

VISITING COMMITTEE REPORT

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

FOR

SANTA CLARA UNIFIED SCHOOL DISTRICT

ADULT EDUCATION

**1840 Benton Street
Santa Clara, California 95050**

ACS WASC Adult School/ROCP Manual, 2021 Edition

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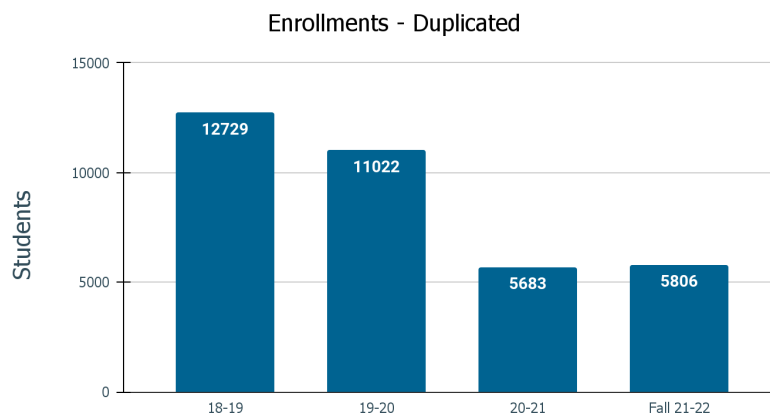
Chapter 1: Introduction

This chapter is a brief statement of the nature of the school and its accreditation history. General observations about the school and about the visit are stated in the introduction. Briefly summarize the most critical information from the student/community profile that impacts the school, including the following:

- Brief description of the students and community served by the school
- School analysis of student achievement data
- Other pertinent data

Santa Clara Adult Education was founded in 1981 as the Adult, Community and Vocational Program. Since its inception Santa Clara Adult Education (SCAE) has consistently held Western Association for Schools and Colleges (WASC) Accreditation. The last full accreditation visit occurred on March 23-25, 2015. The school was awarded a 6-year term, with a Mid-Term report and one day visit on March 6, 2018. This self-study visit was originally scheduled for March 2021, but the visit was postponed to March 28-30, 2022 due to the pandemic. SCAE offers programs and classes to meet the changing needs of the Santa Clara community. Examples of this include the development of The Skills Plus Program for stroke survivors in response to a request made by local therapists and The Optician Training Program in response to a request by the Santa Clara County Optometric Society.

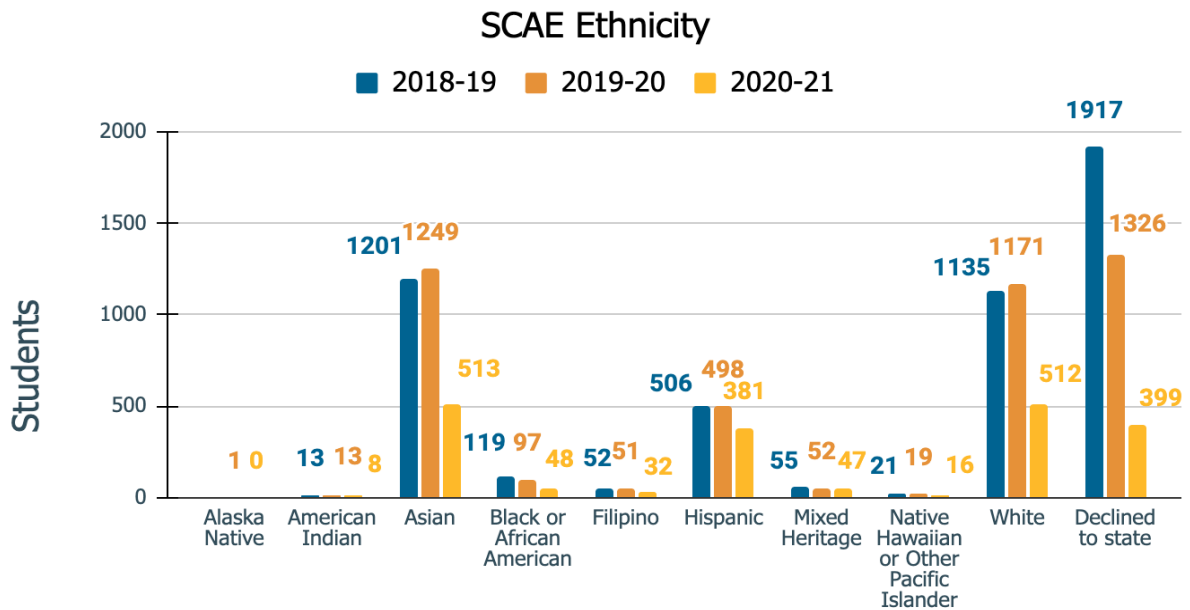
Due to the pandemic, the enrollment at SCAE has decreased during the past three years. Many of the most popular classes, such as woodworking, country western line dancing, soccer, aerobics, piano, painting and sewing, had little or no students in the 20-21 school year. With many programs back on campus, now however, data from the 21-22 Fall semester suggests that enrollment in all programs is increasing.



Source: SCAE ASAP data base

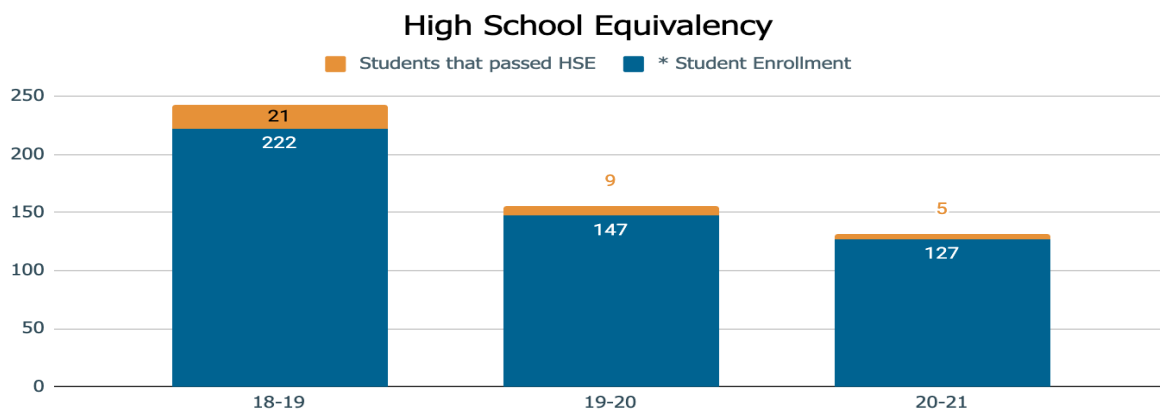
In order to increase student enrollment SCAE has been implementing a digital marketing campaign, which has included a logo redesign, as well as flyers, catalogs, google ads, social media and website integration. The online registration processes have been streamlined to ensure ease of access. One focus of these efforts has been the recruitment of younger students in programs, in particular the Enrichment and Exercise and Wellness Programs.

The School serves a diverse student population reflective of the city of Santa Clara. The school reports that Prior to the COVID-19 pandemic, enrollment trends showed an increase in the number of Asian students and a slight decrease in the number of Hispanic students. These two trends were also evident in the ethnicity data examined in the full 2015 Self-Study report.



Source: SCAE ASAP data base

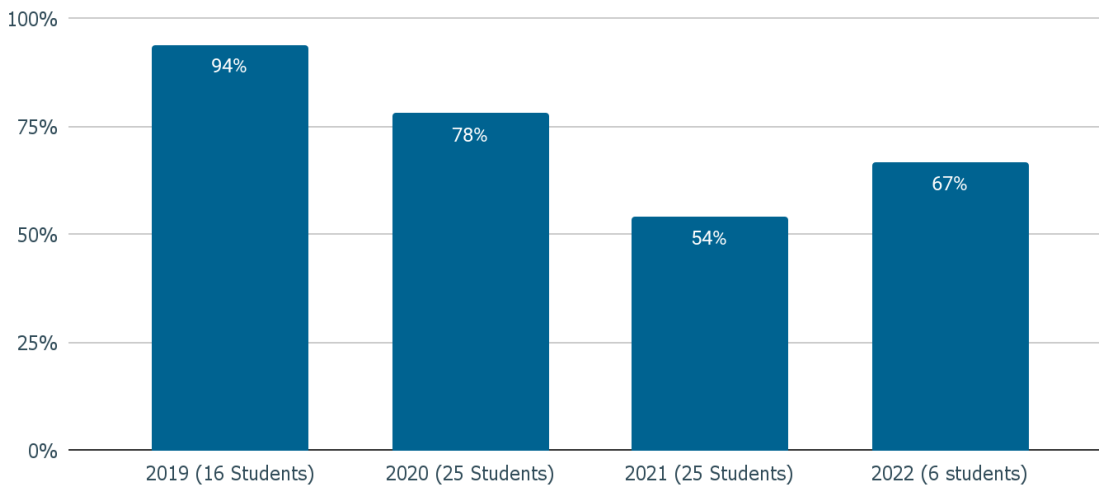
SCAE analyzed data for multiple programs including ABE/HSE, the CTE Medical Assisting Program and the ESL Program. The ABE/HSE data revealed that the number of HSE completers has fallen from almost 10% of learners in 2018-19 to 4% of learners in 20-21.



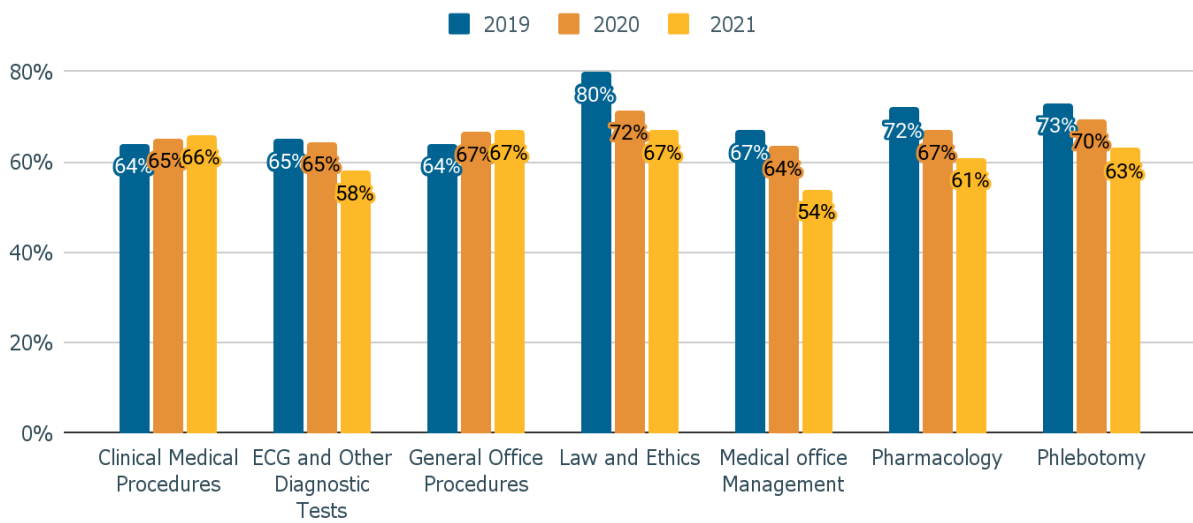
* Includes all enrollments, including dropped and "no shows"

SCAE analyzed their Medical Assistant Program in the analysis of their CTE data. Data from the 2020-21 Medical Assistant cohorts indicates that at least 80% of students are employed or in an externship after completing the program. A comparison of the passing rates of Medical Assisting students who took the National Competency Certification Test (NCCT) showed a decline from Calendar year 2019 to 2020. The school attributes this to the shift to distance learning. The graphs below provide illustrations of this data:

Medical Assistant NCCT Test Passing Rates

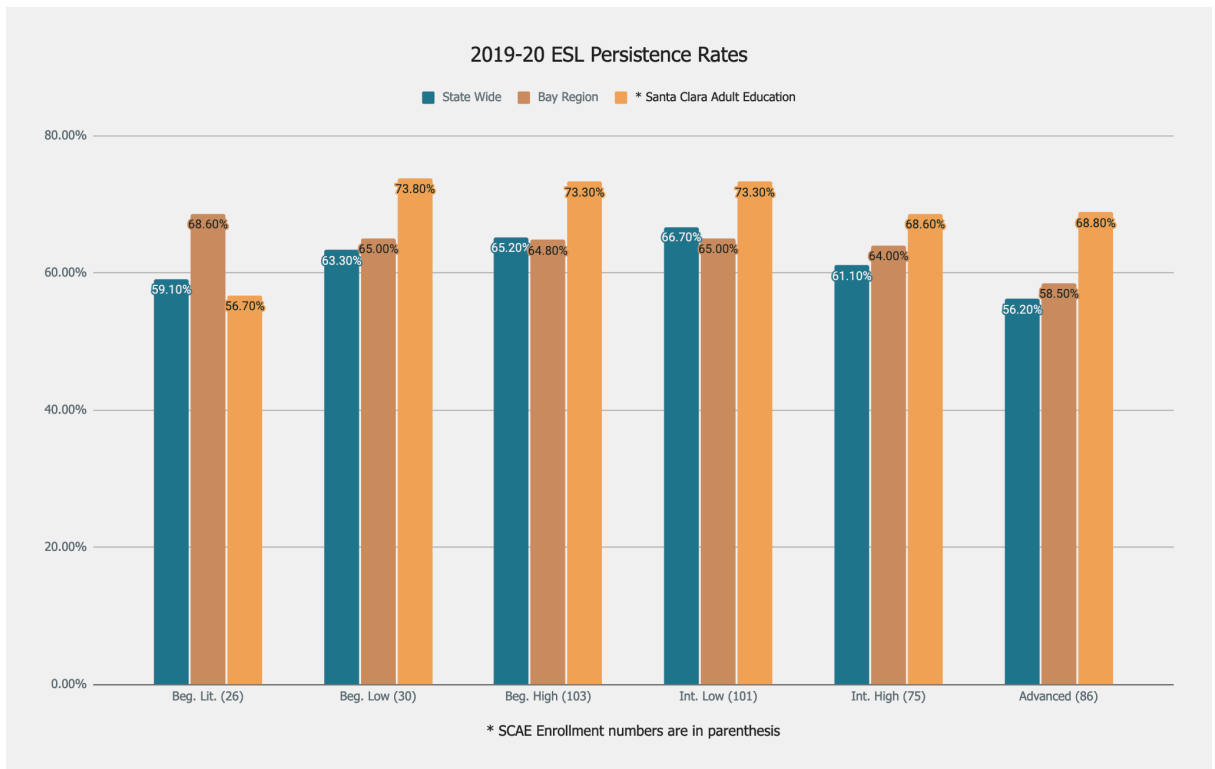
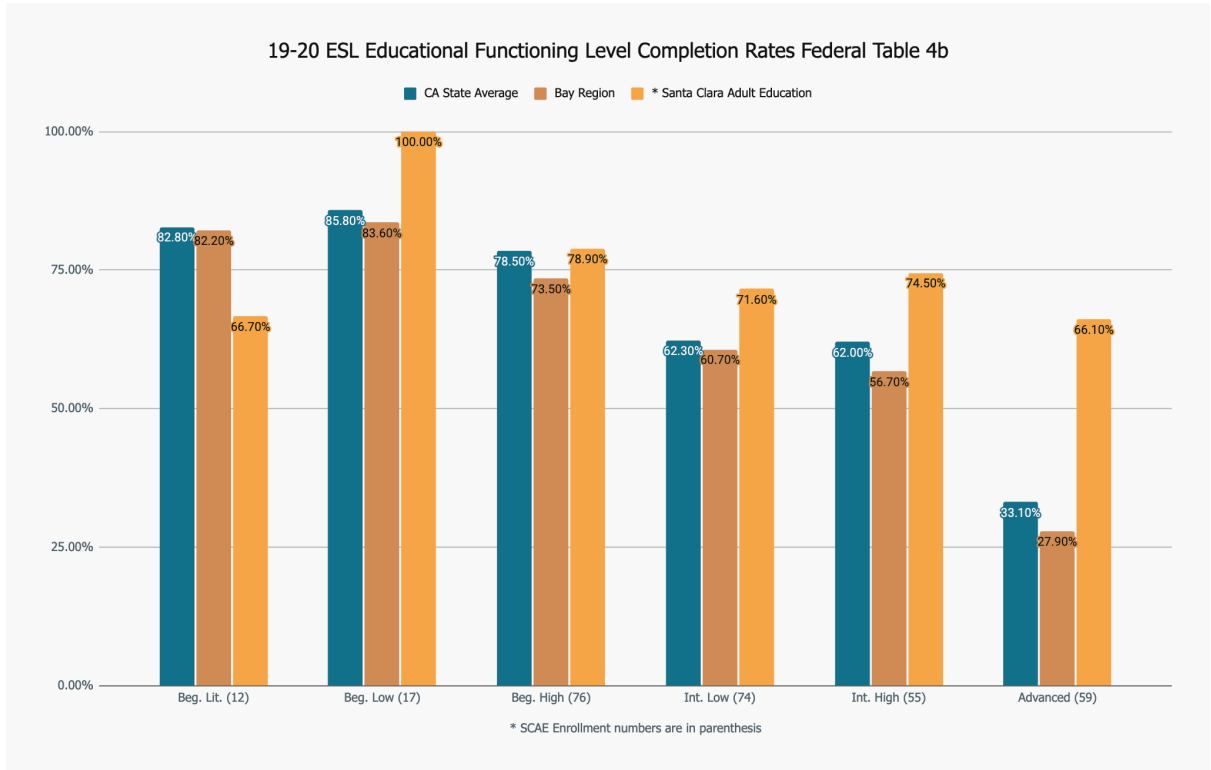


NCCT Test Sections

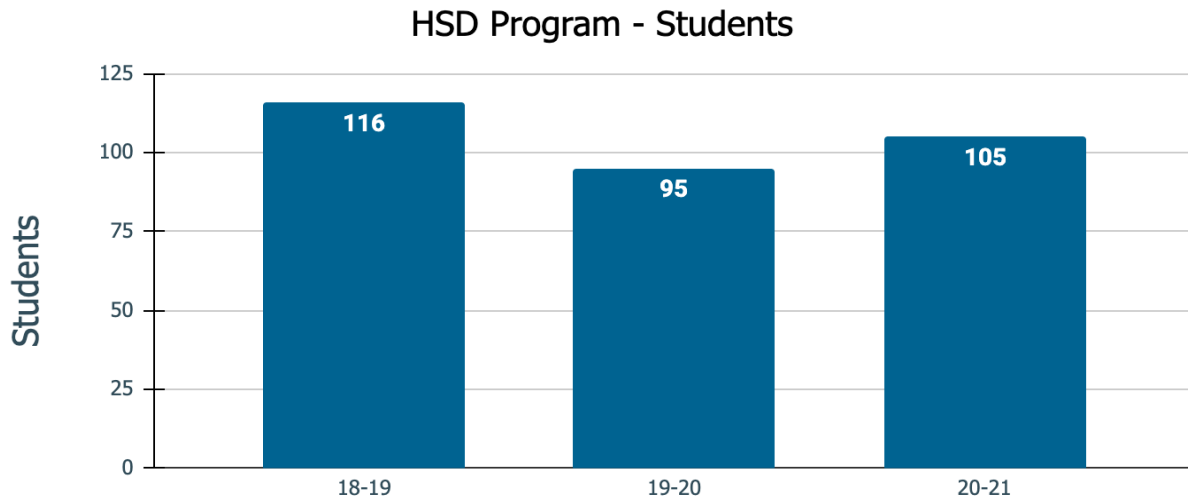


SANTA CLARA UNIFIED SCHOOL DISTRICT ADULT EDUCATION Adult School/ROCP Visiting Committee Report

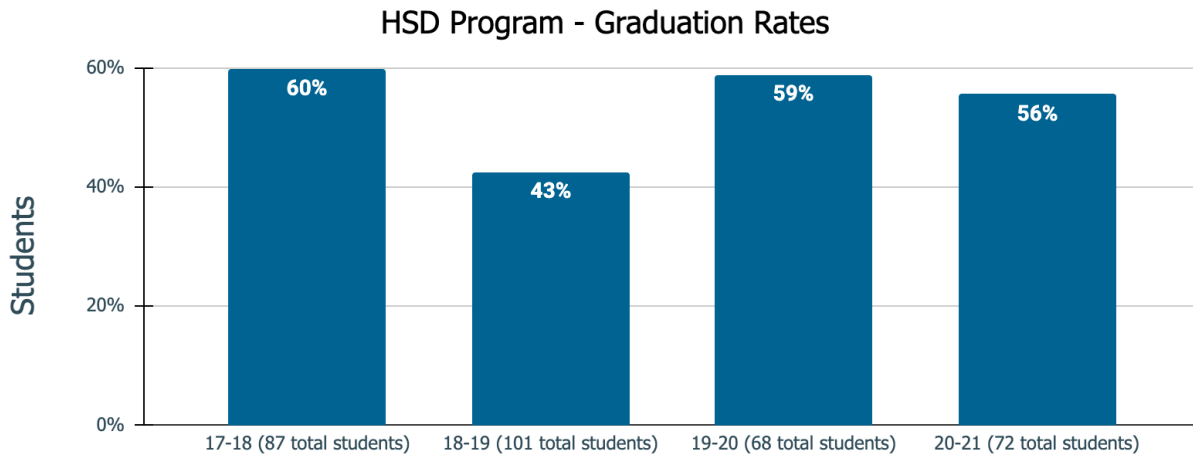
SCAE identified a need to more fully focus on ESL students in the beginning stages of instruction. The school’s completion rates and persistent rates are found in the charts below:



Despite the difficulties the school has faced because of the pandemic, the High School Diploma (HSD) program has been an area to celebrate. Enrollment in the program increased from 19-20 to 20-21. Graduation rates also remained consistent over those years. The school reported the following as factors that resulted in this increase: transition to online instruction, a change in the way students are scheduled, and a decrease in the number of elective credits required for the high school diploma.



Source: SCAE ASAP data base



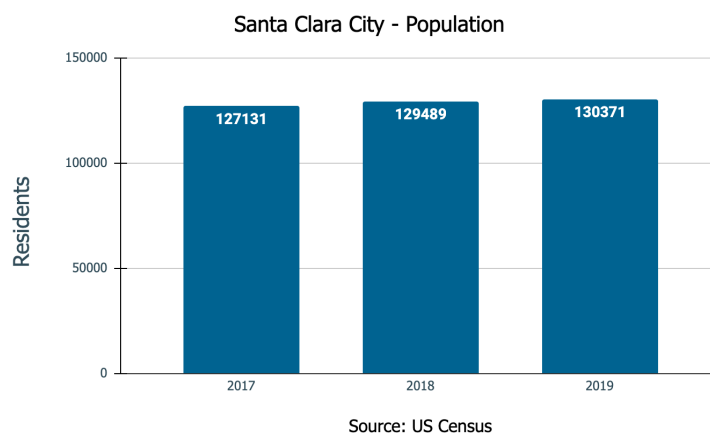
Source: SCAE ASAP data base

Institutional, Community, and Student Characteristics

Briefly summarize the most critical information from the institutional, community, and student characteristics that impacts the institution. Include the following:

- Brief description of data (include pertinent data about student achievement)
- Comment on significant findings

Santa Clara, California, located in the heart of Santa Clara Valley in Northern California, is a vibrant community. The area located north of 101, referred to as North of Bayshore, has expanded rapidly, a new elementary school, Agnew Elementary and Dolores Huerta Middle School opened in Fall, 2021 and a new high school, Kathleen MacDonald, is scheduled to open in August, 2022. Santa Clara is most famous for its location in Silicon Valley. The area is now home to many high-tech companies including Intel, Advanced Micro Devices, and Nvidia. It is also home to Santa Clara University, the oldest institution of higher learning in the state. As the chart below indicates, the Santa Clara city population has grown very slowly over the last few years; the number of highly educated, foreign born individuals moving to the area for employment in the high-tech industry has offset the outmigration of others:



SCAE will attempt to increase student enrollment, especially younger students, through a more rigorous outreach program that includes implementing a complete catalog redesign for the 2022-23 school year to better reach these younger groups of students.

The school noted that the HSE enrollment and exam data indicates an area for growth. The school plans to address this area of growth by increasing the number of students passing the HSE exams through the provision of orientations for all HSE students and scheduling HSE testing sessions on the campus. Funds have also been secured from Mission College to provide HiSET testing for SCAE students.

As previously noted, the school reported a decline in passing rates on the National Competency Certification Test (NCCT) by students enrolled in the Medical Assistant program. The Medical Assistant teacher will be monitoring student progress through the MindTap Program and will be providing extra assistance to students who do not pass the module tests.

Additionally, the school will purchase the NCCT Review Test for all students. SCAE is also recruiting a teaching assistant to support the program.

Through review of the CASAS data portal the school identified a need to better serve students at the beginning stages of language development in the ESL program. The school will focus on the following in order to do so:

- Beginning Literacy/Beginning Low instructors will utilize CASAS practice tests to prepare students for post testing.
- Beginning Literacy/Beginning Low instructors will utilize Santa Clara Adult Education website (Learning Resources) to assign activities for independent learning inside and outside of class.
- Beginning Literacy/Beginning Low instructors will utilize a computer lab for supplement instruction on a regular basis or utilize the Chromebook or laptop.
- Beginning Fall 2021, both morning and evening teachers will have weekly collaboration sessions on best practices to enhance instruction. Beginning Literacy/Beginning Low course will be a specific focus.

Although the school has noticed gains in students completing the HSD program as a result of changes brought about by the pandemic including the transition to online instruction for this program. Students enrolled in the program reported perhaps having one-on-one tutoring sessions to better assist them in understanding the subject matter. Students reported being frustrated with not having support in some areas difficult to comprehend such as the math courses. They stated that perhaps one-on-one sessions could be included with the teacher to get further instruction in difficult areas. Students reported that although there are time slots devoted to this, that many times the teacher is assisting other students either online or in person and this time does not provide them with the opportunity to get the support needed. The change in credit requirements has assisted in an increase in students completing their graduation requirements.

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

Prior to the pandemic, online class offerings were limited. For a number of years, SCAE had contracted with ed2go, a provider of specialized online classes for students that wanted access to short-term fee-based classes. When the pandemic caused all in-person classes to be discontinued, all of the programs transitioned to some level of online instruction. Teachers in the ABE/HSD, CTE, ESL, HSD, Preschool/Parent Education, Independence Network, Skills Plus, and a few Enrichment and Exercise & Wellness classes started online instruction approximately two weeks after the shut-down. For the most part, the online courses were synchronous, meaning that they continued to meet at the same time the class was originally scheduled. During the 2021-2022 school year SCAE has transitioned back to in person

instruction. The move to online instruction did cause a disruption in enrollment and the site has seen increases in enrollment as a result of the return to in person instruction. Enrollment, however, is not close to the pre-pandemic levels.

SCAE has developed 9 distinct programs to address the needs of the community. Online student/teacher interaction may take many forms across the programs:

- In ABE/HSE, a typical interaction is a phone call from the teacher to the student to review the results of the student's most recent HiSET practice test.
- Medical Assisting students in the evening online classes receive instruction as a whole group and then complete assignments on their own.
- Student/teacher interaction in the online Enrichment classes include discussions about technique, and sharing of completed projects.
- Online ESL classes included the teacher's use of Pear Deck to get students engaged in learning.
- Many of the students in the Exercise and Wellness classes follow the instructor movements to improve their flexibility and strength.
- In the HSD program, a typical student/teacher interaction occurs once a week during a scheduled time slot. The instructor meets students on zoom.
- Independence Network offers students the choice between in-person and online instruction. Online students engage with their teachers and peers through a live stream of the in-person classes. Students submit pictures of their work through Google Classroom, text or email.
- Skills Plus offers students the choice between in-person and online instruction. They also can live stream in the Mobility class. Students were offered a 1:1 communication class for the first time either online or in-person.

Chapter II: Progress Report

Progress based on the growth areas for continuous improvement (key issues) of the previous ACS WASC visiting committee: This chapter of the report validates efforts by the school to address growth areas for continuous improvement from previous visiting committees. Thoughtful responses to the growth areas for continuous improvement are expected from a school.

- **Comment on the school's major changes and follow-up process in addressing growth areas for continuous improvement since the last self-study.**
- **Discuss the progress on the schoolwide Action Plan, noting the integrated growth areas for continuous improvement from the prior self study/visit.**
- **Describe specific responses to each of the major growth areas for continuous improvement identified by the previous ACS WASC visiting committee.**

The Action Plan from the 2015 visit was updated during the 2018-19 Mid-Term Visit and has been a “live” document guiding the school’s growth over the last 3 years. The Action Plan had 3 areas of focus: offer staff development that meets the needs of teachers across programs, update technology, and restructure the High School Diploma program to improve student learning. Leadership team members have been responsible for implementing and monitoring the Action Plan over time.

The school also noted a number of significant developments over the past six years that have had a major impact on the school, including the COVID-19 Pandemic and the implementation of the South Bay Consortium for Adult Education (SBCAE). Changes also occurred in leadership. The most significant development that has had the greatest impact on the school has been the COVID-19 pandemic. SCAE closely followed the Santa Clara Unified School District and Santa Clara Public Health Department guidelines to close the campus to maintain safety for all members of the school community. The district and school quickly restructured instruction into a distance learning model. Training in Google Meets and Google Classroom was offered for staff. With the support of the district and the dedication of the adult education staff, within a month, all 9 programs were offering online classes and activities for students. The effects of the COVID-19 pandemic continue to impact the school in many ways. Many of the programs have returned to campus, but many of them still have some portion that remains online, enabling the school to continue to practice social distancing as much as possible.

The area of most concern, however, was ensuring that students had access to online learning. Although it was later than preferred, the school was able to distribute chromebooks and laptops to the students that needed them; the transition specialist, teachers and office staff assisted the students with login in procedures and getting access to their online classes.

The SBCAE coalition includes Campbell Adult Education, East Side Adult Education, Milpitas Adult Education, and Silicon Valley Adult Education. SBCAE is the only consortium in the state that includes two community college districts, West Valley - Mission Community College District and San José-Evergreen Community College District. As a member of SBCAE,

SCAE offers courses for the community in the following areas:

- English as a Second Language (ESL), Citizenship and Immigrant Integration
- Adult Basic Education
- High School Diploma, High School Equivalency (HiSET and GED)
- Career Technical Education (CTE)
- Programs for Adults with Disabilities
- Programs for Parents Supporting their Children's K-12 Success

Other changes include a restructuring of the administrative team from a director of Educational Options and two program administrators to a SCAE principal and a program administrator. New job descriptions for the principal position to reflect the current job responsibilities and Adult Education Teachers on Special Assignment (TOSAs) were developed. The principal, program administrator, program supervisors and TOSA form the current leadership team.

With regards to the focus on staff development the site developed the following action plan:

1. Form a school-wide staff development committee

A committee was formed and met quarterly for a year.

2. Research and develop a plan for school-wide staff development day

Adult Education leadership sought suggestions from adult education and district office staff.

3. Hold first school-wide 2 hour staff development training that is relevant for all programs.

In 2016, Melina R. Uncapher, PhD presented The Science of Learning, held in the SCAE multipurpose room. She shared the newest research about how adults and children learn best. Staff from all SCAE programs attended as well as staff from other SBCAE schools and colleges.

4. Assess all nine programs for staff development needs and submit findings to the Staff Development Committee.

Members of the staff development committee created a professional development survey. Efforts were made to collect data from all programs.

Since the last WASC visit, SCAE arranged for or provided professional development in each of the highest response areas: (1) how adults learn and learning styles, (2) culturally sensitive practices, and (3) available classroom technology.

In 2020, the ESL Program Supervisor and the ESL Advanced instructor applied and were accepted to the CalPRO's Distance Learning Academy. The Distance Learning Academy was a two year commitment that provided guidance, instruction, innovation and implementation of pilot programs initiated by student needs at SCAE.

5. Design a staff development plan for each of the nine programs with the support of the staff development committee.

Using a school-wide committee to manage individual programs' staff development needs proved to be too cumbersome, as a result, each program developed their own plan

6. Begin implementation of staff development activities for each of the nine programs.

Staff development opportunities were offered by SCAE and/or in partnership with other agencies and organizations.

7. Evaluate the impact that professional development activities have on the improvement of teaching and learning

The Community of Practice (CoP) models used by CalPRO in the Distance Learning Academy and Success for All Learners through Equity Training offered opportunities to reflect on practice to improve teaching and learning.

8. Review and revise staff development plans for school-wide and each program areas as needed.

This is ongoing at the program level.

With regards to the focus on updating technology the site developed the following action plan:

1. Establish quarterly technology meetings.

Quarterly technology meetings were established and included SCAE leadership and technology team members.

2. Continue to analyze school wide technology needs, (i.e reliable on-site wifi, information management system, servers)

In February, 2016, the SCUSD IT department, with input from SCAE leadership, technology team members and IT staff analyzed the schoolwide technology needs and prepared a formal report. The Technology team worked with the district IT department to implement the changes. By January, 2018, all of the major items had been completed.

In March, 2020, the school was closed and classes were moved online. One of the immediate needs was to provide technology access to the staff and students who were not able to participate online. A major challenge in purchasing adequate technology in a timely manner was the large lag time between placing the order and receiving the products. Ultimately the school was able to secure online access for students.

3. Continue to analyze technology needs of individual programs and courses.

Ample technology is available on campus and for students who are studying online.

4. Continue to analyze technology needs of individual staff members.

Technology is available to all teachers and in use throughout the campus. Staff has received training in technological apps and tools.

5. Prioritize technology based on student needs

The school implemented a new technology request system for instructors to request computers and other technology for their classroom.

6. Research and Develop a school technology plan

SCAE and the SCUSD maintain inventory lists. The SCAE maintains a list specifically for the computer and tech equipment in use by staff and students.

7. Continue to seek alternative funding sources including grants and partnerships to support the technology plan

WIOA funds were used to purchase two new labs for ESL students.

8. Implement technology plan, review and revise school technology plan

This is an ongoing process dependent in part on the availability of funding.

With regards to the focus on restructuring the High School Development program the site developed the following action plan: With regard to

1. Implemented orientation for all incoming students that includes goal setting activities.

This occurs with all students in the HSD program.

2. Improved student placement in HSDP based on the number of credits needed and reading levels.

HSD now uses ReadTheory as a tool to determine if a student is reading at a 7th grade reading level. In addition to assessment, the program also offers instruction in reading so that a student can practice and improve their skills and attain a 7th grade reading level. Additionally, transcripts are reviewed to ensure students are appropriately placed in appropriate courses.

3. Established meeting schedule for high school staff

HSD staff meet with the program administrator on alternate Wednesdays.

4. Analyze student learning data from the last 3 years to improve curriculum and instruction.

Analysis of learning data in an independent study model is done through graduation rates.

5. Redesign the existing core curriculum to include Common Core using the blended learning approach.

Prior to 2015, Santa Clara Adult Education's High School Diploma Program used an independent study model of instruction based on the use of "packets". Recognizing the need to move beyond this basic model of instruction and to incorporate the Common Core standards, the school pursued a blended learning model of instruction that married the strength of the personalized instruction available through independent study with the wide range of engaging instructional activities that are available online.

6. Implement redesigned curriculum.

In order to bring a new set of educational experiences to the classroom, the staff piloted 3 different online learning systems: Apex Learning, Odyssey, and Edmentum's Plato Courseware, ultimately selecting Plato as the best option. Using Edmentum Plato as a basis, the High School Diploma Curriculum Developer created a number of blended

learning courses.

7. Implement AB86 Consortium Plans in high school diploma which may include wrap-around services such as more transition and career counseling, childcare, transportation, support for learning disabilities.

In 2018, the HSD program hired a new counselor who expanded students' access to transition and career counseling, assisting students in enrolling in community college and CTE training. SBCAE now employs a full-time AWD Specialist (school psychologist) to provide students with support for learning disabilities in the ABE/HSE, CTE, ESL and High School Diploma Program (HSD). SCAE students can access him in the school office on Thursdays and evenings by appointment.

The Action Plan included a restructuring to move away from “packets” to more computer-based instruction with updated curriculum. After the restructuring occurred, the program transitioned completely to online instruction in response to the pandemic. The transition to online instruction as a result of the pandemic resulted in an increase in the number of students enrolled; even as classes are returning to campus, online instruction will continue to be offered in the future to meet students’ learning needs.

The previously described actions and plan was created and modified in response to the areas for follow up identified in the 2015 action plan and the critical areas for follow up left by the visiting committee in 2015 and the recommendations made in the mid-term visit in 2018. The school has addressed the goals of their action plan in an appropriate fashion and continuously implemented their action plan during the COVID-19 Pandemic. Additionally, the school was able to further address their action plan due to instructional and technological necessities fostered by the COVID-19 Pandemic

Chapter III: Evaluation of the School's Response to the ACS WASC Adult School Criteria

This chapter provides most of the substance of the Visiting Committee Report and is the chapter to which each team member makes a contribution. The team report notes whether evidence has been offered to demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to adult education and consistent with the ACS WASC Adult School/ROCP Criteria.

Criterion 1: School Mission and Schoolwide Learner Outcomes

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The mission of Santa Clara Adult Education (SCAE) is to empower adults of all ages and abilities to succeed in an ever changing world. The current mission has been in place since the last WASC self-study in 2015. It was reviewed in 2018 for the Mid-Term Report, and reviewed again as part of this self-study. The mission is broad in that it includes adults of all ages and abilities. In many concrete ways, the school offers opportunities for adults at all levels of education to gain knowledge and skills that enable them to succeed.

Over the years, alignment with the mission statement has been central to planning and is considered when developing new programs or revising existing ones. As an example, Independence Network (IN), SCAE's program for adults with disabilities, went through a restructuring process during the 2020-21 and 2021-22 school years.

The mission statement is included on the district's website and will be included in the next catalog. The mission statement has also been included in the school's quarterly newsletters and in program updates. The mission statement is reviewed every 3 years by a group of students, instructors, as well as SCAE and Santa Clara Unified School District (SCUSD) leadership. In order to update the SLOs the leadership team reviewed the existing SLO's, and solicited input from a number of instructors. The instructors felt that SLO #1 and #2 were current and relevant to their classes. For SLO #3 *"they agreed that students would use their learnings in their personal lives, however, did not see the relevance to the learnings being applied to their professional lives."* As a result, the leadership team agreed on a change to SLO #3, which is highlighted below.

The new Schoolwide Learner Outcomes for 2022 are:

1. Students will achieve measurable growth in knowledge and skills in their area of study.
2. Students will be able to identify and access diverse resources, information and technology related to their area of study.
3. Students will apply acquired knowledge and skills to their personal and/or professional

lives.

Although the school believes the mission and Schoolwide Learner Outcomes (SLOs) guide planning and decision-making so that each student can achieve success, there is little evidence that students are aware of the SLOs and mission statement nor that they serve as a guiding force in the development of instructional practices and student outcomes. Additionally, the school reported student survey results as evidence for students achieving the SLO's. However, the survey data presented was limited. As the school looks to acquire evidence for students achieving SLOs are there other mechanisms in place to do this?

● **Identify the strengths and growth areas for continuous improvement for this criterion.**

Areas of Strength:

1. Mission and SLOs were developed through deliberative processes that included multiple stakeholders and are comprehensive and meaningful for all programs.
2. The mission statement highlights the school's purpose in serving students of all ages and abilities.
3. Student surveys indicate the students are achieving the Schoolwide Learning Outcomes (SLO).
4. The Skills Plus and Independence Network have developed program specific SLOs that align to schoolwide SLOs and are visible in all these program classes.

Areas of Growth:

1. Schoolwide Learning Outcomes (SLOs) need to be clearly articulated to all students, staff, and all stakeholders.
2. The school's mission and SLOs should be posted in visible places for all stakeholders to see.
3. Ensure that instructional practices align with the school's mission and SLO's.
4. When pursuing instructional, curricular, or programmatic changes ensure that they align with the school's mission and SLOs.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school. The leadership team includes the principal, program administrator, three program supervisors and two TOSAs. Each program has an assigned program supervisor or TOSA available for supervision. Each program supervisor and TOSA, with the support of the program administrator and principal, supervise programs, activities and events so that the students are able to achieve the Schoolwide Learner Outcomes (SLOs).

Regularly scheduled program staff meetings, weekly meetings with members of the leadership team, and monthly meetings with the principal and the AFT Union president, have been key to establishing a school that includes regular evaluation of the school as a whole. Office support staff also meet every month to discuss concerns and review processes. All meetings include ongoing agendas with notes so decisions are recorded and can be reviewed to ensure follow-through. Additionally, the principal meets every other week with the Assistant Superintendent of Educational Services, her line supervisor. The principal and the program administrator are included in the Santa Clara Unified School District's monthly General Administrator Meetings (GAM). The principal is also part of the Secondary Principals Professional Learning Community (PLC) and attends Elementary/Secondary Principal check in meetings once a month.

The school leadership has a plan for managing the class wait lists involving follow-up by the front office staff for students who are not attending class, and new students regularly starting class on the first of the month.

Stakeholder input has been sought from students through the SCAE Student Club and student surveys and class evaluations. Program supervisor, TOSA and instructor input is sought during the staff meetings. The office staff are included in decision making through the monthly office meetings. The WASC Process included requests for student input through the webpage and the Winter/Spring 2022 Catalog (inside cover). Enrichment and Exercise and Wellness students are regularly surveyed for suggestions on courses to offer.

The school also has an Instructor Handbook that includes relevant work and personnel information. The handbook is updated and shared with the staff at the annual Back to School Orientation. Instructional staff are required to verify that they have reviewed the handbook each year. Additionally, the website has a staff webpage that includes links for forms, policies,

referrals, and employment information. General policies, including student expectations, are included on the website and in the catalog.

The Santa Clara Unified School District board has demonstrated honesty and integrity in its relationships with stakeholders, other schools or agencies and with its own local community members. The board meets all Brown Act requirements. The Santa Clara Unified School Board develops procedures and policies that are recorded and published in the Board Policies Manual.

The school board is very supportive of SCAE, they attend the school's graduations and other events. Individual board members advocate for adult students, give input on program development and include SCAE staff in area leadership projects. The board allows the school's administration, with the support of the Superintendent and Assistant Superintendent of Educational Services, to oversee the day-to-day operation of the school.

• Identify the strengths and growth areas for continuous improvement for this criterion.

Areas of Strength:

1. Regularly scheduled meetings with documentation of decisions.
2. Strong Leadership Team in place providing guidance for school.
3. Strong support from the district's leadership team.

Areas of Growth:

1. To further improve collaboration within and among teams explore the implementation of Professional Learning Communities (PLCs).
2. Increase data collection and analysis for each program.
3. Clearly delineate the roles of the Program Supervisors and TOSAs.

Criterion 3: Faculty and Staff

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

In order to employ qualified personnel that support student learning and institutional effectiveness, the SCAE leadership collaborates with the District Office to standardize positions and specify requirements that match the needs of each of their programs. Classified and certificated employees are screened to ensure that their qualifications and experience align with the mission statement and the Student Learner Outcomes prior to the interview process so that only the most qualified applicants are considered.

Indicator 3.1: Additionally, determinations about the number of staff and personnel within each of the 9 programs is decided based on the most effective staff to student ratio that will best meet the needs of the student population in each program. Staffing considerations also include student interest, waiting lists, and special support needed for students with disabilities. Traditionally (pre-pandemic), student-teacher enrollment ratios per program are as follows:

1. Adult Basic Skills/High School Equivalency/High School Diploma: 30:1
2. CTE courses range from 12:1 in Medical Assisting to 30:1 in Payroll Accounting
3. ESL: Five levels of classes with 20-25 per class, depending on enrollment. There is currently a waiting list for classes and with Covid restrictions being modified, there is a possibility that the program will increase to 30:1.
4. Enrichment, Exercise and Wellness staffing is based on student interest
5. Programs such as Skills Plus and Independence Network maintain a 5-7 students per teacher ratio to allow teachers to maintain safety and more attention per student. Teachers also meet with students individually to address students' particular needs. Caregivers have the option of accompanying students and participating in the class.
6. The Wilson Preschool and Parent Education class sizes are determined per age of the child, number of parents participating in the classroom, and the highscope curriculum focus on small group work. Each class has a paraeducator and a teacher.

Indicator 3.2: A number of personnel policies and procedures—including the bargaining agreement, the school's handbook and timesheet process—can be found on the staff website page and district human resources page. The school standardizes all hiring procedures to ensure equity in its policy and procedures, and the union and district personnel policies provide guidance for hiring practices, which are diligently implemented by adult school staff. In addition, the district hosts a "Know your Rights" page to make its policies and procedures easily accessible to both

employees and the community.

SCAE personnel records are kept locked securely onsite, and online confidential records are kept on restricted drives. The school secretary facilitates access to these records upon request of the employee.

Job postings are circulated amongst union members one week prior to being posted on Edjoin, with classified and certificated union members having priority for hiring for open positions. All positions schoolwide—from administration to classified positions—are posted on Edjoin, with instructor positions also posted on Indeed. Hiring panels include representatives from all school stakeholders, including union leadership, classified and certificated personnel, administration, and program supervisors. Candidates are screened for qualifications and necessary credentials, and references are checked before selected candidates are sent to the district's Human Resources Department to be processed for hiring.

In addition to having an inclusive and transparent hiring process, the district also recently completed the Vision 2035 Strategic Plan, which includes a set of Core Values. Professional ethics for classified employees and educational professionals is also included. ACSA Statement of Ethics is the basis for administrators and program supervisors evaluations.

Indicator 3.3: While the evaluation process is listed as an area of growth, there is a process in place for all groups of employees which addresses performance of the assigned duties and participation in organizational responsibilities. All evaluation forms are current, and the instructor evaluation is expected to be updated April 2022 for inclusion in the American Federation of Teacher Adult Education Union contract for 2022-2025. The forms are made available to employees prior to the evaluations so that expectations are clear. Following the evaluation, employees have the opportunity to review and respond in writing to any concerns contained in the evaluation prior to the evaluation being submitted to the district for the employee's file. Ultimately, the evaluation results in a customized professional development plan that is designed with built in support from the evaluator. Classified staff shared having participated in periodic evaluations (3 month, 6 month, annual reviews, etc.) and instructors reported regular evaluations from program supervisors with follow-up progress report visits. Staff had the opportunity to self-identify areas of growth, while also having growth areas identified by the evaluator.

Indicator 3.4: Professional development is provided for both classified and certificated staff. Classified office staff participate in the district's annual back-to-school PD as well as PD through office staff meetings. Certificated staff PD that is centered on student learning has included CASAS training for ESL staff. The goal of this has been to help the staff use the student reports to customize instruction and target students' needs. Still, there is much room for improvement in professional development opportunities and this is an area of growth for the school. The

instructor survey revealed that 24 out of 42 respondents feel that the school does not offer professional development opportunities that empowers them to improve student learning. In addition, 31 of 56 respondents indicated that they do not have paid opportunities outside of the class to pursue innovative methods and strategies to incorporate into their class for student learning. During the visit, both classified and certificated staff expressed an interest in staff development related to using technology for navigating systems (operational, instructional, online modalities), and several instructors expressed a particular need for professional development related to incorporating effective instructional strategies into curriculum implementation.

Staff have the opportunity to share their professional development experiences at staff meetings and share their learning with the rest of the staff, however, formalizing a process for evaluation of professional development is identified as an area of growth for SCAE.

• Identify the strengths and growth areas for continuous improvement for this criterion.

Strengths:

1. Regularly scheduled monthly meetings with staff members, including office staff, promote clear communication and transparency in decision making.
2. District and school hiring process is documented and transparent.
3. TOSAs are available and accessible to staff in each of the departments to support instructors with resources and best practices as needed.

Growth Areas:

1. Increase opportunities for paid professional development that impacts student learning
2. Include meaningful evaluation of professional development activities that impact student learning.
3. Create a timeline for the Instructor Evaluation Process for temporary and permanent instructors.
4. Consider reviewing and updating the Instructor Evaluation Process.
5. Explore a set of professional ethics specific to SCAE.

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learning needs.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Santa Clara Adult Education offers a robust, research-based curriculum which is centered on creating a learning environment that allows all students to reach the Schoolwide Learner Outcomes. The following curricular plans provide a framework for how each program is meeting the needs of the students, stated outcomes, licensure requirements, and certificate expectations.

1. ABE/HSE: The course outline includes goals, objectives, materials, and evaluation methods, and the program uses the HiSet Academy Programs. This provides accurate placement testing which enables students to learn at their own pace and skill level. Additionally, SCAE offers the HiSet in Spanish, helping students to alleviate language barriers to learning
2. CTE: Each CTE program is led by industry professionals who develop curriculum based on industry standards, select texts and specified curriculum. Instructors are members of professional organizations and attend industry-related, union, and equity-based professional development. With this knowledge they implement a curriculum that allows students to reach certification. Still, there are challenges, particularly with the Medical Assistant Program, where the curriculum needs to be reviewed in order to improve the passing rate for students taking the National Certification Competency Testing exam.
3. ESL: Outlines for the ESL program also articulate objectives, goals, materials, groupings, and evaluation methods for the program. The curriculum is streamlined through the use of the Ventures textbook series, which is aligned with CASAS and EL Civics competencies. Ventures was chosen in collaboration with consortium partners and provides a breadth of differentiated, supplemental materials— including online platforms—which were instrumental in helping both students and teachers transition to online learning during the pandemic. Additionally, teachers attend weekly ESL collaboration meetings to plan and align the use of the Ventures curriculum. Teachers also attend CATESOL and SCAE ESL Workshops to get further support in curriculum development and alignment. Students are surveyed for input each spring on EL Civics which enables students to have a voice in what they are learning.
4. Enrichment and Exercise & Wellness: The curriculum is instructor-designed and, when appropriate to the content, is also based on industry standards. The instructor reviews scientific journals, the latest resources, and updates the curriculum so that the curriculum

is research-based. Safe teaching modalities are practiced diligently to ensure that the physical needs of each student are met. Students are surveyed at the end of each class and the instructor uses this feedback to customize plans for students.

5. HSD: The online curriculum was selected after reviewing a selection of options and eventually settling on Edmentum Plato. The selection of this curriculum, which follows Common Core Standards and Career and College Readiness Standards, aligned the program with other adult school programs and the SCUSD traditional high schools, offering a streamlined and seamless way for students to transition between programs at different sites.
6. Independence Network: This program's curriculum is instructor-designed and framed around four content areas: Independent Living, Health and Wellness, Enrichment, and Employment Readiness. The offering of this program is based on student needs, interest, and availability of resources.
7. Skills Plus: This program for stroke survivors is led by credentialed instructors who are medical professionals. Instructors use the curriculum as a guide flexibly—adjusting to the needs of the individual students as necessary. Instructors must be able to pivot the curriculum around a student's physical abilities and limitations and find creative ways to implement the objectives of the class.
8. Wilson Preschool/Parent Education: This program uses the research-based High-Scope curriculum which includes strategies and materials to create an engaged learning environment. Like the Skills Plus program, this curriculum requires flexibility in implementation and an ability to pivot based on the needs of the parent and student participants.

All SCAE instructors develop curriculum for their classes as described above. The school has made a diligent effort to have all classes post the class agendas outlining the objectives of the day's class. Student Learning Outcomes are posted on the wall in many—but not all—classrooms and the curriculum appears to be working towards the goal of meeting those SLOs. Course outlines include goals, objectives, methods of instruction, and methods of evaluation. All instructors have scheduled curriculum preparation time, collaboration time, and counsel with program supervisors to assess the curriculum's effectiveness.

Like in nearly all other learning agencies, the pandemic created a variety of challenges regarding technology and maintaining access to learning for students. ESL students in particular were challenged by limited access to online instruction. SCAE responded to this challenge and the program now has 60 laptops and 30 Chromebooks to offer those in need for online learning. Students must comply with the district's acceptable use policies. Budget permitting, SCAE is considering purchasing additional classrooms for each of the 5 ESL classes for the 2022-23 school year in an effort to increase access to learning in classes.

- **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. Program curriculum is thoughtfully created, focuses on the development of functional life-skills, and is evaluated and updated taking into account the needs of the student population.
2. Decisions about courses and program offerings come from a variety of content-related sources and are well-researched and documented.

Growth Areas:

1. Continue to examine the curriculum in the Medical Assistant Program to determine what changes need to be made to improve the NCCT passing rate for students.

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both Schoolwide Learner Outcomes and course objectives.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Indicator 5.1: SCAE uses a variety of online and in-person learning modalities to support the individual student's needs, based on the type of program enrolled students are participating in and the needs of the individual students themselves. Instructors were observed using multiple and varied learning strategies across disciplines, and appeared to have freedom to adjust their courses for student maximum learning potential. There was, however, a demonstrated desire for instructors to further their knowledge of differentiated instruction modalities through professional development opportunities. Adding to Instructors' abilities to increase their instructional strategies seems to be of both high need and high priority within SCAE going forward.

Indicator 5.2: Instructors and administrators gave multiple examples of methods used in staying current with research based professional knowledge and instructional application for improved student learning. Some examples provided included regular "journal reading" of research literature, participation in professional communities to stay relevant on topics taught, and participation in the DLAC training with an emphasis on returning the knowledge to the SCAE community.

Indicator 5.3: Technology was widely utilized in multiple instructional disciplines as appropriate. Both remote and in-person instruction maximized technology during observed classes where appropriate. Some enrichment activities, such as exercise or gardening, would have less technological need than a course where students were both in the classroom and attending from other parts of the globe (one course observer witnessed students "in class" who were currently in Japan and Prague!). This type of flexibility supports active student engagement and learning opportunities.

Indicator 5.4: Instructors across multiple disciplines adjusted on the spot to student performance on learning tasks. Students demonstrated gained knowledge through application of concepts (drawing, exercise, physical activity, "call and response" discussion) as well as more interactive involvement in group conversations. The VC observed teachers using team problem solving activities in programs across the school as well as attention to individual learner interests and abilities.

Indicator 5.5: Students were observed in many different disciplines demonstrating critical and creative thinking, problem solving, knowledge attainment, and application skills.

Indicator 5.6: Instructors demonstrated multiple personalized approaches of strategies in courses across the school. It appears from teacher surveys that staff wish to increase their skills in differentiating instruction to meet all students.

• **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. Instructors provide high quality, engaging instruction that supports SCAE SLO's.
2. Passionate teachers and staff engage the students and are excited to serve their community.
3. SCAE has demonstrated a commitment to professional learning through events within their consortium, the school, and at the program level.

Growth Areas:

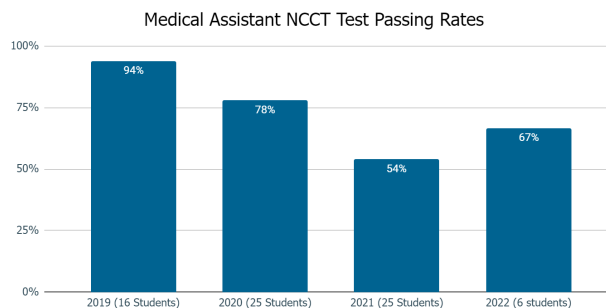
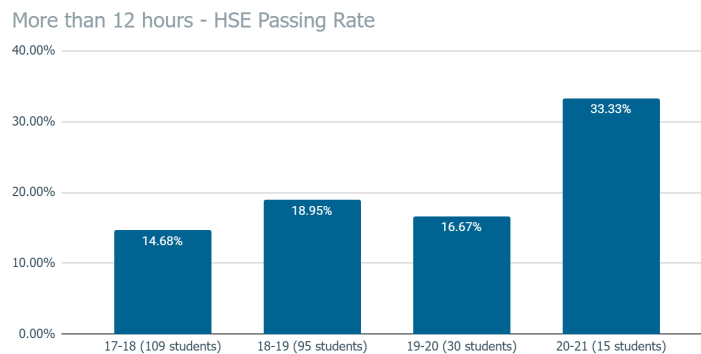
1. Support on-going professional learning and skill development of all staff.

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results. Examples of SCAE effective data collection include identifying increased High School Diploma completion rates during remote learning, which supported continuing with remote learning options as Pandemic restrictions lifted and return to in-person instruction was offered. Additionally, lower passing rates and barriers to successful completion in the Certified Medical Assistant program were identified and decisions were made to purchase student materials and practice exams to increase student passing and completion rates. Both of these examples demonstrate increased successful student outcomes based on assessment results being used to make supportive program changes.



Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and student learning remains the focus of the school. Each of SCAE's diverse programs use unique components of assessment and data gathering. The self-study identified that some program staff were better at using and/or understanding the data than others. SCAE *aims* to utilize various formal and informal assessment tools to observe, analyze, and adjust instructional effectiveness in order to accomplish the SLOs. However, a system of using effective, data-driven assessments was not consistently evidenced during observations, and staff are not routinely using assessment results to inform modifications that improve student learning.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped. SCAE recognizes that some of the instructional staff feel more confident in identifying, understanding, and using data to develop clear, assessment-informed learning outcomes than others. Staff occasionally meet in both small and larger groups to review data but are sometimes unclear how to adjust program needs accordingly. Leadership should increase support for instructional staff in using both qualitative and quantitative data to modify instruction and curriculum in order to better meet students' needs and improve schoolwide learning outcomes.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students. Programs were inconsistent in ability to gather and appropriately analyze data to support SLO's. Some instructors and TOSA's indicated an understanding of data and could easily gather needed information, while others suggested a need for more support in getting and using this information to support instruction.

Indicator 6.5: The school uses assessment results for organizational planning, *Action Plan* revision, and resource allocation. The administrative staff seemed more aware of and better able to gather, analyze, and use collected data to inform decision-making than instructional staff. While SCAE gathered some data - including peer-to-peer interdisciplinary course observations, CASAS and HiSET testing, this data was not consistently applied to overall programming needs. Even though some positive information was discovered, such as findings that the HSD graduation rate actually increased during their year of remote learning, even as other programs saw a decrease in their own passing rates, assessment-driven curriculum development was sporadic.

- **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. The school has begun a practice of compiling and analyzing student enrollment and outcome data for all program areas, going back several years.
2. Various assessments used, including formal testing, observation, surveys, responses to questions, and informal feedback from students support instructor responsiveness to students.

Growth Areas:

1. Implement routines at program and school levels for the Leadership Team to analyze student enrollment and outcome data.
2. More fully engage teachers in data analysis at student, classroom, and program levels.
3. Develop numeric goals for passing rates of certifications, such as HiSET, and CTE exams.

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Indicator 7.1: The first and most important support service for students is the front office staff. 194 of 200 students strongly agree that they received good customer service from the front office staff. (The surveys were sent to all students who were in session at the time.) The front office staff is very involved in most aspects of the school. For example, they inform prospective students about the services and classes available, offer assistance with referrals for students to services, follow-up with students that are not attending classes, and assist with sign-ups for testing. The front office staff includes both Vietnamese and Spanish-speaking individuals.

Programs work together to support student services. For example, the Transition Specialist (TS) meets all new ABE/HSE students to help them with goal setting, scheduling, and details about the GED and HiSET exams. The TS also works with the ABE/HSE instructor to maintain a database of student progress. The TS is also responsible for orientation for all new ESL students.

Some student group participants from the ABE/HSE and HSD programs stated that they met with the counselor, but not the Transition Specialist. Student group participants from the ESL program stated that they did not meet with the TS, as well.

The CalWorks Rep is on campus twice a week to provide support for Calworks clients who are enrolled at SCAE. Instructors refer students to the CalWorks Rep for services and he contacts the students within 24 hours to begin individualized assistance, including referrals to mental health agencies, if needed.

Two student group participants (one recent HS graduate and one Skills Plus student) stated that the SCU Arrupe Engagement Program provided interns who worked one-on-one with the student in the classroom or in tutoring. The graduate recognizes the Arrupe volunteer as a major factor in his attainment of his HSD.

The school reported that “All instructors in the ABE/HSE , CTE, ESL, HSD, IN, Skills Plus, and Wilson Preschool Programs reported referring students to support services.” The most common form of referral stated by instructors we spoke to was verbal, making formal follow-up and data collection about services difficult.

Indicator 7.2: The HSD Program Counselor meets with students to assist with transcript review, academic counseling, and personal counseling. She also meets with the Mission Community College Transition Specialist, who offers students options for transitioning to college.

Indicator 7.3 SCAE uses several tools to market its programs. School information is included in the verification letter of enrollment sent to families in the district's K-12 schools, course listings are included through the SCAE Facebook, Instagram, and LinkedIn pages, and Fall and Winter/Spring catalogs are distributed to all Santa Clara households. New students attend comprehensive orientations about the school as well as their respective programs. SCAE staff also attend community events, where they market the programs offered at the school.

Indicator 7.4: Academic and personal counseling is provided by staff at SCAE. The Transition Specialist provides academic counseling for the ABE/HSE and ESL programs. The HSD counselor provides academic and personal counseling for the HSD students. Further personal counseling and referrals for health services are available through the Family Resource Center.

Evaluation and update of student support services occur during regularly scheduled staff meetings; however, the school has no formally structured practice of assessing student support services to improve the effectiveness of the services.

Indicator 7.5: The school follows established policies for releasing, maintaining, and storing student records.

- **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. SCAE students have access to a wide variety of support services, including Transition Specialist, HSD Program Counselor, Disabilities Specialist, Family Resource Center, CalWorks Rep, and SCU Arrupe Program.
2. Responsive and supportive office staff who speak more than one language and “go above and beyond” for the students and staff.
3. Most programs offer an orientation for new students.

Growth Areas:

1. Consider means of making information about all services available to all students to self-identify as needing a given support.
2. Consider how to document the types of referrals for student services in a standardized process to increase student access to services and improve data collection and analysis- a flowchart, for example.
3. Consider a process that ensures and documents that all ABE/HSE and ESL students have contact with the Transition Specialist.

Criterion 8: Resource Management

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Indicator 8.1: The school has sufficient resources and has stayed within budget for the past three years. The school has sufficient revenues to support educational improvements.

Indicator 8.2: There are clear financial operating procedures in place, like annual meetings with school leadership and the business department, quarterly reviews of the school budget by the accounting department and school administration.

Indicator 8.3: The Schoolwide Action Plan prioritizes short-and long-term financial planning.

Indicator 8.4: The learning environment is safe and healthy, enhanced by the facilities. There is a site safety plan and program specific safety plans, with a COVID 19 check-in system for students and staff. The campus has spaces supporting diverse specialized courses, including sewing, volleyball, aquatics, piano, gardening and much more. There are ample classrooms. Students have access to outside meeting areas and a Student lounge, encouraging a sense of community.

- **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. Specialized, modernized classrooms available to meet student needs.
2. Adequate structures in place to monitor budget.
3. Comprehensive COVID safety plan in place.

Growth Areas:

1. Examine technology and material needs for the ABE/HSE, ESL, HSD and Independence Network programs.

Criterion 9: Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded educational experiences and employment opportunities.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Indicator 9.1: SCAE has developed connections with businesses, public sector entities, and non-profits to expand its programming and enhance learning opportunities for students. This list shows some of these partner organizations.

Business	Public Sector	Non-Profits
Walgreens Santa Clara University	Santa Clara Senior Center San Jose State University San Andreas Regional Center Santa Clara Library SCUSD Family Resource Center	Gardner Health Services Asian Law Alliance Goodwill Industries Friends of Wilson Preschool

These organizations engage with SCAE and its students in a number of ways. For example, Walgreens and Goodwill both provide work experience sites for students building job skills. San Andreas Regional Center contracts with SCAE to pay much of the operational costs of Independence Network. Santa Clara University has a program that connects students with SCAE to provide tutoring for adult school students. Similarly, SJSU students of occupational therapy have interned in SCAE’s Skills Plus program, enriching the experience for Skills Plus students. Asian Law Alliance provides ESL students presentations on immigration. The Family Resource Center supports SCAE students with very practical services such as Food, clothing, and referrals to other support services. Additionally, visitors from the local city council, police and fire departments, doctors, dentists, college staff and others have visited SCAE to present and interact with SCAE students, connecting them to the structures of the community.

Indicator 9.2: Medical Assistant students have contributed their growing skills in taking vital signs to community events, a move that provides a service, and gives visibility to SCAE’s program. The school has a positive reputation in the community; surveys of students are overwhelmingly positive that students happily refer SCAE to others.

Indicator 9.3: The SCAE Leadership Team has methodical routines for reviewing community profile data on an annual basis. SCAE is using their WIOA Data And Earnings Survey data as one indicator of the school's impact on student lives after they leave the school.

• Identify the strengths and growth areas for continuous improvement for this criterion.

Strengths:

1. Santa Clara has community partnerships in place to support student learning such as the Arrupe Program and the Bookmobile.
2. Co-location with the Family Resource Center offers students a wide range of support services.
3. Supports the District Strategic Plan for Community Engagement.
4. The school uses a wide range of methods to market courses and program offerings.

Growth Areas:

1. Explore additional ways to provide community service or internships to enhance student goals and success.
2. Continue the accountability data collection process to determine to what extent students have been successful in the community after leaving the school.

Criterion 10: Action Plan for Continuing Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide *Action Plan* that facilitates school improvement activities and processes. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Indicator 10.1: SCAE used an inclusive group process to identify six areas of growth. The school's leadership team selected three of these as priorities for their impact on student learning:

- Professional development - Though the school has held this priority for the past six years, teacher input identified this as a continuing area for improvement. The leadership team ranked this area as first priority for its impact on the student experience in all programs.
- Data collection and analysis - This area was ranked as second priority, given the fundamental value of sound, evidence-based practice for school improvement.
- HISET pass rates - Though this growth area directly influences the learning of a fraction of the school, the potential benefit to these students, given the social and economic value of earning a diploma or equivalent, prompted school leaders to include this as a major improvement priority for the coming years.

The school appears to have followed through on their Action Plan developed around their 2015 visit, implementing the plan and making adjustments to the plan when conditions warranted it. It appears the leadership team consistently referred to the AP to inform its decision-making and allocated resources for AP activities.

Indicator 10.2: The AP draft included in the self-study report identifies a person responsible for each major step of the plan. The plan is structured in easy-to-read tables. It will be monitored by the school leadership team. This draft plan included with the self-study report identifies many of the steps in the plan as “ongoing” rather than expressing the intention for specific activities to happen at specific times.

Indicator 10.3: The draft AP is organized in an easy-to-read table. The school's record of using its 2015 AP gives confidence that SCAE will use this plan in decision-making, including fund allocation decisions.

- **Identify the strengths and growth areas for continuous improvement for this criterion.**

Strengths:

1. The Action Plan growth areas include stakeholder input, in particular the involvement of instructors through the instructor survey.
2. Resources are available to address the Action Plan growth areas.

Growth Areas:

1. That the school specify regular time intervals for some of the AP steps currently planned to be “on-going.”
2. Include updates of the Action Plan growth areas in staff meetings, principal’s updates and the school newsletters as appropriate.
3. That the school considers informing district leadership of progress on AP implementation at a regular time interval.

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major growth areas for continuous improvement that will be embedded into the schoolwide Action Plan.

- **Identify the school's major areas of strength.**

- The school identified that SCAE students have access to a wide variety of support services on campus including access to food and clothing and other services through FRC; HiSET Testing, financial aid for HiSET exams, access to library services, evaluations for learning differences, Transition Specialist and the HSD Counselor provide comprehensive support for ABE/HSE, ESL and HSD students.
 - The VC affirms that SCAE leverages a variety of resources to provide students access to a wide range of support services and as a result, more students are able to continue and complete their studies, and advance to more advanced education
- The school identified Highly Qualified, Engaging Instructors as a schoolwide strength.
 - The VC affirms that SCAE's characteristic instructional practices foster student community, keep learning clearly relevant, maintain attention and engagement, build higher-order skills, and motivate students. As a result, students tend to: 1) persist at rates higher than the state average, 2) report learning that meets their goals, and 3) tell their friends about SCAE.

In addition to the areas of strength enumerated above by the school, the VC also identified the following areas of strength:

- A variety of instructional programs available to the community allowing for a diverse student population reflective of the community
 - A strong relevant curriculum focused on the skill-based learner needs for community, college, and career success
 - The instructional staff utilizes a variety of methods and strategies
-
- **Describe how well the school used the ACS WASC accreditation process to identify its major growth areas for continuous improvement.**

The school very inclusively engaged staff in data collection leading to identification of the growth areas. A smaller group - the leadership team and administrators - engaged in analysis of the data, and the adult education administrator drafted the report, which was indeed based on the data collected. Staff the VC spoke with seemed to recognize the growth areas and appeared ready to embrace them.

- **Identify the school's major growth areas for continuous improvement.**

- The school has identified “professional development” as a growth area. The VC concurs with the school and further recommends that:
 - The school include in its planning for professional development input from teachers and input from current adult education research. Plans for professional learning should include structures supporting implementation of new practices over time. In addition to tracking participant satisfaction with professional development activity, the school should explore means of assessing changes in teacher performance associated with professional development work.
- The school has identified “data collection and analysis” as a growth area. The VC concurs with the school and further recommends that:
 - The school implements a leadership team review of student performance data at a frequency that will support the application of student performance data for continuous improvement of school programs. Additionally, the school should use data to assess and inform decisions about its other two growth areas, professional development and HSE program pass rates, and explore means for assessing the effectiveness of support services.
- The school has identified “Improvement of High School Equivalency (HSE) Program passing rate” as a growth area. The VC concurs with the school and further recommends that:
 - The school set numeric goals for its HSE pass rate, and regularly consult students, teachers, and research to inform decisions about HSE program innovations.

- **Describe the process used to merge the growth areas for continuous improvement into the school's Action Plan.**

Staff development was a growth area identified in 2015. The school's action plan activities for this plan largely involved provision of workshops. The growth area now identified by the VC is expected to result in a plan that builds on the previous staff development work, and includes more structural support for teachers to integrate innovation into their teaching practices.

The 2015 AP guided the school to substantive curricular innovations in High School Diploma programming. The current HiSET growth area compliments the HSD work completed by fortifying this important alternative to HSD..

The COVID-19 experience has prompted the school to view technology upgrades and tech-integrated instruction as essentials that the school needs to “just do.”

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major growth areas for continuous improvement.**

The VC has reasonable confidence in SCAE's capacity to execute its Action Plan. Current administrators and other leaders appear quite capable. Staff at large seemed to recognize the growth areas when we spoke of them and showed a degree of enthusiasm toward addressing these areas.