

**Six-Year-Term Mid-Cycle Visit
Visiting Committee Report**

**Western Association of Schools and
Colleges**

For



Lynwood Community Adult School
4050 E. Imperial Highway
Lynwood, CA 90262

Lynwood Unified School District

February 18, 2015

Visiting Committee Members

CHAIR

Dr. Laurel Adler
Superintendent
East San Gabriel Valley ROP/Technical
Center

MEMBER

Mr. Mel Vines
Assistant Principal
Simi Valley Adult School and Career
Institute

Midterm Accreditation Report

INTRODUCTION

Lynwood is a compact (4.8 square miles) and diverse community located just 16 miles southeast from downtown Los Angeles. Since the last Accreditation visit in 2012, there has been little change in regard to the population, ethnicity, and income levels in the city. The population has increased slightly from the initial report of 69,755 to a U.S. Census report of 71,371 (U.S. Census estimate in 2014). Additionally, the ethnicity of Lynwood also shows slight changes from the reported ethnicity of 2012:

Ethnic Group	2012	2014 *
Hispanic	84.5%	86.6%
African American	10.4%	10.3%
American Indian and Alaskan Native	1.2%	0.7%
Asian	0.08%	0.07%
Native Hawaiian and Pacific Islander	0.04%	0.03%
White Non- Hispanic	2.9%	2.2%
Two or more races	1.0%	1.4%

*(U.S. Census estimates 2014)

Lynwood's population remains a youthful population with a median age of 24. Additionally, over 32% of the population is under the age of 18. Per capita income increased slightly from \$12,144 in 2012 to \$12,374 in 2014, however, 23.7% of the population remains below the poverty level.

Lynwood Unified School District serves over 15,000 students in its 12 elementary schools, 3 middle schools, 3 high schools and one adult school. Lynwood Community Adult School (LCAS) offers classes in English as a Second Language (ESL), Vocational Nursing (VN), and Program for Older Adults (POA) during the day at several locations

throughout the city but the principal site for the day program is located at 11277 Atlantic Ave. (Atlantic Site). Classes in Adult Secondary Education (ASE), ESL, Adult Basic Education (ABE), Independent Study, and Career Technical Education (CTE) are offered during the day at this facility. ESL and CTE classes are offered Monday through Friday, from 8:15am to 10:00am, 10:15 am to 12pm, and Monday through Thursday from 12:30pm to 2:30pm. Adult Basic Education classes are offered Monday through Friday, from 8:15am to 10:15am, 10:20am to 12:20pm, and Monday through Thursday from 1pm to 3pm. Adult Secondary Independent Study is offered Monday through Wednesday from 3pm to 4pm.

The principal site for the evening program is located at 4050 Imperial Hwy. (Lynwood High School). Classes offered at the Imperial Site include English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), High School Equivalency Preparation, and Career Technical Education (CTE). ESL classes are offered Monday through Thursday from 6:15pm to 8:15pm, and all other classes are offered Monday through Thursday from 5pm to 9:15pm,. Demographic information from our attendance system (Adult Information Management System) reveals the following about our students:

Ethnicity	2014
Hispanic	88.0%
African American	10.0%
White	1.1%
Pacific Islander	0.2%
Asian	0.3%
Filipino	0.3%
American Indian	0.1%

According to the latest census data, LCAS offers classes that meet the needs of the community. For example, according to the census data, 31% of the population over 25 years of age has less than a ninth grade education. Additionally, 18% of the population over 25 years of age has an education between 9th and 12th grade with no diploma. As has been stated previously, LCAS offers Adult Secondary Education classes, Adult Basic Education classes and High School Equivalency preparation classes and testing both in the day and evening. Moreover, over 83% of the population speaks a language other than English at home. Our own student survey bears this out with over 85% of respondents stating that Spanish was their native language. To meet this need LCAS offers ESL classes in the morning, afternoon, and evening.

Since 2012, LCAS has participated in district wide professional development activities that focus on utilizing research based instructional strategies and designs. Topics included Common Core Correlation, Cooperative Grouping, Elements of Essential Questions, Hour Glass Strategies, Close Reading Strategies, Extended Writing and Editing, and Project Based Learning. Most recently, LCAS has been engaged in implementing Project Based Learning (PBL) models in the classroom. With significant content (Common Core) coupled with 21st century competencies, students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers. Project work is focused by an open-ended question (Driving Question) that students understand and find intriguing, which captures their task or frames their exploration. Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question. The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.

In 2013, Lynwood Community Adult School was successful in obtaining A through G approval for its academic courses from the University of California/California State University system. Course offerings during the day were expanded to include all levels of English (9, 10, 11, and 12), Social Studies (U.S. History, U.S. Government, Economics, and World History), Mathematics (Pre-algebra, Algebra, and Geometry), and Science (Biology, Chemistry, and Environmental Science).

With the State of California's adoption of Assembly Bill 86, funds have been committed to consortia of K-12 and community college districts to collaborate to improve adult

education services by creating linkages and seamless transitions between the two educational systems. To that end, the regional consortium that has been formed here locally is called the Tri City Adult Education Consortium. Meetings began in January 2014 between Compton Community College District, El Camino Compton Center, Compton Unified School District, Paramount Unified School District, and Lynwood Unified School District, and have continued weekly since that time. Lynwood Community Adult School has been very involved in this process, and is committed to working with other members of the consortium to create a plan that will enhance the educational experience of all adult students in the region.

Most recently, in January 2015, LCAS has entered into a Memorandum of Understanding with Westview Services Inc. to provide Art and Basic Education classes to its clients. Westview is a Community Based Program that provides instructional support, and exposure to purposeful activities that promote community integration and development in vocational, self-care, and communication skills for adults with developmental challenges. LCAS provides a qualified instructor and the facility to host the classes. Westview provides transportation and staffing support for its clients. Westview's clients are supervised and supported through the program within a staffing ratio of 1:4.

Follow-Up Process

The Leadership Team (Principal, Assistant Principal, Instructional Leads, Department Heads, Classified Staff representatives, and Certificated representatives) met in June, 2012 to clarify and add specificity to the LCAS School wide Action Plan that was requested by WASC. The newly formulated Action Plan was submitted to WASC in August, 2012 and accepted by WASC. The Leadership Team has the responsibility for monitoring progress on the School wide Action plan. The team has been meeting regularly (bimonthly) to assess progress on key issues, discuss additional information pertaining to key issues, and to confer with persons/committees responsible for initiating follow-up procedures on steps to address key issues. Further, assessment of the progress on key issues, steps to be taken, and any additional information pertaining to key issues were discussed at regularly scheduled staff meetings. During these meetings, staff met in focus groups to examine the Action Plan, and discuss key issues that were addressed and key issues that needed modification or resolution. As an outgrowth of these discussions, a Technology Team was formed to address all technological issues at the Adult School.

SCHOOL PROGRESS ON KEY AREAS FOR FOLLOW-UP

Growth Area 1 – Technology

Key Issue: 1.1 Provide technology training for all staff

In order to provide meaningful technology training for all staff, it was determined that information from staff-wide needs assessments (2013-2014 Lynwood Unified technology self-assessment, 2013 Workforce Investment Act Title II El Civics Technology Plan) and input from regularly scheduled day/evening staff meetings would be used when formulating technology training for staff. The needs assessment indicated that staff needed training in basic computer operations, document management, virtual communication and collaboration, and online assessments. To address these needs, the Technology Team developed a Technology Training Plan which utilized Project Based Learning. Three Adult School teachers attended Project Based Learning and Integrated Technology professional development provided by the Los Angeles County Office of Education. These teachers became trainers for project based learning activities at LCAS.

On July 28 to July 31, 2014, thirty teachers were invited to Teaching of Technology and the Common Core. Teachers learned how to infuse technology into the curriculum via internet resources. In addition, Adult School staff has been made aware of available training resources such as Outreach and Technical Assistance Network (OTAN), California Learning Resource Network (CLRN), Comprehensive Adult Student Assessment System (CASAS), California Adult Literacy Professional Development Project (CALPRO), Adult Ed Online, Adult Literacy Education Wiki, and Kahn Academy. Classified staff has attended various Lynwood Unified School District technical training sessions involving student attendance (Aeries) and employee attendance (AESOP). LCAS has also provided the opportunity for interested classified staff to attend LCAS's Excel class.

Key Issue: 1.2 Provide online registration option

The Leadership Team evaluated the infrastructural needs of our Adult Information Management System (AIMS), and it was determined that the system needed software upgrades, and a new server was also needed to accommodate our data and software upgrade needs. In July, 2013 a virtual server was established at LUSD Technology Department, and AIMS software upgrades and system backups are now automatically scheduled. Additional findings indicated that the AIMS Network capacity needed a third party “module” to facilitate online registration and payment options. Presently, LCAS continues to work with the LUSD Technology Department and the Business Services Department to resolve this issue.

Key Issue: 1.3 Offer online classes

APEX Learning is a Seattle, Washington based provider of blended and virtual classrooms, and has been approved by the Board of Education and Lynwood Unified School District as the provider for our blended online classes. The blended online classes meet graduation requirements and cover the full breadth and depth of the Common Core State Standards. APEX has an array of courses: Advanced Placement (AP), credit recovery and Common Core in math, science, English, social studies, world languages, and electives. LCAS staff has received an overview of the APEX Learning System on October 31, 2014, and subsequently, a part time instructor was hired to oversee/teach all of the online classes. The LUSD Board of Education approved our blended online classes for instruction beginning January 5, 2015 through June 2015

Key Issue: 1.4 All day and evening classes will have access to computer labs

In September, 2012, the LVN computer lab was upgraded with fifteen new computers, and the computer lab at the Atlantic Site received all new terminals, operating systems and software upgrades, and a new printer. The schedule of classes was adjusted to include an additional morning session so that students would have an extra opportunity to add a computer class to their schedules. Findings from the Technology Team revealed that the mobile labs at both the Imperial Site and Atlantic Site were no longer sustainable (non-functioning laptops, outdated capacity/connectivity issues, etc.). As a result, sixty new laptops were ordered for mobile labs to be used at both sites. It is anticipated that the mobile labs will be available for student use beginning in April, 2015.

Growth Area II - Community Connection

Key Issue: 2.1 Increase community participation on Advisory and CTE Committees

In the area of Community Connection, Lynwood Community Adult School continues making efforts to reach out to community members, businesses and organizations that can collaborate with the Adult School to enhance educational/vocational opportunities for our students. For example, our website has a community outreach tab that enables interested parties to complete contact information for our Community Advisory Committee, and our flyers include invitations for community members to join our Community Advisory. As a result of discussions among Leadership, Technology, and staff members, LCAS will continue to increase community participation by establishing contacts through our Advisory Committee, our Tri City Consortium, our Board of Education presentations, and LUSD meetings. Since 2012, Community participation on the Advisory Committee has increased. The CTE Committee has become a subcommittee within the Advisory Committee. LCAS CTE teachers join with various community business members to discuss possible linkages in terms of internships, job readiness skills, and job openings.

Key Issue: 2.2 Identify and pursue additional funding/resources within the community to support the achievement of student learning outcomes.

When Lynwood Community Adult School partnered with Westview Services Incorporated, it gained a valuable partner. LCAS was able to reach and serve a segment of the community (disabled adults) that had been underserved, and Westview Services was able to add needed services for its clients. LCAS is also thankful to Westview Services for its monetary support of the classes.

Through the relationships established via the Advisory Committee, LCAS has been able to provide support services for students. For example, representatives from Cal State University Long Beach and St. Francis Hospital have informed students of further educational/vocational opportunities. Additionally, St. Francis provides the clinical setting for our Vocational Nursing students. When LCAS hosts the Literacy Fair and Career/Health Fairs, community organizations support these events by donating their time and money (i.e. food, flyers, and brochures) and by providing informational presentations.

LCAS also participates in the Assembly Bill 86 Planning Grant with Paramount Unified School District, Compton Unified School District, and El Camino Compton Center. The Tri City Adult Education Consortium (Tri City AEC), has been meeting with prospective regional partners (one stop centers, Workforce Investment Boards, business owners, Department of Public Social Services representatives, community/state college representatives, students, and staff) to add their perspective in serving the needs of the students in this region. LCAS has been fully participating in this process. Through these regional consortia, it appears that future funding for adult education in the state will be based on findings from reports for the consortia statewide.

Growth Area III – Communication

Key Issue: 3.1 Schedule staff and departmental meetings, day and evening, utilizing the same agendas to ensure best practices.

Day staff meetings are scheduled during the same week. The same agendas are utilized so that there is uniformity in the distribution of information, and that there is consistency in best practices. For example, professional development activities in the day are the same activities practiced at night. Further, departmental meetings are held

in the day, and the same information is communicated to both day and evening staff. In addition, all key communication issues are distributed via memos, email, and in person.

Key Issue: 3.2 Formalize staff collaboration in interdisciplinary curriculum reviews.

Staff has been involved in a regular scheduled cross curricular class visitation whereby Adult Secondary Education (ASE) instructors visited English As a Second Language (ESL) classes, and ESL instructors visited Adult Basic Education (ABE) and ASE classes. Instructors were granted release time (substitutes were used) so that they could visit the classes for the entire instructional period. After the visitation, the teachers debriefed with members of the Leadership Team and discussions regarding room environment, teaching strategies, and curricular content ensued. Findings were shared with the visited teacher and with all staff at regularly scheduled staff meetings. Joint meetings between day and evening teachers continue to be a challenge during the school year due to individual teacher schedules (job and home). However, the joint meeting with all staff members is most successful at the beginning of the school year, and findings from visitations are shared with day as well as evening staff.

Key Issue: 3.3 Increase partnerships and collaboration with community organizations

As has been discussed in Key Issue 2.2, LCAS has been able to provide support services through contacts established via the Advisory Committee. Besides the organizations previously mentioned, LCAS provides High School Equivalency testing for the Dream Center (community based organization) clients, and provides community classes for older adults at the Lynwood Senior Center, Bloomfield Convalescent, Lynwood Health Care, Royal Oaks, and Vista Veranda. In addition, our Nursing Assistant students receive clinical training via an agreement with Lighthouse Convalescent. LCAS will continue to explore collaborative relationships/partnerships within the Advisory Committee as well as the community at large. We will continue to invite participation in our Advisory Committee through advertisement (brochures, flyers, website, digital marquee, etc.) and word of mouth (ASB meetings, memorandums, Board of Education Meetings).

Growth Area IV – Funding Resources

Key Issue: 4.1 Inform stakeholders of available resources

LCAS' goals are to have resources to support LCAS' Mission and student achievement of the School wide Learner Outcomes (SLOs). Fortunately, the community of Lynwood, and the Board of Education are supportive of the mission and goals of Lynwood Community Adult School. Communication of available funding resources is consistently communicated to all stakeholders. The Adult School budget and resources for the school year is communicated to the school community through Advisory Committee meetings, Leadership Team meetings, Associated Student Body (ASB) meetings, staff meetings, and Board of Education meetings. Additional resources, as they are acquired, are also communicated in the above aforementioned manner.

Key Issue: 4.2 Explore additional funding opportunities available for Adult School education

LCAS has applied and received Workforce Investment Act, Title II: Adult Education and Family Literacy Act funding and Carl Perkins funding. These funds are used to augment ESL, ABE, ASE, and Career Technical Education programs. As was mentioned previously (2.2), LCAS participates fully in Assembly Bill 86 Planning Grant with the Tri City Consortium. It is undetermined, at this point in time, when additional funding will be available for adult education in the state. However, LCAS will continue to explore additional funding opportunities through its contacts within the Tri City Consortium, LCAS Advisory Committee, and existing partnerships.

It is worthy to note that additional resources, in the form of food and beverages, have been made by Superior Markets and Smart & Final, and that community members have volunteered in the classroom and in our community events (Health/Career Fair, Literacy Fair).

Growth Area V – Assessment

Key Issue: 5.1 Improve current data collection process

To LCAS' data collection efforts, student registration forms were analyzed by the Technology Committee, and findings indicated that collectible demographic data was missing. It was recommended that we switch to a scannable registration form so that

missing demographic data could be captured. Scannable registration forms were purchased and an implementation of this process will occur after training takes place in June, 2015. A Data Team was formed and, as a result of the Team's discussions, a Data Flow Chart was developed. The Data Flow Chart not only shows key positions of data collection responsibility, it shows the types of data that is collected and to whom it is forwarded (see appendix).

In addition, data interpretation, use of data for instructional purposes, data collection process, and curriculum development are topics of our Data Reflection professional development meetings.

Key Issue: 5.2 Monitor student transitions as they meet their personal and educational goals

At the beginning of each term students are asked to develop goals that are Specific, Measurable, Attainable, Relevant, and Timely (SMART). When the term is completed, the student is then asked to reflect on his/her goal. This reflection benefits the student because it allows students to measure their progress, and it allows them the opportunity to reassess their goal. The Adult School celebrates the attainment of student goals through various forms of student recognition (certificates of completion, Student of the Month, Annual Awards Banquet, Student Newsletter). Additionally, students are encouraged by staff to continue striving to set, meet, and set new goals for themselves.

In our CTE Medical Programs(Vocational Nursing, Nursing Assistant, and Medical Assistant), students are surveyed after finishing the class to determine if students have found employment or if they are continuing their education.