



TURLOCK ADULT SCHOOL SELF-STUDY REPORT

**350 N. Kilroy Road
Turlock, CA 95380**

Turlock Unified School District

October 14-16, 2024

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

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Introduction

Turlock Adult School (TAS) located in Turlock, California serves approximately 1,200 students through the following programs: Adult Basic Education (ABE), Career Technical Education (CTE), Community Education (CE), Citizenship Prep, English as a Second Language (ESL), High School Diploma (HSD), and High School Equivalency (HSE). To promote diversity, equity, and inclusion the school staff participates in yearly training on diversity and inclusion through the school district's yearly mandated training. TAS seeks to include staff that can speak the various languages of enrolled students. In the Fall 2023 semester in partnership with the school district TAS enrolled in Language Link to assist with interpreting for our students. Partnerships are forged with agencies such as the International Rescue Committee (IRC) to ensure that students are registered into our programs. Through the Central Valley Immigrant Integration Collaborative Agency (CVIIC) free access to immigration services may be provided to students enrolled at TAS.

The staff at TAS consist of professionals from various cultural backgrounds that recognize the diverse needs of the students enrolled at TAS. Each student attends an orientation that promotes transition services to the various programs offered by TAS. The curriculum offered in our various programs is often reviewed to ensure it meets the needs of the diverse groups of students enrolled at TAS. In our ESL program we ensure that students are surveyed to assist in the selection of Civic Objectives and Additional Assessment Plans (COAAPs). To ensure that students have equitable access to our programs and curriculum we allow students to borrow Chromebooks and provide students with bus passes to use our city's transit system should they have that need.

TAS provides an array of programs to meet the needs of individuals and our community. Within our ABE program we offer a basic reading and writing course designed to assist students improve these skills allowing them to enter our High School Diploma Program and/or Career Technical Education Program. A basic computer education course is also available through our ABE program.

Our school reviews workforce outlook reports to determine appropriate CTE courses that will assist adult learners in securing living wage employment. For example, the Stanislaus County Workforce Development Board analysis of economic and labor force characteristics and trends was reviewed. The study provided extensive information covering economic growth by industry sector, labor force education levels and unemployment rates, and related job openings. In their 2021-2025 Local Plan the industry sectors of Healthcare, Transportation and Warehousing, Agriculture, and Manufacturing were identified as targets for development of Industry sectors. According to this Local Plan Health Care and Social Assistance account for 18% of the total employment of Stanislaus County and is expected to be the fastest growing occupation group in Stanislaus County with a 2.7% year-over-year rate of growth. Warehousing and Logistics has grown by 4.6% over the last five years and has a high concentration of workers compared to national trends. The Local Plan further cited JobsEQ statistics that reported Transportation and Material Moving as the largest major occupation group in Stanislaus County with 20,675 workers employed in this area. Based on

this report and other numbers we identified the following industry sectors and programs to include as part of our CTE course offerings: Certified Nurse Assistant (CNA), Medical Assistant (MA), Commercial Truck Driver's License, Electro-Mechanics Certifications, Fork-Lift Certification, Welding, and CPR Certification. Additionally, due to the high number of Spanish speaking individuals found within our community we offer Medical, Legal, and Immigration translation and interpretation courses.

Our High School Diploma program is the only program in our CAEP Consortium that offers in-person traditional instruction. Students also can utilize our online program offered through Edgenuity. This allows our school to meet the needs of individuals needing to complete their diploma for either career or educational advancement.

Due to the large immigrant population found in our community we offer a robust ESL program to assist students in learning English and understanding the cultural nuances of living in the United States. Our community has seen a heavy influx of Afghan refugees, and we seek to assist them by working with agencies such as the International Rescue Committee to place students in appropriate ESL classes. Within our ESL program we offer Beginning, Intermediate, and Advanced programs based on student CASAS scores. Additionally, we offer enrichment ESL courses. ESL courses are held at various locations in Turlock. One of our advanced courses is offered in a Hybrid format.

Our robust CE program provides our community with an array of enrichment courses that provide adults within our community the opportunity to explore an area of interest or recreation. Our courses include Ceramics, Assyrian, Spanish, Golf, American Sign Language, Community Gardening and Beautification, Basketball, Volleyball, and Knitting.

TAS also offers a HSE program for students preparing to take the GED or HiSET exams. Students may enroll in these courses to prepare them to be successful on these exams. Students also set up a HiSET or GED test account during the prep courses and are encouraged to take one of the exams.

Planning for the Spring 2024 Full WASC Accreditation visit began in the fall of 2022 through monthly staff meetings where the WASC process was reviewed, and focus questions were reviewed by breakout groups to determine the current state of the school. The leadership team met monthly to review the WASC process and analyze data and practices. During the 2023-2024 school year several CTE partners were asked to participate in monthly staff meetings to provide input into the WASC report. The TAS leadership team members started holding focus groups meetings, analyzing staff and student surveys, and summarizing strengths and weaknesses in accordance with the WASC criteria this school year. Schoolwide data analysis meetings have been in place over the past three years; however, through the WASC process we were able to carefully study our school processes and develop plans to ensure that systematic processes are in place for ongoing school improvement. The leadership team also ensured that everyone's input was taken into consideration as action plans were developed. The amazing willingness of staff to do what it takes to help students succeed is phenomenal. They have the commitment to continue to dedicate their time and talents to the schoolwide plan. They have a clear understanding of the need for these Action Plans to be ongoing for the benefit of all students.

Chapter 1: Progress Report

Three significant developments occurred since our initial visit that took place in Spring of 2021. Principal Linda Alaniz retired at the end of the 2021 school year. A new principal Jessie Ceja was hired and assumed principal duties in July of 2021. Dr. Ceja reviewed WASC findings and continued to meet with the leadership team to review action plan goals and continue to develop a plan of action. Several of the recommendations set forth through the WASC action plan were reviewed and implemented.

Secondly, after nearly six decades of being located at the TUSD district office our physical location moved to our current location on the Westside of Turlock. The move to a new site necessitated the purging of several items and the review of programs and offerings to ensure that the continued needs of students were met at our new school site. With the move to the new school site new technology is available to teachers, allowing enhancement of their instructional delivery practices. Also, with the move to the new site TAS analyzed locations to host classes. TAS continued its partnership with the Salvation Army, Hope Church, and The Raley's Community Center to host classes. Additionally, classes continue to be held at Turlock High School, Pitman High School, Earl Elementary, Cunningham Elementary, Crowell Elementary, Turlock Junior High, and Dutcher Middle School. Expansion of course offerings took place at Pitman High School and Dutcher Middle School.

Thirdly, after providing distance learning during the COVID-19 shutdowns, TAS returned to in person learning in the Spring of 2022. The return to in person learning assisted us in implementing several strategies to better serve students. Currently our CNA, Associate of Child Development Certification, and one section of Advanced ESL are offered through distance learning or hybrid model. Additionally, we were able to issue students district provided email addresses to assist with communication and other course requirements. During distance learning several new digital instructional programs were utilized that TAS continued to use. Burlington English, and Google Classroom are two programs used in many of our classes. Chromebooks are also made available to students in need of devices to access their course materials. Several classes also have Chromebook Carts.

As a result of the return from distance learning TAS was also able to revive its CTE program. The return to this allowed the school to review current CTE offerings and review career outlook data to determine new programs to offer and programs to continue. Based on the Stanislaus County Workforce Development Board analysis of economic and labor force characteristics and trends TAS determined that a Class A Commercial Truck Driver Program should be offered to meet the needs of several logistics' companies located in our region. Additionally, with the opening of an Amazon Distribution center OSHA Forklift Safety Certification courses were added. The need for individuals to fill careers in the medical fields led to the addition of a Medical Assistant program. Additionally, the need for child development teachers led to the establishment of a partnership with UC Merced and the Stanislaus County Office of Education to add an Associates of Child Development Teacher

Credential program. TAS also partnered with VOLT Institute to offer an Electro-Mechanics program to meet the needs of our region's ever growing manufacturing industry.

In the Spring of 2021, the following items were identified as areas for follow up in the Initial WASC Action Plan:

- There is a need for an ongoing and sustained Leadership Team comprised of representatives from the faculty and staff groups.
- Formalize a process for teachers to collaborate across and between departments and programs to analyze data and make data-based decisions to inform instruction as needed.
- There is a need for greater professional development participation by certificated and classified staff.
- Increase Communication across all stakeholders.

The Continuous Improvement Plan (CIP) for 2021 addressed the need for greater professional development. With a goal that included the following six steps were found within this action plan. They included:

- Research and attend PD opportunities with an emphasis on the use of technology
- Coordinate PD participation among certificated, classified, ESL, ABE, ASE, Citizenship, and CTE
- Participation in PD with plan for implementation with departments
- Evaluate a full year of PD and results on increased student learning
- PLC training for Leadership Team
- Communicate schoolwide results with all stakeholders

Due to continued restrictions with the pandemic and the change in leadership little progress was made on this CIP plan. Several members of the leadership team did attend Professional Learner Communities training facilitated by CALPRO and there has been tremendous progress made by our ESL team in the implementation of a PLC team. The professional development goal was continued in the 2022 CIP plan. Additionally due to decreased student enrollment because of the pandemic an additional goal to increase student enrollment was added to the 2022 CIP plan. During the 2022 school year, members of our staff continued participating in PLC training facilitated by CALPRO, and also attended the CASAS Summer Institute. Training on CASAS data was also provided at staff meetings. ESL teachers also received training in both Burlington English and Ventures curriculum during the summer of 2022 and in the summer of 2023 received training on using CASAS data to better utilize Burlington English to assist student growth. In 2023 there was no CIP plan created due to the completion of the WIOA-Title II: Adult Education and Family Literacy Act Application submission during the 2022-2023 school year. This year's CIP plan will address findings from this WASC report and action plan.

The Leadership Team has regularly scheduled monthly meetings where items including the WASC Schoolwide Action Plan are reviewed. Regarding the first goal of the action plan TAS has regular Leadership Team meeting that consist of faculty and staff. Therefore, the first goal of our WASC Action Plan is being met.

TAS has made some small gains on our second goal. The ELD team has made tremendous strides in creating a PLC team that meets regularly. Additionally, greater collaboration has taken place among our CTE partner agencies including their inclusion at our monthly staff meetings. There is still much growth to make in the area and will continue to be one of our action plans.

The need for greater professional development action plan goal was previously addressed and will continue to be an action plan goal. The challenge with this goal is the configuration of our school and the fact that there are no “full time” teachers. We have asked members of faculty and staff to attend CASAS Summer Institute. Staff and faculty have also been briefed on CALPRO and OTAN resources available to them to pursue staff development. Faculty and staff also participate in yearly mandated trainings made available to all staff. Additionally, our counseling team attends staff development offered by local colleges and universities. TAS principal has also attended the CALPRO Leadership institute. Faculty and staff have also had the opportunity to participate in district safety training, Clifton Strengths Finder, and Educator’s Thriving Training. Staff development on CASAS data reporting has also been reviewed during monthly staff meetings.

TAS has also addressed the goal of increased communication across all stakeholder groups. Faculty and staff receive regular emails regarding items of importance. The faculty and staff also attend monthly staff meetings where items such as the WASC Action Plan and Schoolwide Learner Outcomes are discussed. Additionally, items such as the use of TOPSpro TE have been addressed. As mentioned earlier CTE partners are invited to monthly staff meetings. CTE programs are also reviewed with our CTE partners to determine what changes if any are needed or if new programs may be offered. The orientation process has also been updated to better assure that all students receive information about the services available to them through TAS. Prior to testing all students view a video regarding programs available at TAS. The principal and/or counselor are available to answer questions from students after the video. Students in the CNA, Medical Assistant, and Associate of Child Development programs are given an orientation to their respective programs prior to enrollment.

In reviewing TAS’s accreditation history it appears that TAS lost accreditation in 1997 due to not completing its accreditation cycle and revisits. Initial accreditation was granted in March of 2021. During this full accreditation visit TAS has utilized findings and action plans from the initial visit of 2021. As previously mentioned, many steps have been taken to meet the goals, actions, and areas for follow up left during the initial visit that took place in March of 2021. CASAS data is utilized to help determine additional areas for follow-up and focus. As mentioned, due to the pandemic enrollment at TAS took a major dip during the 2021-2022 school year. A goal and actions were established as part of the CIP process to increase student enrollment and enrollment grew significantly during the 2022-2023 school year. In order to improve school enrollment steps such as greater program marketing was implemented. TAS placed adds in local media and attended several community events to increase awareness of programs offered and as such has seen continuous enrollment growths. Due to the increase in language other than Spanish and English TAS has purchased

a subscription to Language Link. This helps us better communicate with the ever-growing population of middle eastern refugees that have been enrolled at our school.

As we continue with efforts at improvement; one area of growth not found in our report is to increase the number of offerings in hybrid/hyflex models. This will allow us to assist our population of students. Currently we offer an Advanced Level ESL class in the hyflex model. Our CNA, Medical Assistant, and Child Development courses are offered in hybrid fashion. We also offer high school diploma courses through an online portal known as Edgenuity. This allows students the option to take courses online if they choose. We currently offer courses throughout the community of Turlock and will continue to assess if the need to include courses in other locations in town may be warranted.

Chapter 2: School Profile and Supporting Data and Findings

Turlock Adult School (TAS) is in a primarily rural community, nestled within the heart of California's Central Valley. Turlock is a unique, conservative small town with a population of 72,000. Due to its agricultural production, it is a major economic force in the region. It is becoming more urbanized due to population shifts coming from the Bay Area. It is less than a couple of hours away from destinations such as Yosemite National Park, Lake Tahoe, the state capital of Sacramento, Santa Cruz, San José, and the Monterey Bay Area. Highway 99 runs north and south, and Interstate 5 parallels it to the west. Turlock is the location of CSU Stanislaus, with UC Merced 45 minutes east, Merced College to the south, and Modesto Junior College to the north. Due to its geographic location, Turlock Adult School also serves the adjacent communities of Denair, Hughson, Waterford, Keyes, Mountain View, Crows Landing, Stevinson, Delhi, Hilmar, Livingston, Atwater, Merced, Patterson, Newman, and Westley. Since its inception, Turlock Adult School has maintained the goal of serving the populations living in and around Turlock in need of literacy skills necessary to achieve their personal goals and interests. TAS was instituted in 1967.

In July of 2022 TAS moved to its new location at 350 N. Kilroy Road in Turlock. The school currently occupies an office, two classrooms, and a computer lab. Most classes are offered at satellite school campuses within the Turlock Unified School District, in addition to the local Salvation Army, Raley's Community Center, and Hope Church. With the move to the new site, we now share a campus with Roselawn Continuation High School where we hold most of our evening classes. TAS operates within the Turlock Unified School District, which serves over 14,000 K-12 students in nine preschool/TK and Head Start programs, nine elementary sites, two junior high/middle schools, two comprehensive high schools, two alternative education programs and one adult school (TAS).

Turlock Adult School is one of fifteen schools that comprise the Yosemite Stanislaus Mother Lode Consortium. Of all the adult schools within the consortium, Turlock Adult School serves the largest population of adults by far. Each year TAS serves just over 1000 students, not including those enrolled in self-funded, community-based self-enrichment classes. Programs offered at TAS include High School Diploma, High School Equivalency, Adult Basic Education, English as a Second Language, Career Technical Education, and self-funded Community Education enrichment classes. In addition, pending space availability, TAS serves concurrent high school students who benefit from TAS's high school diploma courses offered to supplement their education plan to graduate from their home high school on time. Typically, approximately 20 concurrent students are funded through the TUSD LCAP funds and are not included in the numbers listed below or any other school data. Fall 2023 student enrollment was as follows:

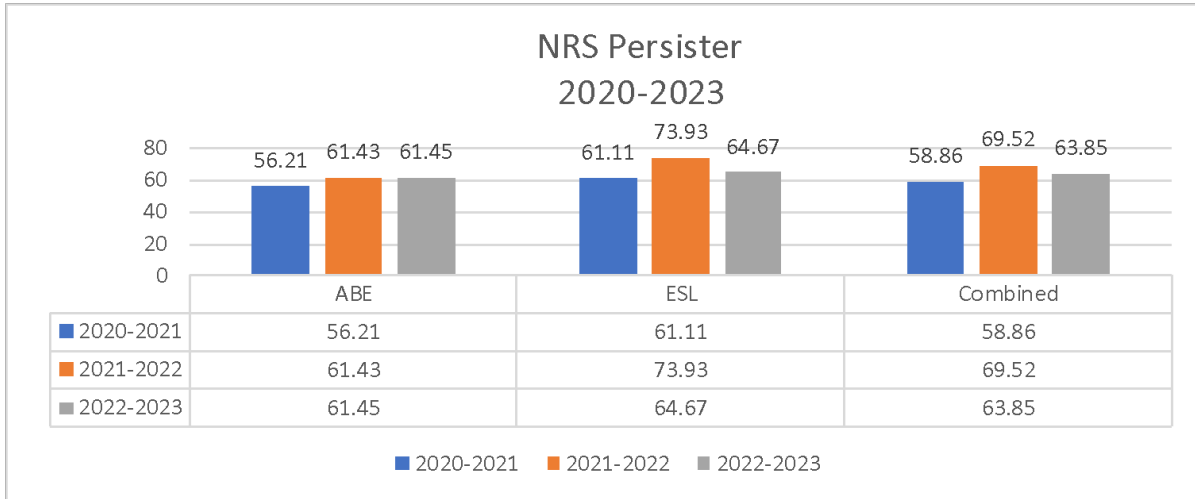
- ABE program-19
- ESL program- 323
- High School Diploma program- 285

- High School Equivalency program- 53
- Career Technical Education-307 (CTE classes include English/Spanish Medical and Legal Interpreting courses, a Certified Nurse Assistant program, Medical Assistant, Class A Truck Driving License, Electro-Mechanics, Forklift Certification, First Aide/CPR, and certification courses in Microsoft Office and QuickBooks.)
- Citizenship-20
- Community Education self-enrichment classes-259

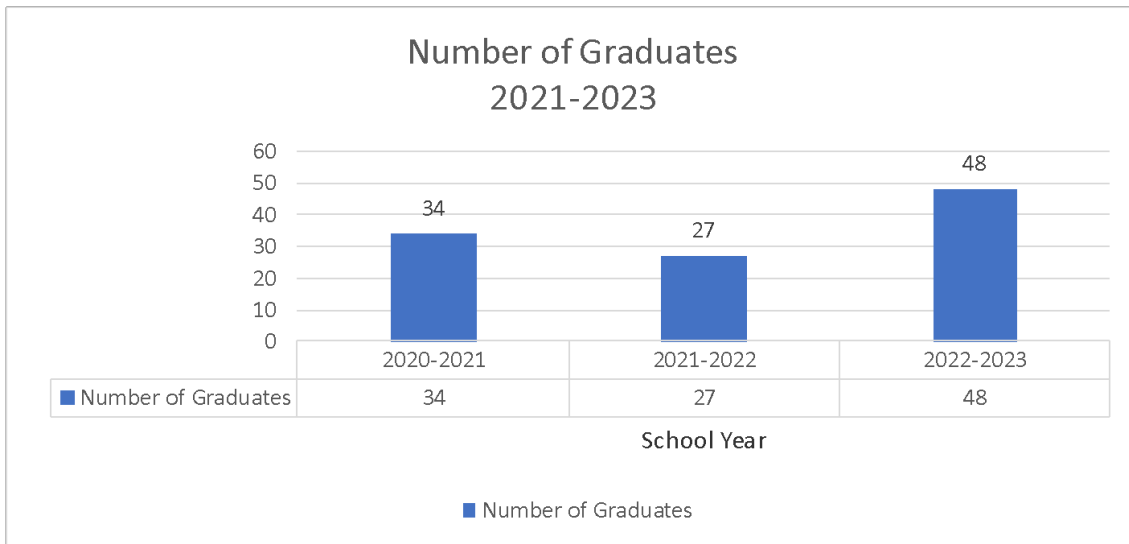
Most classes are capped at 30-35 students per class. Some classes have a limit of 20 students, depending on the type of program. Our class attendance averages approximately 15 students per class. CTE courses allow students the opportunity to earn a certificate in a respective industry. Students can earn certificates in Microsoft Office Specialist, Quick Book Essentials, Electro-Mechanics, Medical Interpreting, Legal Interpreting, Family Law, Immigration Law Interpreting, Welding, Forklift Safety Certification, and CPR/First Aid. Students completing our Class A-Commercial Truck Driving Program may earn a Class A Driver's License. Students completing our CNA and Medical Assistant programs in addition to earning certificates may earn state licensure in each of these fields. Our Associate of Child Development Program provides students with the opportunity to earn their Associates of Child Development Credential.

Student and enrollment trends over the past three years have demonstrated an increase after a return from the COVID-19 pandemic. During the 2021-22 school year, TAS saw a fall enrollment of 384; this increased to 701 during the spring of 2022, due to a return to in-person instruction. In the fall of 2022, our enrollment increased to 888, and to 980 in the spring of 2023. As of August 30, 2024, our fall enrollment is 1,214, with registration continuing until September 13th. The increase in enrollment may be attributed to a full return to in-person instruction after the COVID pandemic, as well as a strong marketing campaign that has included ads in local newspapers and social media outlets, outreach to TUSD schools, and attendance at community events such as Turlock's Weekly Flea Market, Foster Farms, and El Concilio.

The demographics of our school have remained relatively the same over the past three years including the following ethnic breakdown Hispanic 51%, White 22%, Asian 11%, Black 2%, and 15% other/non-specified. Although our demographic trends remain relatively unchanged, we have seen an influx of students enrolling from middle eastern nations particularly Afghanistan. The native language trends of the student population are primarily Spanish at 53%, and English 24%. Other small percentages include Farsi, Arabic, Punjabi, Pashto, Portuguese and Assyrian. Although the school serves all adults 18 and older, many students enrolled range between 25-39 years of age which has also remained stable over the past 3 years. Gender percentages have remained relatively the same with the female ratio of 2 to 1 compared with males.

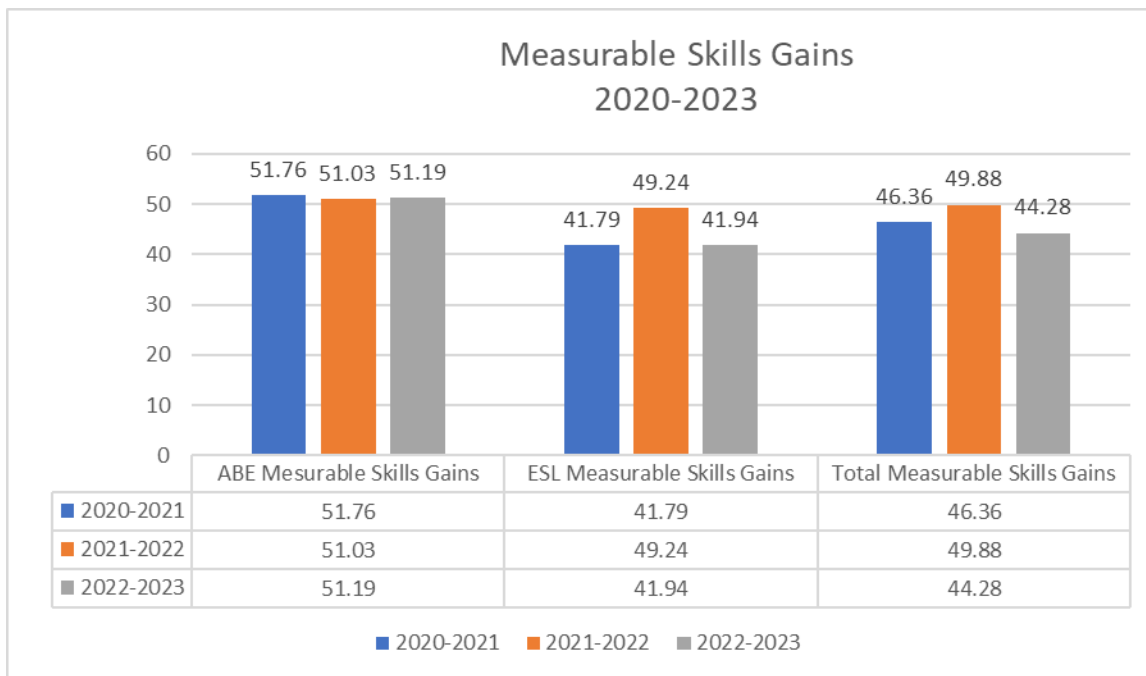


With regards to the data from the NRS Persister Chart located above, the data indicates that there was an increase in the percentage of persisters from the 2020-2021 school year to the 2021-2022 school year. The percentage of persisters during the 2022-2023 school year although higher than the 2020-2021 school year did decrease from the 2021-2022 school year. In order to address the number of students remaining enrolled in our programs, teachers are asked to notify the office when students have missed more than two days of instruction so that appropriate office staff may follow up with them to determine if the school can assist the individual in any way possible to ensure their continued enrollment.



As the graduation numbers indicate, we saw a decline in the number of students graduating from our HSD program. This was in large part due to students not returning to our program after the COVID-19 pandemic. Due to outreach by our counselors, we have seen an increase in graduates during the 2022-2023 school year. The 2023-2024 school year has seen an increase in the number of students enrolled in our HSD program and therefore we expect the graduation numbers to increase. Upon enrollment in our HSD program

students schedule a meeting with one of our counselors to review their transcript and are placed in appropriate classes to ensure their graduation. Counselors and office staff also follow up with previously enrolled students to ensure that they continue enrollment in our program to ensure their graduation.



Regarding measurable skills gains as determined by CASAS data our ABE students’ skills have remained relatively unchanged during the three-period reviewed. Our ESL numbers saw a major increase in percentage of students earning a measurable skill gain during the 2021-2022 school year. The number however declined for the 2022-2023 school year to 41.94% slightly higher than the 2020-2021 school year. To help with ESL students’ Measurable Skills Gains the ESL staff has engaged in Professional Learning Community processes to improve data review and lesson delivery. Additionally, the staff participated in professional learning focused on reviewing CASAS data and matching this to instruction utilizing Burlington English and Ventures.

Currently, one of our Advanced ESL classes is held in a hybrid format. Our CTE CNA and Associate of Child Development programs are conducted in hybrid format as well. Subsequently, CNA theory classes are held in a virtual format with students participating in clinicals and labs in person. Associate of Child Development courses are held online with students conducting observation and experience hours in person. Students enrolled in these CTE programs have been successful in completing these programs due to the flexibility to complete their respective program.

As part of the previous self-study process, TAS developed (3) Schoolwide Learning Objectives (SLOs) based on the Mission of the school and in alignment with the WIOA and CAEP Annual Plans. TAS Schoolwide Learning Objectives are:

1. All students will develop and create a plan to achieve their personal, academic and career goals.

2. All students will develop the hard and soft skills necessary to achieve their personal academic and career goals.
3. All students will become active and responsible members of our diverse community.

In reviewing the SLOs all programs are connected to our SLOs. Our HSD students all meet with a counselor to determine an academic plan that will lead to successful completion of a high school diploma. All students seeking to enroll in our HSD or HSE programs meet with a counselor or administrator to determine the program most appropriate for meeting their needs. Teachers remain current on educational trends to ensure that their courses are preparing students to meet their goals while also ensuring they become active and responsible members of our community.

All ESL students are provided with an orientation and counselors provide presentations in ESL classes to make students aware of the various programs available at TAS beyond our ESL program courses. Counselors also meet with ESL students to assist them with such items as transitional services, job applications, interview skills, and resume building. Additionally, with student input COAPPS are identified to assist students with the speaking, listening, reading, and writing skills they will need to be active members of our diverse community. COAPPS have included interacting with medical professionals, first aid skills, and rental/lease agreements.

TAS provides an array of programs allowing student development of hard and soft skills associated with careers available through our CTE programs. As previously mentioned, our CTE offering includes an Associates of Child Development Certificate program that leads to a state credential providing the students the hard and soft skills necessary to become active and responsible members of our diverse community. Programs such as CNA, MA, Welding, Electro-Mechanics, Courtroom and Medical Interpreter, and Professional Truck Driving programs also provide students with the skills necessary to become active members of our diverse community.

Our Citizenship Preparation class and Basic Computer Skills class provide community members with skills that will assist them in successfully passing their US Citizenship Test or basic computer skills that will assist them in utilizing computer programs and applications that will assist them in work or everyday life.

Finally, our Community Education program provides our community with courses that will help in enriching their lives. Conversational Spanish, American Sign Language, and Conversational Assyrian all assist in ensuring that students can be actively engaged in our diverse community. Other Community Education courses such as Ceramics, Basketball, Volleyball, and Knitting help our students in reaching their goals of being life-long learners and active members of the community.

Chapter 3: Self-Study Findings

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

TAS School Mission

The mission of Turlock Adult School, a unique and diverse learning community, is to support students in developing real-world abilities and meeting individual goals in a safe and responsive environment.

Vision

At TAS we are committed to student success by:

- Designing a plan to help students identify and achieve personal, academic, and/or career goals
- Evaluating student academic and performance levels in order to identify and meet individual learning needs
- Creating opportunities for staff collaboration and professional development in order to increase student achievement
- Expanding and supporting programs in partnership with regional entities to improve student opportunity

Schoolwide Learner Outcomes

Turlock Adult School Students Will...

- Develop and create a plan to achieve their personal, academic, and career goals.
- Develop the hard and soft skills necessary to achieve their personal academic and career goals.
- Become active and responsible members of our diverse community.

Goals

- Increase the number of students pursuing post-secondary education upon completion of high school diploma or its equivalency.
- Increase the number of students entering the workforce upon completion of CTE programs
- Increase the number of English Learner students transitioning to ABE, ASE, and or CTE programs

The TAS mission statement was developed through a committee composed of members representing each of the stakeholders in the school community. The mission statement is regularly reviewed at staff meetings. Most recently, the leadership committee revisited the mission statement through the lens of the WASC criteria. The current mission

statement is communicated through a variety of means. It is posted on the school’s social media accounts, course catalogs, and student enrollment packets. Mission statement posters are in each of the TAS offices, hallway and classrooms. Additionally, the Mission statement is shared with students during their orientation. Posters with the Mission, Vision, SLOs and Goals are available for teachers to post in their classes.

Turlock Adult School’s mission statement provides the foundation for all programs. The implementation of the mission directs and focuses on how the school meets the current needs of the students. It is the basis for all program development. For example, as we add new courses the Mission and Vision statements are reviewed to ensure that new programs are relevant to our students.

As part of the WASC process, the leadership team along with new staff members have reviewed the SLOs and attempted to find means for assessing student attainment of the SLOs. Through discussion one of the goals of our next WASC cycle will be to review the SLOs to ensure they are relevant and measurable.

The table below lists our SLOs and examples of evidence to track student attainment of the SLOs:

Schoolwide Learner Outcomes	Assessment Methods or Instruments
All students will develop and create a plan to achieve their personal, academic, and career goals.	<ul style="list-style-type: none"> • Goal setting activities in classrooms • Goal setting plan and transcript evaluation plan developed with the counselor
All students will develop the hard and soft skills necessary to achieve personal and academic goals.	<ul style="list-style-type: none"> • COAAPs • Group and individual projects • Student self-assessments and surveys • Use of Chromebooks for learning • Use of district-issued Gmail for effectively communicating with school staff • CASAS outcome and achievement reports • TE reports on program completers • An array of CTE programs
All students will become active and responsible members of our diverse community.	<ul style="list-style-type: none"> • Participation in classroom discussions and group exercises, as well as school and community events and activities • Leadership roles in the community as measured by TE follow-up surveys • Attendance data from classes and events

All staff, both classified and certificated, play a key role in ensuring that all educational programs are current, especially regarding curriculum, instructional materials, instructional methods, and course outlines. All core HSD classes use the TUSD adopted curriculum. The HSD teachers teach to the standards and are allowed to supplement the curricular program to help students reach those standards. Cambridge Ventures was selected in 2014 and continues to be used as a core ESL program as well as Burlington English that was selected in 2021. Additionally, the HSE program teacher chose to use the Edgenuity curriculum for the GED/HiSET prep courses. The teacher supplements with Kaplan GED exam prep. The Spanish HSE program continues to use the Houghton Mifflin Harcourt Steck-Vaughn Spanish GED preparation consumable books for each of the subject areas. Our citizenship teacher continues to participate in webinars related to Citizenship Prep and updates the curriculum as necessary and continues to use Pearson's Voices of Freedom, Fourth Edition, to implement during this school year. The ABE teachers select appropriate curriculum based on the assessed student needs.

Turlock Adult School reviews courses and programs in direct response to community needs. Enrollment data is frequently reviewed to determine whether classes in each program are meeting the current enrollment needs. Community-based, self-enrichment classes are carefully monitored to ensure that there are enough students enrolled to cover the cost of the instructor. Classes not reaching the minimum enrollment required are either canceled or postponed for another semester. In addition, student requests, whether through the enrollment process or through phone inquiries, are also noted. If 10 or more students request a specific class, that will initiate the process for implementing that type of course. For example, recent requests have led to the addition of Volleyball, Fitness, and Ballroom dancing courses. Additionally, due to the demand in our Golf courses additional sections have been added.

Classes are also considered based on labor and economic trends. In the summer of 2022, the Stanislaus County Workforce Development Board's analysis of economic and labor force characteristics and trends was analyzed to determine additional CTE course offerings. The industry sectors of healthcare, transportation and warehousing, agriculture, and manufacturing were identified as targets for development of industry sectors. Based on this report the following actions were taken regarding our CTE program:

- A one-day forklift certification course was added to the CTE schedule in the fall of 2022
- A professional truck driving program was added to the schedule in the Fall of 2022
- A Medical Assistant program was added to the schedule in the Fall of 2022
- An Electro-Mechanics program was added to the schedule in the Fall of 2023
- VOLT on the Go will also provide weeklong trainings in related to manufacturing trades in the Spring of 2024
- A one-day CPR/First Aid certification program was added in the Fall of 2023

To fill the void in other in demand industry sectors an Associates of Child Development in partnership with Stanislaus County Office of Education and UC Merced was added to the schedule in the Spring of 2022. Additionally, the offerings in our interpreting

and translation programs were expanded to include Immigration Interpreting, Document Translations, and level two courses in Medical and Legal interpreting. Through the CAEP Consortium, members ensure that CTE programs do not compete with one another. All new CTE programs must be approved through the CAEP Consortium.

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

Areas of Strength

1. The school regularly reviews courses and programs to meet the needs of the students.
2. Teachers use the current research-based district adopted curriculum.
3. The school coordinates program offerings with other adult schools in the consortium.
4. COAAPs are developed with the input of students.
5. Counselors meet with HSD students to review transcripts and develop an academic plan.

Areas of Growth

1. More time is needed to fully implement and refine the SLOs across all programs.
2. The school needs to build formative assessment methods to monitor growth.
3. TAS reviews the mission statement to ensure it aligns with programs and SLOs.
4. There is a need for development of academic plans in the areas of ESL, ABE, CTE, and HSE.
5. Developing means to allow students to explore more real-world options within the classroom setting.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

School Authority

Turlock Adult School functions under the Turlock Unified School District (TUSD) K-12 school system. The members of the TUSD Board of Trustees oversee the entire school system, which is led by the superintendent. The TUSD Board of Trustees is composed of seven elected members of the community. According to TUSD Board policy, the role of the Board is described below:

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the district by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel.
 - b. Overseeing the development and adoption of policies.
 - c. Establishing academic expectations and adopting the curriculum and instructional materials.
 - d. Establishing budget priorities and adopting the budget.
 - e. Providing safe, adequate facilities that support the district's instructional program.
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.

The Board of Trustees desires to represent the community and provide leadership in addressing community issues related to education. To identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community.

The Board has adopted an overarching mission statement. TAS has an established mission statement that aligns with the district's overall mission. The mission was established with members of all stakeholders. The mission continues to be revisited and revised as relevant to the current population needs. The 2023-24 TUSD Vision, Mission, Beliefs and Objectives are as follows:

Vision

All students will become self-motivated, responsible citizens who graduate college and career ready.

Mission

Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

Beliefs

We believe that...

- Every person is unique and has inherent value.
- Every person can be a successful learner. People are accountable for their actions.
- Family engagement is essential to the academic and social-emotional success of students.
- Honesty, integrity, and respect build trust in all relationships.
- Motivation, grit, and mindfulness are necessary to achieve full potential.
- High expectations yield greater levels of performance.
- A quality education enriches all lives by creating and expanding opportunities.
- Positive role models inspire excellence.
- A service mindset is vital to a thriving community.

Objectives

- Students will demonstrate proficiency in all subjects.
- Students will achieve personal goals tailored to their aspirations for college and career.
- Students will develop and demonstrate positive character traits.
- Students will earn a diploma or successfully complete their Individualized Educational Program (IEP).

LCAP Goals

- Curriculum & Instruction: Provide guaranteed and viable learning from highly qualified teachers who use adopted materials and effective instructional practices to implement standards.
- Safety & Security: Uphold policies and procedures and maintain facilities that reflect a safe, secure environment and inclusive culture.
- Academic Achievement: Utilize a multi-tiered system of supports to increase academic achievement and promote college and career readiness among all students.
- Parent Engagement: Expand opportunities to increase parent and family involvement to support District initiatives.
- Social/Emotional Supports: Provide social and emotional learning to enhance student success.

Turlock Adult School functions under the Turlock Unified School District (TUSD) K-12 school system. The members of the TUSD Board of Trustees oversee the entire school system, which is led by the superintendent. The TUSD Board of Trustees is composed of seven elected members of the community. According to TUSD Board policy, the role of the Board is described below:

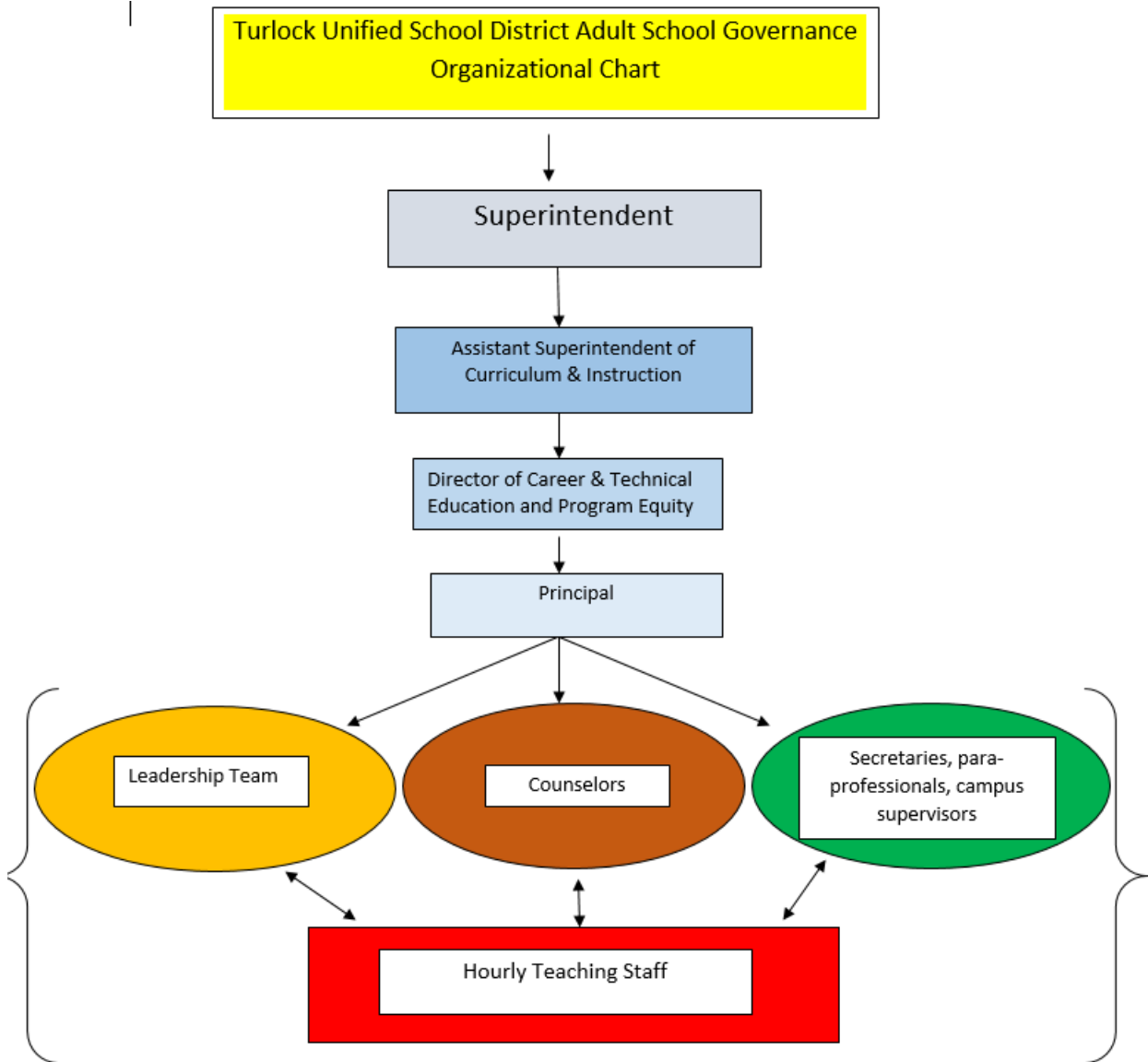
The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. The Board shall work with the Superintendent to fulfill its major responsibilities, which include setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.

1. Establishing an effective and efficient organizational structure for the district by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel.
 - b. Overseeing the development and adoption of policies.
 - c. Establishing academic expectations and adopting the curriculum and instructional materials.
 - d. Establishing budget priorities and adopting the budget.

- e. Providing safe, adequate facilities that support the district's instructional program.
- f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements.

The Board of Trustees desires to represent the community and provide leadership in addressing community issues related to education. To identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community.

The following chart outlines the organization structure of TAS:



In accordance with TUSD board policy, “The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination. Board policy stipulates that when a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates. The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations, when appropriate, as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee to rank

candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law. For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.”

All TUSD principals, including the TAS principal, currently meet with the superintendent and small cabinet on a bi-weekly basis. The principal also attends the Superintendent's Cabinet meeting every other month. Timely information and reports from each of the Assistant Superintendents; departments are shared to assist principals in making appropriate changes necessary to continue to effectively lead and manage the schools. Additionally, the Assistant Superintendent of Curriculum and Instruction has resumed the regularly scheduled monthly meetings with principals. Timely information from each of the directors' offices i.e., curriculum, assessment, secondary education and program equity, and student services, is discussed to ensure all are following Board policies and procedures necessary to carry out the mission of the district, LCAP, and each school's mission.

The adult school principal has been given full authority to lead and manage the adult school. She leads and manages TAS with the assistance of the leadership team to help the school continue to fulfill the school's mission during day-to-day operations. The principal meets with secretaries on a weekly basis to ensure that data collection, reporting, and other enrollment and attendance procedures are implemented. The principal also meets with the counselors frequently to discuss the school's procedures for outreach, academic counseling, student attendance and progress monitoring, as well as health and resources. The paraprofessionals meet with the principal before the beginning of each semester to receive CASAS training and updates necessary for proctoring pre- and post-tests. CASAS data meetings are held twice a year with the entire faculty to set schoolwide goals at the beginning of the year and again in January for a mid-year data analysis to review and discuss progress toward goals. Teachers also receive a review of how to access and analyze their own classroom CASAS data reports to help them guide their instruction. All professional development is brought forth by the principal based on teacher requests and assessed needs of the school. This year the professional development has a strong focus on the WASC process and data review.

ESL teachers meet collaboratively in monthly ESL PLC meetings facilitated by the principal to review data, discuss enrollment and recruitment strategies, share and learn new teaching strategies and plan for instruction and assessment of COAAPs. ESL teachers also can attend paid approved training offered outside of the district to help them with their own professional development needs. Since all the high school diploma teachers also teach the same subject at one of the district's high schools, supplemental professional development is offered through CASAS, OTAN and CALPRO to enhance their strategies to meet the needs of the adult learner. All staff, certificated and classified, are given the opportunity to attend district-led staff development that is in alignment with the mission of TAS. All staff are also

given the opportunity to attend paid approved staff development offered outside of the district to help them meet the needs of the students served. If such professional development occurs outside of the regular workday, staff are paid extra hours for attending.

Many checks and balances exist to ensure that the decisions made by the principal and administrators of Turlock Adult School are aligned with the district mission and meet the ethical standards as required by Board policies and administrative regulations. In addition to collaborative decision-making processes at the school level, the principal consults as needed with district-level staff regarding the budget, expenditures, grant requirements, and proposed changes to the bargaining unit contracts.

The principal strives to maintain a collaborative decision-making process, which has led to positive interactions within the school and has helped build trust among the stakeholders. The principal seeks input from staff through individual meetings, subject matter department meetings, Leadership Team Meetings, and office staff meetings. Staff and student surveys contribute to the decisions that will help further the school's goals. Transparency and data-making decisions are goals that the principal strives to achieve when meeting with staff and seeking input to write schoolwork plans for CAEP, WIOA, and the district summit that is presented to the superintendent's large cabinet at the beginning of each year. All plans have common goals that align with the school mission; the leadership team continues to meet to facilitate the school improvement process efforts. Moving forward, members of the leadership team will be reviewed each year for any possible changes in personnel, ensuring that a representative from each job classification is always represented.

As a result of the WASC process a school climate survey was given during the beginning of the Spring Semester of this school year. Results among the classified and certificated teachers were very similar in most areas. Overall, the leadership team determined that most members of the school have an overall positive perception of the school culture and school processes. A few areas of need noted in the survey were also taken into consideration when developing the Action Plans.

A variety of methods are used to evaluate the decisions made by various school leaders and groups to ascertain their effectiveness. Students give yearly feedback during the middle of the semester regarding learning with technology. ESL students give feedback on a survey regarding what topics of interest they would like to learn about each year. Yearly COAAPs are developed based on feedback from the ESL students.

The counselors also maintain communication with the teachers to share information on current student supports as well as make themselves available to conduct in-class presentations. The counselors communicate school-wide events such as the college and career resource fair, college education nights, and presentations from various service providers.

Many checks and balances exist to ensure that the decisions made by the principal are aligned with district procedures and meet the ethical standards as required by Board policies, administrative regulations and the district. In addition to collaborative decision-

making processes at the school level, the principal consults as needed with district-level staff regarding the budget, expenditures, grant requirements, and proposed changes to the bargaining unit contracts.

Turlock Adult School, as part of the Turlock Unified School District, falls under the policies and procedures of the district. All district policies are published on the district website. Specific policies and contracts with bargaining units are found under the Human Resources section of the district website. Adult school staff manuals can be found in the shared Google Drive for the school year. Student handbooks for adult students can be found on the school's website.

Typically, new policies or procedures are relayed by the principal to the counselors and office staff during weekly meetings. Paraprofessionals, campus supervisors, and teachers provide valuable feedback when new procedures are put in place, to determine if some adjustments need to be made to benefit the students. Two-way communication with the stakeholders of the school has proven beneficial in providing clarity to the work that needs to be done. The principal maintains an open-door policy for anyone who has an issue or concern that they wish to discuss privately. Every staff member has the principal's cell phone number and may contact her any day or time.

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

Areas of Strength

1. There are many opportunities for paid professional development available to all staff.
2. The school has implemented monthly staff meetings to improve communication and provide further opportunities for staff development.
3. Staff members have a strong commitment to the goals of the school.
4. The ESL team has a strong collaborative team.
5. The Leadership team was established and meets regularly.

Areas of Growth

1. The need for greater collaboration between and among the various TAS departments.
2. The need for more staff input on the development of staff meeting agendas.
3. The need for staff development in the use of CASAS and formative data to guide teacher instruction.
4. The use of more survey data to guide site decisions.
5. The development of a student input group.

Criterion 3: Faculty and Staff

TAS has always strived to recruit, hire and train staff to meet the needs of the diverse population of students served. Sufficient professional development is available to help the

staff in increasing and enhancing the skill sets necessary to meet the diverse needs of the population. TAS teachers hold credentials and qualifications as required for their positions.

Turlock Adult School Staff	
Principal	1
Teachers	35 (46 with Community Education)
Counselors	1.3
Paraprofessionals	(2) .375 FTEs, (4) .22 FTEs
Office Staff	(3) FTEs, (1) .75 FTE
Campus Supervisors	(2) .30 FTEs

All certificated staff hold the appropriate credentials certified through the California Commission on Teacher Credentialing. In addition, the principal and counselors must also hold advanced degrees and certifications. All instructors, except for community education classes, have California teaching credentials. Single subject matter teachers hold credentials in the subject which they teach. The intervention teachers for all subjects hold Special Education teaching credentials. They can offer tutoring to any student and also carry out IEPs for students under 21. ESL, HSE, and ABE teachers hold California teaching credentials that allow them to teach in self-contained classrooms for adults. Teachers who already work full time within the district are members of the Turlock Teachers Association collective bargaining unit.

Some of the instructors in the community education self-enrichment classes are former college instructors or have teaching credentials, although not required. Most hold other types of certifications and most have extensive experience and knowledge of the subject they teach. Ceramics, Conversational Spanish, and Basketball are among an array of classes offered each year. In the Spring of 2023, the Garden Planning/Community Beautification class was added. Additionally, due to high community requests Ballroom Dancing returned to our schedule in the Spring of 2024.

Classified staff members are also well-qualified for their roles. Human Resources maintains the qualifications necessary to fulfill the duties of the position. All TAS classified staff are represented by one of two collective bargaining units. The American Federation of Teachers and Classified Employees (TC-AFT) Local represents secretarial staff and California School Employees Association-Chapter 56 (CSEA) represents the paraprofessionals and campus supervisors. The principal works directly with the Human Resources department for any open TAS position and initiates the hiring process in accordance with the TUSD policies and bargaining contracts related to recruiting and hiring.

Staffing needs are determined depending on the staff classification and program. Staff positions are reviewed when resignations and retirements occur to determine whether the position is needed based on student enrollment. For example, student enrollment fluctuates and occasionally a section of math or English may no longer be needed if there are not enough students who need those courses to graduate. At times, there is no longer student interest in a particular CTE class; therefore, the course may be discontinued.

All teachers are paid hourly. Teachers understand that each position is temporary. Each year, the previous year's student enrollment guides enrollment projections for the following year. Prior to the beginning of each semester, teachers are offered a contract to sign and return. Over the past three years we saw several of our community education courses and CTE courses paused due to the pandemic. As we returned from the pandemic these courses returned. We also saw a decrease in enrollment due to the pandemic, however due to our return to in person instruction our enrollment numbers have grown.

Turlock Adult School follows TUSD Board policies and administrative regulations that govern how faculty and staff members are hired and evaluated. All Board policies related to hiring practices are posted on the district website. Qualifications and criteria are outlined in the job descriptions for each job classification. When TAS determines there is a need for hiring an employee, a request is sent to the Human Resources department. All open positions must be reviewed and must be approved by the superintendent's cabinet. After their approval, HR will post the position on EdJoin. All applications are reviewed, and interviews are scheduled based on a fair and equitable selection process by ensuring that certificated applicants possess the appropriate degrees and credentials. Classified applicants must meet the criteria as specified in the job description listed in the EdJoin posting. A team composed of TAS staff and occasionally HR staff, depending on the type of position, will interview the candidates, and the selection process is based on the best-qualified applicant.

The TUSD website clearly posts all personnel policies and procedures on the Human Resources page. There are nine sections listed on the page. Section 1) List of HR staff and contact information; Section 2) Annual Notifications section includes detailed information for each Board policy and administrative regulation for; CPS Prevention and Reporting, Complaints procedures, Complaints Concerning Discrimination in Employment, Complaints Concerning District Employees, Dress and Grooming, Drug and Alcohol Free Workplace, Employee Use of Technology, Family Care and Medical Leave Act, Health Care and Emergencies, Nondiscrimination in Employment, Non-school Employment, Sexual

Harassment and Uniform Complaint Procedures; 3) The bargaining unit section has links to each of the three contracts; 4) The Employment in TUSD section includes information on; current openings which can also be found posted outside the HR office, Certificated Employment stating the need to have or be eligible for a California teaching credential and/or administrative services credential when submitting an application, and Classified Employment information which includes that all of the postings are open for 5 business days with application timelines and testing that is required for most positions. A quick link to all current openings in TUSD is also available; 5) The Induction section includes information for candidates as well as mentors. Detailed information on the Induction program is clearly outlined, with specific dates, qualifications, helpful files, resources and a list of the Eight Essentials of Effective Instruction adopted by the district; 6)The negotiations section provides updates that are posted as they occur; 7) The Salary Schedules section contains salary scales for each position from Pre-K through adult education; 8)The Sexual Harassment Section includes more specific information on sexual harassment - personnel and sexual harassment-students along with the contact information of the District Compliance Officer and Title IX Coordinator for Employee Affairs and the District Compliance Officer and Title IX Coordinator for Student Affairs and Section 504/ADA Coordinator; and 9) Staff Information sections includes detailed information on the Affordable Care Act with a list of the district's health coverage, CalSTRS/CalPERS, Employee Safety, Substitute Teaching, Volunteer information and information on the Uniform Complaint Procedures, along with an FAQ or Employee frequently asked questions in the market place.

All employees of TUSD are required to complete online Keenan Training within the first 6 weeks of school as required by Assembly Bill 1432. New employees are required to complete such training before employment begins. Mandated Reporting, Harassment, Safety, and Diversity courses are some of the examples of online courses required by the district. In addition, this year each school site has begun to implement Equity Staff Development. The district's equity task force put together an equity plan that includes beginning in January monthly mini-professional development that is led by the principal. One meeting has taken place with more planned throughout the rest of this school year.

The majority of TAS staff belong to one of three units: TC-AFT Turlock Federation of Classified Employees for clerical and technology specialists, CSEA California School Employees Association Chapter No. 56 for campus supervisors and paraprofessionals, TTA Turlock Teachers Association and are evaluated based on the bargaining contracts. The human resources office communicates directly with the principal with a list of who is to be evaluated including timelines and type of evaluation whether they are permanent or probationary status.

For classified employees working under the TC-AFT collective bargaining unit contract, the TUSD Human Resources office provides the principal with a list of personnel to be evaluated including deadlines and type of evaluation whether they are permanent or probationary status. Probationary employees are evaluated as a probationary employee at the end of their first six months then annually thereafter. All permanent employees are evaluated yearly.

For classified employees working under the CSEA collective bargaining unit contract, probationary employees are evaluated at (5) and (9) months during their first year. After completing satisfactory evaluations, the new employee will be evaluated each year thereafter. All permanent employees are evaluated yearly.

The certificated teachers and counselors are evaluated according to the TTA contract. The primary purpose of the evaluation is to facilitate the professional growth of the employees in order to provide the finest possible educational opportunities for students. This is best accomplished when the evaluation is a continuing, cooperative, professional process between employees and evaluators. Evaluations are conducted at least once each school year for probationary employees and at least every other year for permanent employees. An evaluation will be completed at least every (5) years for personnel with permanent status who have been employed at least (10) years with the school district, and whose previous evaluations were rated satisfactory or above. The principal provides informal class observation feedback. Through a collaborative process, teachers asking for professional development related to their own professional growth and development is typically granted and paid for by the school. Occasionally teachers with more experience will be paired up with teachers needing a little more than PD. Newly hired teachers receive an orientation from the principal regarding the expectations for their specific job and a staff handbook and resources are shared. All teachers have the principal's cell phone number and can call or text her any time since the school is a 12-hour operation.

The principal is evaluated each year by her direct supervisor, Director of CTE and Program Equity. Frequent communication regarding the implementation of CTE programs, schoolwide programs and fiscal updates occur throughout the year.

The TAS principal strives to build capacity in all staff members so that they can provide the best possible education for the students. Professional development for all staff members occurs in a variety of ways. There are two annual staff development meetings. In addition, teachers receive paid professional development opportunities through the district, county office of education or outside agencies such as CASAS, OTAN, and CALPRO. Counselors have embedded time during the workday to collaborate with other counselors in the district and attend counselor conferences and workshops. Team meetings for paraprofessionals, office staff, and counselors are held more frequently throughout the year to keep abreast of all the CAEP, WIOA and CASAS requirements. Professional development opportunities are provided through State and Federal Accountability meetings, Regional Meetings, CASAS summer conferences, or any training needed to effectively do their jobs.

The biggest challenge of having school wide professional development is finding a common time that all teachers can meet to collaborate. Most teachers work full time during the day with occasional other work commitments during some of the days during the week. Evenings are difficult because most of the teachers teach for TAS in the late afternoons and evenings.

The principal provides staff development and collaboration opportunities through monthly staff meeting held the third Thursday of each month. Items of discussion have included data analysis, goal setting, WASC Self-Study Process, Staff Development

Opportunities, and School Safety. Other professional development has been offered over the past three years through Zoom and scheduled live training sessions offered through OTAN, CALPRO and CASAS. Occasionally, staff will meet to view a webinar in the TAS computer lab to ask live questions during the training and debrief as a group. Persistent staff development, accountability workshops and regional training webinars are examples of past training. The ESL team has also been active in creating a collaborative team that meets monthly.

Criterion 3: Faculty and Staff Summary

Areas of Strength

1. TAS has highly qualified staff.
2. Funding for professional development is available.
3. Monthly staff meetings are held to provide training and keep staff informed of key components of the TAS program.

Areas of Growth

1. There is a need for growth in creating collaborative teams.
2. TAS needs to establish a common collaborative time & purpose.
3. TAS staff need greater access to staff development related to adult education.

Criterion 4: Curriculum

TAS staff strive to provide students with relevant, engaging curricula that supports students' progress to meet the mission and SLOs. Some of the students that enroll at TAS have already viewed the course catalog and are interested in one or more of the programs that are offered i.e. ESL, HSE, HSD, Citizenship or ABE. Many of the students attend TAS because a friend or family member shared their positive experience with them. Apart from the HSD program, students can register, take a CASAS pre-test, and get enrolled in the appropriate class. Students wanting to enroll in the HSD program may register, take a CASAS pre-test and either provide transcripts or the school requests transcripts for the students. After we receive a student's transcript and they have enrolled and tested, a meeting is scheduled with the counselor to develop an educational plan. Since course offerings could be flexible, occasionally students will ask the office staff or counselors if TAS offers a particular course. If several students show an interest, the staff will alert the principal to see if it is possible to begin the frequently requested course.

Typically, students are surveyed at least once a year. All students respond to a technology survey and ESL students respond to an interest survey to determine which COAAPs will be taught that year. The surveys allow us to determine what programs to offer. Findings have prompted the counselors to devise a strategy for reaching out to more students through a variety of means to provide transition to higher education activities such as college awareness nights, class presentations on higher education options including community college, tech programs, and CTE programs. Based on the student feedback that the counselors obtain during the school year, this could result in increased CTE course

offerings and more college awareness activities offered at different times of the day to accommodate the students' schedules.

TAS teachers include mapping for all programs in the form of course outlines. Course outlines for each class are updated regularly. All the TAS courses are listed in the course catalog indicating the relationship among courses and prerequisites. Course outlines include textbook, course description, course objectives, list of topics and evaluation procedures. Many of the evaluation instruments that teachers use are listed in the methods of assessment section of the SLO chart in section 1.4 of this document.

ESL Program

The ESL teachers have been using Burlington English Core which is an online program and Cambridge Ventures English as their base programs to enrich interpersonal communication skills. Teachers also supplement their program using websites, internet videos, vocabulary flash cards and internet grammar lessons.

The ESL teachers use a variety of teaching strategies including student to student conversations, frequent checks for understanding, front loading of vocabulary, online videos, comprehension questions and writing assignments. These strategies provide a low affective filter and comprehensible input.

ESL classes are aligned to the CASAS ESL levels. Currently three levels of ESL are offered: Beginning, Intermediate and Advanced. Current enrichment programs include ESL and CNA. Additionally, last semester an Intermediate Listening and Speaking course was offered. Students that score out of ESL on both the CASAS Reading and Listening test are transitioned to the ABE program. A counselor or the principal meets with the student to provide program options for the student as needed. Students may opt to take the ESL enrichment class that is available for intermediate to advanced students while they are enrolled in an HSE or CTE course. For instance, the CNA program is developed as an IET program and is focused on students scoring at a high intermediate to advanced level. Students predominantly dominant in Spanish may not be aware that if they need to demonstrate completion of a high school diploma or its equivalent, the Spanish HiSET class is available to them. If time is not an issue for the student, they are encouraged to take an ABE course which can sometimes be taken at the same time as the HSE course.

The ESL department meets monthly as a group. The Lead teacher, ESL teachers along with input from the principal develop an agenda which includes data analysis, discussion of current relevant societal topics that students may be currently facing, sharing of school and community resources for English Learners. The ESL team shares best instructional practices and COAAP curricular and assessment planning. As one of the WIOA requirements for 231 and 243 funding, students must take an interest survey to determine which topics of study are relevant to their needs. Based on the results of the survey, the ESL teachers meet to discuss, create lesson plans, and assessments for one of the approved COAAPs listed on the CASAS website. Typically, three COAAPs are selected to be taught

throughout the school year. Teachers have also been provided with training on the core curriculum and on utilizing CASAS results to guide instruction using the Burlington English program. The following is our curriculum list for the ESL program:

<p>ESL Courses- All Levels</p>	<ul style="list-style-type: none"> • Burlington English ©2020 Burlington English Inc. • Ventures Series Levels Basic-Transitions 3rd Edition ©2018 Cambridge • Basic-Transitions 3rd Edition ©2018 Cambridge
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High School Diploma Program

High School Diploma teachers primarily use the subject matter district adopted textbooks. Some teachers supplement with other materials depending on the subject matter. Other resources include teacher created materials in Google Slide presentations, interactive worksheets, online resources including YouTube and Discovery Education. During the 2021-2022 school year we were able to adopt a new Earth Science curriculum-McGraw Hill’s Inspire Earth Series. Additionally, our American Government teacher utilizes the National Constitution Center’s Constitution 101 curriculum. To serve students on IEP or Section 504 plan an Intervention Support class is provided to students that is taught by credentialed Special Education Teachers. Additionally, we offer an online option to students needing to earn their high school diploma but not able to attend our in-person program. The curriculum used is Edgenuity and students work independently on this self-paced program. We have also been able to add Wood Art and Film Appreciation to our elective offerings.

The following table lists HSD graduation requirements:

SUBJECT	UNITS
Algebra	10
American Government/Economics	10
Biological Science	10
Career Technical Education/Fine Arts/ Foreign Language	10
Electives	60
English	30
Mathematics	10
Physical Education	10
Physical Science	10
US History	10
World History	10
Total	180

Prior to enrolling in our HSD or HSE program the student speaks with a counselor or principal to determine what option may be best. When time is a factor, the student is given the option of enrolling in the HSE program. If the HSD program is selected, the counselor outlines a plan for taking the required courses and enrolls the student in classes that meet the students schedule and capabilities. HSD students receive a course syllabus during the first week of class. Students in the HSD program receive explicit information on the number of credits required to earn an adult high school diploma through various media (website, transcript evaluation document, in class presentations, and during orientations.

All courses are taught using District-adopted curriculum coupled with the Common Core State Standards (CCSS) for California. The CCSS & District-adopted curriculum is listed below.

- College and Career Readiness Standards for English Language Arts and mathematics, and serves as the anchor standards for Common Core Standards
- California’s Next Generation Science Standards for California Public Schools, k- 12 (2013)
- California’s History Social Science Framework for California Public Schools, K- 12 (2016)

The following chart lists the curriculum for our HSD program:

Algebra I	Teacher Created Modules Found in Google Classroom
American Government/Economics	Impact California Social Studies Principles of American Democracy ©2019 McGraw Hill
Biology	Teacher Created Modules Found in Google Classroom
Earth Science	Inspire Earth Science ©2020 McGraw Hill
English Composition & Literature	Teacher Created Modules Found in Google Classroom
Film Appreciation	Teacher Created Modules Found in Google Classroom
Health Literacy	Teacher Created Modules Found in Google Classroom
Math Fundamentals	Teacher Created Modules Found in Google Classroom
US History	Impact California Social Studies United States History and Geography ©2019 McGraw Hill
Wood Arts & Crafts	Teacher Created Modules completed by students.
World History	Impact California Social Studies World History, Cultures and Geography ©2019 McGraw Hill
Edgenuity	Edgenuity ©2020 Edgenuity for all subjects through blended learning
Intervention Support	None

Adult Basic Education

Our ABE program is offered to students who need to improve their reading, writing, and math skills. This semester we are offering a Reading/Writing course in this area. Additionally, we are offering a basic computer class to assist students in the use of technology. Students are placed in the Reading/Writing course based on their CASAS scores. The Basic computer class offers students not familiar with computers the opportunity to improve upon their computer literacy skills.

The following lists our ABE Curriculum:

Improve Your Reading and Writing	<ul style="list-style-type: none"> • Vocabulary and Composition Through Pleasurable Reading ©1992 AMSCO School Publications • Challenger Adult Reading Series 2nd Edition ©2009 New Readers Press
Introduction to Computer Literacy	<ul style="list-style-type: none"> • Teacher Created Google Classroom Lessons

High School Equivalency

Our school also offers a High School Equivalency Program to assist students in preparing for the HiSET or GED test. This is recommended for students who do not want to enroll in our high school diploma program and would like to earn a GED/HiSET diploma. Prior to enrolling in this program students speak with the principal or counselor to discuss the option. Currently, the English HSE program uses the Edgenuity Online Program. We also offer a GED/HiSET Spanish Test Prep Course. Students use the single subject matter textbooks for GED preparation as assigned by the teacher.

The following table lists the HSE curriculum:

High School Equivalency	
HiSET/GED Prep - English	<ul style="list-style-type: none"> • HiSET Exam Prep ©2020 Kaplan • Edgenuity ©2020 Edgenuity for all subjects through blended learning
HiSET/GED Prep - Spanish	<ul style="list-style-type: none"> • Steck-Vaughn Razonamiento Matematico 2nd Edition ©2014 Aztec Paxen Publishing • Steck-Vaughn Estudios Sociales 2nd Edition ©2014 Aztec Paxen Publishing • Steck-Vaughn Ciencias 2nd Edition ©2014 Aztec Paxen Publishing • Steck-Vaughn Razonamiento a Través de Las Artes Del Lenguaje 2nd Edition ©2014 Aztec Paxen Publishing

Citizenship

TAS offers a Citizenship preparation class. Students enrolled in this class will also take an ESL class to improve upon their English Skills should this be needed. The teachers

provide information on the process for applying for US Citizenship with a focus on the test questions that will be asked during the US Citizenship Exam. Guests from the US Department of Homeland Security are invited to inform students of requirements and resources for gaining US Citizenship.

The following table lists the Citizenship Curriculum:

Citizenship Test Preparation	Voices of Freedom 5 th Edition © 2022 Pearson
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The Citizenship teacher focuses her instruction on civics and practicing the questions for the oral Naturalization citizenship exam. Students take the online CASAS citizenship exam and oral exam at the end of the school year. An ESL teacher certificated in administering the Practice Citizenship Interview Test (CIT) gives students the opportunity to prepare for the CIT. The ABE teacher assesses the students during the initial classes, surveys students on the reason for attending the class and develops curriculum based on the assessed needs and student goals. The Workforce Skills CNA teacher uses a variety of resources to teach the most frequently soft skills most sought by employers including building a resume and interview skills. This class is focused on the students enrolled in the IET CNA program. The goal of this program is to prepare the students to be successful in their CNA careers.

Career Technical Education Program

TAS offers a vast array of CTE courses. Since the initial WASC visit the following new CTE courses have been offered:

- Associates of Child Development Certification-Offered in partnership with Stanislaus County Office of Education and UC Merced
- Electro Mechanics- Offered in partnership with VOLT Institute
- First Aid/CPR- Offered in partnership with CPR and Safety Solutions
- Forklift Safety Certification- Offered in partnership with Western Pacific Truck School
- Medical Assistant- Offered in partnership with First Lady Permanente
- Professional Truck Driving -Offered in partnership with Western Pacific Truck School

Additionally, TAS continues to offer the following programs:

- Certified Nurse’s Assistant-Offered in partnership with First Lady Permanente
- Microsoft Office Specialist
- QuickBooks Essentials
- Spanish/English Interpreting (medical and legal)- Offered in partnership with California School for Translation
- Welding

Both the MOS and QB programs are self-paced online curriculum. When students have completed the course, TAS is a certified testing center. The teacher is a certified proctor through Certiport®, and he can give the exam online while proctoring the students. Successful completion of the exam qualifies the student to receive an industry recognized certification.

The CTE CNA portion of the program is conducted at an off-site facility called First Lady Permanente. The facility is equipped with the items needed for students to physically demonstrate learned skills. Students in the CNA course are required to enroll in the Workforce Skills CNA course and ESL students are required to enroll in the CNA ESL course.

Criterion 4. Curriculum Summary

Areas of Strength

1. Curricula are aligned with the state standards and CASAS competencies.
2. Materials and other resources including technology are allocated to each program.
3. Teachers and staff are willing to collaborate on student learning.
4. TAS has a strong CTE program with an array of industry approved certifications.
5. TAS is the only school in the Yosemite/Columbia Consortium that offers an in-person HSD program.

Areas of Growth

1. Formalized, curricular mapping is not in place for all programs.
2. More staff development on the adult content standards is needed for all programs.
3. More staff development is needed to ensure key district-adopted teaching strategies and best practices for adult learners.
4. Curriculum needs to be aligned across programs for smoother transitions of students.
5. Systematic planned team meetings across all programs need to be established.

Criterion 5: Teaching and Learning

TAS teachers strive to provide effective, engaging instruction in every program. The principal conducts regular classroom visits to ensure that students are engaged in meaningful and rich learning. In addition, the principal seeks feedback from students regarding their classes whenever possible. Oftentimes the counselors have received feedback from the students during their one-on-one meetings with students. Both positive and negative feedback are essential for providing support to teachers. In addition, data from CASAS scores, payment point summaries, CAEP student outcome reports and classroom observations are indicators that prompt the principal to have a conversation with a struggling teacher to provide further support which could include professional development, peer mentoring, materials, etc.

Through staff meeting and group discussions focused on teaching and learning, teachers reported that they utilize some of the following strategies: structured conversations, frequent checks for understanding, questioning strategies, frontloading vocabulary, scaffolded writing assignments, interactive worksheets, fun online quizzing apps, guided practice, visuals through document camera or videos, modeling, and differentiated instruction based on learner needs, etc.

Teachers also stated that student engagement is primarily measured by the students' participation in class discussions, teacher questioning strategies, group or individual products, and grades. The principal gathers feedback from observations and conversations during staff meetings to guide staff development. It also serves to identify teachers that can participate in leadership or mentoring roles to increase student success. More work in the area is needed to identify evidence toward progress of the created measurable SLOs.

In addition, the quality of classroom instruction is measured by student completion rates, success on COAPs, graduation rates, HSE certifications, citizenship pass rate, grades, and transition of students to higher education or CTE programs. The counselors are instrumental in tracking and monitoring student progress throughout the high school diploma program. Our counselor hosts career awareness and college application nights and keeps track of students that are ready to transition to higher level education and CTE programs. ESL teachers are instrumental in providing input on class level placement. CASAS scores may not capture the ability of each student therefore there are a few instances each year when a student may need a more challenging level of instruction. HSD and HSE teachers are instrumental in identifying students that need additional support through the intervention program. In our HSE courses the teacher demonstrates the process for students to create their ETS testing accounts. In addition, Google Classroom is also utilized as a method of communication and to provide a more cohesive classroom community. Students can access enrichment materials with a focus on Math and Language Arts, access tutorials, and other school wide announcements by using Google Classroom.

Turlock Adult School teachers recognize that the adult learner has different needs than students in the K-12 system. Teachers are flexible in a variety of ways to increase student success. According to entry record data, some common needs to overcome barriers to success across all programs include low-income status, cultural and language barriers, and low literacy level. Teachers have reported that students struggle with balancing home, work, and school life. Students have also reported that they may have mental blocks with certain subject areas due to their past school experiences. For these reasons and more, TAS teachers provide multiple layers of support for students that struggle the most. First dose instruction includes scaffolding, visuals, pair-shares, realia, extended time, group projects, and repetition, hands-on (when possible) must be utilized continuously to meet the diverse learning needs. This year, the leadership team members realized that there is a need to have a consistent understanding of instructional practices, methodologies and common formative assessments to be able to measure the SLOs throughout each semester.

Several teachers use Google Classroom as their mode of instruction and incorporate technology into their lessons and assignments for students. PowerPoint presentations, research papers, and other class projects require that students use a computer. All students receive chrome books to take home and have access to chrome carts during instructional days. Classes held on TUSD campuses are equipped with promethean boards to allow teachers to access several audio-visual tools to better meet the needs of students.

Throughout the fall and spring semesters, the principal emailed TAS teachers several online training opportunities through CALPRO, OTAN, and CASAS. We have one teacher certified in administering the Citizenship interview test. In addition, the ESL teachers received the CASAS training regarding alignment with Burlington English. The ESL Ventures program has an embedded online component that they integrate into the ESL program. Several of the teachers use Burlington English within their classes and align COAAPS to help the students improve their skills for living within the United States. The paraprofessionals and office staff that proctor the CASAS tests participate in training regularly.

We use a variety of assessment techniques in the diploma program. There are few formal assessments in ELD and conversational Spanish where it is important that students have more of a need for authentic learning experiences to learn English. Therefore, there are many informal checks for understanding and adjustments in curriculum to meet the needs of the adults in the class. In our QuickBooks CTE course, the students work through an online program that asks the students to take formal assessments and projects to show mastery of their new skills. TAS promotes an inclusive environment that welcomes all students regardless of ability. We provide an academic support class that helps students in their individual classes. Alternative seating is provided by many teachers for students with mobility difficulties. There are also Edgenuity classes offered for students who cannot leave the home. Currently, we are working on developing PLCs. We work together with the support classes for them to better support struggling classes. Teachers talk together to better vertically align curriculum between ESL levels. Those who lack a counterpart in the program will reach out to our colleagues at other sites to help meet the needs of students. We also work with colleagues in the other alternative educational programs to discuss strategies.

Criterion 5. Teaching and Learning Summary

Areas of Strength

1. TAS has knowledgeable and experienced staff and faculty.
2. TAS has two Intervention Support classes available for self-referred students and students identified through CASAS scores, teacher referrals, IEPs and/or Section 504 plans.
3. Teachers are willing to accommodate students and are willing to learn new & effective teaching strategies.
4. Technology is available & accessible for students.
5. TAS has access to use of data to drive instruction.

Areas of Growth

1. More staff development is needed to ensure key district-adopted teaching strategies in relation to the adult learner including online strategies are used across all programs.
2. More staff development on the adult content standards is needed for ESL and ABE.
3. Systematic team meetings are needed for teachers to share best practices.
4. More training on the adequate use of technology
5. Embed time for PLC time and staff development.

Criterion 6: Assessment and Accountability

Ongoing assessment is crucial for maximizing learning and improving programs and services for the students. Teachers primarily use multiple measures to gauge student progress. Examples of multiple measures include teacher created tests, quizzes, and curriculum embedded tests as formative assessments. Teachers will often refer students to the intervention program if students continue to struggle after multiple attempts to help the student in class have proven to be unsuccessful. The intervention teachers work with their students on their individual assignments given to them in their subject matter classes. They tutor, support and guide them to complete the assigned tasks. Students needing extra time on tests or quizzes may take their exams in the intervention class to provide needed accommodations.

The only form of schoolwide benchmark/summative testing that occurs across all programs are the CASAS pre and post-tests. All CASAS tests are administered online. Students needing accommodations based on their 504 or IEP are provided with the appropriate accommodations. For example, a hearing-impaired student may need a paraprofessional to support with sign language for directions. A visually impaired student may need a reader to answer the test questions. Students enrolled the entire school year are tested three times a year. The pre-test is given at the beginning of the fall semester and a post-test is given toward the middle of the year if they accumulate 40 hours of instruction. Those same students are given a post-test at the end of the spring semester as well to increase their chances of attaining higher learning gains since CASAS pairs the highest post-test score with the pretest. Teachers also have access to their students' scores in real time through TOPSPRO Enterprise (TE). Twice a year CASAS data is analyzed and student progress toward school goals are monitored. Teachers receive a review on how to access and print their learning gains reports, individual student profile reports, content standards and competencies reports.

Program decisions are made for individual students based on their pretest scores. Counselors or the principal will suggest the students enroll in the Intervention class for HSD/HSE students scoring low in reading or math. ESL student's pre-test scores guide the ESL level class placement at the time of enrollment. ESL teachers also have input in the class placement if the scores do not truly represent the students' capabilities. ESL scores are considered when enrolling students in the Citizenship program. The instruction is

offered in English, so the students need an intermediate level of English to be successful in the class.

Students are placed in the ABE program if they score above the highest level of ESL. If the student expresses not being comfortable moving out of ESL yet they are allowed to co-enroll in ABE and ESL to help with the transition. The ABE teacher will meet with the students that score above the ABE CASAS level and inform them of their options to attend the HSD, HSE or CTE program based on the students individual personal or academic goals. Some students from the community want to enroll in the ABE class because they want to improve on their writing or math skills to help them pass a work-based test from their employer to attain a higher position in their employment. ABE students pretest at the beginning of the semester. The data gathered is crucial to help the teacher guide the content skills taught during the class.

Based on ongoing analysis of CASAS student data, institutional decisions and programmatic changes take place. DIRs are reviewed quarterly to ensure that all the items are being addressed. Some examples include revising testing or enrollment procedures when any of the percentages demonstrated in the DIR are not accurate. A low-test score percentage will prompt a further drill down report to ascertain the inaccuracy in the report. In another example, perhaps enrollment of classes occurred prior to getting an accurate pretest or in some instances a high number of students don't provide program goals; therefore, a change in enrollment practices may occur. As a result, the transcript evaluation form has been revised to include check boxes for post high school diploma goals.

A general decline in enrollment from all or most of the programs will initiate a change in recruitment strategies. In addition, Persister reports demonstrating an attendance average lower than 70% will initiate staff development on how to increase student persistence. Most recently, Administration and counselors implemented collaborative discussions with district administration, counselors and community liaisons to increase community engagement and student enrollment.

Also, data reports from the TAS student registration system, ASAP, may indicate that the enrollment report is demonstrating that a low number of students are enrolling in the ESL program. Therefore, a strategy for recruiting ESL students will be initiated. ASAP enrollment reports for classes with low enrollment in ESL leveled classes may require that classes be combined.

Higher than normal enrollment in HSD/HSE or ABE classes may require the addition of another section of that subject/program. Lower enrollment numbers may require dropping a section of classes in that specific subject/program. Low enrollment in the Community Education Self-enrichment program may require the class to close due to insufficient enrollment to cover the cost of the instructor's salary. Also, low class completion numbers in CTE programs may indicate that the program teachers may need to restructure their courses, curriculum or instructional strategies to ensure more students are successful and complete the program.

Schoolwide data reports are reviewed annually at data analysis staff meetings with staff twice a year before the beginning of each semester. The school wide goals are set at the beginning of the year and progress toward goals is visited midyear to reset program and classroom goals to increase student success. At each data analysis meeting, teachers review how to pull up their students' individual and class TE reports. Each TAS student also receives a copy of their personal score report as soon as they finish testing. The CASAS Skills Level Descriptor charts for ABE and ESL levels are shown to the students to help them see progress within each functioning level.

DIR reports are reviewed quarterly with office staff and paraprofessionals responsible for implementing and proctoring CASAS tests. We collect demographic data from students at the beginning and at the end of each semester. Possible changes in data collection or testing procedures may result if DIR reports indicate discrepancies. Student achievement data from TOPSpro Enterprise are reported quarterly to the district level administrators and TUSD board members through a monthly communication newsletter.

TAS adheres to the accountability and reporting requirements for CAEP and WIOA funding. The action plan and school goals will change from program year based on the end of year results. A new set of school wide goals for student achievement will be developed along with a new action plan. Updates in school goals will occur at the class and student level at the mid-year data review to ensure that goals are met by the end of the program year.

Teachers use a variety of formative and summative assessments to measure student growth at the classroom level and student level. For example, ESL teachers will analyze CASAS pre and post tests to determine class level and progress.

CASAS payment point summaries are analyzed midyear to determine class performance. Class summary of growth is expected to fall within the 3-5% range. At the student level, it is expected that students increase their scores to meet the end of year expectation. The expectation is to have ESL students that have been continuously enrolled to complete at least one Educational Functioning Level (EFL) each year. Future lessons will focus on the lowest scoring standards and skills that are most heavily tested. Teachers have reported that not all teachers use the CASAS data to inform their instruction consistently. This information prompted a need for a systematic action plan to ensure all teachers are working toward the same goal. Based on the last three years of COAAP end of year results, teachers concluded that a minimum of 3 COAAPs were needed to be administered throughout the school year. Therefore, at the beginning of this school year, teachers decided that three COAAPs would be administered with a minimum of 70% of the students passing the COAAP.

All the other ASE programs also review pre-post CASAS payment point summary reports to gauge future lessons. Again, the teachers have stated that there is a need to create a systematic plan for ongoing data analysis that includes formative assessments to monitor student progress.

TAS has used online CASAS testing since 2014. The data is analyzed twice a year. First it is used to set schoolwide goals and again at midyear to determine progress toward goals.

Individual skill level reports are given to students at the end of each pre- or post-test. Program Level placement for ESL classes is determined by the lowest score in Listening or Reading score. For ASE program students, the intervention program students are determined by the student's self-referral, low CASAS score reports in Reading or Math, and by teacher recommendation based on student progress from classroom formative assessments. For the most part, teachers use their curricular end of unit tests or teacher made tests to determine student progress. Some programs have built in online assessments based on class assignments completed and passing rates of the built in assessments. Programs that have online built in assessments in their curriculum include HSD Credit recovery class, the English HSE class, and ESL program teachers through their use of Burlington English Core.

Program level and schoolwide CASAS reports determine future professional development. For example, low Persister rates initiated two staff meetings where information from PowerPoint presentations on increasing persistence that were posted on CALPRO were used for professional development. Teachers created a goal for improving persistence in their specific program and shared out with the rest of the teachers. Another voluntary live online webinar on increasing persistence was shown in a classroom with all teachers present available to ask questions of the presenter in real time and have discussions regarding strategies that they could implement at the classroom level.

The leadership team discovered because of the WASC process that a more systematic method for staff development in formative and summative assessments needed to be implemented to increase the program effectiveness. The team also noted that more articulation needs to occur across departments and teacher collaboration to articulate program goals between departments to create smoother student transitions from one program to the next.

Staff are aware and have access to copies of the CASAS skill level descriptors for ABE and ESL. Teachers use these performance levels to see what is expected for a student to know at their present level of performance as well as what is expected of them to reach the next level. The HSD program uses grades to determine which students have successfully met the course requirements and to what degree of success they met the requirements. Course outlines contain how grades are calculated for that specific course. Students not reaching a satisfactory level of performance throughout the semester are referred to the counselors to determine if social-emotional needs may be the issue for students failing and allow the counselors to intervene and provide those supports. If the issues are not related to social-emotional issues, then the counselor may serve as the liaison between the classroom teacher and the intervention teachers. In addition, the teacher may refer the students needing assistance directly to the intervention program teachers for tutoring or a place to take a class assessment if extended time is needed for the students. The leadership team determined after surveying their colleagues that a more systematic approach needs to occur across departments and in alignment between programs to increase student achievement and create a smoother transition between programs.

Program articulation is also an area requested for ensuring students have mastered the skills necessary to enter the next level of program. ESL teachers expressed the need to articulate across the department and with the ABE program to help students reach that level. Thus, ABE teachers would need to articulate with the HSD/HSE programs to help students master the skills necessary to enter and do well in those higher-level programs.

Teachers have also recognized the importance and need of a systematic approach to selecting and using department level assessments and articulation between departments. More staff development of the ESD standards was also recognized in a survey by the ESL teachers. The teachers also recognized that more staff development was needed in the areas of research-based effective teaching strategies in relation to the adult learner.

At this point in time, teachers of the ASE programs have their own method for collecting and grading student work that demonstrates achievement of academic standards. ESL teachers have samples of student work from their students when assessing COAAPs. WIOA program requirements indicate that student samples must be kept a minimum of three years plus the current program year in the event of an audit. The student work samples are collected from all students when using the scoring rubrics for scoring purposes and assessing which students passed the COAAP.

Criterion 6. Assessment and Accountability Summary

Areas of Strength

1. TAS has established processes for data collection and reporting as required by state and federal accountability requirements.
2. (1.08) FTE counselors provide student wellness checks on students at risk of failing classes and being the liaison between teachers, students and in some cases the Intervention support teachers.
3. Office staff and proctors are trained in CASAS testing procedures.
4. Staff utilize multiple measures to assess student growth.
5. The ESL team has an emerging process to guide instructional practices.

Areas of Growth

1. A plan for implementing common formative assessments needs to occur in each department in relation to the SLOs and outcomes.
2. More staff development is needed on using data to guide instruction.
3. There is a need to articulate programs for smoother student transitions between programs.
4. There is a need to establish PLC teams in other academic areas, i.e.: HSD, HSE, ABE, CTE.
5. TAS needs to review data at staff meetings.

Criterion 7: Student Support Services

All students interested in registering in the ESL, ABE, GED/HiSET, and High School Diploma programs are given a CASAS testing appointment. Turlock Adult School students are made to feel welcome via the snack basket as they leave testing. After students have been tested and placed in the appropriate program, students are given their TUSD Gmail accounts and provided Chromebooks, if needed, for distance learning. Students who express an interest in GED/HiSET or High School Diploma are given an appointment with a counselor. During this appointment, students' transcripts are evaluated, rapport is established, and students are given an individualized educational plan to meet their needs. Counselors provide a comprehensive counseling program to address personal, social/emotional, academic and career needs. After the initial appointment, counselors may also refer students for additional services (i.e., childcare, housing, and health resources, including mental health).

The counselors send students messages through the REMIND app as well as via email to allow for open lines of communication. As the semester begins counselors do in-class presentations to introduce the many services available. If it is determined that a student needs further counseling, they are referred to outside community resources. In addition to the one-on-one session and referrals students may also enroll in a Health Literacy course that addresses physical health as well as mental health.

Students' progress is monitored and if needed, students are offered academic assistance via the intervention support class. As students enter their last semester of meeting graduation requirements, individual sessions with counselors are scheduled to plan the transition to college or the workforce. Students are invited to attend College Application Workshops for vocational school and community colleges. These workshops are provided by the counselors and community partners. Students who are unable to attend the College Application Workshops are seen for individual sessions to assist with the completion of their college application.

Students are also offered Financial Aid workshops presented by our local community college Financial Aid Advisors. The counselors also assist students in career exploration using California Career Zone www.cacareerzone.org career interest and skill aptitude inventories. Students who are entering the workforce directly after earning their high school diploma or high school equivalency may meet with a counselor for guidance on the use of job search engines, writing resumes and cover letters, and practicing interviewing skills.

In addition to all the services listed above, students are also given referrals for personal counseling within the local community when the students' needs are not within the scope of professional responsibility of the school personnel. Community referrals include crisis intervention, support for interpersonal counseling, drug and alcohol counseling, and/or legal counseling. Students who experience food insecurity can be referred to the counseling office for ready to eat food/snacks as well as basic toiletries and clothes. All TAS students can benefit from Panera bread every Thursday afternoon. Students are also given

referrals to local food distribution sites/food banks. For students with limited to no form of transportation, bus passes are provided.

In the classroom, teachers are providing meaningful instruction and support services in addition to referring students to the counseling services. Teachers are implementing a myriad of methods to provide a supportive learning environment to their students. Teachers work hard to provide an environment that engages students to think critically about the world and recognize their own strengths. Teachers focus on strengths to build confidence. They encourage students to share their life story to help establish rapport and find commonalities to develop community. Students are being recognized for their efforts and sacrifices in making time to meet their goals. Some teachers start class with a wellness check-in while others might play music and then ease into the lecture while being mindful to meet the academic, social and cultural needs of their students. All teachers aim to provide a comfortable learning environment where all students feel welcome and safe to maximize learning.

Turlock Adult School assures the quality of its student support services by using data retrieved from the counseling student contact spreadsheet, ASAP registration, as well as anecdotal evidence provided by the students. The services most sought out by students are academic counseling, social/emotional mental health counseling, career/job exploration, college information/application one-one-one sessions, and intervention support classes. TAS also provides free physicals, and drug screenings for students enrolled in our CDL, CNA, MA programs. Data shows that the support services provided by Turlock Adult School are helping students meet their goals and transitioning out of one program and into another (i.e. students are advancing in ESL courses and moving into ASE or CTE programs).

Turlock Adult School designs, maintains, and evaluates counseling and/or academic advising programs by analyzing data gathered from the counselors' student contact spreadsheet, support services surveys, as well demographic reports. Counselors use multiple measures for placing students in classes by reviewing transcripts, CASAS test scores and student goals. Counselors are aware of the various programs that Turlock Adult School provides to help students meet their educational and career goals.

All students' progress is monitored. As students enter their last semester of meeting graduation requirements, they are offered one-on-one sessions with a counselor to plan the transition to vocational school/college or the workforce. Students are invited to attend Application Workshops for vocational school and community colleges presented by the school's community partners. Students are invited to attend FAFSA/CADAA workshops to learn of all the financial opportunities. Students are invited to attend job fairs, apply to job postings, résumé building workshops, college conferences, mental health seminars and the monthly Coffee with the Counselors where various topics are discussed in a relaxed environment over coffee and pastries.

All support staff and counselors can attend professional development training. The counselors are highly qualified and hold a teaching credential, Pupil Personnel Services Credential as well as a master's degree in education and continue to be afforded opportunities for continued professional development.

Marketing materials include the school's catalog sent out twice a year which lists all programs and courses. The catalog is mailed to all Turlock residents and neighboring cities. Turlock Adult School uses several platforms to advertise and recruit students, including social media, visiting TUSD schools' events, community agency visits and distribution of flyers.

Examples include:

- Radio
- Print Advertisements
- Website
- Facebook
- Twitter
- Information booths at district/community events
- Principal and Counselor meetings with administration and counselors from high schools in our district.

All students aged 18 and older are welcome to register and enroll into TAS programs. The Turlock Adult School catalog and website provide information on each program and how to enroll. Open enrollment is available for most classes. Some classes are available to register online or through phone appointments. Students are then given a CASAS test date and if pursuing the ASE program, students are given an appointment with a counselor.

Initial intake counseling sessions for new students are longer appointments in order to establish rapport, have transcripts evaluated, and have an individualized education plan developed. During the session counselors may refer students to IT for technology support training and/or other services (i.e. health/mental health concerns, childcare services). Students are set up on REMIND to continue to nurture communication and establish strong connections.

Turlock Adult School strives to provide meaningful learning experiences for students in the classroom and outside of the classroom. The student interest surveys determine what workshops, presentations, and group sessions are developed and implemented. An assortment of workshops/presentations are offered to the students to assist them in building a strong connection to school.

Turlock Adult School transitions students into job placement or community resources to further their education and career goals. As students enter their last semester of meeting graduation requirements, they are offered one-on-one sessions with a counselor to plan the transition to vocational school/college or the workforce. TAS continues to seek to expand career services that are available for our student population. Counselors provide college information and host seminars on applying to college and applying for financial aid. Students are invited to attend Application Workshops for vocational schools and community colleges presented by the school's community partners. All workshops, presentations, and special events are promoted via the teachers, REMIND, and on social media.

Turlock Adult School evaluates students' needs in a variety of ways. Concerns are noted and distributed to the appropriate staff. Counselors and teachers collaborate to address the needs of the student. Counselors evaluate test scores, transcripts, special education plans, courses and grade point averages. Students needing academic support are enrolled in Intervention Support classes. Turlock Adult School staff monitors academic concerns, mental health needs and all other concerns (i.e. childcare, transportation, food insecurity).

Turlock Adult School takes an active role in including community services to enrich students' learning experience. TAS strives to increase the likelihood of success by offering extra- curricular and co-curricular programs whenever possible. For example, one ESL teacher takes her students to Brandel Manor Rehabilitation Center to read and converse with the elderly and to serve the homeless. The community service at the rehabilitation center provides students with a glimpse into what Certified Nurse Assistants do and is a way to introduce ESL students to the TAS CNA program and/or Medical Assistant program. The full-time counselor developed a TAS Student Ambassador program to improve persistence, nurture stronger connections to the school, build connections with the community and to gain skills to build their résumé.

Turlock Adult School publishes its school policies in a catalog that is printed and distributed biannually and is available on the school website. The Turlock Adult School follows FERPA to protect the privacy of student education records and district protocol for the releasing of student records. Records are released with written student permission. All student records are kept securely in both online databases such as TE and ASAP, all student documents are scanned and stored in fireproof file cabinets.

The school publishes two catalogs a year which are mailed to Turlock residents and neighboring cities. Additional copies are placed in the district's schools, churches, and libraries. The catalog is also posted on the school's social media accounts. The catalog provides policies and procedures, registration information, course information, Career Technical Education information such as the CNA program and the school's calendar. The Catalog and website are kept current. When changes occur, designated staff make the appropriate changes in student data-based systems, the TAS website, and any additional clarification is sent via email if necessary. Student handbooks are also posted on the school website that contain more detailed information on policies and procedures.

Most of the Turlock Adult School students are CASAS tested except for the community education and CTE program students. Students interested in learning English or improving English reading or writing are CASAS tested and placed in the appropriate classes. Students pursuing their GED/HISET are placed in preparation classes. Students in ESL/ABE/HSE classes are referred to the counseling department by teachers for assistance with career exploration or college requirements. Students pursuing a high school diploma will receive a CASAS test and will meet with a counselor to have their transcript evaluated and have an individualized education plan devised to meet the needs of each student to ensure success. Student successes are documented via CASAS, TE and ASAP reporting.

Turlock Adult School leadership and staff ensure that support services and related activities have a direct relationship to learning within and outside of the classroom. The support services begin when the student initially contacts the school. Students receive personal attention beginning with the registration process. Supportive services include setting up a meeting with a counselor for an individualized educational plan, attending an orientation, workshop/presentation/group session, attending school or community resource fairs, and receiving information about the ambassador program that connects students to the school and improves persistence as well as learning.

Criterion 7. Student Support Services Summary

Areas of Strength

1. Turlock Adult School is one of the few adult schools in the local area that offers direct in person instruction.
2. The school has a strong comprehensive program of support services for students with multiple barriers such as homeless, farmworkers, asylum seekers, and English language learners.
3. The school is more than a typical educational experience, offering a multitude of adult education programs that supports students at whatever level the student needs, whether their goal is citizenship, learning English, earning a GED or high school diploma or career tech education.
4. The school provides multiple means of marketing its programs to ensure that all community members are aware of the various program offered by TAS
5. TAS maintains a strong relationship with community agencies such as the IRC Center to assist student transitions to TAS.

Areas of Growth

1. TAS needs to increase communication of program services across departments to ensure smooth transition for students.
2. TAS needs to continue to increase student enrollment.
3. TAS should utilize the dual enrollment process with local community colleges.
4. TAS should provide students with field trips to local industry i.e. Amazon, Blue Diamond, Foster Farms, Gemperle Farms.
5. TAS needs to improve transition services to local trade schools.

Criterion 8: Resource Management

The TUSD Fiscal Department provides guidelines for when and how budgets need to be developed. The Assistant Superintendent of Fiscal Services provides policy and practice updates at monthly principal meetings. At the site level, the principal coordinates with the fiscal department administrator and TAS designated district fiscal technician that is assigned to work directly with TAS to prepare a year-long projected budget. Then the budget

is reviewed and adjusted if needed at the end of each quarter. The budget revenue, interim expenditures, and personal services contracts are approved by the Board of Trustees and then certified by the Stanislaus County Office of Education. The budgets are monitored by the principal and the Fiscal Services personnel at the district office.

The Fiscal Department monitors all financial transactions based on established accounting procedures and undergoes yearly audits. Audits are also presented to the Board of Trustees.

Each month, the principal reviews financial reports in comparison to expenditure reports prepared by the TAS clerical staff. A designated TAS clerical staff member manages the fee-based revenue and reconciles the revenue and transactions with the bank statements each month. The district fiscal financial technician cross-checks the bank statement reconciliation as well. The fiscal services technician also prepares quarterly revenue and expenditure reports for the principal as required by state and federal reporting periods. Any discrepancies are resolved in a timely manner. District level audits as well as three years of FPM audits at TAS have proven to be in good financial standing.

The principal shares budget information, projections, expenses, and revenue with staff on a case-by-case basis. It is noted that there needs to be consistent discussion and sharing of budget information with the leadership team. This will enable the leadership team to gather budget items that may be of interest to their colleagues while discussing needs to improve the school. In addition, periodic budget reports need to be presented to the entire staff a minimum of twice a year to provide more transparency.

TAS as well as TUSD are fiscally sound. The district withholds a budget reserve close to 10%. The school reserves a minimum of 5% or more from all budget allocations except for WIOA grant funds which must be entirely spent during the program year for which it was awarded. TAS is protected under the district's insurance in relation to budgets. TUSD maintains sufficient insurance in the event of budgetary issues that cannot be resolved. Each year the principal works with the TUSD Fiscal Department to create a budget that reflects the school's priorities in accordance with the TAS mission.

The principal reviews the budget and makes decisions with input from stakeholders such as the Yosemite Stanislaus Motherlode Consortium and Local Workforce Board.

Staffing is reviewed twice a year at the beginning of each semester to determine if there is sufficient funding to staff California Adult Education Program (CAEP) and Workforce Innovation and Opportunities Act (WIOA) funded programs at the current rate or increase classes based on student need. The community education classes, which is a fee-based program, is reviewed to ensure that enough revenue is generated for each course and whether there is enough student interest to continue offering the course. Turlock Adult School has sufficient funding, including a reserve, to continue its current programs. The school currently receives most of its funding from the state in the form of CAEP funds, the WIOA federal grant, CALWORKS and student fees and donations. As illustrated in the figure 25 below, the total school revenue has been greater than the expenditures.

Figure 25 TAS Revenue and Expenditures for Past Three Fiscal Years

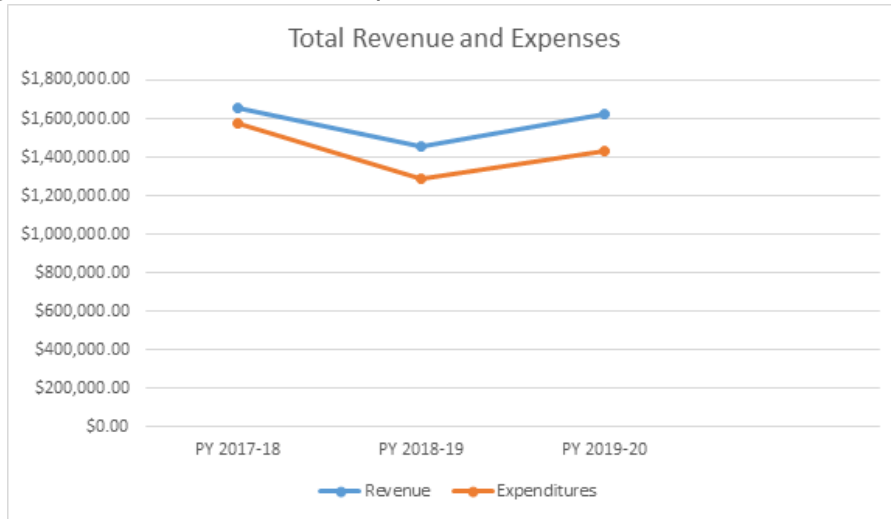


Figure 25 Funding Sources Over 3 Years

Funding Source	Program Year 2017-18		Program Year 2018-19		Program Year 2019-20	
	Allocation	Spent	Allocation	Spent	Allocation	Spent
CalWORKs			\$5,561	\$4,675	\$47,356	\$4,245
WIOA	\$183,412	\$176,347	\$196,483	\$189,201	\$217,700	\$216,724
CAEP	\$1,469,599	\$1,395,425	\$1,251,719	\$1,095,780	\$1,360,097	\$1,207,753
Total	\$1,653,011	\$1,571,772	\$1,453,763	\$1,289,656	\$1,625,153	\$1,428,722

Each year the principal ensures that there is enough funding to support each of the school goals and programs set for the following school year. The budget reflects the school’s priorities. The highest percentage of the budget goes to paying certificated, classified salaries and medical benefits for both groups.

The TUSD Fiscal Services Department provides guidelines on budgeting practices. The initial school budget for any program year is due within the first 30 days. The principal creates a budget for each of the funding sources and submits it to fiscal services. The assistant superintendent of the fiscal services department has designated a technician to the adult school to help with managing the expenditures and providing updated expenditure reports to the principal. This is to ensure that all district fiscal policies are being followed. The assistant superintendent of fiscal services provides budget updates to the TUSD school board. In addition, financial audits are regularly performed, and those reports are also shared with the school board as they occur.

As a requirement to receive CAEP funds, the CAEP work plan is created with input from staff, including anticipated expenditures, and is submitted to the consortia director from the Yosemite Community College. After their fiscal agent approves the budget, the principal inputs those numbers into the NOVA: AEBG Consortium Fiscal Reporting system for the Yosemite Stanislaus Mother Lode agencies. A budget ledger reflecting the budget submitted is emailed to the consortia director. All anticipated expenditures in the CAEP plan are necessary to carry out the school plan goals for the year. Quarterly updates with ledgers are submitted to the director and any unanticipated expenditures that exceed 10% of the budget of the initial budget in any one category requires the submission of an updated work plan. Any new budget expenditure requirements are brought to the attention of the entire consortia during the monthly meetings attended by the principal.

The Federal WIOA Grant yearly budget is created by the principal with input from staff and submitted to the California Adult Education Online Application and Reporting website. The budget and anticipated expenditures are due by the first month of school. A description of each of the expenditures must be included. All budget funding must be used to “supplement” and not “supplant” any of the school’s programs. Strict federal guidelines are followed. After submission of the budget, it must be approved by the school’s designated consultant at CDE. Budget updates are entered into the NOVA data collection and reporting system on a quarterly basis. The principal, along with office staff, attend monthly Adult Education and Family Literacy ACT (AEFLA) Regional Network meetings. All federal program guidelines for funded programs and accountability requirements for data collection are continually reviewed during the meetings. In addition, the school has received several Federal Program Monitoring (FPM) visits during the school years 2015-16, 2016-17, 2017-18 because each of those years, TAS had a different principal. Each FPM was successful, and any minor errors were able to be quickly resolved to ensure all federal program requirements were being met. Generally, a change in principalship initiates an FPM. All subsequent FPMs are usually scheduled to occur every 3-5 years.

Each year the board of trustees is provided with budget updates and information on a quarterly basis and as needed throughout the school year. The TAS budget is part of fiscal services and included in the overall TUSD budget presentations.

Long-range planning for adult education programs and services is created in a 3-year plan at the consortia level. The principal, along with the other administrators from the other agencies in the consortia, create the long-range plan. The Hanover Research group conducts a study on the workforce local needs and trends in gaps in the local industries within the geographical area served by the consortium. Based on this data, the members of the consortia create the 3-year plan, and each agency plans for implementation of services to meet the academic and workforce needs. Each agency then creates a yearly school plan that aligns with the consortia’s 3-year plan. Each administrator must then survey the needs of the students at their school to determine which programs can be implemented at their school. The consortium's goal is that each agency works together to ensure that schools near each other leverage their resources and offer programs that complement each other. The TAS principal works collaboratively with the 2 adult schools located within a 15-mile radius and local county office of education.

The TAS principal ensures that data, student and teacher input is what drives goals in the TAS yearly plan and monitors the funding throughout the year to ensure that the funding is sufficient to carry out the TAS goals. Each year since the principal's tenure the actual budget has never exceeded the projected budget as demonstrated in figure 26 in section 8.1 above. When making long-term plans, the principal and key TAS personnel along with district leaders, review financial data to determine whether sufficient funding is available for any planned changes. Upcoming costs such as salary and benefit increases, equipment replacement costs, or technology are included in the planning of the budget.

There is a need to have increased communication of the budget process and budget updates throughout the school year. A budget update needs to be a regular part of the agenda during leadership team meetings.

During our day classes, TAS has access to a campus supervisor. During evening classes TAS has two assigned Campus Supervisors from 3:30 pm to 8:30 pm. All Campus Supervisors are certified SB 1626 School Security and Campus Supervisor training. They maintain the Safety, Supervision, and Security of the campus and its students with routine Golf Cart patrols around campus and by having open communication with teachers and Administrators.

Each of the Campus Supervisors have department issued radios for their shifts for fast communication with other Campus Supervisors and Administrators. Administration for emergency situations have access to specially programmed radios which have direct communication to the Turlock Police Department and Turlock Fire Department for extra safety measures on campus.

Recently on the Turlock High School Campus, where a majority of the TAS classes are held, newly installed metal fences were installed around the outer structure of the school grounds for safety purposes.

As noted in the first chapter on the school's description, TAS primarily uses multiple school sites to carry out the school programs. The TAS office is located next to an alternative high school building and has been assigned only 3 classrooms, one of which is a computer lab. Some programs require the use of labs with special equipment.

Consequently, TAS maintains facilities use agreements for permission to use classrooms throughout the district. As such, each facility is maintained by the TUSD maintenance staff for repairs and custodial staff that have been assigned to that specific school provide the day-to-day cleaning duties. The TAS office has the cell phone numbers of lead custodial staff for both day and evening hours to be used in the event any emergency facility needs a request that cannot wait to be fixed due to the nature of the issue. At all sites where TAS offers classes, the site custodial staff clean daily. In addition, wall hand sanitizer dispensers have been placed in each classroom and office. In addition to the site custodians, TAS campus supervisors have been given the duty of cleaning commonly used areas throughout their shifts. If necessary, especially during CASAS testing periods, TAS campus supervisors have been hired for additional hours to ensure that the testing rooms and equipment are thoroughly cleaned and sanitized.

Each classroom is well maintained throughout the district. Each classroom is provided with a desktop computer, two screens for distance learning, a camera for using Zoom for class meetings, and a document camera to provide realia during distance class instruction.

Any technology issues, repair issues, cleanliness concerns are reported to the TAS office by the classroom teacher. Either a technology tech desk request is initiated, or a work order is submitted to the TUSD maintenance department for repairs. Based on the facilities inspection reports, all classrooms have been found to be working properly and are in satisfactory condition. Fire inspections have also been regularly conducted. Each extinguisher has the exact date of the last inspection.

In a TAS teacher survey this year, teachers reported feeling safe in the school's environment.

Criterion 8. Resource Management Summary

Areas of Strength

1. TAS provides certification programs and classes at a nominal fee in comparison to college or trade schools.
2. TAS provides devices to students to access classwork, homework and further academic support with technology
3. TAS has regular communication and collaboration with the TUSD fiscal department to monitor the use of funds allotted for programs and student needs.
4. TAS maintains a budget that supports and maintains the TAS Adult school classes, programs and services. Clear budget policies and procedures have been established and are monitored by the TUSD Fiscal Services Department.
5. TAS maintains clean, safe, and well-maintained facilities with equitable technology equipment available in all classrooms.

Areas of Growth

1. TAS needs more childcare availability for morning and evening classes
2. TAS needs to increase the communication of budget expenditures with the TAS leadership team to elicit feedback and suggestions to make improvements.
3. TAS needs to increase fees in Community Education classes to maintain personnel salary and materials and supply expenditures.
4. There is a need to increase communication of the budget process and updates to the stakeholders of the school.

Criterion 9: Community/Educational Partnerships

Turlock Adult School seeks to enhance its educational effectiveness by developing close partnerships and relationships with community leaders, businesses, and community service organizations. Turlock Adult School has long-standing partnerships and continues to develop new ones to meet the needs of the student population and employment trends.

Turlock Adult School has developed and continues to nurture partnerships with community stakeholders that will help students not just with academic and career needs but with all aspects to ensure students are successful. Some partnerships, such as Health Plan of San Joaquin, help our students with their physical and mental health needs. Other partnerships such as with the Literacy Network of Stanislaus County help our ESL learners become productive members of society and confident in their English skills to pursue higher education. First Lady Permanente provides educational and training opportunities in a specific area as well as introducing students to potential employment opportunities.

Turlock Adult School has a strong partnership with the local community colleges (i.e. Modesto Junior College and Merced College). These partners assist Turlock Adult School graduates with the education needed to start a career. Modesto Junior college and Merced College, nurture and facilitate the entry of Turlock Adult School students to college and provide financial aid and academic advising for short CTE fast track careers or transferable associate degrees. TAS builds and maintains partnerships to support students in obtaining a quality education and opportunities in the workforce and career pathways.

In addition to the partnerships with local community colleges, Turlock Adult School has a partnership with vocational programs through Stanislaus County Office of Education (i.e. VOLT and Medical Assisting Program), and local training centers. The community partners are invited to participate in Turlock Adult School's Career and Resource Fair and as invited guest speakers for in class presentations. The Career and Resource Fair and in-class presentations provide students an opportunity to learn about the businesses/agencies in our community, as well as learning about options after completing their program at Turlock Adult School. These partnerships yield opportunities for the graduating students to continue their education, earn a career and/or enter the workforce.

Turlock Adult School offers opportunities outside the classroom for hands-on experiences that are connected to the students' programs. Turlock Adult School has developed two strong community partners that not only offer program curriculum but also offer service opportunities that put students in direct contact with potential future employers. The first of the two partnerships is with First Lady Permanente, which partnered with Turlock Adult School to offer students the opportunity to complete a Certified Nurse Assistant program in one semester. Students have their educational program enriched with clinical experience at a local facility. The Certified Nurse Assistant program is a program leading to an entry-level career in the healthcare industry. The second partnership and the newest is with Volt Institute. Volt offers a one-week program where students will receive a Smart Automation Certification. Students can take this weeklong course at Turlock Adult School with possible internship or job placement opportunities. Volt also offers a six-month

Electro-mechanics program. This program is offered at Volt Institute in Modesto which is about 15 miles north of Turlock. Students in this program will receive a full mechanical drives certification. Both partnerships with First Lady Permanente and Volt Institute have provided Turlock Adult School alumni with career opportunities. TAS continues to strive to increase partnerships for the benefit of the students.

Turlock Adult School strives to make community connections for the students. For example, one ESL teacher takes her students to the community library. This has supported our students with building confidence in accessing the resources that the public library provides for the community. Students have also been involved in volunteering at the local “We Care” facility. The community “We Care” facility serves warm meals and overnight shelter to the homeless men in the community.

Turlock Adult School’s primary mode of informing the community about its mission, program, and learning opportunities is via the bi-annual catalog. Turlock Adult School also advertises via radio, printed advertising, social media, being an active partner in community-based organizations and within the school district that serves a predominant low-socioeconomic and English learner population. The community partners appreciate the TAS website offering information to help community partners. Students and the community at large understand the mission, goals, and services offered by Turlock Adult School. In a recent survey, the community partners see Turlock Adult School as being well-managed, well-organized, staffed by professional and friendly caring people who want all students to succeed. Partners see Turlock Adult School as being proactive in seeking partnerships to continue to flourish. Overall, all partners who participated in the survey hold Turlock Adult School in high esteem, with an excellent reputation, and as a valued partner/resource for the community.

The partnerships have allowed Turlock Adult School students to have an enriched educational experience, persist, graduate and go on to college and/or become employed. According to a survey conducted for Turlock Adult School graduates, they indicated that they have all benefited from the partnerships and are currently in college or employed. In addition to the survey, there is anecdotal evidence of students contacting Turlock Adult School to share their successes. Success stories are shared on the Turlock Adult School website, district website and at venues such as Literacy Network Luncheon where adult students are recognized in each of the categories: ESL, literacy, high school diploma/equivalency.

Criterion 9: Community/Educational Partnerships

Summary

Areas of Strength

1. TAS maintains a strong partnership with First Lady Permanente to provide training and certification in health-related fields.
2. TAS advertises program and enrollment information via social media platforms, mail correspondence and by attending community and school events.
3. TAS has increased the number of certification programs available to the school community.
4. TAS has several long-standing community partnerships that have allowed students to receive a one-of-a-kind educational experience and smoothly transition to the next phase of their lives.

Areas of Growth

1. TAS will benefit from increasing partnerships with local businesses and community organizations.
2. TAS will benefit from increasing childcare opportunities for morning and evening classes.
3. TAS will benefit from increasing employment opportunities for students.
4. Although there are some strong partnerships available, more is needed to increase local businesses that will allow for internships.
5. There needs to be more or different methods to increase communication with community stakeholders to increase student enrollment and services to students.

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

Through collaboration, leadership meetings and staff surveys; we have identified priority areas for improvement to meet students’ needs. The TAS areas of growth and improvement will focus on staff collaboration, professional development and support for students.

TAS leadership will confer with HSD, HSE and CTE program teachers to develop a consistent schedule for teacher collaboration. Through collaboration, teachers will develop instructional strategies that support adult learning, use of technology and implementation and regular data analysis to meet students’ needs. Based on surveys and leadership discussions, there is a need for professional development on strategies for second language learning, adult learning and use of technology for teaching and learning.

Teachers and staff have identified the need to increase childcare for students. Students have also expressed the need for childcare. Some students work with teachers to access the classroom via Zoom so that they can be home with their children. By increasing childcare, we will also potentially address enrollment issues. Our focused efforts of increasing childcare will support efforts to increase student enrollment at Turlock Adult School.

Analysis of Identified Major Student Learner Needs			
	Criterion 1	Criterion 2	Criterion 3
Areas of Strength	TAS collaborates and coordinates program offerings with adult schools in the consortium. COAAPs are developed with input from students in order to provide relevant and meaningful lessons.	TAS provides and supports opportunities for professional development for all staff members. The TAS Leadership team meets regularly to collaborate on goals and improvements for student learning.	TAS has monthly staff meetings and leadership meetings to discuss components of the TAS programs. Funding is available for professional development for all staff.
Areas of Growth	TAS will benefit from building formative assessment methods and academic guides in the areas of ESL, ABE, CTE and HSE. Regular review of Mission, Vision and SLO’s.	TAS will benefit from building collaborative teams in the HSD, HSE and CTE programs. TAS teachers will benefit from more professional development on the use of data obtained from the CASAS assessment.	TAS will benefit from regularly scheduled collaborative team time for HSD, HSE, and CTE programs.

	Criterion 4	Criterion 5	Criterion 6
Areas of Strength	<p>TAS offers in-person classes for the HSD program.</p> <p>Instructional curriculum used is standards aligned and correlates with the CASAS competencies.</p>	<p>TAS offers intervention support for students who have been identified through IEP's, 504s, and/or teacher referrals.</p> <p>Curriculum is accessible to students through technology.</p>	<p>TAS has established processes for data collection and reporting as required by state and federal accountability requirements.</p>
Areas of Growth	<p>TAS can benefit from curriculum mapping and pacing.</p> <p>TAS can benefit from professional development on the adult content standards</p>	<p>TAS staff will benefit from professional development geared at adult learning.</p> <p>TAS staff will benefit from professional development on technology use in the classroom.</p>	<p>TAS staff will benefit from professional development geared at data analysis and planning for instruction using the data.</p>
	Criterion 7	Criterion 8	Criterion 9
Areas of Strength	<p>TAS offers in person direct instruction for all programs.</p> <p>TAS has many resources and community partnerships to support students with barriers such as homelessness, English language learners, and farmworkers.</p>	<p>TAS has access to clean, safe and well-maintained facilities with technology access to foster student learning.</p> <p>TAS provides certification programs and classes at a nominal fee in comparison to college or trade schools.</p>	<p>TAS has several community partnerships that have allowed students to receive unique educational experiences and make smooth transitions to the workforce.</p>
Areas of Growth	<p>TAS will benefit from increasing opportunities for students to access local trade schools, community colleges and local industry.</p> <p>TAS can benefit from increasing student enrollment.</p>	<p>TAS will benefit from more childcare opportunities for students in morning and evening classes.</p> <p>TAS needs to increase the communication of budget expenditures with the TAS leadership team.</p>	<p>TAS will benefit from increasing employment opportunities for students.</p>

Chapter 5: Schoolwide Action Plan or CIP

Goal 1				
SMART Goal: By May 2025, all Turlock Adult School Staff will successfully complete at least one PD opportunity related to their course of study.				
Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
<p>1) Survey staff on desired professional development topic of choice.</p> <p>2) Share the results of the survey with all staff.</p> <p>3) Design a plan for PD for the school year.</p> <p>4) Survey staff on the progress of PD opportunities for the school year.</p>	<ul style="list-style-type: none"> -Sign-in sheets from PD events -Meeting agendas and minutes -Method of formative assessment agreed upon by department to measure students' progress toward Schoolwide Learning Outcomes (SLOs) -Formative Assessment results from agreed upon measures at 4 week intervals -Summative Assessment results: CASAS payment point summaries at 	<ul style="list-style-type: none"> -Leadership Team with input from the rest of the staff through surveys or focus group meetings. -Principal 	<ul style="list-style-type: none"> May 2025 -Ongoing 	<ul style="list-style-type: none"> -OTAN, CALPRO, CASAS PD opportunities -Ongoing TE updates -CASAS online self- paced accountability training -Ongoing AEFLA Regional Network Meetings -Ongoing current information from Carolyn Zachary -Easier access to student tech surveys throughout the school year

	the end of the semester, persister rates, EFL gains, student outcome reports			
5) Coordinate and Plan PD opportunities for desired staff & personnel	<ul style="list-style-type: none"> -Records of participation Department Meeting agendas, minutes and sign-in sheets 	<ul style="list-style-type: none"> -Admin Secretary -Principal -Leadership Team 	<ul style="list-style-type: none"> May 2025 -Ongoing 	Opportunities for staff teams to attend PD.
6) Participation in PD with a plan for implementation within classroom settings and departments.	<ul style="list-style-type: none"> -Certificates of completion or other documentation of PD attendance -Submission of PD evaluations -Agendas and minutes from department meetings that reflect discussions and action items related to the implementation of PD with formative assessments chosen to monitor student progress toward SLOs. -Yearlong PD plan 	<ul style="list-style-type: none"> -All staff and monitored by the Leadership Team -Principal 	<ul style="list-style-type: none"> May 2025 -Ongoing 	Adult Education PD providers

<p>7) Evaluate a full year's PD and results on increased student learning & engagement</p>	<p>-Summative Assessment Data from CASAS- Payment Point Summaries, Outcome reports, Transition rates, EFL Gains reports, Persister reports, comparison reports to the state, county and local adult schools from CASAS Data Portal</p> <p>-Post PD evaluation surveys</p>	<p>-Leadership team</p> <p>-Principal</p> <p>-All Staff</p>	<p>-First Trimester, Second Trimester and May 2025</p> <p>-Ongoing</p>	<p>Need a variety of PD evaluation surveys for staff</p>
<p>8) Communicate schoolwide results with all stakeholders</p>	<p>-Google Slide Presentation with Data that demonstrates schoolwide progress toward Schoolwide Learning Outcomes</p> <p>-Year-long PD Plan</p>	<p>-Leadership team</p> <p>-Principal</p>	<p>-Beg. mid, end of year.</p> <p>-Ongoing</p>	<p>PD on how to effectively present interesting Google slides.</p>

Supporting Strategies (key action steps)	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
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1) Office staff will provide a Chromebook to each student upon registration for the 2024-2025 school year.	-Records will be kept of devices check out to students	-Office staff -Technology department -Principal	May 2025	-Technology program support for students
2) Technology will provide a scanner to monitor chrome book distribution.	-Records of chrome books scanned into Incident IQ	-Technology department -Office staff -Principal	May 2025	None
3) Wi-Fi credentials will be provided for Turlock Adult School students for use of chrome books.	-Students will have access to internet at each school site including hosting agency sites	-Technology Department -Teachers -Office Staff -Principal	May 2025	None
4) Teachers will support students with the use of technology to complete classwork and homework in assigned courses.	-Usage data -Completion of assignments -CASAS pre-test and post test data	-Teachers -Office Staff -Principal	May 2025	OTAN- instructional technology use for teachers and students CASAS- resources for instruction, classwork and independent practice

Goal 3 This goal is technology related

SMART Goal: By May 2025, all Turlock Adult School staff will engage in PD opportunities related to the use of technology in the classroom and/or department as measured by implementation and use of technology and attendance sign in sheets.

Supporting Strategies	Measure of Success	Staff Accountable	Due Date	SLP / CDE support
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(key action steps)				
1) A survey will be given to all staff related to professional development geared at the use of technology.	-Survey results	-Principal	August 2024	None
2) Survey results will be shared with all staff	-Staff meeting Agenda & Sign in sheet	-Principal -Office staff	August 2024	None
3) Professional Development will be scheduled throughout the year with input from the school site Leadership Team. A PD calendar will be developed based on the staff survey results.	-PD flyers -Sign in sheets -Evaluation of PD's by the site Leadership Team	-Principal -Leadership Team -Office staff	August 2025 May 2025 Final Review	CASAS OTAN Burlington English
4) Staff will use and implement technology programs and learning tools in the classroom and/or departments.	-Principal observation -Student Surveys -Student use of programs and/or tools -Staff Surveys	-Staff -Principal	August 2024 Leadership Team Meeting Review November 2024 Leadership Team Meeting Review February	CASAS CALPRO OTAN

			2025 Leadership Team Meeting Review May 2025 Final Review	
5) The site Leadership Team will evaluate the PD plan for the year. The Leadership team will meet 4 times throughout the year to evaluate the goal and review attendance of staff members engaged in PD.	-PD sign in sheets -Staff survey - Implementation observation -Peer visits	-Principal -Leadership Team	August 2024 Leadership Team Meeting Review November 2024 Leadership Team Meeting Review February 2025 Leadership Team Meeting Review	CASAS CALPRO OTAN

Appendices

- A. Local formative and summative assessment data
- B. Results of student questionnaire/interviews
- C. Results of parent/community questionnaire/interviews
- D. Master schedule
- E. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies
- F. Graduation requirements

TAS satellite campuses and classrooms include:

1. John H. Pitman High School, 2525 Christoffersen Pkwy. Turlock, CA
2. Crowell Elementary School, 118 North Ave. Turlock, CA
3. Cunningham Elementary School, 324 W. Linwood Ave. Turlock, CA
4. Dennis Earl Elementary School 4091 N. Olive Ave. Turlock, CA

5. Salvation Army, 893 Lander Ave. Turlock, CA
6. Raley's Event Center, 2900 Geer Rd. Turlock, CA
7. Turlock Junior High School, 3951 N. Walnut Rd. Turlock, CA
8. Dutcher Middle School, 1441 Colorado Ave. Turlock, CA
9. Turlock High School, 1600 E. Canal Dr. Turlock, CA
10. Roselawn High School, 350 N. Kilroy Rd. Turlock, CA
11. River Oaks, 3441 Golf Links Rd. Ceres, CA
12. First Lady Permanente, 921 Geer Rd. Turlock, CA
13. Wakefield Elementary School, 400 South Ave. Turlock, CA
14. Western Pacific Truck School, 2200 Lapham Dr. Modesto, CA
15. VOLT Institute, 1313 I St. Modesto, CA