

DOWNEY ADULT SCHOOL CAREER & EDUCATION CENTER WASC POSTSECONDARY SUPPLEMENT TO THE COE/WASC SELF-STUDY REPORT

Presented to:
Council on Occupational Education
Western Association of Schools and Colleges

May 20 – 23, 2019



SECTION 1

SCHOOL PROFILE

School Name:

Downey Adult School Career and Education Center

School Address (include all branches and sites):

12340 Woodruff Avenue
Downey, CA 90241-5610
(562) 940-6200 www.das.edu

ROP courses, high school level programs/courses, and non-CTE programs or courses:

Downey Adult School Career and Education Center (DAS) programs play an important role in the educational and career development needs of the local community and economy. In addition to CTE programs and courses, the school offers academic and personal enrichment courses under the adult education program categories: Adult Literacy/High School Diploma, English as a Second Language/Citizenship, Parenting, Family, and Consumer Awareness, and Older Adults. Courses range from high school diploma, ESL, to floral arranging, and brain fitness.

Downey Adult School serves students in the following non-CTE departments:

- High School Diploma
- GED Preparation
- GED Testing Center
- English as a Second Language
- Parent Education
- Health and Safety
- On-Line Classes
- Community Education

Current enrollment in each program/course:

STUDENT ENROLLMENT			
Program/Course	Year	Year	Year
	2015 - 2016	2016 - 2017	2017 - 2018
Adult Secondary Education	790	710	654
English As a Second Language	1130	591	532
Adults with Disabilities	0	0	0
Health and Safety	153	196	347
On-line Classes	67	89	114
Community Education	995	1227	1209
Parent Education	167	176	157
Older Adults	147	207	248

Provide a summary of analysis of learning data for the past three years, if possible. List what different formative and summative assessments are used to determine the learning levels of all students for all ROPs, high school level programs/classes, and other non-CTE programs. Identify any trends or conclusions identified as a result of data analysis (include pertinent charts and graphs).

The CASAS pre and post testing data is the main form of assessing student achievement in academic and ESL classes at Downey Adult School Career and Education Center. All students who enroll in the High School Diploma program are required to take the CASAS pre-assessment test in reading before being enrolled in the desired class. Students who are required to fulfil graduation requirements in math are also required to take the CASAS pre-assessment in mathematics. Upon satisfying the graduation requirement for math, students are given the CASAS post-test in mathematics to measure growth. Students enrolling for GED preparation are also administered the CASAS pre-test to record their levels in reading. Students are then given the CASAS post-test in reading prior to taking their last GED section test to record any growth in reading and a math. Students enrolled in the GED preparation class also use the GED Ready predictor test for each of the subject areas in which they are preparing. The results of the GED test are then used as the post-test measure.

- CASAS- pre and post
- TOPS Pro Enterprise
- Teacher generated cumulative course exams
- Progress reports
- Presentations, oral reports, participation, discussion
- Checking for understanding during lesson
- GED Ready- practice test
- Edgenuity® summative assessments for each course taken
- Teacher generated GED and high school subject readiness
- Course/Subject completion

STUDENT ACHIEVEMENT			
Program	Year	Year	Year
	2015 - 2016	2016 - 2017	2017 - 2018
High School Diploma Graduates	74	99	114
GED Graduates	50	51	50
English As a Second Language Completers	565	254	298
CASAS Reading Gains	392	524	518
CASAS Math Gains	106	14	45

CASAS Payment Points and Comparisons

CASAS

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Payment Points Summary

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PPSR17

Agency: 1911 - Downey Unified School District (DUSD)

Program Year: 2015-2016

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☒ Citizenship Preparation ☐ 243 IELCE

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points												Total PP				
				Completed NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed Citizenship Interview Test		Passed Government & History Test		AA 1			AA 2		AA 3	
				N	%	N	%	N	%	N	%	N	%	N	%		N	%	N	%
225/231	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0											0
	ESL	1,130	544	292	25.8	0	0.0	0	0.0											292
	Adult Secondary Education	790	139	327	41.4	255	32.3	38	4.8											620
EL Civics (231)	Civic Participation	771	405											361	46.8	100	13.0	26	3.4	487
	Citizenship Preparation	585	366							53	9.1	227	38.8							280
EL Civics (243)	Integrated EL Civics (IELCE)																			
	IELCE with IET																			
Totals:		3,276	1,454	619	18.9	255	7.8	38	1.2	53	1.6	227	6.9	361	11.0	100	3.1	26	0.8	1,679

Number of unduplicated learners: 1,920

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

CASAS

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Payment Points Summary

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PPSR17

Agency: 1911 - Downey Unified School District (DUSD)

Program Year: 2016-2017

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☒ Citizenship Preparation ☐ 243 IELCE

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points																Total PP
				Completed NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed Citizenship Interview Test		Passed Government & History Test		AA 1		AA 2		AA 3		
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
225/231	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0											0
	ESL	591	197	107	18.1	0	0.0	0	0.0											107
	Adult Secondary Education	710	143	385	54.2	302	42.5	58	8.2											745
EL Civics (231)	Civic Participation	395	113											100	25.3	51	12.9	36	9.1	187
	Citizenship Preparation	260	50							0	0.0	2	0.8							2
EL Civics (243)	Integrated EL Civics (IELCE)																			
	IELCE with IET																			
Totals:		1,956	503	492	25.2	302	15.4	58	3.0	0	0.0	2	0.1	100	5.1	51	2.6	36	1.8	1,041

Number of unduplicated learners: 1,301

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

CASAS

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Payment Points Summary

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PPSR17

Agency: 1911 - Downey Unified School District (DUSD)

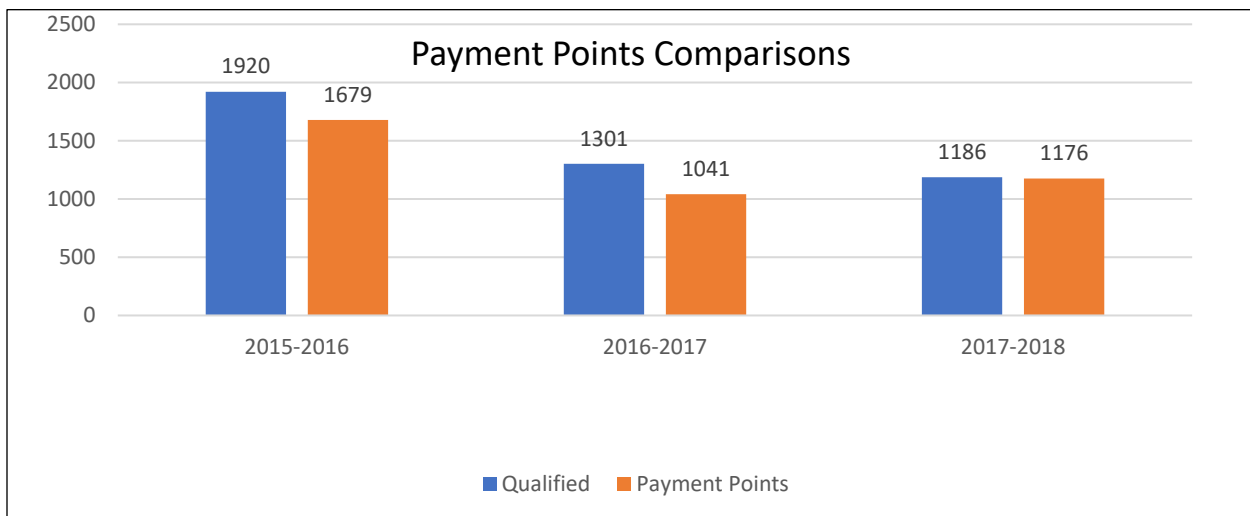
Program Year: 2017-2018

Funding: ☐ 225 Funding ☒ 231 Funding
☒ Civic Participation ☐ Citizenship Preparation ☒ 243 IELCE

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points														Total PP		
				Completed NRS Educational Level		Received a HSE Certificate		Received a High School Diploma		Passed Citizenship Interview Test		Passed Government & History Test		AA 1		AA 2			AA 3	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
225/231	Basic Skills (ABE)	0	0	0	0.0	0	0.0	0	0.0											0
	ESL	532	282	127	23.9	0	0.0	0	0.0											127
	Adult Secondary Education	654	184	414	63.3	255	39.0	105	16.1											774
EL Civics (231)	Civic Participation	454	251											205	45.2	56	12.3	14	3.1	275
	Citizenship Preparation																			
EL Civics (243)	Integrated EL Civics (IELCE)	0	0											0	0.0	0	0.0	0	0.0	0
	IELCE with IET	0	0											0	0.0	0	0.0	0	0.0	0
Totals:		1,640	717	541	33.0	255	15.5	105	6.4					205	12.5	56	3.4	14	0.9	1,176

Number of unduplicated learners: 1,186

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.
IET = Integrated Education and Training



ABG Outcomes 2017-2018

Downey Adult School Career and Education Center is utilizing the AEBG outcome data from 2017-2018 to establish a baseline to measure gains and identify areas for improvement in subsequent years. The information will also be beneficial in reviewing services provided and in determining areas of need and resource allocation.



AEP Summary

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AEBG2017S

Agency: 1911 - Downey Unified School District (DUSD)
Member: 267 - Downey Unified School District

Program Year: 2017-2018
Consortium: 06 - Partnership for Adult Academic and Career Education

Program Areas* (A)	Literacy Gains (Pre/Post)			AEP Outcomes								Services				
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Other Literacy Gains (F)	HSD/HSE Achieved (G)	Post- Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)	Enrollees with any Services Received (M)	Supportive Services Received (N)	Training Services Received (O)	Transition Services Received (P)	Career Services Received (Q)
English Language Learner (ESL/ELL)	479	300	149	546	292	12	41	216	52	44	639	88	67	57	2	144
Basic Skills (ABE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Diploma (HSD)	294	140	91	303	283	113	1	283	114	2	422	351	351	351	7	700
High School Equivalency (HSE)	248	108	56	409	363	258	0	361	63	5	911	560	558	556	6	1,135
Career and Technical Education (CTE)	13	5	4	1,533	394	9	9	36	15	75	1,791	594	176	421	253	379
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce (Re)Entry	13	5	4	1,467	379	9	9	36	15	75	1,708	575	166	412	235	370
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program											201	0	0	0	0	0
Total	1,047	558	304	4,258	1,711	401	60	932	259	201	5,672	2,168	1,318	1,797	503	2,728
Students in two or more programs	52	36	25	1,507	416	23	9	72	24	76	1,753	615	206	452	236	347
Total unduplicated students	985	515	274	2,737	1,282	367	51	849	229	120	3,904	1,541	1,101	1,333	264	1,260

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing

SECTION 2

RESPONSE TO WASC'S POSTSECONDARY CRITERIA

Please respond to the following WASC Postsecondary Criteria by providing two or more paragraphs to each question as appropriate:

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes

1. Provide the school's mission statement.

Mission Statement

"The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth."

2. Identify the Schoolwide Learner Outcomes (SLOs).

Schoolwide Learner Outcomes (SLOs)

All students will meet the learner outcomes and standards of the specific program in which they are enrolled.

Critical Thinkers. *Students will demonstrate the skills of Critical Thinking by:*

- acquiring and exhibiting active problem-solving skills;
- analyzing and applying new information to real life situations.

Lifelong Learners. *Students will demonstrate Lifelong Learning by:*

- continual growth through self-direction, motivation, and discipline;
- developing confidence by achieving personal and professional goals that benefit family and community.

Effective Communicators. *Students will Communicate Effectively by:*

- acquiring and articulating ideas clearly in verbal and written form;
- utilizing appropriate technology to acquire and communicate needed information.

Productive Citizens. *Students will be productive citizens and Contributing Community Members by:*

- accessing community and government resources;
- working and participating cooperatively in community and civic activities.

3. Explain the degree to which SLOs are used to impact curriculum development, professional growth activities, resource allocations, or other school improvement activities?

The school strives to ensure a connection of all courses and student learning activities with the SLOs. The SLOs are integrated into the curriculum, contained in course outlines, syllabi, displayed in classrooms, and listed in the school catalog and website. They are measured through classroom observations, one-on-one conversations, formal and informal basis, *TOPSpro* records, student surveys, and anecdotal comments.

Critical Thinkers. *Students will demonstrate the skills of Critical Thinking:*

- acquiring and exhibiting active problem-solving skills;
- analyzing and applying new information to real life situations.

The curriculum for each course is developed to promote students' critical thinking through daily lessons and assignments, classroom discussions, as well as group and individual projects. Students in the diploma program regularly employ critical thinking skills in applying problem solving skills as in mathematics classes or when analyzing cause and effect in historical events. Students are encouraged to clarify and support their ideas with examples from textual evidence. Students in ESL classes are encouraged to talk with one another about real life situations and events to encourage the exchange of ideas and information to real life situations. Instructors informally and formally assess the application of critical thinking skills during class discussions, monitoring pair and group activities and projects, and through formative and summative assessments.

Lifelong Learners. *Students will demonstrate Lifelong Learning:*

- continual growth through self-direction, motivation, and discipline;
- developing confidence by achieving personal and professional goals that benefit family and community.

The instructional program at DAS is designed to encourage students to learn and grow throughout their lifetime. The use of individualized instruction in a self-paced environment provides students with the skills and confidence necessary to expand their vision of what is possible, and to take steps toward higher levels of achievement. Many students have expressed a new appreciation for learning with new opportunities they encounter. Students who graduate or pass the GED have the opportunity to enroll in one of the many CTE classes offered at the school or transition to the community college through the PAACE adult education consortium pathway. Students who complete the ESL program are encouraged to enroll in the high school diploma program or GED preparation class, if needed, or enroll in a CTE program or take advantage of the PAACE pathway to the community college. The popularity of the older adults and community education classes show that the promotion of life-long learning is being successful. Class offerings are updated to respond to student and community interests with trends such as technology and brain research being an example for continuing individual development and learning.

Effective Communicators. *Students will Communicate Effectively by:*

- acquiring and articulating ideas clearly in verbal and written form;
- utilizing appropriate technology to acquire and communicate needed information.

Students are exposed to a variety of instructional settings and methods used to promote group interaction, active listening, and written communication skills. Students are monitored and assessed in their communication skills through observation, interviews, written exercises, presentations, quizzes, and formative and summative assessments. These methods require that students apply the highest-level thinking skills, synthesis, and evaluation in verbal and written forms, often with the incorporation of technology. The diploma program requires students to use the appropriate technology to access the online learning programs and to submit assignments electronically. An *effective communicator* in the parent education program helps students learn to listen to what a child says and to be able to evaluate it in context of the child's level of development in order to make an appropriate conclusion rather than spontaneously reacting. Being an effective communicator is measured in the student's success in their interactions of their daily environment of school, home, work, or community.

Productive Citizens. *Students will be productive citizens and Contributing Community Members by:*

- accessing community and government resources;
- working and participating cooperatively in community and civic activities.

Students' connection to their family, workplace, and community are enhanced through participation in the DAS program. Students who achieve their goal of completing their high school education are better equipped to help their children in school and to set an example of the importance of education in obtaining gainful employment or advancement. Students in ESL learn to access and navigate community and governmental resources for themselves and their families. Older adults are able to interact with others and develop new skills to enhance their own lives and stay actively involved in the community. Parenting classes gives students the skills and confidence to guide their children through the developmental stages, and to help with their education.

The SLOs impact staff development. The staff meets in PLCs on a regular basis to evaluate the instructional program and student achievement and outcomes. Instructors are encouraged to attend district-wide professional development opportunities, LACOE offerings, and professional organizations such as CCAE. Members of the ESL staff and administration attend CASAS conferences and the EL Civics conference through CASAS. Staff and administration are actively involved in CCAE and attend the regional and state level conferences. Staff members are also encouraged to utilize OTAN for individual areas of interest in curriculum development and technology enhancement. Downey Adult School is a member of the PAACE consortium and attends all meetings of members and consortium partners. The PAACE consortium is an integral part of lifelong learning. As a part of the consortium, DAS students have access to programs offered at two other adult schools and Cerritos Community College to enhance skills, enroll in vocational programs or enroll in college courses.

4. Evaluate the purpose of your non-CTE programs, your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?

Downey Adult School Career and Education Center offers various classes to meet the needs of the community. The high school diploma and GED preparation classes fill an important role in the district in helping residents acquire a high school diploma or equivalent, acquire the skills necessary help prepare students for entry into the workforce or higher education, and enhance requisite skills for job enhancement or promotion. The city of Downey's income level is higher than neighboring communities which is reflected in the number of residents having a high school diploma or higher. The HSD and GED classes are also an important component for the CTE classes at the school. Students who are interested in enrolling in a CTE program but do not have a diploma/equivalent are encouraged to fulfil the requirement at DAS and then enroll in the chosen program.

The community also has a large population of non-English speakers and the ESL program gives residents a convenient location in which to take classes to learn English. Students who complete the ESL program are also encouraged to enroll in the high school diploma or GED preparation program to be eligible to enroll in a CTE program or the PAACE pathway to the community college.

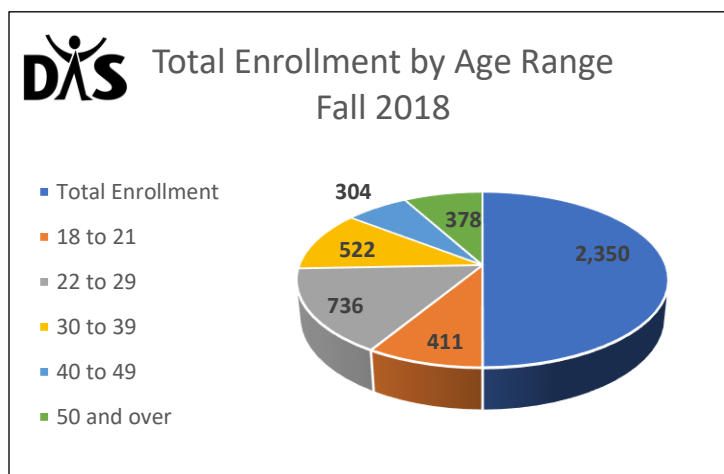
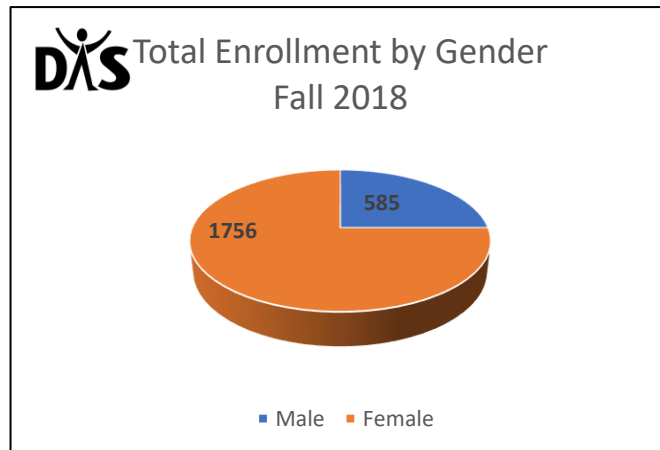
The older adults and community education classes are a service to the community and help meet the needs of the residents to improve parenting skills, develop personal skills, provide recreation and personal enjoyment, and to maintain the quality of life for the district residents.

5. Describe the demographic make-up of your student body.

Student Gender and Age –

Downey Adult School Career and Education Center has a student population of 2,350 enrolled during the Fall 2018 semester. The largest percentage of students are female, representing 74.2% of the population and males make up 24.9%. The majority of students (53.5%) are between the age of 22 and 40. The biggest change since the last study was the 18 to 20 group which more than doubled. Students over 50 years of age make up just over 16% of enrollment

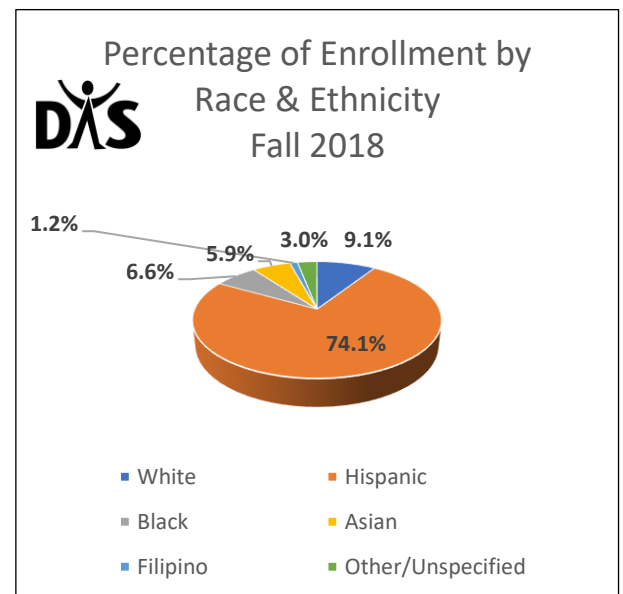
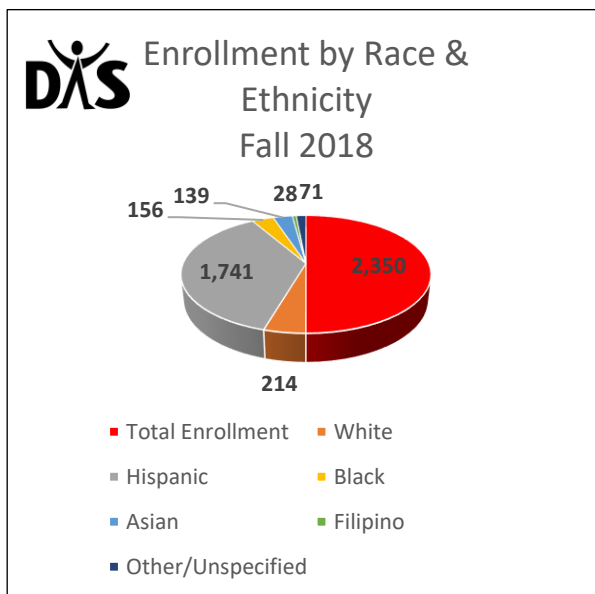
GENDER & AGE	Fall 2018 Total	%
Total Enrollment	2,350	100
Male	585	24.9
Female	1756	74.2
N/A	9	0.4
18 to 21	411	17.5
22 to 29	736	31.3
30 to 39	522	22.2
40 to 49	304	12.9
50 and over	378	16.1



Student Race and Ethnicity –

The racial/ethnic profile of Downey Adult School Career and Education Center is reflective of the city of Downey. The Hispanic population has increased slightly, and Caucasians decreased by a similar amount. Both African-American and Asian populations have shown a slight increase, but Hispanic students remain the predominant group of students enrolled in the school.

RACE & ETHNICITY	Fall 2018 Total	Percentage
Total Enrollment	2,350	100
White	214	9.1%
Hispanic	1,741	74.1%
Black	156	6.6%
Asian	139	5.9%
Filipino	28	1.2%
Other/Unspecified	71	3.0%



Criterion 2 – Organizational Infrastructure and School Leadership

1. Describe the school leadership structure and the lines of authority established by the governing body.

Downey Adult School operates under the authority of Downey Unified School District and the five member governing board. The Governing Board sets board policies and administrative regulations for the operation of all schools and departments in the district in accordance with all federal, state, and county laws, regulations, and policies.

The Superintendent is responsible for the operation of the district with district personnel assigned responsibilities consistent with their job descriptions and duties to carry out the directions of the governing board. The principal of DAS is part of the superintendent's cabinet and is recognized by the board of education as the administrative officer for DAS. The principal reports directly to the Assistant Superintendent of Secondary Instruction and also has direct access to the district superintendent.

The principal is responsible for all adult education programs within the school as set-forth by Assembly Bill 104 Adult Education Block Grant; the long and short-term goals, and the day to day operation of the adult school. The principal operates the school with the support of an assistant principal, school counselor, TOSAs, and the school leadership team. The principal and assistant principal have direct authority over the Budget/Financial Analyst, Director of Financial Aid, Office Manager and Department Chairs. Leadership meetings are held monthly to maintain open channels of communication with staff regarding curriculum, business, and planning, for continual school improvement in fulfilling the school's mission.

2. Describe to what extent the governing body interacts with the school leadership throughout the school year.

The principal of DAS is an advocate for the school and strives to bring recognition of the school's programs and accomplishments to all stakeholders. The principal has an open door policy and welcomes the opportunity to share the programs and activities with visitors. The board members visit DAS three or four times per year in addition to invitations to special events and activities conducted at the school. The Superintendent schedules three official school visits per year to meet with the principal and visit classrooms and talk with students and staff. The Assistant Superintendent of Secondary Educational Services meets with the principal each month at the school site to discuss various topics and to also visit classrooms and talk with students and staff.

The principal attends the Superintendent's district principals meeting each month which is comprised of the superintendent, assistant superintendents, and all elementary and secondary school principals. The DAS principal also attends a monthly District Leadership meeting with the superintendent, assistant superintendents, program directors, elementary and secondary principals, and all assistant principals from the elementary and secondary sites. The principal attends the Board of Education meetings each month and readily shares information about the school on an informal basis and through formal presentations and discussions.

3. To what extent has the school developed written policies and procedures that govern the operations of the school?

The principal is responsible for all adult education programs within the school as set-forth by Assembly Bill 104 Adult Education Block Grant; the long and short-term goals, and the day to day operation of the adult school. The principal operates the school with the support of an assistant principal, school counselor, TOSAs, and the school leadership team. The principal and assistant principal have direct authority over the Budget/Financial Analyst, Director of Financial Aid, Office Manager and Department Chairs. Leadership meetings are held monthly to maintain open channels of communication with staff regarding curriculum, business, and planning, for continual school improvement in fulfilling the school's mission.

The administration of Downey Adult School Career and Education Center has developed policies and procedures based on DUSD Board of Education policies and regulations and the master agreement of the certificated and classified bargaining units which adhere to the school's mission and student learner outcomes. The policies and procedures are contained in the Teacher Handbook, Classified Employees Handbook, DAS Strategic Plan, Disability Plan, Technology Plan, Attendance Policy and Procedures manual, Refund Policies manual, and Veterans Administration benefits policy.

The school provides all staff with a handbook which contains policies and procedures related to their respective work category or position. The Teacher Handbook lists the expectations for teachers regarding student achievement. The Teacher Handbook is updated each year and reviewed with staff at the beginning of each school year and periodically throughout the school year. Teachers are encouraged to offer input and ideas for providing services and resources for achieving and maintaining high levels of student achievement. The handbook also contains policies and procedures for attendance accounting, work orders, technology repair orders, print orders, student safety, and other policies and procedures. All teachers receive a hard copy of the handbook and have access to an electronic version maintained in school's network shared files. The Classified Employees Handbook lists guidelines and procedures for clerical procedures, employee attendance, student attendance, personnel information for work assignments and payroll reporting, student registration and enrollment, and other policies and procedures in place at the school and district. All classified employees receive a hard copy of the handbook and have access to an electronic version maintained in school's network shared files.

Downey Adult School Career and Education Center has three written plans which help direct school with specific policies, procedures and processes. The Strategic Plan details schoolwide objectives for the schools' programs, facilities, leadership and organization, strategic management, and revenue generation. The Disabled Student Programs and Services (DSPS) plan contains the process for serving students with disabilities. The plan contains the process for receiving support services and instruction from the Disabled Student Programs and Services. It lists how to make an appointment, apply for services, completing the application process, attending orientation, and submitting documentation for receiving services. The DSPS plan is listed on the Downey Adult School website under the *About Us* tab. The DAS Technology Plan contains information addressing the requirements of the CDE Technology and Distance Learning Plan for participation in WIOA Title II EL Civics. The plan was developed with the goal of improving

student learning outcomes through a series of goals and outcomes, and an evaluation of their effectiveness in achieving the goals and outcomes. The Technology plan details the program structure, professional development, instructional materials, hardware and software needs, budgetary guidelines, and technical support. The CDE Technology and Distance Learning Plan is available to all staff in the school's network shared files within the OTAN folder.

Downey Adult School Career and Education Center has in place manuals and policies to address attendance, refunds, and VA benefits. The Attendance Policy and Procedures manual contains information for recording attendance and adding and dropping students from class. The school's Refund Policies are clearly stated in the course catalog in both printed and electronic versions, and on the Downey Adult School website accessible through the *About Us* tab and then selecting the *Fees* link. Students can print a hard copy of the Refund Form to complete and submit to the accounting desk in the main office to process the refund. Information regarding education benefit programs offered by the Departments of Veterans Affairs and Defense is also contained in the printed and electronic versions of the DAS catalog. They are also accessible through the DAS website under the *About Us* tab and then the *Financial Aid* tab, Veterans Administration benefits policy, Education Benefit Programs Offered by the Departments of Veterans Affairs and Defense.

Criterion 3 – Faculty and Staff

1. List the teaching faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).

INSTRUCTIONAL STAFF Downey Adult School							
NAME Note: Group by program	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE in Field	EXPERIENCE in Classroom	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS	
						Part-Time	Full-Time
Non-Career Technical Education Instructors							
Alexander, Scott	9/18/2013	B.S.	6	6	English as a Second Language		X
Chisum, Diane	9/9/1996	B.S.	24	17	Parent/Child Participation	X	
Cuevas, Dania	9/1/2006	M.A.	7	7	Parent/Child Participation	X	
Dame, Robert	9/9/2016	B.A.	7	3	High School Diploma		X
Escalera, Claudia	9/1/2005	B.S.	19	12	English as a Second Language		X
Fox, Colleen	1/20/2017	B.A.	35	35	English as a Second Language	X	
Gutierrez, Michelle	8/1/2018	B.A.	22	22	English as a Second Language	X	
Holt, Kelly	9/13/2004	B.S.	30	14	Brain Fitness/Computer Applications		X
Island-Chavez	4/28/2017	M.S.	20	17	English as a Second Language	X	
Lee, Linda	9/13/1993	None	45	45	Oil Painting/Watercolor Painting	X	
Manzanares, Marvin	11/7/2005	B.A.	18	18	High School Diploma/GED	X	
Martinez, Elizabeth	9/12/2014	M.A.	4	4	English as a Second Language	X	
Mercurio, Teresa	5/9/2000	None	30	13	Floristry	X	
Nevarez, Robert	1/10/2005	J.D.	17	17	High School Diploma/GED	X	
Perez, Marcela	2/1/2015	B.A.	22	12	English as a Second Language	X	
Robinson, Daryl	8/1/2016	None	10	3	Computer Applications	X	
Rooney, Virginia	4/18/2000	B.S.	27	27	Photoshop Elements/Digital Photography	X	
Sanchez, Marisol	8/17/2016	B.A.	18	11	English as a Second Language	X	
Sawada, Marsha	1/24/2000	B.A.	13	13	High School Diploma/GED	X	
Schoeman, Ron	4/29/2002	M.A.	30	30	High School Diploma/GED	X	
Schuldt, Joseph	1/1/2019	M.A.	4	4	English as a Second Language	X	
Selnick-Doshay, Mona	4/25/2005	B.A.	30	17	Wire Wrap Jewelry	X	
Wood, Silvia	9/11/2000	A.A.	23	18	Computer Applications	X	

2. How effective is the annual evaluation of the teachers?

The teacher evaluation process is set by mutual agreement between the Downey Unified School District Board of Education and the Downey Education Association which is the bargaining unit for the certificated instructional employees of the district. The established evaluation process listed in the master agreement is intended to establish “the improvement of instruction through careful assessment of certificated personnel competence and effectiveness about the needs of the District” (Master Agreement; August 1, 2018 – July 31, 2021, Article XIV – Evaluation Procedures p. 26). Contractually, temporary teachers are evaluated at least once every three years, probationary and intern teachers at least once a year, and permanent teachers every three years; every five years for those with more than 10 year of service in the district and meet certain qualifications. The evaluation criteria are based upon the six standards of the California Standards for the Teaching Profession with specific guidelines of notification of evaluator, timelines, objectives and standards of performance to be evaluated, and process of recording the evaluation results. Teachers must receive a “Meets District Standards” to be deemed effective and avoid the District improvement process.

Downey Adult School Career and Education Center’s vocational classes authorized for financial aid through the Council on Occupational Education are required to evaluate teachers on an annual basis which supersedes the District evaluation guidelines of one, three, or five years. Downey Adult School has adopted the evaluation requirements of the COE for evaluating all teachers at the school every year. Although this requirement places additional scheduling demands on the school’s administration, the increased frequency helps to maintain a rigorous instructional program for all areas of instruction at the school.

3. To what extent does the school provide professional development opportunities for the teaching staff?

In line with Downey Unified School District, Downey Adult School Career and Education Center believes in the importance of professional development. The DAS administration encourages teachers to participate in DUSDS sponsored staff development opportunities. The DAS has modified the school calendar be in alignment with the district calendar, so teachers have the opportunity to attend staff development activities at the beginning of the school year. DAS also supports teachers in attending district staff development offerings during the school day and other times. The annual budget is developed each year with funds designated for curriculum development and travel and conference to promote staff development

and professional growth opportunities for all teachers to help enhance and develop their area of expertise.

The school is actively involved in professional organizations which offer professional development opportunities. The administration and staff are active members of the California Council of Adult Education (CCAЕ) and participate in local and statewide conferences and staff development workshops. Teachers are encouraged to utilize the California Adult Literacy Professional Development Project (CALPRO) and are offered release time or extra pay to enable them to participate in the professional development offering. Another organization which the administration encourages teachers to use is the Outreach and Technical Assistance Program (OTAN) to help develop their knowledge of integrating technology into their program and classes. Teachers can also get professional development on various topics current in adult education and links to other organizations and research and reference materials focusing on improving adult education. The staff also participates in the PAACE (Partnership for Adult Academic and Career Education) adult education consortium professional development opportunities when scheduled by the consortium.

At the site, technology training is offered during department meetings by an on-site technology person. Upon introduction of new or updated curriculum or software versions, vendors or trained staff provide individual or group training. Teachers can also request to attend training and professional development outside of the school and district provided offerings through the use of release time. New instructors are introduced to the school and technology and media services and proper usage during a new teacher orientation. After the initial orientation, the instructors receive training on the use of classroom media equipment and curricular materials as necessary. The more experienced instructors also assist newer staff with curriculum and instruction plus help with technology or any electronic instructional programs.

Criterion 4 – Curriculum

1. To what extent does the school have a written curricular map that describes courses and outlines student learning outcomes for each course/program?

Downey Adult School Career and Education Center strives to provide an educational environment that is supportive of all students and provide a rigorous and relevant instructional program in line with the school's mission and student learning outcomes. Each course curriculum is aligned with the completion guidelines establish by Downey Unified School District and Downey Adult School in alignment with the graduation requirements for California and the District. The curricular map details the progression for student goals on an individual basis to meet their individual needs. All teachers identify the core competencies of each subject along with the identified student learner outcomes related to the class in alignment with the California Common Core State Standards and the alignment with the Next Generation Science Standards, and the CASAS learning objectives based on higher level thinking skills of Bloom's Taxonomy of Learning Domains and Webb's Depth of Knowledge. Downey Adult School actively participates in the PAACE consortium and work in conjunction with Cerritos College and the three adult education programs to align curriculum and develop articulations agreements for easy transition to program offerings at the respective institutions.

The High School Diploma program teachers use Edgenuity® Courseware, a licensed software program aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to help develop course goals and student learner outcomes. The course outlines are also used in the teacher-directed HSD courses and GED preparation classes. The ESL Program is aligned with the California Common Core English Language Development Standards, CASAS competencies and performance goals, and the Workforce Investment Opportunity Act (WIOA). The HS/GED teachers collaborate with the ESL teachers to identify specific learner outcomes which assist in preparing ESL students who need a high school diploma or equivalent a pathway to meeting that requirement and transition to the workplace, vocational program or community college. The Career Technical Education (CTE) classes, (non-COE) use the CTE Model curriculum standards or the curricular guidelines for the specific licensing body to ensure relevancy and current instructional competencies.

2. To what degree and how often does the school review and revise the curriculum?

The instructors are the content experts and are responsible for developing and revising course outlines. All teachers identify the core competencies of each subject along with the identified student learner outcomes related to the class in alignment with the California Common Core State Standards and the alignment with the Next Generation Science Standards, CASAS and WIOA competencies, CTE Model curriculum standards or curricular guidelines of the industry or licensing body. Course curriculum is aligned with the completion guidelines establish by Downey Unified School District and Downey Adult School in alignment with the graduation or achievement requirements for the district, state or federal agency.

The school realizes that course outlines are vital in providing a relevant instructional program which reflects the mission of the school and the achievement of the schoolwide learner outcomes and strives to include all courses in the two-year review cycle as required by the COE. The outlines are reviewed by the TOSA responsible for curriculum development and the site administration. In compliance with the District and the California CDE, Downey Adult School Career and Education Center submits their courses for Board approval on an annual basis. Realizing that the needs of the students and the community we serve constantly changes, it is important that the instructional program keep current with these changes. The school facilitates planned collaboration, so teachers have the opportunity to discuss curriculum relevancy and needed changes to course outlines and class syllabi. Collaboration occurs formally at planned staff development times, department meetings, department leadership meetings, and through informal conversations among the staff. Any required changes are discussed with the department chair who then discusses them with the administration as to how the proposed changes will improve student outcomes. The administration then determines if the proposed changes comply with the resource allocation guidelines. The offered courses are listed in the school catalog in printed copy and in electronic version on the school website.

3. To what extent are curricular resources available to all students so that they can successfully complete course requirements?

Classroom learning materials and textbooks support student learner outcomes. They have been chosen based on district guidelines and recommendations by the faculty as a result of research and reviews, and alignment with CASAS, WIOA, and state licensing guidelines and industry standards.

Students in the high school subject classes have use of district adopted texts as used in the traditional high school program. Students enrolled in the high school subjects and GED preparation classes have access to online resources through Edgenuity® and the GED website 24 hours a day-seven days a week. The Edgenuity® courseware contains segments of direct instruction videos with teaching experts. Most courses in Edgenuity® provide external links to videos and original source documents and other learning resources for students. Students enrolled in ESL classes have access to textbooks based on California ELD standards, CASAS, WIOA competencies and guidelines, and collaborative faculty research. The ESL department offers a lending library of printed materials for students to extend their learning at home. Students also have access to the three learning labs and the Edgenuity® courseware to help develop and enhance their learning of the English language using the audio component of the program.

Students participating in the community education classes have access to the equipment and machines necessary to meet the requirement of the class projects or activities, from sewing machines to parenting curriculum and ancillary materials. Classrooms have LCD projectors to show video clip techniques from the internet and explanations and demonstrations using document cameras. All students, regardless of their area of interest, have access to three computer learning labs with online learning programs and internet access.

Criterion 5 – Instructional Program

1. To what extent does the school provide a rigorous educational experience for all students?

Downey Adult School Career and Education Center strives to provide student with a rigorous instructional program based on sound pedagogical standards. Teachers follow district, state and federal curricular standards and guidelines for their respective courses and are tailored to meet the unique and specific needs of the students enrolled in the school. The instructional program is developed using teacher expertise in their specific area utilizing the California Common Core State Standards and the alignment with the Next Generation Science Standards, CASAS and WIOA competencies, CTE Model Curriculum standards or curricular guidelines of the industry or licensing body. Course curriculum is aligned with the completion guidelines establish by Downey Unified School District and Downey Adult School Career and Education Center.

Collaboration is essential to ensure the instructional program remains current and in-line with district standards. Teachers in the HSD and GED preparation program collaborate regularly with teachers from the traditional high schools. The ESL teachers and HSD teachers at DAS also collaborate to ensure that students in the ESL program meet the rigor required to be successful in the HSD or GED preparation program, CTE program, transition into the work workforce, or a community college program. Teacher collaboration also takes place in department and leadership meetings regularly held to ensure course outlines and content is aligned with district and state standards, and student learner outcomes. Downey Adult School also collaborates with the member adult schools and community college through the PAACE adult education consortium for articulation of courses and the facilitation of student enrollment in academic and vocational programs at PAACE member institutions.

2. To what degree are a variety of instructional methods/strategies used to provide successful learning opportunities for students?

The instructors have the pedagogical knowledge and teaching experience to understand that not all students learn in the same way. Teachers develop their instructional program to address the various learning styles of students enrolled in their classes to ensure that all students are successful. Through a combination of direct instruction, hands-on skills practice, cooperative learning teams and groups, Socratic method, and differentiated instruction, teachers are able to select the most appropriate strategies for their particular students and to make adjustments throughout the lesson based on their specific needs. The teachers also have access to the students Individual Education Plan in order to meet the needs of students with learning disabilities or other needs in order for students to meet academic success.

Teachers are aware of the changing student population and strive to meet the needs of students in their classes. In addressing the needs of students, teachers incorporate some of the following strategies into their classrooms to facilitate learning and acquisition of the student learner outcomes: Whole group direct instructions, partner and group activities, project-based instruction, individual and group presentation, role-playing, individual assignments and reports, formative and summative assessments, and online learning programs and activities. The staff will continue to dialogue within departments and school-wide to ensure that the entire instructional program remains engaged and committed to meeting the needs of all students.

3. To what extent does the school integrate technology into the instructional program?

Downey Adult School Career and Education Center follows a written Technology Plan to incorporate instructional technology into the instructional program. The plan includes guidelines for access to reference materials, online textbooks, peripheral publications, internet resources, use of a variety of technology and equipment, and ongoing training and updates to improve student achievement. Classrooms and computer labs maintain subject-specific software resources and internet access to support research requirements. Classrooms are equipped with instructional technology for teachers to use for instruction and student use. The classrooms have LCD projectors and document cameras to help teachers engage students in lessons through slide presentations, viewing video clips, or accessing other instructional websites or instructional materials. Although classrooms are equipped with wireless internet access for to allow students to bring their own

devise for use during instruction, most students prefer to use the computer labs for assignments and other instructional activities.

Students also have access to three computer labs where they can access word processing programs or use online learning programs and internet access to view instructional video clip for specific subject areas from sites such as YouTube and Kahn Academy, or for research, study, and homework assignments. Students also have access to the various subject areas contained in the Edgenuity® courseware and the GED preparation website.

The site technology staff provides training as necessary. New instructors are introduced to the use of technology and proper usage during a New Teacher Orientation. Instructors and staff receive ongoing in-service training by the vendor or through off-site professional development activities and workshops. The school also encourages teachers and staff to take advantage of enhancing their skills in the use of technology through CALPRO, CASAS, and OTAN offerings. Coordination between DAS staff and the district technology department ensures administrators, instructors, and staff accessibility and full operational status to support effective instruction.

Criterion 6 – Use of Assessment

1. List what formative and summative assessments are used to measure student learning progress.

Students in the GED preparation classes take the CASAS reading test to help determine success in passing the GED. In addition to the CASAS reading test, GED preparation students also use the GED website to access their practice test to formulate a plan for passing the complete test. The HSD and GED students are enrolled in the Edgenuity® courseware for a specific subject or remediation area. The courseware contains formative assessments to determine the entry level for the specific subject. The Edgenuity® courseware moves the student to different lessons according to a predetermined passing grade or percentage. At the completion of their program, students are administered the CASAS reading test to measure any growth. In the teacher directed classes, formative assessments include instructor and peer observations, checking for understanding, journal entries, quizzes, and chapter tests. Summative assessments may be determined by skills demonstration, student projects, portfolios, unit exams, comprehensive final exams, subject completion, passing the GED test subject area, and community college articulation assessments.

The ESL program uses the CASAS reading assessment to measure student growth based on a minimum of 40 hours of instruction. Students then take a post-test using the CASAS E-Test program with the results being calculated by the TOPSpro Enterprise online program to determine growth and movement to the next level of ESL instruction. Students enrolled in the EL Civics classes also use the same CASAS and TOPS pro testing system and are also assessed through teacher generated summative assessments through oral presentations, reading, and written work.

Students enrolled in the community education classes use formative and summative assessments which are prepared by the instructor. The assessments may include instructor and peer observations, journal entries, checking for understanding, skills demonstration, student projects, portfolios, and program completion.

2. To what extent does the administration and faculty gather learning data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?

Information regarding student learning is an important aspect of the decision making process at Downey Adult School Career and Education Center. Instructors monitor student progress on a regular basis using formal and informal assessments from teacher generated assessments, Edgenuity® courseware assessments, GED practice tests results, GED testing results, course completions, articulation data with Cerritos College, student employment reports, student course evaluations and perspectives on achievement of student learner outcomes provide the instructors feedback on the effectiveness of their instruction and the school as a whole. CASAS test results for reading, and ESL performance levels from TOPSpro Enterprise E-Testing, and EL Civics test results, and daily attendance are also used to measure student learn and outcomes.

The administrators and teachers meet twice a year to review data on student outcomes, class enrollment, total enrollment, CASAS testing, TOPS Pro Enterprise ESL level and program completers, graduation rate, GED passing rate, articulation data with the PAACE consortium, and the instructional program as a whole. The administration meets every month with department chairs to discuss data relative to their programs. Department meetings are also held each month to give instructors the opportunity to look more closely at their program data. The administration meets informally on a daily to discuss various topics which usually includes the discussion of data. During the meetings, discussion may include enrollment numbers and attendance in class and school-wide, graduates and GED completers, CASAS and ESL completers, status of online diploma program, and student surveys which are given three time per year.

The analysis of the data is an important component in the discussion of program effectiveness. The administration and teachers review pre and post test data to identify areas of student learning gains and achievement, and areas which require improvement. Data results are used to make informed decisions and changes in the school program and course offerings, professional development, and resource and funding allocations to facilitate student growth and achievement. The administration and staff continue in their efforts to become more versed in data driven decisions.

3. To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?

Downey Adult School Career and Education Center is committed to provide an instructional program that is rigorous and relevant to meet the needs of our students. The entire staff realizes that in order to provide a viable program, the staff must use the findings of the data analysis to make informed decisions for program improvement. The school has changed the focus of leadership and department meetings so the staff can engage in meaningful discussions regarding data and ways to improve their classes and overall program at the school. Discussions have resulted in changes in the HSD program to improve the online HSD and GED preparation program as well as the addition of teacher directed classes for those students needing a more traditional classroom environment. The ESL department had expanded to include EL Civics in response to identified needs within the community. The department chairs of the HSD and ESL programs have united to help ESL students transition onto the HSD or GED program to complete their diploma or equivalency requirements in order to enter the workforce or continue with a vocational program or enroll in the community college.

4. To what extent is the analysis of learning data used to improve the instructional program of the school?

The administration meets on a regular basis to discuss program components and various topics as they develop. The discussion focuses on the data analyzed as it becomes available and ways to improve the program based on those results. Changes to the program are initiated when it is determined that the proposed changes will improve or enhance student learning outcomes and success. During department meetings, the teachers discuss ways to improve the program and practices based on the analysis of data. Instructors make modifications to their

instructional strategies and lessons to target specific areas for improvement based on the data. The proposed improvement may include the instructional strategies and lessons to target specific areas for improvement based on the data.

The proposed improvement may also include the incorporation of professional development to give the teachers the tools to implement the plan. The analysis of the data results is vital in making informed decisions for any changes in the school program, course offerings, and funding allocations to facilitate student growth and achievement.

Criterion 7 – Student Support Services

1. Describe and evaluate what support services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.

Downey Adult School Career and Education Center has a full-time counselor, with a PPS credential, is responsible for the counseling and student support services of the school. Students interested in enrolling in the school meet with the counselor who then evaluates their transcripts and discusses the options for completing the high school diploma requirements or enrolling in the GED preparation class to take the exam. During the initial meeting, the counselor and student discuss current goals and plans to complete their education and plans for future goals. The counselor discusses the options of going into the workforce, CTE classes, or community college. The counselor also explains the PAACE program and the articulation agreement with Cerritos College. The educational program is developed to meet the individual needs of the student. The counselor also oversees the Disabled Students Programs Support (DSPS). The counselor explains the program to students who need special assistance or have an IEP and explains the process as listed on the school website.

The school counselor is also responsible for any personal counseling of students within the realm of his credential area. The counselor is readily available to assist students with career and motivational counseling. Students needing more specialized services such as mental health counseling are provided information for community organizations or agencies and assistance with the referral process if necessary.

The counselor utilizes a program of Downey Unified School District called TLC True Lasting Connections family resource center. The counselor prepares a referral form and sends it to TLC who then contacts the student for the appropriate services such as food, clothing, counseling/support groups, health insurance enrollment, vision care or homeless support, or access to the community health clinic.

In instances when a student needs immediate care, the counselor and administration utilize the services of the nurse within the vocational nursing program on the Downey Adult School campus. The nurse assesses the student's needs and advises the counselor or staff on the urgency of the situation. In the event of a medical emergency, staff will call 911.

2. To what extent does the faculty/staff guide students through the admissions process all the way to the completion of courses and/or programs?

Downey Adult School Career and Education Center lists all of their programs and admissions process in their printed catalog and on their school website. The school operates on an open-enrollment system with walk-in enrollment. Students enrolling in an academic program must enroll in person and meet with the counselor to discuss educational options and program offerings to complete their educational goals. Upon enrollment, the counselor speaks with the student and evaluates their transcript and discusses their academic and career goals and plans. After meeting with the counselor or registrar, the student is given a reading assessment to determine likelihood of success in the academic program. The student decides if they want to enroll in the high school subjects program to work for a diploma or enroll in the GED preparation class for taking the GED. Students choosing the high school diploma program then meet with the instructor who gives an orientation on the program expectations and use of the Edgenuity® courseware program. Students enrolling in the GED preparation class also take the reading test and meet with the instructor for an orientation on the GED practice site. GED preparation students needing remediation are also enrolled in the Edgenuity® program for GED preparation.

Student progress is tracked by the learning resource teacher and GED preparation instructor to monitor course completion. The learning resource teacher issues a petition to graduate to students when they are within 10 credits of completing graduation requirements or satisfactorily passing the GED test. Upon completion of all course requirements, students take the CASAS post-test to measure growth. The counselor again meets with the student and prepares the transcript and

diploma for printing. At the exit interview with the counselor, students are provided with options for post-secondary opportunities of entering the workforce, enrolling in a CTE program, or transferring to the community college through the PAACE bridge program.

3. Evaluate the means by which the school maintains student records in a permanent, secure, and fireproof location.

The school's registrar is responsible for maintaining the permanent student records at Downey Adult School Career and Education Center. Student transcripts are maintained in the Student Information System (ASAP) from school-year 2001 and later. A back-up copy of student transcripts are printed and stored in the secure place in the office. Transcripts prior to 2001 are stored in the fire resistant storage area in the main office. Transcripts for the GED prior to 2013, are also stored in the fire resistant storage area in the main office. Records for the GED taken after 2013, are maintained by the official GED corporation and students access those records directly from the official GED site.

4. To what extent does the school communicate with students and make information available as requested?

Downey Adult School Career and Education Center list all information on the school website and in the printed catalog. Students interested in enrolling in the school initiate the communication with the school by inquiring about a specific program. Upon enrolling in the school, the students meet with the counselor for specific information for the selected program or class. Students may also request information through the school website and email the specific person in charge of the program they are interested in taking. The school will return any call within 24 hours or the next business day if the call takes place on a weekend. The school website also contains the staff contact information to be contacted directly.

Criterion 8 – Resource Management

1. To what extent does the school have sufficient resources to offer its current educational courses/programs? (Please provide a copy of the school's budget.)

Downey Adult School Career and Education Center is part of the Downey Unified School District, which provides oversight and reviews of the school's annual operating budget. DAS receives funds from student fees and grants, and third party sponsorships. As a member of the PAACE consortium with Cerritos College, the school receives a portion of the Adult Education Block Grant (AEBG). Funds are supplemented by the Workforce Innovation and Opportunity Act (WIOA) grants, which fluctuate from year to year based on data submitted for those programs. Downey Adult School is also part of a consortium for our career technical education with Paramount Adult School in order to receive Carl Perkins grant funds. Downey Adult School has worked diligently to utilize remaining resources including increases in student fees to continue to carry out our mission.

2. Comment on the effectiveness of how the school maintains integrity in financial practices, audits, and financial reporting to all stakeholders.

The institution considers its financial resources as a basis for strategic planning. An annual operational budget is approved by the Board and is reviewed monthly, based on actual revenues and expenditures. The budget may be revised periodically to reflect changes in income or unexpected expenditures. The budget is reviewed and revised when necessary to reflect the current needs of DAS and the financial status of the accounts.

The District Budget & Finance department monitors and analyzes the financial operations of Downey Adult School Career and Education Center including accounts payable, accounts receivable, purchasing, payroll, student accounts, attendance and the disbursement of Federal Title IV Pell Grants. The Assistant Superintendent of Business Services also provides reasonable assurance regarding the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. Bank statements are reconciled monthly in-house to ensure balances are maintained current. Administrative approval is required for all purchase requisitions and forwarded to the purchasing department for approval. The Board of Education reviews and approves all issued purchase orders and warrants on a monthly basis and records them in the monthly meeting records.

Audits are performed by DUSD's independent auditors during the year to ensure proper accounting procedures are followed. In addition to district auditing, categorical program monitoring may occur at various times throughout the year by special program agencies, such as AEBG, WIOA or Carl Perkins. Findings are issued to the sending agency and reported to the Board.

3. Provide evidence that the school provides clean, safe, and well-maintained facilities that are sufficient for the courses/programs offered?

Downey Adult School Career and Education Center provides a clean, safe and secure learning environment for students and staff. Custodial services are available to provide routine care and maintenance of facilities and grounds of the institution. Downey Adult School employs a full-time utility person and three full-time custodians who are responsible for routine care, preventive maintenance, and custodial services for Downey Adult School. The utility worker covers the morning and afternoon, and the custodians cover the mid-afternoon and evenings shifts. Bathrooms are available and are wheelchair accessible and are monitored on a regular cleaning schedule to ensure that adequate supplies are available at all times.

The district maintenance staff monitors and repairs cooling/heating needs, ensures sufficient electricity is available and that all electrical components are maintained to OSHA safety standards. The supply rooms for the school's maintenance equipment are orderly and well maintained with an adequate supply of cleaning supplies and sanitary products. Any needed repairs are reported to the principal, assistant principal, or office manager for submission of a repair order.

The school employs two full-time security assistants during the day and one part-time security assistant in the evening who are responsible for the safety of the school. They monitor the parking facilities to ensure the safety of students and staff, make certain codes are adhered to, and that the campus remains secure. In addition to the security assistants, the school has a Downey police officer on campus during the day. Additionally, twenty-four hour surveillance cameras monitor the outside and inside of the school. Administrators are scheduled to cover all hours of operation and carry school cell phones and walkie talkies during work hours. Key office personnel have walkie talkies for quick communication with administrators and security. All classrooms are equipped with an emergency button that can be activated by pushing the instructor microphone and/or button that is installed on the classroom wall. Various disaster drills are conducted throughout the year with emergency response teams in place. All personnel and students on campus at the time of the drill participate to ensure a proper response in case of a real emergency.

As part of each instructor's introductory curriculum, students are provided with information on health and safety issues for the facility. The DAS Staff Handbook includes an appropriate plan for reporting safety needs and incidents.

Criterion 9 – Community Connection

1. To what extent does the school connect to community leaders, local businesses, and vocational partners in order to enhance the school's academic program?

Downey Adult School Career and Education Center strives to ensure that the school is connected to the community and the various organizations within the area. A vital component of the SLOs is the connection to the community; *Productive Citizens: Students will be productive citizens and Contributing Community Members by accessing community and government resources and; working and participating cooperatively in community and civic activities.*

Downey Adult School Career and Education Center is actively involved in the community with employee members of the Chamber of Commerce and regularly attending the meetings. In addition to chamber membership and meeting attendance, DAS provides a Certified Stenographic Reporter (court reporter) student to take the minutes of the meeting at no charge. The principal is a member of Soroptimist International and attends the meetings on a regular basis. The school is also involved in community events such as the Downey Street Fair, the Healthy Downey 5K for TLC, and organizes and puts on the Downey Adult School Golf Tournament each year. The school obtains sponsors throughout the community to provide prizes and advertising space in the program. This year approximately 20 businesses have sponsored the event in addition to participating in the tournament. The proceeds support scholarships for Downey residents to attend the adult school.

Downey Adult School Career and Education Center is actively involved in the Southeast Los Angeles County Workforce Development Board (SELACO WDB) and attends their scheduled meetings. The adult school provides in-kind office space for a SELACO employee to assist students and area residents in a convenient place to access the programs and services provided by the Workforce Development Board. Students have access to America's Job Center, the Employment Development Department, and Department of Rehabilitation. Information about the DAS program is shared with the representatives from other agencies and businesses.

The school's membership in the PAACE adult education consortium also plays a vital role in connecting the school to the surrounding communities. Through the consortium, students have access to classes and programs at Norwalk-La Mirada Adult School, ABC Adult School, Bellflower Unified School District Reentry class, and Cerritos College. Cerritos College offers academic classes on the Downey Adult School campus. Downey Adult School is a voting member of the PAACE consortium and attends all meetings of the consortium members as well as the PAACE partnership meetings consisting of representatives from the Department of Mental Health, Los Angeles County Public Library, local charter schools, and other community based organizations.

Another important aspect of the PAACE consortium relationship is the Cerritos College K-16 Bridge Program for adult students. A Cerritos College counselor holds informational meetings once per month on the DAS campus to help graduates and near graduates transition to classes at the college. The counselor facilitates the enrollment process for students by scheduling the assessment tests, referral to the DSPS program, financial aid, and any other questions the transferring student may have. The college also hosts a preview day for the consortium schools where prospective students receive an overview of the program, financial aid, orientation process, a student questions and answer panel, and campus tour. The cooperative relationship is beneficial for all students enrolled at Downey Adult School Career and Education Center.

Downey Adult School Career and Education Center has a long history of partnering with local businesses for the many vocational programs offered at the school. The school has over 120 partners from the City of Downey, Chamber of Commerce, Kaiser Permanente, dental and medical offices and clinics, pharmacies, professional law offices, care facilities, and businesses. Many of the business partners serve on the school's Advisory Committee for the vocational programs to assist in delivering quality programs and prepare students for the workforce in their chosen fields. The partners and advisory committee members also play a vital role in the academic program at the school by helping to identify the skills necessary for students to be successful in the workforce. These skills include critical thinking in acquiring and exhibiting active problem-solving skills, and the ability to communicate effectively by acquiring and articulating ideas clearly in verbal and written form. These examples are directly related to the SLOs of Downey Adult School and all students are working toward demonstrating them in their academic, vocational, and personal endeavors. These connections with industry and workplace partners are vital for student success and their achievement of the SLOs. In addition to community partnerships, DAS serves the parents of the district by providing CBET classes at various district school sites.

2. How effective has the school been in providing student service projects that impact the community in a positive manner?

Downey Adult School Career and Education Center has a very good relationship with business and professional establishments in providing practicum hours, externships, and internships with over at over 500 locations throughout southern California. Employers know that DAS has a very good reputation in preparing students for the workplace as evident with the number of sites available to students.

The school is also involved in community events such as the Downey Street Fair, the Healthy Downey 5K for TLC, Chamber of Commerce events, City of Downey activities and events. Students in the nursing and medical assistant programs assist at various events with monitoring blood pressure and maintaining hydration of participants in community walks and runs. The massage therapy students work with the Los Angeles County Office of Education with providing anti-stress treatments for employees at various times through the year. Students in the academic programs are encouraged to volunteer in community events and to enroll in a vocational program upon graduation or passing the GED.

Criterion 10 – Action Plan for Continuing Improvement

1. Describe and evaluate how the school's Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.

The Action Plan for 2019 was created through a focus group-as-a-whole self-study process to examine and evaluate the schools programs, policies, achievement, and technology needs. The process included discussions of the school's strengths and key issues to be considered for the Action Plan covering the nine critical areas of the self-study report. The critical areas for follow-up were identified by the focus group and then prioritized by the greatest need and benefit to the school program. The Action Plan was created to address those identified areas.

Downey Adult School recognizes that the Action Plan is an ongoing document which may change over time to address unforeseen circumstances affecting the program. Downey Adult School will continue to review the Action Plan on an on-going basis to help guide the improvement process. The Action Plan will be referenced when program needs arise, and changes need to be made. The school realizes that the Action Plan must be communicated to all stakeholders in a timely manner. This communication will occur in meetings, posted on the website, contained in newsletters, and during staff development activities.

2. To what extent have the ROPs, high school level programs/classes, and other non-CTE programs identified critical areas of needed improvement that are part of the school's Action Plan?

The focus group was formed to evaluate the school's programs, achievement results, administrative management, facilities, student support services, and connection to the community. The focus group took a close look at what is working well and areas that need improvement. The list of identified critical areas of improvement were listed. They were then prioritized by the most identified and reported, the biggest impact on the schoolwide program, budget constraints, program appropriateness, and the realistic outcomes of school improvement reflected in number of program completers, diploma and GED graduates, and personal enrichment.

SECTION 3

SCHOOLWIDE STRENGTHS AND CRITICAL AREAS FOR FOLLOW-UP

Schoolwide Strengths and Critical Areas for Follow-up

After reviewing the results of the answers provided in the preceding pages, please identify what you believe your school does very well, i.e., areas of strength in regard to the ROPs, high school level programs/classes, and other non-CTE programs that are offered.

Schoolwide Strengths

- School Mission and SLOs are connected with instructional program in preparing students for success in a career or college
- Administrative support for all departments. Open door policy regarding any type of issues, ideas, or anything in general that may arise.
- Forward-thinking and innovative administration
- Communication with staff
- Organizational structure with site and district office connections and communication
- Fiscal responsibility with strong internal controls to maintain balanced operational budget
- Professional Development opportunities available to all staff
- Staff recognition programs
- Teambuilding activities at meetings
- Student Learning Center where all students are welcome.
- Quality instructors who are driven and capable and committed to students success
- Customer Service for prospective and current students
- Fully qualified instructional staff
- Annual evaluation of certificated staff
- Availability of high quality instructional materials and resources to support instruction
- ESL & CBET Program at elementary sites
- ESL pathways to HSD, GED & Vocational programs
- Graduates from high school diploma and GED
- Vocational Practicum Labs available to all students

- Connection with community through DAS service at various functions.
- Positive relationships with businesses and community organizations and community members
- Membership in PAACE adult education consortium
- Availability of K-16 Bridge Program with Cerritos Community College
- Direct relationship with SELACO Workforce Development Board and on-site SELACO employee to serve students and staff.
- Maintaining many interesting programs for people to look at and offer multiple orientations
- Relevant class offerings and programs for students of all ages.
- Maintained campus facilities that are clean and safe
- A safe and quiet environment for students to study, collaborate, and use the Center's resources such as one on one tutoring, computers and other technologies, and other study resource materials.
- Use of social media to share information community of the services and programs offered
- Information/Activities shared with students
- Availability and access of computers and other technologies for students and staff
- Use of CASAS pre and post assessments to allow instructors to see needed areas of growth that students need in order to achieve their academic goals

Section 3

Schoolwide Strengths and Critical Areas for Follow-up

Next, please identify at least 3–5 schoolwide critical areas of needed improvement. Prioritize this list in order of importance to the school.

Schoolwide Critical Areas for Follow-up

- Continue the implementation and upgrade of technology as a tool to increase student achievement and organizational efficiency
- Continue with the use of data to guide and support academic rigor and college and career readiness
- Improve the collection of quality data to be used in analyzing and interpreting results to make informed decisions regarding student achievement and program effectiveness
- Improve the integration of the SLOs into the instructional program and ways to identify and measure student achievement of the SLOs
- Enhance the communication among administration, teachers and staff to ensure consistency of information shared regarding the school programs

In addition, please attach a copy of the current Action Plan.

This WASC Postsecondary Supplement will be used by the WASC Representative(s) during the COE/WASC site visit to evaluate the ROPs, high school level programs/classes, and other non-CTE programs that are offered. The WASC Representative(s) of the Visiting Committee will write a separate report to the WASC Commission at the conclusion of the joint COE/WASC visit.

Please send an electronic copy of the completed WASC Postsecondary Supplement at least four weeks before the site visit to:

ahutchinson@acswasc.org

The 2019 schoolwide Action Plan includes three areas of focus which integrates the key issues for follow-up identified in the self-study process:

- Technology
- Use of Data
- Incorporation of SLOs

Each area of focus included in the Action Plan includes the rationale, steps addressing the key issues, persons responsible, timelines, needed resources, and ways of monitoring, assessing, and reporting the progress. The 2019 Action Plan will be monitored and reviewed on a regular basis by the staff, leadership team, and administration. The leadership team will monitor the progress within their respective programs along with the administration. Any recommended adjustments to the Action Plan will be the shared decision of the staff, leadership team, and administration.

Downey Adult School Career and Education Center Action Plan 2019

TECHNOLOGY

OBJECTIVE: Enhance the use of technology as a means to increase student achievement and efficiency of the organization.

SPECIFIC STEPS	RESPONSIBILITY	TIMELINE	RESOURCES	MONITORING PROGRESS & ASSESSMENT
Evaluate current technology	Administration Leadership Team Department Chairs	Fall 2019	<ul style="list-style-type: none"> Meeting time Leadership team Inventory control 	<ul style="list-style-type: none"> Meeting minutes Evaluation results Administration evaluation
Explore ways to establish a student Wi-Fi network	Administration District Administration District Technology Department	2019-2020	<ul style="list-style-type: none"> Meeting time Site resources District resources 	<ul style="list-style-type: none"> Meeting minutes Observation of network operation Evaluation of network operation Observation of student use
Establish a Technology Specialist to assist with on-site technology needs	Administration Leadership Team	2019-2020	<ul style="list-style-type: none"> Meeting time Site resources Personnel resources District resources 	<ul style="list-style-type: none"> Meeting minutes Personnel Action Form Observation of increased use of technology
Facilitate onsite technology training with District Technology Department to assist staff with log-on, email, and network issues	Administration Leadership Team District Technology Department	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources District resources Conferences, workshops, and online training 	<ul style="list-style-type: none"> Meeting minutes Onsite training participation Administration observation & evaluation Workshop participation
Develop a system to disseminate information to staff to guarantee accurate and consistent information	Administration Leadership Team	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources Administration Clerical resources 	<ul style="list-style-type: none"> Meeting minutes Administration observation Staff integration and utilization Staff feedback

Downey Adult School Career and Education Center Action Plan 2019

USE OF DATA

OBJECTIVE: Improve the collection, interpretation, and analysis of data as a means to increase student achievement and enhance school accountability.

SPECIFIC STEPS	RESPONSIBILITY	TIMELINE	RESOURCES	MONITORING PROGRESS & ASSESSMENT
Improve the administration of pre and post CASAS testing	Administration Leadership Team Department Chairs Teachers	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources Conferences, workshops, and online training 	<ul style="list-style-type: none"> Meeting minutes Administration observation Workshop participation Observation of student improvement
Provide staff development on the use of data	Administration Leadership Team Department Chairs Senior Clerical for data entry	2019-2020 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources District resources Conferences, workshops, and online training 	<ul style="list-style-type: none"> Meeting minutes Onsite training & workshop participation Administration observation & evaluation Workshop participation Integration and utilization
Establish protocol for data discussions during PLCs, department, and staff meetings	Administration Leadership team Department chairs	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources District resources 	<ul style="list-style-type: none"> Meeting minutes Administration observation & evaluation Staff feedback
Investigate other ways to collect data using existing programs and online instructional programs	Administration Leadership team Department chairs Technology Specialist Teachers	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Site resources District resources Conferences, workshops, and online training 	<ul style="list-style-type: none"> Meeting minutes Onsite training & workshop participation Administration observation & evaluation Integration and utilization
Improve exit and post graduate/completers survey and tracking results	Leadership team Teachers Technology Specialist	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Leadership team Site resources Clerical resources Personnel resources 	<ul style="list-style-type: none"> Meeting minutes Survey form Evaluation of responses Report to stakeholders

Downey Adult School Career and Education Center Action Plan 2019

INCORPORATION OF THE SCHOOLWIDE LEARNER OUTCOMES

OBJECTIVE: Incorporate the SLOs into the school program to as a means to align the school mission with instruction to increase student achievement.

SPECIFIC STEPS	RESPONSIBILITY	TIMELINE	RESOURCES	MONITORING PROGRESS & ASSESSMENT
Increase student awareness and understanding of the SLOs	Administration Leadership team Department chairs Teachers	2019-2020 & Ongoing	<ul style="list-style-type: none"> Meeting time Department chairs Site resources Conferences, workshops, and online training 	<ul style="list-style-type: none"> Meeting minutes Administration observation Student surveys Course outlines Class assignments
Increase teacher's incorporation of the SLOs into assignments and daily lessons	Administration Leadership team Department chairs Teachers	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Department chairs Site resources Online resources 	<ul style="list-style-type: none"> Administration observation & evaluation Observation of student improvement Course outlines Class assignments
Develop a means to collect and analyze the incorporation of the SLOs into the school program	Administration Leadership team Department chairs Technology Specialist	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Department chairs Site resources Conferences, workshops, and online training Technology Specialist 	<ul style="list-style-type: none"> Meeting minutes Administration observation & evaluation Observation of student improvement Student surveys
Evaluate the student learner outcomes	Administration Leadership team Department chairs Teachers	Fall 2019 & Ongoing	<ul style="list-style-type: none"> Meeting time Department chairs Site resources Technology Specialist 	<ul style="list-style-type: none"> Meeting minutes Administration Completion data Common assessments Student surveys Student persistence data