS Website • BAS Facebook and Twitter • BAS Student Email List • Monthly Calendar • Evite • Mad Men Marketing

are posted on the school's social media sites (FB and Twitter). Presentations and course schedules have also been presented to the Work Source Center for upcoming events.	• BAS Grad List
High school diploma and test preparation students receive an individualized overview of their program upon registration. Here, counselors address any student questions or concerns. A survey is in place to assist students of the services available and for counselors to assess student needs. Orientations are also offered for our CTE Courses. All ESL and ABE/ASE students attend a welcome orientation every semester. New students also meet with their teacher to review class expectations and utilization of APEX Learning.	• Counseling Office Logs • ASAP • BAS Catalogs • ISP Counseling Survey • Learning Center Student Contracts • Monthly Calendar
Counselors offer support for students and are available 6 days a week. ABE, ASE, and ESL classes are available mornings and ~~the in~~ evenings. ESL is also offered at different sites for student flexibility. Counselors work to help students with time management strategies, and APEX Learning allows students to work from home and over the weekend. Teachers conduct one-on-one meetings with students on how to use the APEX program. Additionally, teachers hold a small group teaching session on how properly do an MLA essay.	• MLA Power Point • BAS Catalogs • Learning Center Student Contract • Student Surveys
Staff refer all students to counselors for help with transition. Both counselors and CTE teachers utilize their partnerships with outside agencies and businesses to assist with employment. BAS also promotes its own resources to help transition students to employment. Counselors have collaborated with the Verdugo Job Center, Burbank Job Center, Glendale Youth Alliance, and the Department of Rehabilitation to help students with employment. The VJC, GYA, and DOR come once a month, or as needed, to meet with our students seeking employment. Counselors have an employment opportunities binder for	• Counselor Employer/Referral list • Counseling Resource Binders • ISP Counseling Meeting • ISP Counseling Survey • VJC Sign-Up Lists • DOR Sign-Up Lists • Counseling Office Log • Monthly calendar

Findings	Supportive Evidence
students to review and promote the workforce readiness course. Local businesses, which are hiring, are also invited to an annual college and career fair to recruit our students.	
Admission/Registration information can be found in the school catalog and website. No one is denied admission as long as the guidelines are followed.	• BAS Catalogs • BAS Website • BAS Mission Statement • BAS Vision Statement • BAS SLO's
School Policies are posted on the BAS website, school catalog, and in classrooms. Procedures are outlined in writing, posted in every classroom, and discussed during all staff meetings. Emergency procedures are practiced in a timely manner.	• BAS Catalogs • BAS Website • BAS Mission Statement • BAS Vision Statement • BAS SLO's • BUSD District-Wide Goals • BUSD Core Values Statement
Counselors create Individualized Student Plans to help set goals, plan for those goals, identify barriers, and offer assistance to overcome those barriers. Upon completion of a course, student update forms are used to obtain updated student information, and an exit interview takes place to assist with transitioning to another goal.	• ISP Counseling Meetings • BAS Grad Lists • Counseling Office Log • ASAP • Student Files

Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

- How does the school research and identify the learning support needs of its student population and provide appropriate services and programs to address those needs?
- To what extent does the school offer appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency?
- How are online services and services at off-site locations evaluated?
- How frequently does the school evaluate student support services and revise what is offered to meet current student needs?

Findings	Supportive Evidence
BAS uses student surveys to identify the learning needs of each student. Teachers identify student needs by evaluating their performance in class. They are then referred to the counselors for support. Also, all students are notified that support is offered if they disclose their learning needs to a counselor. Students with IEP's who transfer from a BAS high school will work with the	• Counseling Logs • ISP Counseling Survey • ISP Counseling Meeting • IEP Meeting Calendars • Special Ed Teacher Student Spreadsheet

Findings	Supportive Evidence
special education teacher.	
BAS offers appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency.	• Student Council Agendas • Field Trip Calendar • Monthly Calendar
The resource teacher reviews APEX Learning online courses with students. Academic department meetings are held monthly to review the progress of the overall services, which includes online learning. Off-site locations are evaluated by the director.	• Department Meeting Agendas
Department meetings are held every month to ensure services are being done adequately. Leadership meeting are held on a weekly basis to keep all departments up-to-date of the all services. All ABE, ASE, and ESL programs are assessed with CASAS. Student feedback and data are collected through surveys and suggestions.	• Monthly Calendar • Meeting Agendas • Dept. Meeting Sign-In Sheets

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

- How does the school publish and follow established policies for release of student records?
- To what extent are there institutional policies in place that govern the maintenance and security of student records?
- To what extent are all student records kept in a secure location and protected from fire damage or loss?

Findings	Supportive Evidence
BAS publishes its policies for release of student records on the website. Forms are available online and in the main office. The Transcript Request Form can be downloaded from our site, and the process is explained by the main office or also via a pre-recorded phone message.	• ASAP • Transcript Request Forms • BAS Website • BAS Phone/Voicemail System.
Policies are in place for instructional and support staff to govern the maintenance and security of student records. BAS instructional and support staff are trained for proper procedures and methods to keep student records confidential.	• Archive Room Key Distribution Log • New Staff Orientation
Student records are kept in locked file cabinets in the counseling office. The office is kept locked when a counselor is not present. Only a Counselor or administrator has access to those student records. Records	• Locked File Cabinets • Locked records room • ASAP • TE

that are more than 7 years old are kept in a locked archive room. The archive room is locked at all times and can only be accessed by a few authorized people. Student information is also stored in a secured computerized network such as Administrative Software Application Program (ASAP) and Tracking of Programs and Students (TOPS).	• Counseling Office Logs • Archive Key Distribution Log

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

- To what extent does the school provide a catalog for its constituents with precise, accurate, and current information?
- How does the school clearly identify where publications with policies and procedures can be accessed?
- How does the school assure that accepted students can benefit from the program they enter?
- How does the school document the accomplishment of the intended outcomes?

Findings	Supportive Evidence
BAS provides a printed catalog for its constituents prior to the beginning of each semester. The BAS Fall, Spring, and Summer catalogs are a comprehensive list of all the classes BAS offers, and our online registration site is updated constantly to reflect new or cancelled classes, or other changes. This catalog is distributed to 69,000 homes in the area, as well as local libraries, and is readily available to current students. The catalog is also available for download online.	• BAS Catalogs • BAS Website • BAS Graduation Information Pamphlet • HiSET/GED Pamphlet
BAS clearly indicates where policies and procedures can be accessed.	• BAS Catalogs • BAS Website • Emergency Procedure List (found in each classroom)
BAS does not discriminate and accepts all students. BAS also offers a wide variety of programs, where students might enroll. Students speak with counselors about the program to see if it will be beneficial to them and meets their goals. College and community resource representatives come on campus to visit with students and students attend orientations to decide if the programs are right for them.	• ISP Counseling Meeting • ISP Counseling Survey • MOUs LAMC and LAVC • Student Surveys • Counseling Logs
BAS documents student accomplishments	• Student Folder

through databases such as ASAP, TOPS, and counseling files	• ASAP • TE • Counseling Logs

Additional Online Indicators

Indicator 7.7: The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

- To what degree are the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction?

Findings	Supportive Evidence
Students working with online instruction receive academic, college, and personal support. Health service information is available to all students. Counselors communicate with online students through phone, email, and text to ensure they are aware of services and events. The counseling office is open 6 days a week and in the evenings 4 days week to cater to students who have busy schedules. Health service information and college information is available in the counseling office and can be emailed to an online student if a request is made. Academic and personal counseling is also available because counselors are available by phone, email, and in-person with no appointment needed.	• ASAP • APEX • District Email • Remind App.

Indicator 7.8: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

- To what extent do the support services and related activities have a direct relationship to student involvement in learning?
- To what degree is there equity of access, availability of computers and internet for students in the online environment?

Findings	Supportive Evidence
Counselors help bridge the gap between support services and student leaning though resources, community partnerships, and counseling strategies. Using an ISP, counselors can identify barriers and provide support services that will help students continue their education. BAS invites its	• ISP Counseling Meeting • ISP Counseling Survey • Monthly Calendar • Resource Binders • Counselor's Vendor List • Counseling Logs

partners (VJC, GYA, DOR, LAVC, and GCC) to conduct onsite support services. Resource events are also held on campus during instructional hours. Resources are always available in the counseling office.	
Computers and internet are available to all students. Computer Lab, COWS, student computer in counseling office, and free Wi-Fi access are available to students.	• COW Sign-Up Lists • Counseling Office Laptop Sign-In Sheet • BUSD District Wide Goals • Computer Lab Sign-Up Sheet.

Indicator 7.9: School leadership and staff link curricular and co-curricular activities for online students to the academic standards and schoolwide learner outcomes.

- To what extent do the school's processes address the needs of socialization for the students and involvement in the school?

Findings	Supportive Evidence
BAS holds onsite events and filed trips to address socialization. BAS has a student counsel and encourages students to attend meetings. Student council meetings with leadership staff to make school related decisions. BAS provides field trips to community colleges and museums, auditorium presentations, open house, and the college & career fair. Students and staff celebrate International Day for ESL at BAS and BAS offsite location (BHS).	• Field Trip Calendars • BAS Facebook • BAS Twitter • Monthly Calendar • Event Flyers

Indicator 7.10: The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.

- To what degree is there evidence regarding the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.?

Findings	Supportive Evidence
BAS has evidence of student involvement in school and community activities. The Student Council meets every first Wednesday of the month. Field trips are scheduled with community colleges, libraries, and museums. A personal development class run by LAMC and LAVC took place during the spring of 2017 and 2018. The FACTS program has its students volunteer to do community service projects.	• Field Trip Calendars • BAS Facebook and Twitter • Monthly calendar • Event Flyers.

School's Strengths and Key Issues for Criterion 7 **(no specific number required)**

Strengths:

1. Students have easy access to support services.
2. Student services are evaluated and provided opportunities to improve.
3. Data is gathered in multiple measures and is easily accessible.
4. Students have access to technology

Key Issues (Prioritized):

- Recruitment of new students.
- Providing a catalog with current information that reflects any changes and/or updates, possibly via web.
- Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Criterion 8: Resource Management

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

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

- Has the school stayed within budget for the past three years?
- What evidence is there that the school has sufficient revenues to support educational improvements?
- How does the school review its mission and goals as part of the annual fiscal planning process?

Findings	Supportive Evidence
BAS has consistently operated within its CAEP budget for the past three years.	• BAS Annual Budget Report
BAS has a goal to meet the spending targets established by the CAEP Office for each quarter, a goal which has consistently been met. Additionally, the annual CAEP funds have a 30 month time-frame in order to be spent. This allows the school to carefully make adjustments in budget allocations and support the academic evolutions in programs.	• BAS Annual Budget Report
The school's fiscal health is directly linked to its mission and goals as an academic institution. The Director, Office Manager and the Budget and Accounting Technician for the school review revenues and expenditures of each department quarterly. This process allows for discussion and adjustments in a timely manner which keeps the school focused. This process also provides data which is utilized for annual program adjustments. Presently BAS has a funding reserve of 15 months which as of the writing of this report is at $3,954,285. The Director and Office Manager meet with BUSD's Assistant Superintendent of Administrative Services, and the Assistant Superintendent of Educational Services each semester to review the current budget status and discuss any plans or adjustments that may need to be made.	• Quarterly Financial Reports; LARAEC, CAEP, WIOA • BAS LARAEC Annual Expenditure Reports

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

- To what extent are clear financial operating procedures in place with appropriate checks and balances?
- What do the annual audit statements reveal about the integrity of the school's financial management?
- How does the school provide timely corrections to audit exceptions and management advice?
- To what extent does the school regularly review financial policies and practices and adjust to changing needs and conditions?
- How does the school report regularly to all stakeholders with financial updates and decisions?
- To what extent is there sufficient cash flow to maintain school programs?
- To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls?
- To what extent does the school have sufficient insurance?
- How does the school oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets?

Findings	Supportive Evidence
Financial transactions taking place on campus (tuition, books sales and services) have a series of checks and balances in place. The office manager provides the office staff with startup cash for the day. A staff member verifies the cash, prior to opening. A different staff member counts the money at the close of business and locks it up. Office manager verifies money and transactions the next day and enters the information on a spreadsheet and locks the money in the safe. Office manager prepares the deposits weekly. They are verified by the school Financial Clerk. BAS operates under the umbrella of the Burbank Unified School District. As such, the school is subject to all operating procedures prescribed and reviewed by the Burbank Unified School Board. BAS is subject to review and audit by the District's internal auditing system.	- Tally Sheets - Cash Verification Forms - Invoices - Spreadsheet - Deposit Records
No audit has revealed any issues with the integrity of the school's financial management. Should a concern be received about a needed correction, that information would be communicated directly to the Director and the Office Manager, and immediate steps to correct the situation	BAS Audit Reports

would be made.	
The BAS Director, Office Manager and Budget and Accounting Technician review financials on a monthly basis; the full year's financial status is communicated at an all-staff meeting at the beginning of the year. Adult Education financials are also reported publicly quarterly through the Burbank Unified School Board meeting process by the Assistant Superintendent of Administrative Services. In addition, Burbank Adult School's fiscal health is reported at bi-annual meetings of the Community Advisory Committee; our partnership with local entities is part of our commitment to meet the needs of the community.	• Board of Education Agendas • All Principals Meeting Agendas
BAS has maintained consistent budget oversight to ensure sufficient funding to maintain the quality of programs. An institutional goal to ensure longevity of the school is to allocate the budget appropriately so as to meet the needs of the school and to meet our quarterly spending targets as determined by the CAEP Office.	• BAS Quarterly Financial Reports • BAS Annual Budget Report
BAS insurance is provided through the Burbank Unified School District in accordance with State of California and federal guidelines.	• BUSD Board Policy
All fiscal transactions, expenditures, and revenues including grants are made through the District's Fiscal Services Department, and are tracked through the Los Angeles County Office of Education. The Director and the Office Manager have access and permissions to track fiscal resources and to generate financial reports. All accounts are subject to internal audits through the Burbank Unified School District Fiscal Services Department. State and Federal Grants information is reported through	• BUSD Financial Audit Reports • TE Reports

TOPSpro Enterprise directly to state and federal agencies.	
BAS also provides quarterly financial reports to LARAEC to ensure that the school is meeting its CAEP mandated expenditure goals for each quarter.	• BAS Quarterly Financial Reports

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

- To what extent does the governing body and administration receive regular reports on the financial condition of the school?
- How does the governing body and administration connect short-term and long-term financial planning with the schoolwide *Action Plan's* identified priorities?
- To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?
- To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?

Findings	Supportive Evidence
The fiscal health of BAS is reviewed monthly by the Director, Office Manager and the Budget and Accounting Technician, as well as through quarterly reporting to the Burbank Unified School District Board of Education.	• BAS Quarterly Financial Reports
Through the monthly reporting process the Director, Office Manager, Budget and Accounting Technician can constantly monitor the fiscal health of each department. The Leadership team can then make timely adjustments on the school's offerings, consistent with the Mission and SLOs.	• Leadership Meeting Agendas
Institutional funds are always used judiciously. BAS provides quarterly financial reports to LARAEC to ensure that the school is meeting its CAEP mandated expenditure goals for each quarter. Capital outlay projects require approval from the LARAEC Board.	• BAS LARAEC Quarterly Financial Reports
The payments on long-term liabilities and obligations such as insurance, building	• BUSD Fiscal Services Dept • BUSD Technology Plan

maintenance, and other items are part of the Burbank Unified School District's long-term planning. Site specific obligations such as the replacement of computer servers and data storage are scheduled on a cycle basis and budgeted for accordingly.	

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

- To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?
- How is the learning environment enhanced by the facilities or how are the facilities an impediment to the successful completion of SLOs and course objectives?
- To what extent do the facilities provide a safe and nurturing learning environment for students that makes them feel welcomed?

Findings	Supportive Evidence
BAS has its main operations on the Mingay campus which consists of 28 classrooms. BAS also operates classes at Burbank and John Burroughs high schools in the evenings. Additionally, the Family Success Initiative class is held at Providencia Elementary and an ESL class is held at the Burbank Housing Corp.	- BAS Catalogs
The facilities available at BAS provide spaces that can be utilized in a multitude of ways for ever-evolving programs. The school currently has three computer labs, as well as a new Wi-Fi system, able to support the digital teaching and learning. Each of the classrooms have been equipped as 21st century classrooms with projection and sound capabilities to support teaching and learning. In addition, BAS has acquired, over the years, a total of 5 computers on wheels (COWs); mobile carts of up to 40 laptops each. Four of these are located at BAS and one is housed at Burbank High School. This equipment provides our instructors with the ability to take laptops directly to their classroom allowing students to work on technology-based class projects, as well as periodic assessment testing. In the fall of 2019, BUSD entered into a contract	- BAS Catalogs - COW Sign-Up List

with Sharp providing new, upgraded printers and copiers to all schools and offices, including Burbank Adult School. The contract includes maintenance and supplies.	
Facilities are well-maintained, clean, and safe environments for students. In recent years, BAS has increased its custodial staff; adding morning and Saturday custodians. In addition, two safety supervisors were installed in the spring of 2016. Additional signage has been installed in our large parking lot to help control the flow and speed of traffic. The school consistently receives positive feedback from students and community members in regard to campus cleanliness and safety. Students that feel safe and comfortable bring a much more positive attitude to their learning, with better results from their efforts.	- BAS Staffing sheets - CDE Program Time Reports

School's Strengths and Key Issues for Criterion 8 (no specific number required)

Strengths:

1. Consistent funding via CAEP
2. Planning and Review provided by school site administration and District Office
3. Quarterly review and adjustments to budget to maintain fiscal health aligned with academic goals

Key Issues (Prioritized):

- Additional site administrator.
- Need for additional CAEP funding to implement and sustain LVN program.

Criterion 9: Community Connection

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

Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

- What connections with local businesses and organizations are currently in place?
- To what extent do community leaders come on campus for events and activities?

Findings	Supportive Evidence
BAS has a partnership with Burbank Workforce Connection, Community Enhancement Services, Department of Rehabilitation, Employment Development Department, Glendale Youth Alliance, Verdugo Job Center, LA County Department of Workforce Development, SoCAL Indian Center, Inc., Pasadena Youth Build, LA Valley College, Glendale Community College, LAUSD. CUSD, MUSD, and LACCD. The organizations involved are the Community Advisory Committee, Burbank Leadership, Parent Ed Gala, and LARAEC. The FACTS program also works with local businesses to do community outreach.	• Meeting Agendas • Monthly Calendar • Counselors Vendor list • AJCC Partnership Binder • FACTS Work Site list
BAS invites local businesses, college representatives, and community resource organizations to our annual College and Career Fair. Every Semester, BAS invites financial aid representatives and community resource representatives to make presentations to our students.	• Monthly Calendar • Counseling Dept. Meeting Agendas • Event Flyers

Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

- What service or internship opportunities are currently in place for students?
- What evidence can be provided to indicate the reputation of the school in the community?
- What efforts have been made to connect the school with its community through service projects?

Findings	Supportive Evidence
Counselors work with the Glendale Youth Alliance and the Department of Rehabilitation to provide work experience	• Internship Flyers • Event Flyers • FACTS Work Site List

internship opportunities to students 24 years of age and under. Organizations that offer volunteer service opportunities are invited to attend our annual college and career fair. All of the information from these agencies and organizations are kept in the counseling office. The FACTS program is always working with the community employers and organizations for community outreach. Finally, the parents from the Parent Ed program are known to take on leadership positions at their children's schools. Parents also participate in monthly food drives for BTAC (Burbank Temporary Aid Council) and provide holiday baskets for the needy through the Burbank Coordinating Council.	
School reviews and comments can be viewed on Yelp, Facebook, and Twitter.	• BAS Facebook and Twitter

Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

- How does the school use its profile (Chapter I of the *Self-Study Report*) to understand and connect to its community?
- How have students been successful in the community after leaving the school?
- What programs or processes are in place to connect the school to its community?
-

Findings	Supportive Evidence
BAS gets invited to and participates in career fairs taking place within its community to promote BAS learning opportunities.	• Certificates of Appreciation
Students who complete their high school diploma or high school equivalency meet with a counselor for transitional services. Counselors help students plan, and apply to programs in order for students to reach their next goal.	• ISP Counseling Meeting • TE Updates
The College and Career Fair is held annually. There are field trips to colleges and museums. Community college representatives and employment representative are on campus on a monthly basis. Community resource assemblies are held whenever possible. Speakers come to	• Event Flyers • Monthly Calendar • Electronic Marquee

BAS to give presentations about their programs.	

Additional Online Indicator

Indicator 9.4: The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/ co-curricular program.

- To what degree do the school's processes ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match?

Findings	Supportive Evidence
BAS has SLOs posted in every classroom, online, and on the catalogs.	• Mission, Vision and SLOs are posted on the BAS Website, School Catalogs and in Classrooms.
Counselors meet with students and provide information about the program.	• Counseling Logs
Students are given orientations on the expectations and how to utilize APEX Learning.	• Learning Center Student Contracts • Learning Center Student Orientation

School's Strengths and Key Issues for Criterion 9 (no specific number required)

Strengths:

1. Partnerships made with the community.
2. Connecting students with employment and educational opportunities.
3. Advertising the resources BAS obtains from the community.

Key Issues (Prioritized):

- Strengthen Community Advisory Participation

Criterion 10: Action Plan for Ongoing Improvement

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

Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

- To what extent does the *Action Plan* identify specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment?
- How is the *Action Plan* reviewed annually and how are revisions made to respond to changing conditions and current student needs?
- How does the *Action Plan* focus primarily on student learning needs?

The WASC self-study process has been an opportunity for BAS staff and stakeholders to review the operations of the school and its commitment to providing a welcoming learning environment for all students. The process has also allowed for reflection as to the progress that the school has made towards addressing the prior action plans. The reflection has allowed for candid discussions about the areas of strength and also areas where continual focus is needed. BAS has identified four action goals and the tasks associated with each goal, the timelines, the persons responsible, the evaluation and the reporting. The Action Plan is reviewed each semester by the Leadership Committee, the classified staff, and the Community Advisory Committee. The progress on the Action Plan is also discussed by the Director with the Assistant Superintendent of Educational Services and hence District staff. As the plan is reviewed and applicable data assessed then there may be a need to structure revisions. The Action Plan has at its very core the focus of students needs. Quite simply, the essence is to provide quality educational programs for our students and to ensure that the programs are relevant and meet students personal, professional and family goals.

Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

- How did the self-study process identify the key issues for the school?
- How have the key issues been prioritized by the school?
- To what extent have all stakeholders met to discuss the *Action Plan* and give input to its implementation?

Burbank Adult School meet for the better part of two years to conduct its self-study. The meetings were held on Saturdays to allow as many faculty and staff as possible participate in the process. Said process involved carefully reviewing the action plan and having robust discussions about progress towards achieving the goals and the relevance of the goals. After many hours spent on this review and healthy discussion, the staff drafted goals for a new action plan. Staff readily admitted that due to the consortium model, and its three-year plan, that the action plan goals were still relevant but needed to be adjusted. The discussion on the action plan centered on a need to better market and promote the programs at BAS, improve the systemic use of data to make program adjustments and improve the quality of teaching and learning but also to indicate the effective of BAS programs and outcomes as compared to other consortium members. There were also strong opinions that in order to address the quality of instruction, student assessment and achievement that BAS needs to pursue a PLC model. Lastly, while BAS has made tremendous strides with technology, this must continue to be a focus of our school in order to

improve the quality of instructional and provide employment skills for our students as outlined in the consortium three-year plan.

Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.

- For each *Action Plan* key issue, how has the school identified an individual or group responsible to implement the needed action steps to address the key issue?
- To what extent has the governing body and administration funded the activities or events needed to address key issues?
- What opportunities are provided for all stakeholders to have a voice in the regular review and revision of the *Action Plan*?

For each Action Plan key issue, the responsible Leadership Team member(s) is listed as the individual(s) responsible for implementation of needed action steps. Low- or no-cost implementation methods were identified, with online Focus Groups and feedback from Accounting and Budget to provide such means to a significant extent. Activities will be budgeted from the CAEP funds. Periodic progress will be shared with the Leadership Team, the Community Advisory and other key stakeholders via email, and the school website.

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

- How does the *Action Plan* specify how the improvement efforts will be monitored and who will oversee the process?
- How will progress be reported to all stakeholders?

The Action Plan indicates how the improvement efforts will be monitored. For instance, the Action Plan Goal of increasing diploma, equivalency, and certificate earners specifies producing a detailed plan to increase marketing via increased presence in the community with catalogs and flyers, as well as online and social media platforms. For Internet efforts, analytics will be used to monitor effectiveness; for hard-copy marketing, surveys will be taken. Each component will be monitored by assigned personnel, and the aforementioned means will be used to report to stakeholders.

Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

- To what extent is the schoolwide *Action Plan* user-friendly and practical for all stakeholders' involvement?
- How does the governing body use the *Action Plan* in resource allocation discussions?
- To what extent does the school leadership use the *Action Plan* in its decision-making processes?

The schoolwide Action Plan is user-friendly to a great extent. Email blasts to all current students and to thousands of former students who have opted in to a comprehensive, cumulative mailing list will help ensure awareness of and progress on the Action Plan. Clear, lay language will be used in reporting.

Weekly Leadership Team meetings will frequently include an Action Plan progress report and discussion, which will help drive adjustments in resource allocation.

Enrollees who complete programs and earn certificates will be monitored closely via the ASAP school database's powerful customized reports, and adjustments will be made accordingly by the Leadership Team after input from various stakeholders.
Strategies will be researched, developed, and implemented for increasing not just enrollment figures, but also numbers of students earning certificates and diplomas.

School's Strengths and Key Issues for Criterion 10 (no specific number required)

Strengths:

1. Leadership Team to monitor progress towards Action Plan Goals
2. Action Plan is user-friendly and identifies the goals that will move the school forward for the next six years.
3. Action Plan is aligned to the BUSD District-Wide Goals and the LARAEC Three-Year Plan.

Key Issues (Prioritized):

1. Review Action Plan and discuss progress at All Staff meetings each semester
2. Review Action Plan and discuss progress at Community Advisory Committee meetings each semester
3. Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Chapter IV. Revising the School Action Plan

Chapter 4 is the culminating summary of the entire *Self-Study Report*. This is where the findings of the entire report are gathered and synthesized. Each school is to have an *Action Plan* in place; however, the self-study process reveals new key issues that schools must bring into their *Action Plan*. Chapter 4 in the *Self-Study* document is where the strengths and key issues from the entire document are gathered and analyzed.

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

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

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

Schoolwide Strengths:
Curriculum:

- Staff provide feedback and input on curriculum, and collaborate in decision making.
- Teachers use established curricula which yield measurable learning results which help drive changes where needed.
- FACTS teachers meet monthly to discuss IEPs, student progress, outcomes, and programming.

Instruction:

- Teachers collaborate for best instructional materials, methods and strategies.
- Students individual learning needs met by teachers.
- Teachers and staff use technology effectively to assist with student learning and assessment.
- Instructors explain course expectations to students.

Assessment:

- Teachers use frequent formative and summative assessment data in a variety of contexts.
- Leadership Team reviews learning data to help in curricular, instructional, and budgetary decision making.

Support:

- Staff members accommodate students' individual learning and support needs.
- Teachers, staff and counselors offer assistance to students not progressing.
- Students have access to counselors, support staff and teachers for assistance with various needs.
- FACTS staff members collaborate on how each student is progressing, and any program changes that they may need.
- Information is readily available via a quarterly catalog, school website, Facebook and Twitter.
- Students report overwhelming satisfaction with their experience at the school.

Facilities:

- Clean, orderly facility with enough space provided for course needs.
- Twenty-first century classrooms with technology including computers, projectors, and document readers.
- Security cameras in various campus locations
- Vending machines in various locations on campus

Technology:

- Several Computers on Wheels carts (COWs) providing mobile technology to classrooms.
- New CISCO phone system

Schoolwide Key Issues:

Curriculum:

- Instructors are part-time and working other jobs; coordination of schedules presents an obstacle to effective collaboration.
- Procedures need to be established to update course outlines in real time in all the places where stakeholders access them.
- There is a need to increase enrollment, with the objective of increasing the number of course completers and certificate earners.

Instruction:

- Professional Learning Communities must be established as a part of the school culture to address improving the quality of teaching and learning.

- Systemic utilization of data to assess and determine effectiveness of programs and student achievement.

Assessment:

- Instructors are part-time, some teaching daytimes, others during evenings. It is difficult to gather enough stakeholders at one time to analyze the learning data to study need for changes to specific curricula.
- Teachers and staff must use data systemically to evaluate quality of instruction, programs and student achievement.
- Learning data needs to be shared with all stakeholders, with opportunities for feedback and suggestion.

Support:

- All staff meetings are limited to twice a year. Instructors are part-time and teach classes at widely varying times of day and evening.
- Community Advisory members have difficulty attending meetings making it difficult to update them on school programs and to gather their input.
- Aggressive marketing and greater online presence is needed.
- The course catalog, website, and social media sites need more integration and a strategic pace.
- It would be beneficial to have a place to consolidate information for students and staff--a "one-stop shop" for administration, instructor, and students to access data.
- Establish a computer lab for students with limited technology at home to work on projects and assignments.

IMPORTANT: Attach a copy of the current *Action Plan*.

Burbank Adult School – WASC Self Study Action Plans

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 meaningful instructional programs that meet students' ongoing family, career, and academic needs. Better and more innovative marketing and outreach efforts will increase community awareness of our school and program offerings.

Burbank Adult School School-wide Learner Outcomes (SLOs) Addressed:

- **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 global society.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
1.1　　BAS will continue to utilize new marketing and social media outreach programs (e.g., contract with Madmen) to promote BAS program offerings.	• BAS Administration • BAS Leadership • BAS Community Advisory Committee Members (CAC)	• Meeting Time • Electronic Survey • Data Collection	Fall 2020 – ongoing	• Meeting Agenda • Meeting Minutes • CAC Member Survey Results	• BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Community Advisory Meetings • BAS School Calendar • BUSD Board Presentation(s)
1.2　　BAS will continue to engage with the Community Advisory Committee (CAC) by gathering input from existing members about which future community and/or business partnerships could be mutually beneficial to BAS and prospective business/community partners.	• BAS Administration	• Meeting Time • BUSD Approval	Continuing	• Meeting Minutes • Meeting Agenda • Regional Labor Market Information (LMI) Data	• VWIB Meetings • BUSD Board Meetings • BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Community Advisory Meetings
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.	• BAS Administration • BAS Leadership Team • BWC Staff • VJC Staff	• Instructional Staff Salaries • Curriculum Development Time	Continuing	• Meeting Agendas • Meeting Minutes • New Courses • Client Attendance Rosters • Client Satisfaction Surveys	• VJC Management Collaborative Meetings • All-Staff Meetings • Leadership Team Meetings

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
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.	• BAS Administration • BAS Leadership Team • BAS Instructional Staff • BAS Counseling Staff	• Meeting Area, Materials • Staff Meeting Time and Professional Development Hours • Instructor Salaries • Classroom Space	Annually	• Meeting Minutes • Meeting Agenda • Report of Action Steps • MOU's /Agreements with Community Colleges	• All-Staff Meetings • Leadership Team Meetings • Department Meetings
1.5 Utilize BUSD CTE instructional staff to create awareness of post-secondary options for BUSD high school seniors and adult education students.	• BUSD Administration • BAS Administration • BAS Counseling Staff • BAS CTE Instructional Staff	• Department Meetings • Staff Meeting Time and Professional Development Hours • Paid meeting time • Symposium Costs	Continuing	• Meeting Agendas • Meeting Minutes • Report of Action Steps • Symposium Schedule • Student and CTE Staff Surveys	• BAS All Staff Meetings • BAS Department Meetings • District Collaborative Meetings

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.

Burbank Adult School School-wide Learner Outcomes (SLOs) Addressed:

- **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 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 global society.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
2.1 BAS instructional staff in Academic, CTE 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 for Adult Education produced by the Office of Vocational and Adult Education (OVAE).	• BUSD Administration • BAS Administration • BAS Leadership Team • BAS Department Chairs •	• Paid Meeting Time • Training Materials • Staff Development Presenters • OVAE Document	Continuing	• Meeting Agendas • Meeting Minutes	• BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Department Meetings
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.	• BAS Administration • CASAS Coordinator • BAS Department Chairs •	• Paid Meeting Time • Training Materials	Continuing	• BAS CCRS Roll Out Plan • Meeting Agendas • Meeting Minutes • Sample Instructional Lessons • TOPS Enterprise Reports	• BAS All-Staff Meetings • BAS Leadership Team Meetings
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.	• BAS Administration • BAS Leadership Team • BAS Department Chairs	• Instructional Staff Salaries • Curriculum Development Time	Continuing	• Meeting Agendas • Meeting Minutes • TOPS Enterprise Reports • Leadership Team Department Action Plans	• BAS All-Staff Meetings • BAS Leadership Team Meetings

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
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.	• BAS Administration • BAS Leadership Team • BAS Instructional Staff • BAS Counseling Staff	• Meeting Area, Materials • Staff Meeting Time • Professional Development Hours	Fall 2019-Ongoing	• Meeting Minutes • Meeting Agenda • New CCSS Assessments for ABE, ASE, and ESL	• All-Staff Meetings • Leadership Team Meetings • Department Meetings • District Collaborative Meetings
2.5 All academic, CTE, and ESL courses will be revised to reflect integration of CCRS so that all student will have access to high-quality instruction and will demonstrate proficiency on assessments.	• BUSD Administration • BAS Leadership Team • BAS Instructional Staff	• Department Meetings • Staff meeting time and professional development hours	Continuing	• Meeting Agendas • Meeting Minutes • Report of Action Steps • TOPS Enterprise Reports • New Courses Outlines	• BAS All Staff Meetings • BAS Department Meetings • District Collaborative Meetings

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.

Burbank Adult School School-wide Learner Outcomes (SLOs) Addressed:

- **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 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 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.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
3.1 ESL department will develop and implement exit exams for each level.	• BAS Administration • BAS Leadership Team • BAS Department Chairs	• Paid Meeting Time • Training Materials • Staff Development Presenters • OTAN/CALPRO Training	Spring 2020 – Fall 2020	• Meeting Agendas • Meeting Minutes	• BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Department Meetings
3.2 Teachers in Academic, and CTE programs working through PLCs will research, develop and implement Exit Exams.	• BAS Administration • BUSD Technology Services Staff • BAS Leadership Team • BAS Department Chairs	• Funding for Instructional Technology and Software	Spring 2020 – Spring 2021	• Meeting Agendas • Meeting Minutes • Site Technology and Instructional Plan	• All-Staff Meetings • Leadership Team Meetings • BAS Department Meetings
3.3 Counseling department will continue to utilize the student planning surveys, spreadsheet count of HS Graduates, and student log of visits to Counseling to monitor student progress.	• BAS Administration • BAS Leadership • BAS Department Chairs	• Staff Meeting Time • Professional Development Hours • Staff Development Presenters • OTAN/CALPRO Training (to be removed)	Fall 2019-ongoing	• Meeting Agendas • Meeting Minutes • Participant Feedback Surveys	• All-Staff Meetings • Leadership Team Meetings • BAS Department Meetings

Task	• Personnel Responsible	• Resources	Timeline	• Evaluation	• Reporting
3.4 Teachers and counselors working through PLCs will develop and implement course feedback surveys for all departments, including CTE, Parent Education and Enrichment.	• BAS Administration • BAS Leadership • BAS Department Chairs	• Department Meetings • Staff Meeting Time • Professional Development Hours	Spring 2020 – Spring 2021	• Meeting Agendas • Meeting Minutes • Student Assessment Data	• All-Staff Meetings • Leadership Team Meetings • BAS Department Meetings
3.5 Teachers working through PLCs will research available software to identify targeted areas of students' instructional needs.	• BAS Administration • BAS Leadership • Department Chairs	• Department Meetings • Staff Meeting Time Professional Development	Fall 2020 – Spring 2021	• Meeting Agendas • Meeting Minutes Student Assessment Data	• All-Staff Meetings • Leadership Team Meetings • BAS Department Meetings

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 actives citizens in the community.

Burbank Adult School School-wide Learner Outcomes (SLOs) Addressed:

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 numbers.

•**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 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.

Task	Personnel Responsible	Resources	Timeline	Evaluation	Reporting
4.1 BAS to provide continuing professional development for staff to stay up-to-date with ever changing technology.	• BUSD Administration • BAS Administration • BAS Leadership Team	• Meeting Time	Ongoing	• Meeting Agendas • Meeting Minutes • Report of Findings	• BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Department Meetings • CDE Newsletters
4.2 BAS will identify online academic resources to provide additional/continuing education opportunities for students.	• BUSD Administration • BAS Administration • BAS Leadership Team	• Instructional Staff Salaries • Curriculum Development	Fall 2019 – ongoing)	• Meeting Agendas • Meeting Minutes • Report of Findings	• BAS All-Staff Meetings • BAS Leadership Team Meetings • BAS Department Meetings • CDE Newsletters
4.3 Teachers working through PLCs will integrate technological practices into model lesson plans.	• BAS Administration • BAS Leadership Team • BAS Departments Chairs	• Meeting Area, Materials • Staff meeting time and professional development hours • Staff Development Presenters • OTAN/CALPRO Training	Fall 2020 – Spring 2021	• Meeting Agendas • Meeting Minutes • New Integrated Education and Training (IET) Courses	• BAS All-Staff Meetings • BAS Department Meetings • BAS Leadership Team Meetings