SAN LEANDRO ADULT SCHOOL



ACS WASC/CDE MID-CYCLE SCHOOL PROGRESS REPORT

June 1, 2021

1448 Williams Street
San Leandro, California 94577
www.sanleandroadultschool.org

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

Include the following:

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
  - **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.**

Note: ~~See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.~~ ***(As instructed, we used the ACS-WASC Postsecondary Manual 2013 Updated 2/2016)***

Chapter I

Institutional, Community, and Student Characteristics
Institution's Mission and Schoolwide Learner Outcomes

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

Basic Institutional Information

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

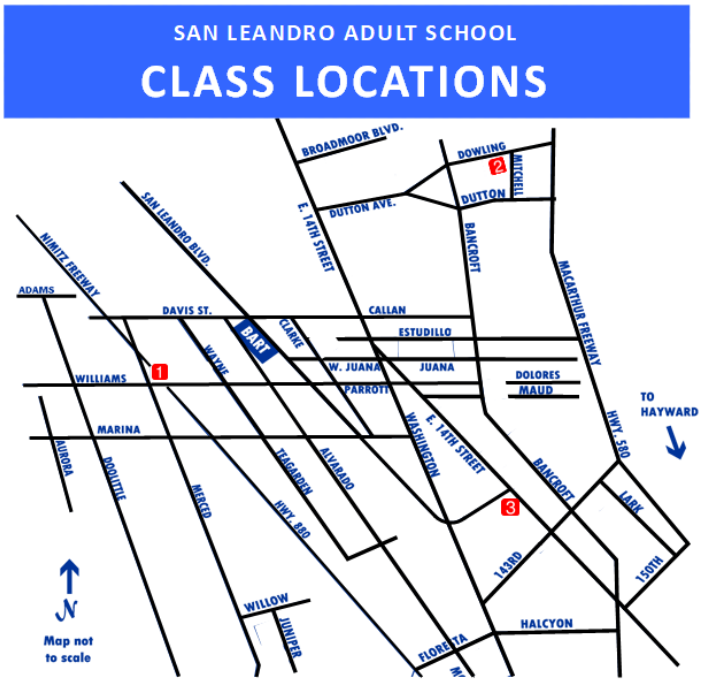
Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as a school

San Leandro Adult School (SLAS) is a safe and welcoming school that offers comprehensive programs with engaging curriculum and dynamic instruction to meet the needs of the diverse community in San Leandro and surrounding areas. At SLAS, continuous efforts are made to eliminate barriers that stand in the way of student success. Every attempt is made to ensure flexible scheduling and the availability of support services such as childcare and preschool.

School address, website, branches, extension sites, etc.

The San Leandro Adult School main campus location is the Education Center located at 1448 Williams Street, San Leandro, CA 94577. We are part of San Leandro Unified School District (SLUSD, www.slusd.us).

Extensive information about course offerings and opportunities to register are available online at the SLAS website: sanleandroadultschool.org. In addition, over 45,000 brochures are distributed twice annually to San Leandro households. Flyers for classes are posted in the public library, at school sites, churches, local job fairs, union halls, and at local businesses. We also advertise upcoming events and current offerings on our Facebook page, in mailed postcards, and in the local paper, The San Leandro Times.



Serving the community of San Leandro since 1928!

EC: Adult School Education Center 1448 Williams Street	1
BN: Broadmoor Nursery School 951 Dowling Boulevard	2
SC: San Leandro Senior Center 13909 E. 14th Street	3

Currently, all classes are being held online. The Senior Center and Broadmoor Nursery School are closed until onsite classes resume. In prior years, various classes have been held at different locations within the community. English as a Second Language (ESL) classes were held mornings at our campus and

evenings at John Muir Middle School. Seniors 55+ classes were held at the San Leandro Senior Center. Preschool classes were held during the day at the Education Center as well as at Broadmoor Nursery School. Over the years, class sites have been added or removed as need arises or as population changes dictate. Anticipated locations for Fall 2021 are identified and/or listed in the graphics on the previous page.

History of the school (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)

SLAS has been serving the community of San Leandro since 1928. From the late 1950s, we offered evening classes in the following mandated program areas: Adult Basic Education (ABE), Adult Secondary Education (ASE), High School Equivalency (HSE), Home Economics, Health & Safety, Adults with Disabilities, Seniors 55+, English as a Second Language (ESL), and Citizenship. Later we added morning classes at the San Leandro Public Library. Beginning in the mid-1990s, our decision to offer free babysitting set us apart from many other adult schools. In 2002, we launched the federally funded Even Start Family Literacy Preschool. Our budget and class offerings have risen and fallen over the decades with changes in state and federal funding.

In 2006 we opened our own campus on Williams Street, the Adult School Education Center, to accommodate our rapid program growth and the needs of the community. During the 2020-21 school year, an additional five classrooms were built, which will allow our evening ESL program to move from the middle school to the adult school starting in the 2021-22 school year.

Description of any significant developments that have had a major impact on the school

We are members of a consortium of adult schools and community colleges formed under the auspices of CAEP (California Adult Education Program, formerly AEBG): the Mid-Alameda County Consortium (MACC). Our recent efforts under CAEP have been to build seamless transitions for our students to college and career training programs. They include: developing transitional academic and ESL classes and aligning and articulating current SLAS CTE offerings with Chabot College. MACC also partners with the local labor boards and one-stops to facilitate career transitions for our students. **Impacts** of our participation include 36 students who have been helped to apply to local community colleges by our Transitions Specialist over the last three years and a better mutual understanding of programs and requirements on the part of adult school and community college staff.

As we moved to meet the distance learning challenges of COVID in the spring of 2020, construction went forward with a long-anticipated expansion of our campus. We are pleased to report that construction has been completed, and we anticipate using our new classrooms in the fall of 2021.

List specific changes in programs since the last visit

In 2018-19, we replaced the partnership with the Learning Oasis with a more stable and rewarding partnership with Career Training Solutions, which provides a variety of medical career training programs to our community. In the fall of 2020, we added a new partner, Roadway Media, offering online broadcast media, digital design, and film editing classes. We also added a Payroll Technician program which is an industry-recognized certification that combines our Administrative Assistant class with our Payroll Accounting class.

Due to COVID, all ESL, ASE, and CTE classes have moved to distance learning from March 2020 through the present (Spring 2021).

The following classes/programs were suspended due to COVID.

- Harambee - Program for Adults with Intellectual Disabilities partner since 2016
- New Era Barber & Cosmetology Apprenticeship - partner since 2017
- All senior exercise and computer classes
- All medical career classes and programs
- Preschool (replaced with Online Parent Education Preschool - 2nd Grade)

The classes or programs below have been canceled or suspended for the reasons noted.

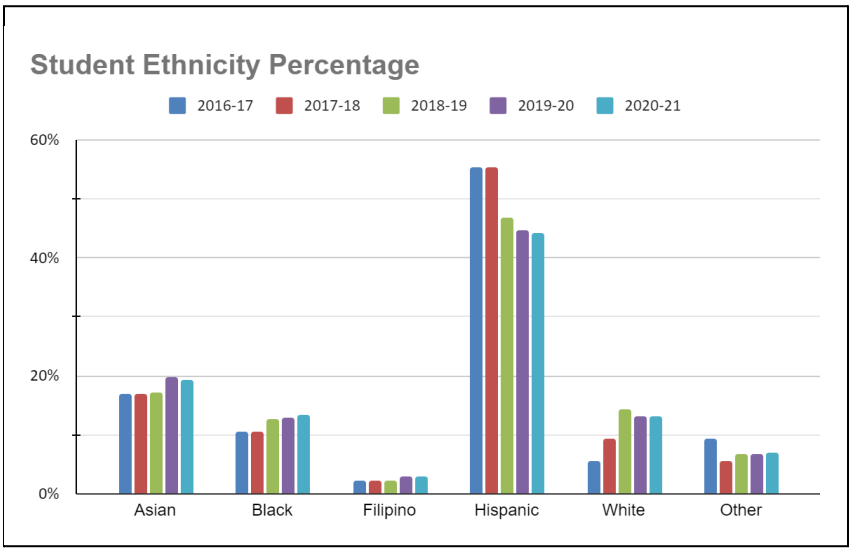
- Optometric Technician - lack of interest
- Apprenticeship Preparation - no instructor
- Accounting Technician - not an industry recognized certification

Since the last visit, we have made one significant change to our High School Diploma program. In the winter of 2019 we changed the required units for graduation to 140 from 180, removing one more barrier for our students.

Impact: Many students have been served by our partners, Harambee with classes for adults with intellectual disabilities, Career Training Solutions' medical programs, and New Era Barber & Cosmetology. For the programs that have been suspended during COVID, those students have lost the opportunity to progress. We are hopeful that we and our partners will soon be able to offer those programs to the community again. In addition, we are excited at the new areas for student career development afforded by the Payroll Technician program and by our partnership with Roadway Media's video production classes.

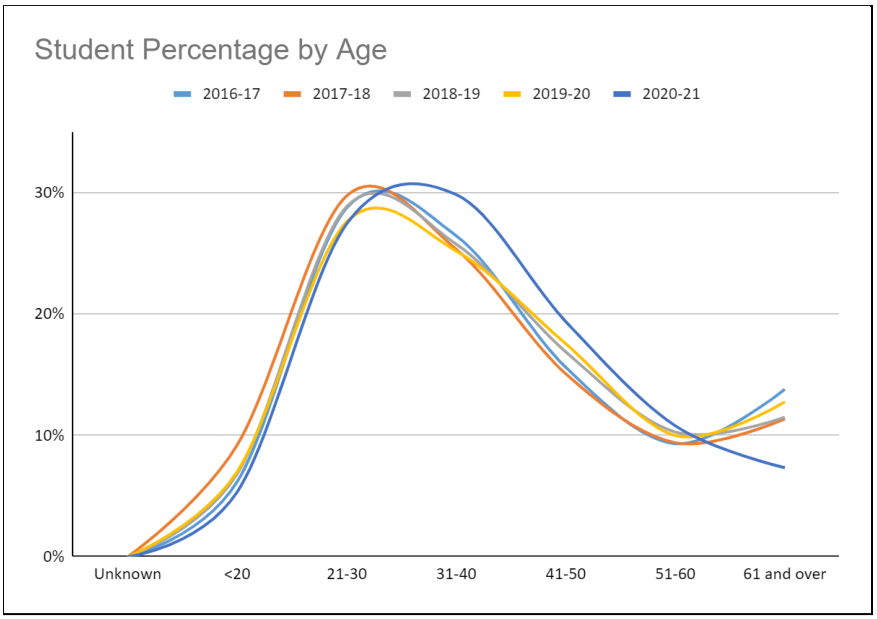
Student demographics (ethnicity, gender, enrollment patterns, etc.)

Ethnicity: San Leandro Adult School's student population is ethnically diverse. As illustrated by the graph below, our largest group by ethnicity has been and continues to be Hispanic. We have seen the percentage of students who are Hispanic drop to 45% this year from 55% in 2016-17. Since that year, we have seen the proportion of students who identified as Asian, Black and White increase slightly.



Data Source: ASAP *(enrollment & attendance management)* ***Student Report*** *Students with Attendance Unduplicated*

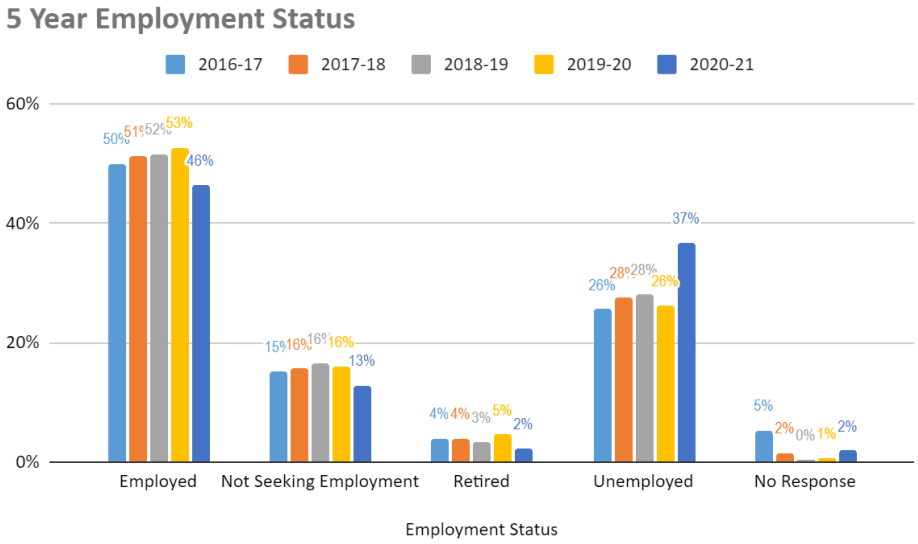
Age: Over the years the student age distribution has remained fairly consistent. The majority of our students fall between the ages of 21-40 with the 21-30 category having a slight edge for all years except for 2020-21. In the fiscal year 2020-21, the student age population shifted slightly over. The 61 and older population dropped significantly in 2020-21 because we were unable to offer classes for our older adult population (Note: age is calculated at the end of each fiscal year).



Data Source: ASAP Student Report *Students with Attendance Unduplicated*

Gender: Over the years our female students have numbered about twice as many as our male students, particularly evident in our morning ESL classes.

Student Employment Trends: Our employed student percentage made steady gains from 2016-2020. Unsurprisingly, students had a 7% drop in employment during 2020-2021. We assume this is due to the COVID pandemic. Likewise, our unemployment numbers rose by 11% during the same year. We also had fewer students who categorized themselves as "not seeking employment." Our retired student category also dropped in 2020-2021, probably because we were unable to offer our older adult exercise classes due to the shutdown.



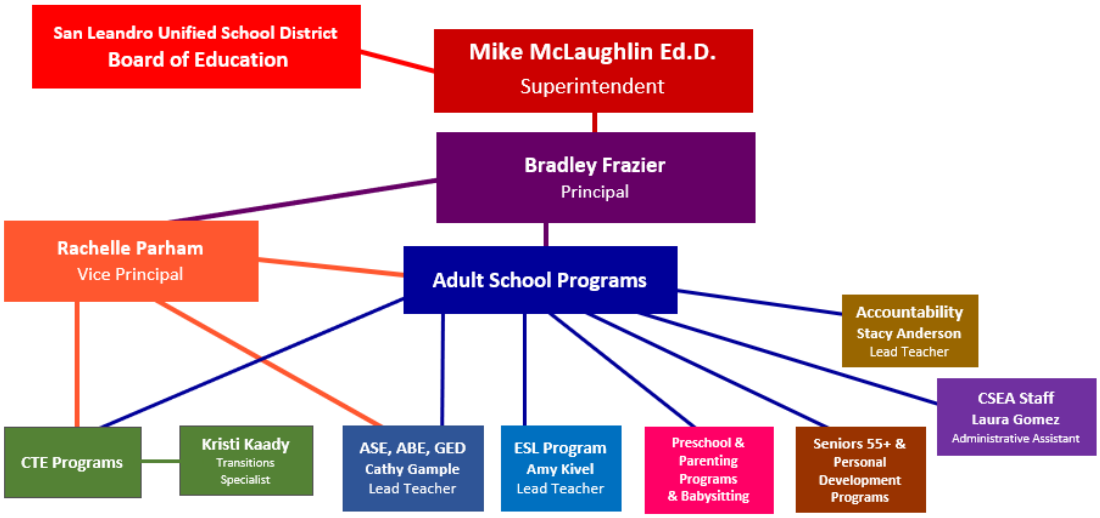
Data Source: ASAP Student Report *Students with Attendance Unduplicated*

Impact: While age and gender statistics remain mainly stable, we are not sure what drives the change in ethnic composition of our students. We will continue to track this trend and watch for the impact of the hoped-for COVID recovery on our students and community.

Governance structure of the school

San Leandro Adult School is part of San Leandro Unified School District (SLUSD), which is overseen by the Board of Education. Our principal reports directly to the SLUSD Superintendent. The principal oversees all programs but has specifically delegated the following to the vice principal: ASE/ABE; CTE Medical Programs; CTE community outreach, Preschool & Babysitting, Parent Education, and site management. The principal maintains oversight of all CTE partner programs, CTE computer, Business & Accounting, Administrative Assistant, ESL & Citizenship, Seniors 55+, Personal Development, and classified staff. Three lead teachers facilitate the management of the following programs: ASE/HSE/ABE programs, ESL, and Accountability (data management, and reporting).

We anticipate making significant changes in the distribution of lead teacher duties, due to retirement of one teacher and other possible departures. Exactly what that will look like is currently under discussion. SLAS also receives input from its Advisory Board, which is made up members of the local business community and support organizations such as the San Leandro Chamber of Commerce, Davis Street Family Resource Center, and the Alameda County Workforce Development Board . We also encourage discussion and recommendations from the Student Advisory Forum, which has not met during COVID. SLAS is staffed to meet the instructional and customer service needs of the community. Staff includes administrative, classified, teamster, and certificated staff, as well as volunteers. All teachers are credentialed by the state of California where required.



SLAS Governance Structure

Mission Statement and Schoolwide Learning Outcomes (SLOs)

Mission Statement: *San Leandro Adult School's mission is to provide our diverse community with comprehensive programs, engaging curriculum, and dynamic instruction that inspire lifelong learning. By mastering 21st century skills, students will reach their educational, professional, and personal goals in our global society. They will achieve measurable progress toward program standards in a safe and supportive environment that promotes perseverance and celebrates success.*

Schoolwide Learner Outcomes: *San Leandro Adult School prepares our students to become persistent learners who:*

1. Set and pursue professional and/or personal goals.
2. Develop 21st century skills, including:
    i. Communicating clearly
    ii. Working independently and with others
    iii. Thinking critically
    iv. Using appropriate technology
3. Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.

In fall 2019, we revisited our mission statement at the Back-to-School meeting. We ended up with two potential revisions to be voted on by all stakeholders in the winter of 2020 and implemented and distributed in the spring of 2020 as follows:

A. *San Leandro Adult School's mission is to provide a safe and supportive environment where students can reach their educational, professional, and personal goals through dynamic instruction and comprehensive programs that promote the mastery of 21st century skills and lifelong learning.*

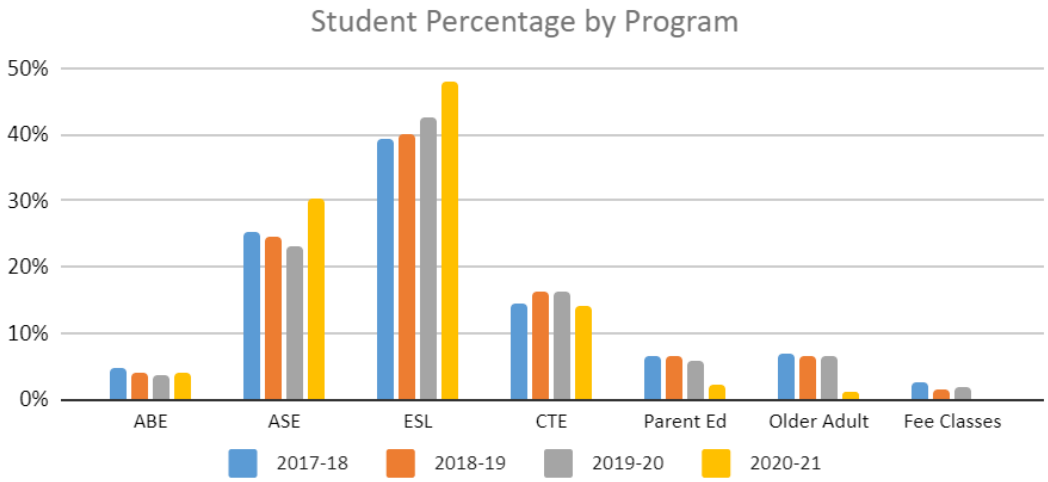
B. *San Leandro Adult School's mission is to ensure that students can reach their educational, professional, and personal goals through dynamic instruction and comprehensive programs that*

promote the mastery of 21st century skills and lifelong learning in a safe and supportive environment.

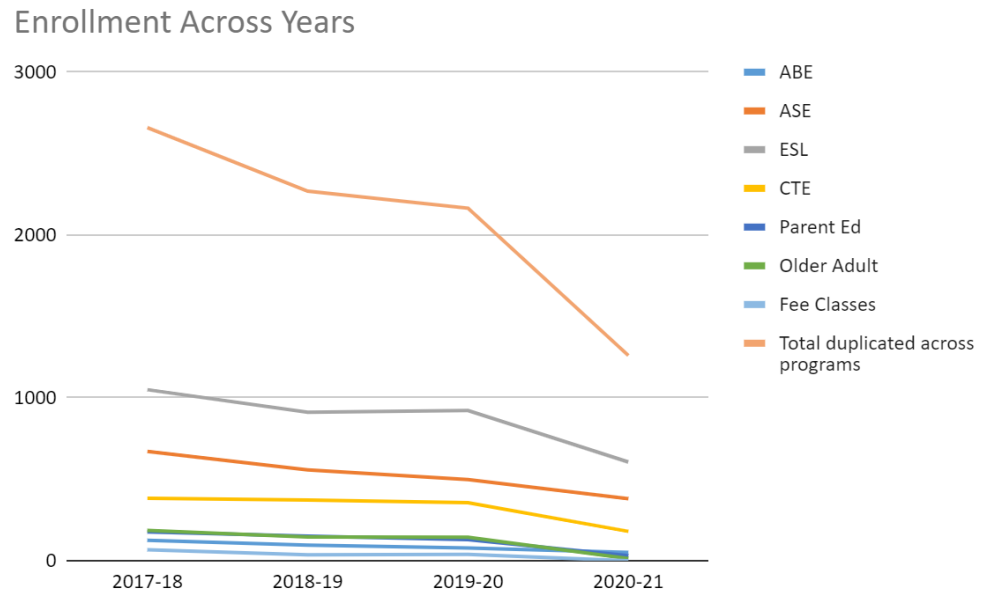
Due to COVID, this discussion and vote has been postponed until the fall of 2021.

The total number and types of programs offered and the number of students in attendance

San Leandro Adult School offers a variety of programs, as shown in the charts below. Our largest departments are ESL and ASE.



Data Source: ASAP Student Report *Attendance Summary Report - Unduplicated within program*



Data Source: ASAP Student Report *Attendance Summary Report - Unduplicated within program*

Unduplicated Enrollment within Programs									
Year	**Total**	**ABE**	**ASE & HSE***	**ESL & Citizenship**	**CTE**	**Parent Ed**	**Seniors 55+**	**Fee Based**	**Total Unduplicated Enrollment**
2017-18	2659	125	671	1050	383	177	186	67	2371
2018-19	2269	95	558	911	373	151	145	36	2089
2019-20	2165	78	498	922	356	129	144	38	2037
2020-21*	1260	51	380	606	180	30	13	0	1233

Notes on Enrollment Data and Source:

1. Enrollment data collected from ASAP, Attendance Summary Report and includes only students with attendance hours.
2. This data is unduplicated within programs.
3. The total column reflects duplications across programs
4. The total unduplicated enrollment column reflects students only counted once.
5. 2020-21 data is through May 20, 2021

*ASE & HSE enrollments include orientation and do not reflect the actual placement of students.

Data Source: ASAP Student Report *Attendance Summary Report - Unduplicated within program*

The enrollment changes in the data above can be interpreted and as follows:

- All programs experienced a general decline since 2017-18
- The most precipitous decline is due to COVID from 2019-20 to 2020-21

To meet the challenge of decreasing enrollment, we have been more aggressive in our community outreach beyond our semi-annual brochure mailing/distribution by using:

- BART billboards in our local stations — ongoing
- Postcards in the Summer of 2019 and Spring of 2021
- Newspaper Ad in the Winter 2021

Impact: Before COVID, we were concerned about our declining enrollment. Longer term, this will also affect our funding. Between 2017-18 and 2019-20, enrollment had dropped by 14%. Between 2019-20 and 2020-21, enrollment dropped steeply by 39%. We have two unproven hypotheses for possible causes of the earlier drop: 1) that we lost some ESL enrollment starting in 2017, because of fear engendered by the Trump administration among some immigrant groups 2) that increasing employment opportunities in the community led some students to choose to work or work more rather than attend school. During COVID we lost many students who were unable to participate in remote learning for a variety of reasons, including: lack of internet or device access; distrust or dislike of remote learning; and attending to their children's needs; as well as from students or their family members contracting COVID. In addition, we had to close or steeply reduce some programs, such as the Broadmoor Preschool/Parent Ed program and the Seniors 55+ programs.

As we return to in-person classes in the fall we will seek to reach out again to our community with information about the variety of offerings at the adult school. Because a subset of our students have

indicated a preference for remote instruction, we will also attempt to keep that option available, staffing and funding permitting.

Typical class size for teachers

Typical class sizes vary by program (these numbers represent pre-COVID conditions):

- ESL and ABE class sizes are usually 25-40 students.
- ASE class sizes are 20-60 students.
- ABE class sizes are 8-15 students.
- GED class sizes are 15-20 students.
- CTE computer classes range from 10-25 students
- Business application class sizes vary from 10-20 students.
- CTE healthcare class sizes vary from program to program:
    - CNA/HHA and Medical Terminology classes are 10-15 students
    - Homecare Workers class sizes range from 20-35 students
- Parent Education class sizes are 20-25 students.
- Seniors 55+ class sizes range from 10-40 students with the fitness classes having the largest enrollment.
- Community Education (fee-based) class sizes are typically 12-16 students.

Types of certificates awarded

San Leandro Adult School programs and classes issue many types of certificates. Completion certificates are awarded to students who have fulfilled the requirements and demonstrated the skills taught in class. In addition, we issue industry-certified certificates based on assessments at several application skill levels. Finally our Nurse Assistant and Home Health Aide students must take and pass the American Red Cross Certification Exam in order to be licensed for employment as CNAs or Home Health Aides by the state of California. The following table summarizes the certificates issued at SLAS.

Program	Certificate(s) Issued
ESL	• Certificate of Completion (by level) for students promoted to next level in spring • Certificate of Participation (for students not promoted)
High School Diploma	High School Diploma

Administrative Assistant	• Certificate of Completion
	• OPAC Certification - Microsoft Office Applications
	  o Word
	  o Excel
	  o PowerPoint
	• Typing Certificate
	• Certiport Certification (Optional)

Payroll Technician	• Certificates of Completion
	  o Administrative Assistant
	  o Payroll Accounting

Computer classes **Microsoft Office Applications and QuickBooks**	● Certificate of Completion ● OPAC Certification - Microsoft Office Applications o Word o Excel o PowerPoint ● Certiport Certification (Optional)
Health: School-issued certificates	● Homecare Worker: Certificate of Completion (based on In-Home Support Services (IHSS) requirements) ● Medical Terminology: Certificate of Completion
Health: State-Licensed Health Certificate	● Nurse Assistant and Home Health Aide: ○ Certificate of Class Completion ○ State License
Parent Education classes	● Certificate of Completion
Seniors 55+ computer classes	● Certificate of Completion

Total number of administrative and teaching staff members

SLAS has a diverse staff of 2 administrators, 3 academic advisers, 3 lead teachers, 5 classified staff, 1 teamster, and 40 teachers.

Calendar system used

As of 2016-17, SLAS follows a semester system plus a summer session for most programs. Depending on the program, the fall semester is 12-16 weeks, winter is 18-20 weeks, and summer is 7 weeks. Prior to 2016-17, we followed a quarter system.

Typical load for the average student

Typical course loads for students vary by program with ESL students averaging 12 hours per week of class time. ASE students enrolled in Apex Learning® are in class on site for 2.5-10 hours per week but consistently log on up to 20 hours offsite depending on the individual student's access to a computer. ABE and HSE students typically attend direct instruction classes for 4 hours a week and 2.5 -5 hours a week of lab time. CTE classes range from 5 to 20 hours a week. All ASE/ABE, and CTE courses have homework and/or projects which can double or more the typical student load. Seniors 55+ and Personal Development students took computer, fitness, and knitting classes averaging between 2-8 hours per week; these classes vary in length. Parent Ed classes run 1.5-2 hours per week. These class hours reflect pre-COVID conditions and were for in-person classes.

Impact: Course loads have drastically changed due to COVID. For example, ESL students are in Zoom session from four to six hours a week with homework assignments adding about two to four additional hours per week. Zoom classes vary from one to two hours. Business and computer application CTE classes are all distance learning using Zoom for 1-2 hours per session plus required homework, and teachers have increased one-on-one time with students. Preschool classes are also Zoom sessions and function as half-hour weekly parent and child interactive sessions. Senior classes have all been suspended.

High School Diploma classes continue to be online-only using Apex Learning®. Unlike pre-COVID, students do all their work remotely, rather than being required to do some work in our computer lab.

Students are now required to sign up for testing appointments on Zoom to maintain academic integrity standards. ABE and HSE classes are a hybrid 1 hour of Zoom and an online component called the GED/TABE Academy. Teachers also provide 1-2 hours per week of homework to supplement their remote instruction. Spanish GED is approximately 2-3 hours per week on Zoom with homework of 1-3 hours per week.



Student Appreciation Day Fall 2019 *- Hotdogs!*

Community Information:

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

The City of San Leandro is approximately 15 square miles at an elevation of 50 feet and is nestled between Hayward, Oakland, and the San Francisco Bay. As of July 2020, the City of San Leandro reported a total population of 90,103. The gender breakdown per the US Census webpage is 48.4% male and 51.6% female. The average number of persons per household is 2.8. This average has remained steady over the past 10 years. San Leandro has a population density of 6,000 people per square mile and an approximate work population of 45,000. The 2018 unemployment rate for San Leandro was 3.1 (1.1% lower than the corresponding rate in California and the US). By March of 2021, San Leandro's unemployment rate had increased to 7.2%.

Data Sources:
U.S. Census 2020: https://www.census.gov/quickfacts/fact/dashboard/sanleandrocitycalifornia/AGE295219
City of San Leandro: https://www.sanleandro.org/depts/cd/econdev/demographics/default.asp San Leandro, CA - Unemployment Rate
Workforce & Talent | San Leandro Opportunity Zone Dashboard
EDD California: https://www.labormarketinfo.edd.ca.gov/data/interactive-labor-market-data-tools.html

Reported ethnicity statistics for San Leandro can vary. Part of these discrepancies can be ascribed to the fact that Hispanics are identified as white/Caucasian in many cases. According to DataUSA: San Leandro, the largest ethnic group in San Leandro is now Asian at 34.2% whereas the City of San Leandro identifies its largest population by ethnicity at 37.3% Caucasian. US Census 2020 data places Asian at 33.1%. The US Census 2020, Data USA, and the City of San Leandro all estimate the Hispanic populations between 27.3 and 27.6%. According to 2018 statistics compiled by DataUSA, there has been a decrease from 37.1% to 36.3% of foreign born residents in San Leandro. According to the US Census 2020, the most common foreign languages spoken at home in San Leandro are Chinese - 39.2%, Spanish - 31.7%, and Tagalog - 12%.

Data Sources:
U.S. Census 2020: https://www.census.gov/quickfacts/fact/dashboard/sanleandrocitycalifornia/AGE295219
Data USA: https://datausa.io/profile/geo/san-leandro-ca/#demographics)
City of San Leandro: https://www.sanleandro.org/depts/cd/econdev/demographics/default.asp

POPULATION: 90,103

SIZE: 15 square miles

LOCATION: Between the Cities of Oakland and Hayward





PERSONS PER HOUSEHOLD:	2.8	**RACE/ ETHNICITY:**		**EDUCATION:**	
MEDIAN HOUSEHOLD INCOME:	$70,723	Caucasian	37.7%	Bachelor's Degree	28.4%
Over $100,0000	36.2%	Asian/Pacific Islander	34.5%	Associates Degree	8.10%
$50,000-$100,000	27.7%	Hispanic/ Latino	27.3%	Some College	20%
< $50,000	36.1%	African American	10.7%	High School Diploma	26%
RESIDENTIAL HOME SALE PRICE:		American Indian	1.0%	**SCHOOLS (K-12):**	
Average $585,400		Other	9.6%	San Leandro Unified School District	

Data Source: City of San Leandro Demographic Data from Website *(updated July 2020)*
Note: Race/ethnicity breakdown adds up to more than 100% as people may be more than one race/ethnicity.

While most SLAS students are San Leandro residents, we also serve a large number of adult learners from surrounding areas including Oakland, San Lorenzo, Hayward, Castro Valley, and other outlying cities. During COVID we have had a sprinkling of students join our remote classes from other parts of the country.

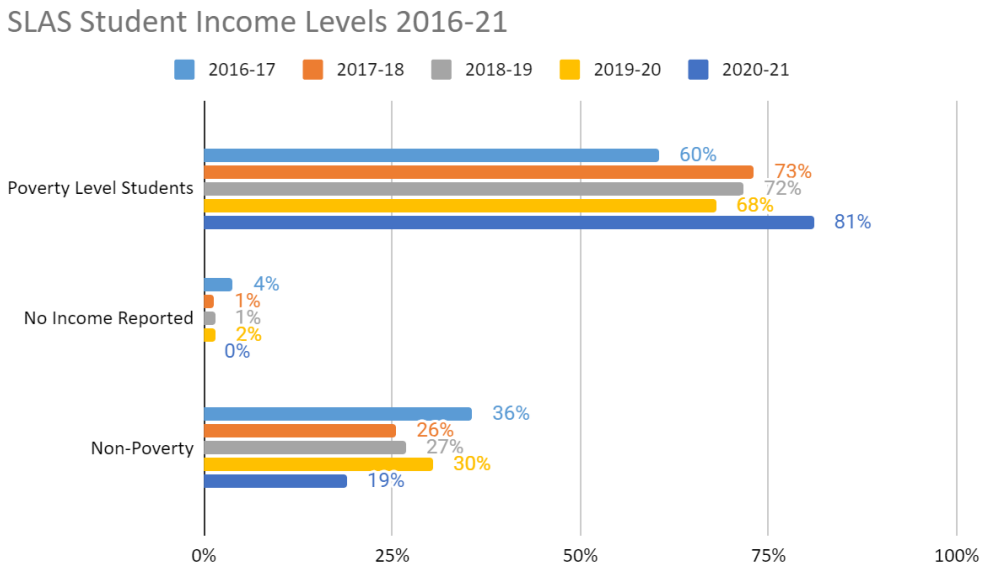
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City	Number of Enr
San Leandro	568
Oakland	325
hayward	51
San Lorenzo	31
Castro Valley	9
Fremont	5
Hamtramck	6
Buffalo	3
Alameda	6
Stockton	4
San Francisco	5
Wellington	1
Brooklyn	4
Emeryville	4
New York	4
newark	2

Data Source: ASAP Student Report *Hometowns of students Spring 2021 (partial list)*

SLAS is part of the San Leandro Unified School District (SLUSD) whose K-12 demographics give an excellent snapshot of the population we serve with regard to ethnicity, language learner status, and

financial status. According to Ed-Data , SLUSD served 9,464 students for the 2019-20 school year. Of those served, 4,572 or 48.3% were Hispanic; 2,516 or 26.6% were English Language Learners (ELL); and 6,009 or 63.4% qualified for free or reduced-price lunches, a strong indicator of low-income levels among SLUSD families. https://www.ed-data.org/district/Alameda/San-Leandro-Unified excellent snapshot of the population we serve with regard to ethnicity, language learner status, and



Data Source: ASAP Student Report

Impact: San Leandro Adult School's student population poverty rate (based on self-reported income) has generally risen from 2016-17 through this school year. It is now at 81%. We believe that the recent steep rise is a result of the pandemic. We feel that these statistics indicate a public school population that has more closely resembled the students and families we serve at SLAS, than it does the population of the City of San Leandro. It seems likely that many San Leandro residents with greater economic resources homeschool or send their children to private schools, and themselves do not typically need the services that SLAS provides. For example, while the U.S. Census data from 2019 indicates that there were 11,164 school-age children (5 - 19 years of age) in San Leandro, just 8,926 - 9,067 were enrolled in SLUSD during the same time period. Those figures leave 19 - 20% of this age group unaccounted for by the district enrollment records.

Data Sources:
U.S. Census SAIPE data set for 2019
https://www2.census.gov/programs-surveys/saipe/datasets/2019/2019-school-districts/sd19-ca.txt
Ed-Data San Leandro Unified https://www.ed-data.org/district/Alameda/San-Leandro-Unified

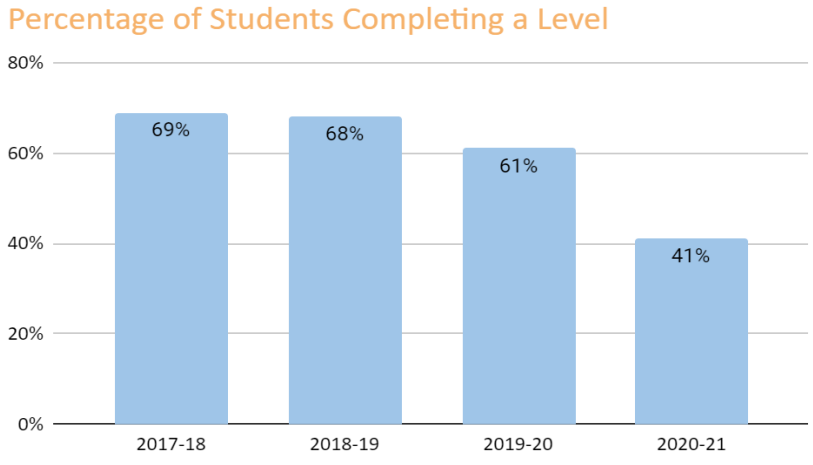
Student Learning Data:

1. Gathered learning data from multiple sources (as many as possible)
2. Disaggregated and interpreted student learning data (three years if possible)
3. Conclusions drawn from the analysis of learning data (trends, irregularities, and anomalies)
4. Supporting charts and graphs to display learning data.
5. Summary of major conclusions of analysis and what recommendations would best address identified key issues
6. Course and program completion rates
7. Job placement rates or military enrollment rates
8. ESL promotion data
9. CASAS benchmark data
10. Licensing exam pass rates
11. HSE pass rates

Learning Data Sources: SLAS gathers learning data from a number of sources. We use CASAS testing to provide data for the ESL and ASE/ABE departments, as well as to fulfill requirements of our federal WIOA grant. For the ASE, HSE, and ABE classes, Apex Learning®, GED Academy, and TABE Academy provide rich sources of student learning data. CTE programs track student progress with online assessments for computer classes, completion data, and fulfillment of requirements for certificates. Preschool teachers test to state standards and track promotions to Transitional Kindergarten and Kindergarten. Seniors 55+ instructors derive learning data from student surveys.

Educational Functioning Level Completions (CASAS): SLAS receives Federal Workforce Innovation and Opportunity Act (WIOA) Title II Funds that supplement the English as a Second Language, Adult Basic Education, and the Adult Secondary Education Programs. Accountability information must be submitted quarterly to the state. The information below makes up the greater part of the required documentation. In many Educational Functioning Levels, SLAS students complete a level at a similar or better rate than the state average.

This graph and the chart below represent the percentage of students who completed a level on the CASAS test. This report only includes students who both pre- and post-tested. The frequent changes in level requirements and definitions make this data difficult to interpret over time, but the results were fairly constant until the last two years.



Data Source: CASAS Data Portal Federal Table 4B

Educational Functioning Levels Completion Percentages SLAS/CA State Averages												
Programs		**ABE - ASE**					**ESL**					
Agency	**Program Year**	**ABE BEG. LIT.**	**ABE BEG. BASIC**	**ABE INT. LOW**	**ABE INT. HIGH**	**ASE LOW**	**ESL BEG. LIT**	**ESL BEG. LOW**	**ESL BEG. HIGH**	**ESL INT. LOW**	**ESL INT. HIGH**	**ESL LOW ADV.**
CA State Average	2017-18	73.1%	80.7%	77.8%	60.7%	73.9%	84.0%	86.2%	80.9%	67.5%	65.9%	37.6%
San Leandro USD	2017-18	100.0 %	88.9%	78.9%	66.4%	76.5%	86.8%	90.5%	88.1%	78.0%	64.8%	30.6%
CA State Average	2018-19	74.8%	82.0%	76.0%	58.9%	56.3%	83.9%	87.2%	81.3%	67.0%	66.2%	37.3%
San Leandro USD	2018-19	100.0 %	95.0%	67.5%	45.7%	55.6%	94.4%	85.4%	84.0%	71.8%	66.0%	42.3%
CA State Average	2019-20	64.9%	66.5%	64.6%	69.5%	47.6%	82.8%	85.8%	78.5%	62.3%	62.0%	33.1%
San Leandro USD	2019-20	N/A	66.7%	48.1%	70.6%	52.8%	69.6%	78.8%	85.4%	67.1%	50.7%	24.4%
CA State Average	*2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
San Leandro USD	*2020-21	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	66.7%	87.5%	31.6%	46.4%	31.0%

**Data not yet available on CASAS Data Portal*

Data Sources:
Tops Enterprise *for agency numbers*
CASAS Data Portal Federal Table 4B *The highlighted numbers in the table above indicate when SLAS performed better than the state average. Percentage of all WIOA students (with pre- and post-tests) completing a NRS Functioning Level*

Impact: As a result of these EFL statistics, particularly the low performance numbers in the area of ABE Level 3 - Intermediate Low for the two prior years, we have chosen as our WIOA Continuous Improvement Plan SMART Goal to focus on improving programming to meet the learning needs of these students. WIOA CIP Smart Goal/Action Plan 2021-22

ASE (Apex Learning®) Class Completions: The rigor that Apex brings continues to define and challenge our ASE program. Prior to this year, between 200 and 350 students were enrolled into Apex each year while just 20 - 33% went on to complete one class. One bright spot is that despite the pandemic, we are experiencing a much higher percentage of students who are completing classes, and the total number of classes completed has exceeded the numbers from last year despite a 33% drop in enrollment.

Apex Class Completions					
Year	**ASE Enrolled Students**	**Students who completed classes**	**% of enrolled students who complete 1 or more classes**	**Total Classes Completed**	**Average number of completed classes per student who completes classes**
2017-18	279	90	33%	186	2.1
2018-19	354	104	29%	240	2.3
2019-20	305	94	31%	192	2
2020-21	206	91	44%	205 *ytd*	2.3

Data Sources:
ASAP Student Report *Attendance Summary Report - Unduplicated within program*
Apex Learning System - Consolidated Program Reports

ASE Graduation Rates: ASE graduation rates have dropped in the last three years. Since our last WASC visit, the number of students enrolled in ASE rose in 2018-19 then continued to fall steadily.

2017-18 to 2020-21 ASE Graduates			
Year	**Enrolled**	**Grads**	**% of enrolled that graduated**
2017-18	279	56	20%
2018-19	354	53	15%
2019-20	305	35	11%
2020-21*	206	27	13%
**** As of June 1, 2021***			

Data Sources:
ASAP Student Report *Attendance Summary Report - Unduplicated within program*
SLAS ASE Graduation Records *(Hotlists)*

ABE Completion Rates: ABE students began at a reading level below 8th grade some as low as ABE EFL 1. Students in this table were counted as completers if they advanced beyond their original placement level. (Students were counted as enrolled if they had a CASAS pre and post test for that school year.) Even as enrollments dropped since 2017-18, completion percentages only varied between 1- 5%.

ABE Completers				HSE Passing Rates		
Year	**Enrolled**	**Total Completions**	**%**	**Enrolled**	**Total GEDs Earned**	**%**
2017-18	226	139	62%	242	14	6%
2018-19	155	89	57%	194	16	8%
2019-20	90	57	63%	166	13	8%
2020-21 ytd	N/A	N/A	N/A	138	N/A	N/A

Data Sources:
NRS Table 4B *ABE levels 1 - 4*
ASAP Student Report *Attendance Summary Report - Unduplicated within program*
SLAS ASE HSE Records *(Hotlists)*

HSE Passing Rates: HSE student enrollment data also demonstrates dropping enrollment over the same time period, however, our passing rates have experienced a slight bump. Our passing data only includes students who pass all four exams.

ASE/HSE/ABE Impact: While we feel that we are moving in the right direction, this department needs to rebuild enrollment while focusing on two specific areas, retaining students and supporting transitions from ABE to ASE or GED Prep. ABE Students may be completing levels, but they are not transitioning. Another area to research is that HSE our passing data only includes students who pass all four exams. In the future, we plan to track all exam completions to build support in the subject areas where the data shows that students are struggling. As we move into the Fall of 2021 and beyond COVID, we plan to accomplish this by:

- Hiring teachers
- Training teachers
- Analysing data to effect program changes and student supports including:
    - Return to direct instruction ABE and GED classes
    - Implementation of ABE and GED texts acquired and distributed, but not used, in the Winter of 2019
    - Tracking HSE exam completions by subject
        - Build support in subject areas where students are struggling
    - New Academic Adviser to specifically support ABE/GED students
- Meeting our WIOA CIP SMART Goal

Career Technical Education: The table below shows the number of students who earned a certificate after completing a CTE course. SLAS has made a commitment to increasing the promotion and growth of CTE courses, particularly since the California Adult Education Program (CAEP) has built-in requirements for CTE programs. Earning the Administrative Assistant and Microsoft Computer Application Certificates require the passing of the nationally recognized OPAC assessments.

CTE Certificates Earned by Program/Classes					
Programs	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21** ***Projected***
Accounting Technician	0	4	**Discontinued**		
Accounting & Business	26	16	28	27	61
Employment Prep			55	67	39
Administrative Assistant	0	21	14	12	18
Computer Applications	64	45	33	8	16
Paraeducator Test Prep			1	8	12
Homecare Worker	99	84	63	18	**COVID Cancel**
Anatomy & Physiology			26	9	**COVID Cancel**
Medical Terminology	22	7	**Discontinued**		
Optometric Technician		22	**Discontinued**		
Nurse Assistant	25	6	**No Instructor**		**COVID Cancel**
Home Health Aide	22	10			
Total	258	215	220	149	146

Data Source: CTE Department Program Certificate Records

Job Placement Rates: SLAS tracks student-reported employment information in TOPSpro Enterprise® (TE). We also track our job placement statistics from the Transitions Center which supports students on an individual basis. Our transitions specialist assists with job searches, resume and cover letter preparation, job applications, and interview preparation along with post-secondary education assistance. Students and community members can take advantage of all services offered. The numbers in the second table below specifically detail individuals who may have received multiple services and were available to share information about their success.

TOPSpro Enterprise Employment Data				
Outcome	**2017-18**	**2018-19**	**2019-20**	**2020-21 ytd**
Got a Job	118	219	113	15
Retained a Job	700	727	505	174
Got a better job	264	112	60	10
Received a higher wage	27	184	101	30

Data Source: Tops Enterprise CAEP Outcomes Report

Transitions Center Job Placement Data			
2017-18	**2018-19**	**2019-20**	**2020-21** *to date*
14	58	24	10

Data Source: Transitions Center Student Records

CTE Impact: Due to COVID, the class data for CTE is difficult to gauge. For our computer applications classes, we transitioned from Microsoft Excel/Word to Google docs/sheets as these applications were more accessible for our students now working from home and lacking access to Microsoft Office, however, Google applications are not certified under OPAC. One area of growth was an unexpected but positive outcome in that our Business and Accounting class enrollments more than doubled this last year over previous years.

Another area of impact for our CTE students came in the form of the forced technology that COVID required. Of the 39 CTE students surveyed in 2020-21, only 5 students wanted onsite-only classes. Of the remaining 34 students, 15 wanted a hybrid class and 14 wanted online only classes. This serves as an indicator that we will maintain distance learning for many of these classes particularly the business and accounting classes that have been so successful.

Another data indicator that supports our belief that the drop in enrollment across programs these last few years was due in part to increased employment numbers can be seen in our TOPS and Transitions Center employment data for 2018-19 above. Of course, this was quickly followed by plummeting numbers as soon as COVID hit.

English as a Second Language (ESL): The ESL program uses CASAS assessments and EL Civics (English Literacy and Civics) assessments both to meet federal WIOA grant requirements and to gauge students' learning progress. In addition, teachers use a variety of formative assessments in conjunction with student portfolios to track student learning and needs. We use a set of exit criteria developed through teacher collaboration to determine whether students are prepared to move to the next level.

CASAS testing outcomes in the ESL program are reported quarterly to the state of California. The NRS Performance Report, Federal Table 4B (see page 17 above), shows learners with paired test scores who have completed an educational functioning level. San Leandro Adult School ESL students have consistently scored above the California statewide goals in most levels for the last four years. Within the ESL department, teachers use CASAS scores in a few different ways. If a student's performance in class suggests the student may need to be in a lower or higher level, teachers may compare the student's CASAS scores to the range of scores found in his or her level. CASAS scores outside the norm may confirm this observational evidence. Teachers also share students' scores with them at the periodic one-on-one portfolio conferences they hold. Finally, CASAS competency pass rates are shared with teachers after each round of CASAS testing, to give teachers data on what topics or skills need more attention.

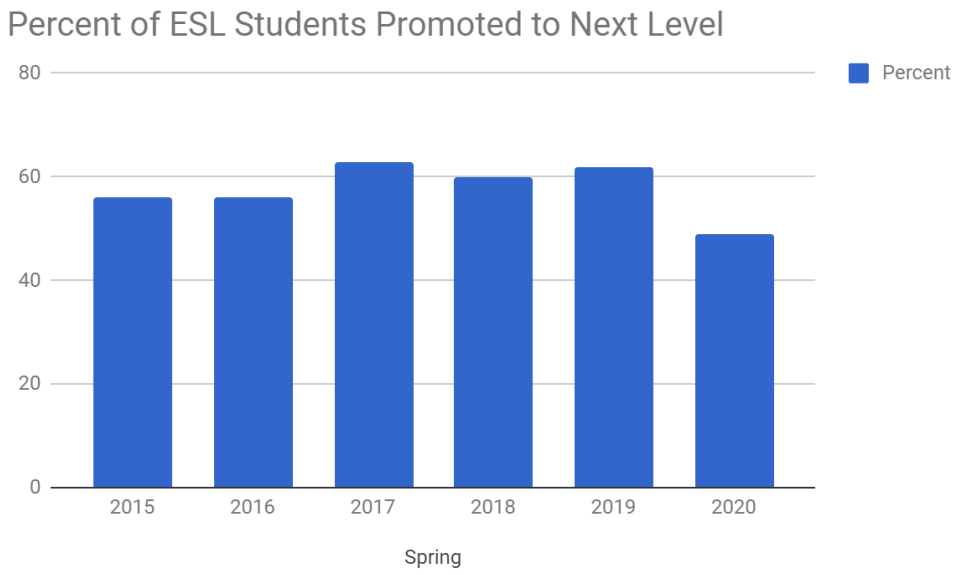
Another important realm of ESL data is EL Civics (English Literacy and Civics) assessment. Students work on knowledge and skills required in some areas of community and civic life (such as looking for a job or responding to emergencies). They then are assessed via a variety of oral and/or written assessments. These assessments give the students and teachers an insight into student growth in the topic and skills studied. Below is a record of EL Civics assessments taken and passed over the past three years. The

numbers demonstrate the enormous importance that EL Civics assessments play in our program. The drop from 2014-15 to 2015-16 is partly explained by a continued drop in enrollment, while 2016-17 represents both a rebound in enrollment and an increase in the number of EL Civics units taught in our classes. (Note: these numbers do not represent payment points earned, since those are limited by external factors such as CASAS pre- and post-test and number of payment points allowed under the WIOA grant in any particular year.)

EL Civics Assessments Passed		
Year	**# Assessments**	**ESL Enrollment**
2017-18	2021	874
2018-19	1903	814
2019-20	1197	791
2020-21 ***To date***	360	606

Data Source: TOPS Enterprise *EL Civics Additional Assessment Summary ESL Enrollment data from TE Payment Points Summary (ESL students with 12 hours or more)*

ESL Completion Trends: The graph below shows the percentage of ESL students promoted to the next level in the springs of 2015-2020. In 2015 we began applying exit criteria to teachers' decisions about student promotion. This resulted in lower numbers than previous years (although in the past we did not collect this data explicitly). Our system of modified managed enrollment, which results in some students joining classes late in the school year, also impacts class completion, since newly added students often haven't had time to gain the skills and knowledge needed to move to the next level. Of course, there was a significant drop in the 2019-20 school year, due to the hiatus in instruction while teachers and students adapted to remote learning.



Data Source: ESL Department Promotion Records

ESL Impact: Because of the complications of testing remotely and the lack of in-person testing for most of this school year, we have very little CASAS data for this year and carried out many fewer EL Civics assessments. Our hope for a return to normal will give us better data to support our students.

Persister Reports: Our persister rate, defined as the percentage of students who stay in a program long enough to both pre- and post-test, continues to be higher than the state percentage but has been dropping in recent years. Ironically, we suspect that the higher employment rates in the area, pre-pandemic, have negatively impacted our persistence, as students may get employment opportunities that lead them to stop out of school. In addition, some students have indicated a reluctance to travel to school because of immigration enforcement fears.

The highlighted percentages below indicate the areas where the SLAS persistence rates were above the state averages in most programs and across levels.

Persister Percentage -- SLAS & CA State Average

Programs		ABE				ASE	ESL						ALL
AGENCY	PROGRAM YEAR	ABE BEG. LIT.	ABE BEG. BASIC	ABE INT. LOW	ABE INT. HIGH	ASE LOW	ESL BEG. LIT	ESL Beg. Low	ESL BEG. HIGH	ESL INT. LOW	ESL INT. HIGH	ESL LOW ADV.	TOTAL
CA State Average	2017-18	70	65.2	63.7	61.3	59.5	69.9	70	72.4	72.5	74.3	71.3	66.4
San Leandro USD	2017-18	25	60	48.7	64.2	76.1	64.4	76.8	76.8	76.4	82.1	77.2	69.5
CA State Average	2018-19	71.5	65.6	64	61.5	57.9	72.1	71.4	73.2	73.8	74.5	70.3	67
San Leandro USD	2018-19	100	62.5	50	54.7	77.6	90	84.2	77.2	82.7	76.1	78.2	70.9
CA State Average	2019-20	50	50.8	50.2	47.3	45	56.4	59.1	63.3	65.2	66.7	61.1	56.2
San Leandro USD	2019-20	0	52.2	47.4	46.4	52.9	79.3	73.3	69.5	83.3	72.7	65.2	65.3

Data Source: CASAS Data Portal California Persister Report *Data not available for 2020-21*

Impact: While the ESL program has exceeded the California state average across the board, with one minor exception, the persister data also speaks directly to the lack of completions and transitions we are experiencing in ABE/HSE/ABE. For EFL ABE Level 3 - Intermediate Low, we have not met the state average for three years. As described in the previous section, we are planning a number of program adjustments to build support and promote completions and transitions for these students.

Summary of major conclusions of analysis and what recommendations would best address identified key issues: As we evaluate our data and learner outcomes, we are struck by a few key issues as follows:

We need to…

- Monitor enrollment and persistence data as we return to regular instruction, while assessing how successful particular strategies are in improving those enrollment and persistence.
- Focus on how to better serve our ABE students, with an emphasis on keeping them engaged and able to succeed in attaining a GED or HSD.
- Continue utilizing some remote instruction for student populations for whom it is beneficial.



SLAS Morning Students and Preschoolers Winter 2018

Online Program Description:

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

Our online programming prior to March 2020 was as follows. Specific program adaptations to meet student needs during the pandemic will be addressed at the end of this section.

Types of online instruction

Our high school diploma program is conducted entirely through the online program Apex Learning®. Students progress in online classes both in our dedicated computer lab and at home or wherever they have internet access. Our ABE and HSE programs are a combination of direct instruction and online instruction. The online components are Essential Education's TABE Academy and GED Academy. Students may work on the online lessons both at school and offsite. Aside from these programs, ESL has a small distance learning program using USA Learns. Many programs and classes at SLAS use online material to supplement in-class instruction. All online programs offered are asynchronous. Discussion here is focused primarily on the ASE and ABE/HSE programs, as these are our areas with major online components.

Learning management system

Apex (www.apexlearning.com) and the GED (https://www.passged.com/) and TABE (http://www.essentialed.com/products/tabe-academy.php) Academies comprise robust courses and curricula. They allow instructors to monitor student progress within a course or topic, as well as for students to view their own progress. In Apex Learning, teachers control students' ability to retake quizzes and students must take tests in person during computer lab class times. A number of ESL, ABE, and GED Prep teachers are also using Google Classroom due to the pandemic

Hardware and software requirements

Detailed hardware and software requirements for these programs can be found online; however, the main requirement for these online programs is a suitable internet connection and an appropriate device. A variety of web browsers and operating systems may be used to access the learning programs, including Safari, Silk, Firefox, MS Edge, and Chrome. Additional recommendations are made by the vendors to

optimize the learner's experience and include recommendations regarding monitors/displays, audio speakers/headphones, and printers.

Teacher and support staff qualifications
Personnel involved in the instructional process

All personnel working with students in the online programs are credentialed instructors. They are trained to understand their respective online programs and to facilitate students' work. They are also ready to assist students with on-site tutoring and other academic needs. During students' seat time in the computer lab, instructors may monitor students' progress online, proctor test taking, and help students who are having difficulty with a topic or with navigating the online materials.

Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success

San Leandro Adult School provides drop-in academic advising to students enrolled in the ASE, HSE, and ABE programs. The advising process consists of short-term and long-term academic goal setting, outlining a course-of-study plan, and class placement. Our advising team discusses a variety of issues and challenges that our students face to provide options and/or solutions. Students meet with advisers regularly, and advising sessions continue until the student graduates. During the last advising sessions, college and career goals are reviewed and discussed.

School culture for online environment, including types of school and community activities, opportunities for student involvement, participation data

All students in our online programs are welcome to participate in any and all school and/or community activities. Because these programs involve some seat time, students typically are informed about events while on campus. Flyers are posted around campus and in all classrooms. All students and community members have access to the Transitions Center for college/career preparation support, and referral to personal counseling and health services. In addition, ASE/ABE students have academic advising available by appointment or during posted walk-in hours. Students in these programs are also encouraged to attend career events held by the Transitions Center and to make appointments with the Transitions Specialist for assistance with career planning, college applications, and other services.

Orientation process for incoming students and parents to understand expectations for the online learning environment

Students are informed about the nature of our online programs in ASE/ABE when they attend orientation, which is a requirement for entering any of these programs. The orientation involves CASAS testing and explanation of the programs and requirements. At orientation students make appointments to meet with an adviser. Advisers use information from each student's test scores and high school transcript (if any) to discuss the student's goals and options for moving forward. Next, the student is scheduled for a training appointment. Our training is a one and a half hour session where students learn about our ASE, HSE, and ABE program requirements and set up their online accounts. At this time, ASE students begin a training module, while HSE and ABE students begin exploring their online component.

Our ESL program offers Distance Learning using the online program *USA Learns*. *USA Learns* is a joint effort of the Sacramento County Office of Education and Internet and Media Services. Their website is www.usalearns.org. Students meet with the instructor weekly where they receive guidance in completing online work, discuss program assessment results, and receive supplementary worksheets. Students do their work on any internet-connected device, including smart phones. The class is open to any interested individual with an ESL level of Beginning Low through Intermediate. Distance Learning

students who are not concurrently registered in a regular ESL class are given a CASAS test as a requirement of joining the class.

Types of assessment and assessment processes

Students in all of our academic distance learning and online programs are expected to take pre- and post-CASAS tests as required by our WIOA grant. In addition, students take assessments contained in whichever online course they are enrolled in. Proctoring is required for students taking unit tests in the high school diploma program (Apex Learning).

COVID Modifications March 2020-May 2021

ASE/HSE/ABE - COVID forced a number of changes and adaptations to our program. All aspects of student learning moved online. For ASE, the transition was fairly easy as registration and all classes are online already. However, orientation, training, and testing had to transition to online as well. Group orientation and one-on-one advising are currently done on Zoom. A training video on program navigation is required prior to entering the program. Written work submission and all communications are done by email, and testing appointments via Zoom are required to maintain accountability. For ABE and HSE, two-hour onsite classes were reduced to one-hour Zoom sessions and required homework. The online component of the GED/TABE Academy also has a training video rather than in-person training required prior to starting the online program. The Career Exploration/Career Cruising module required of graduates has been suspended until we return to campus. Career Cruising is still available to all students and may be signed up for through the Transitions Center.

CTE - All business, computer, and paraeducator prep classes were transitioned to online-only Zoom classes. All medical classes including Nurse Assistant and Homecare Worker which require a physical presence were canceled. Our partner, Career Training Solutions, LLC, transitioned their medical classes to online classes with planned onsite labs when we return to campus. Our Cosmetology and Barbering Apprenticeship Program was suspended until our return to campus.

ESL - Like adult ESL programs across the state, we had to suddenly shut down in-person classes. Teachers and students had to learn to have classes online. After a somewhat rocky spring 2020, our teachers and students jumped into fall with greater preparation and enthusiasm. Teacher and student tech skills soared, giving all who participated greater confidence in their ability to use tools like Zoom, Google Classroom, and other online tools. However, there is a significant segment of our community (perhaps as high as 50% of ESL students) that is being left out of this development. We believe this is largely due to lack of internet access. ESL also had to transition to an online and telephone placement system, which worked fairly well, but not as well as our preexisting in-person placement. Finally, our CASAS testing rate greatly declined, due to 1) not being able to test in-person until this spring and 2) finding that remote CASAS testing allowed us to assess only a very small portion of our ESL population.

Preschool & Parent Ed - Parent Ed math classes transitioned to online-only Zoom classes. Our preschools are closed to the children, but both are focusing on Parent Ed classes online to support preschool activities that parents can do with their children.

Impact: COVID has had a major impact on how we are looking at delivering instruction in the future. Based on surveyed student interest levels as well as robust classroom participation, we anticipate expanding our distance learning offerings across all programs with a combination of synchronous and asynchronous instruction. We are currently developing hybrid models that will better meet the needs of our adult learners.

Schoolwide Learner Outcomes:

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

We selected the following SLOs:

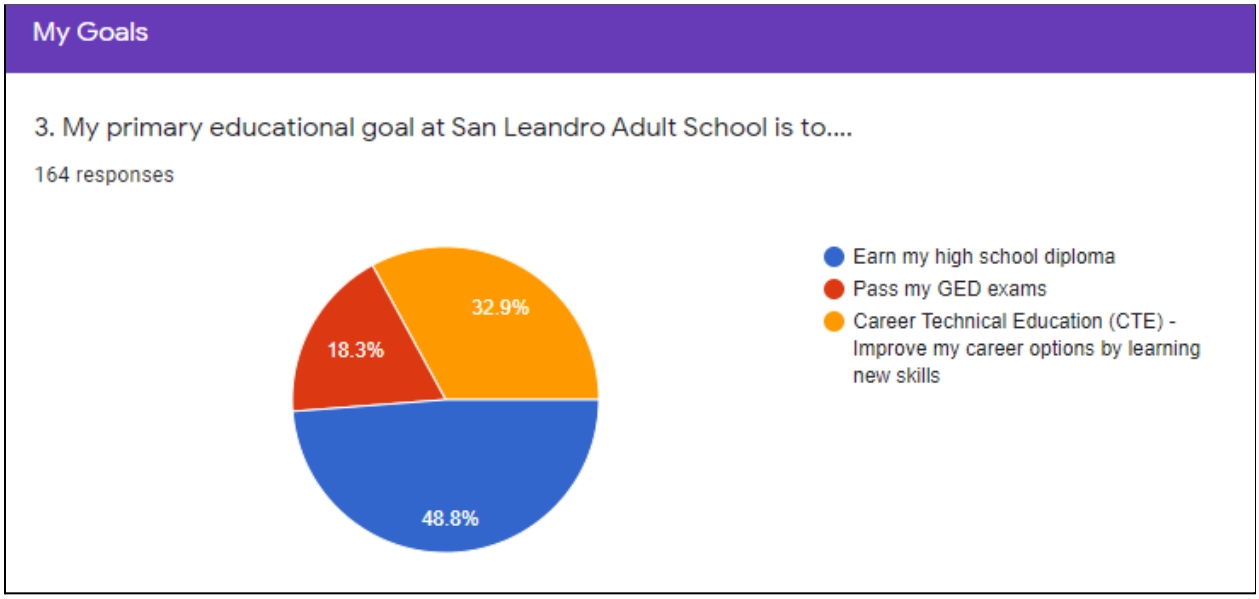
1. Set and pursue professional and/or personal goals.
3. Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.

SLO 1 - Set and pursue professional and/or personal goals

The ability to set, pursue, and achieve personal and/or professional goals is critical to all SLAS students' success. In most SLAS programs, teachers formally or informally elicit students' goals and reasons for taking their courses. In the ASE/ABE department, both short- and medium-term goals are recurring topics at meetings with advisers. In ESL, students participate in goal setting activities of varying complexity, depending on their level of English.

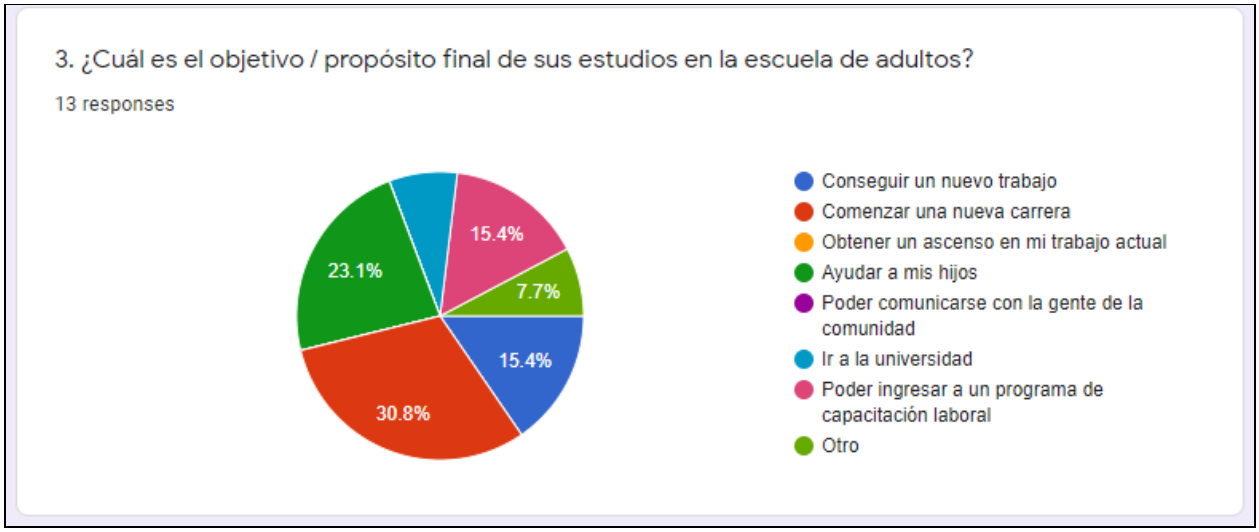
As of 2017-18, we began surveying students to meet our SLO measuring requirements. Currently, all ASE/HSE/ABE, CTE, Community Education, ESL, and Parent Ed students have been asked to complete online surveys that include goal-setting questions. Preschool parents and Senior 55+ students were not surveyed this year, but will be in future years.

The charts below show responses to survey questions about student goals at the adult school.



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

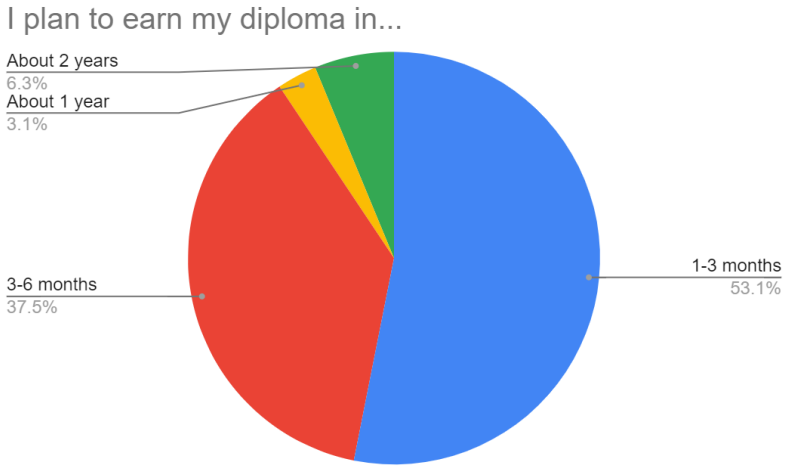
From the survey results above, we found it fascinating that 11 students in Parent Ed and Community classes chose CTE, GED, and ASE goals rather than the provided goals for their programs.



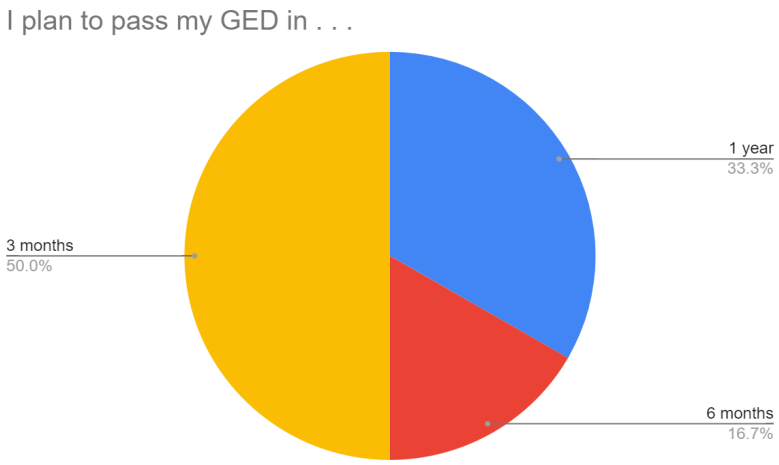
Data Source: WASC SLO Student Survey 2020-21 *Responses of 13 Spanish GED students*

From the Spanish GED students surveyed above, the top three categories of "final" goals were: 30.8% wanted to "begin a new career", 23.1% want to "help their children", and there was a tie at 15.4% for "begin a new job" and "enter a job training program".

ASE/HSE/ABE - These students complete a second survey in which ASE and HSE students set graduation or successful GED exam completion goals and ABE students set transition to ASE or HSE goals. Most of our students take one to three years to graduate. Most ASE and HSE students continue to have unrealistic graduation/GED timelines based on these responses. The charts below show the graduation or program transition goals of our students this year.



Data Source: ASE/HSE/ABE Online Student Survey 2020-21



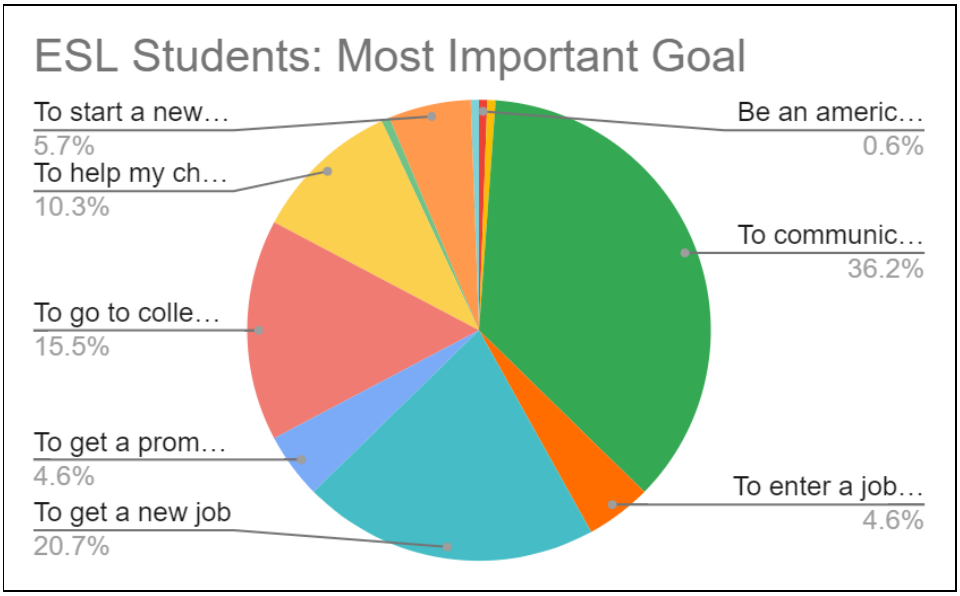
Data Source: ASE/HSE/ABE Online Student Survey 2020-21

ESL - At the beginning of the school year, all ESL classes engage in level-appropriate goal setting activities. Some classes revisit goal setting at other points in the school year.

The charts below are based on the ESL Student Survey from March of this year.



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*



Data Source: ESL WASC SLO Student Survey 2020-21 *Response of 174 ESL students about their most important goal at school.*

As seen above, ESL students identified their most important goals as: 1) to communicate with others; 2) to get a new job; 3) to go to college; and 4) to help my children

Other Programs - In our CTE and Parent Education classes, goal setting approaches vary from class to class. Going forward, we plan to incorporate this as part of the introduction to each course. Because our programs for seniors were suspended due to COVID this year, we do not have surveys from those students. Normally students are asked about their goals at the start of class and are reflected upon again at the end of the class.

Summary: We feel that we have successfully integrated this SLO for all stakeholders. As this remains an important focus for our school, we will continue to monitor and measure this SLO moving forward. In regards to the unrealistic completion expectations of our ASE and HSE students, we will continue to provide "reality-checks" during their academic advising sessions.

SLO 3 - Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.

This objective has a range of meanings among our programs, which vary from preschool with parent education to senior exercise classes to our high school diploma program. Each department has used different types of assessments and data to monitor student outcomes.

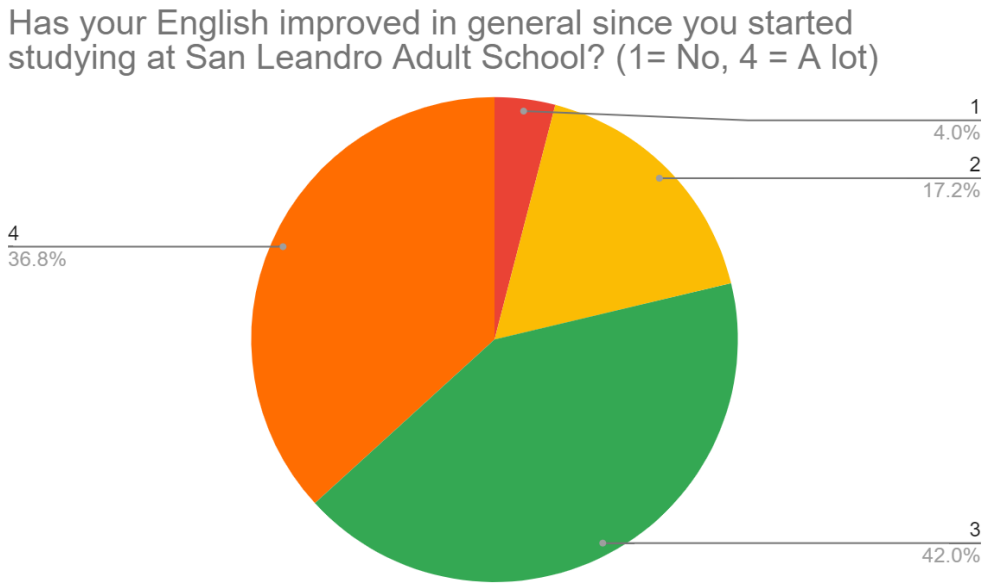
ASE - ASE students can measure progress in a number of ways beyond graduation. There are quizzes, assignment grades, completed classes/grades, and improvements in CASAS scores.

HSE/ABE Programs - As a result of the EFL statistics on page 17, particularly the low performance numbers in the area of ABE Level 3 - Intermediate Low for the two prior years, we have chosen as our WIOA Continuous Improvement Plan SMART Goal to focus on improving programming to meet the learning needs of these students. WIOA CIP Smart Goal/Action Plan 2021-22

CTE -The CTE department is focused on increasing students' skills and knowledge. Each class entails specific sets of skills and/or knowledge that students need to master in order to obtain a certificate based on the class. The table showing CTE certificates earned (page 20) demonstrates the skills mastered by students in our CTE programs. Instructors collect and/or post samples of student work to share and demonstrate desired results of successful students. In response to our recent Learner Goals survey, one Payroll Accounting student responded that "[The class] has helped me gain skills I didn't have to obtain a job in a different field." That is just the kind of impact we aim for our CTE classes to have on our students.

ESL - In ESL, the skills and knowledge needed by our students are broad and therefore challenging to measure. Our Federal Table 4B results, based on CASAS reading tests (page 17), show that, in most levels, our students make gains as good as or better than the state average. However, standardized reading scores only show part of the potential gains students make. Teachers meet with students individually to view their CASAS scores and to discuss progress in various skills.

In our Spring 2021 ESL student survey, the vast majority of students indicated that they believed their English had improved since they started studying at San Leandro Adult School (see chart below). One student in our ESL ABE Bridge class wrote that, "[N]ow I can communicate in English with my son's teacher and my doctor too."



Data Source: ESL WASC SLO Student Survey 2020-21 *Response of 174 ESL students to the question, " Has your English improved in general since you started studying at San Leandro Adult School?"*

Other Departments - Our smaller departments use a variety of assessment types, from self-assessment in Senior 55+ exercise classes through teacher-created tests for Parent Math.

Summary: By measuring student achievement across programs and implementing needed changes, SLAS has been better prepared to meet the needs of our students as well as to refine our data collection processes. As we move into the future, we look forward to assessing our progress at collecting and evaluating student achievement data for ongoing program improvement.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Over the past three years, there have been a few major changes, in addition to those prompted by the COVID pandemic. Many of the changes were prepared for launch when we had to close down in-person instruction and operations. They will be described below.

Schoolwide - As with most organizations, COVID forced us to shut down our campus. As soon as we could, we made the shift for every department to move to online learning. This presented some challenges but we have moved past them and have retained students across departments including preschool and parent education. We have found that our teachers and many of our students are resilient and ready to meet the challenge of new technology. On the other hand, some students, either by choice or due to technical constraints have not been able to participate in classes during the past year. We also have identified a subset of students who prefer remote learning. We will explore that as an option in the future, numbers and funding permitting.

Impact:

- Reduction in student enrollment
- Suspension of programs that require hands on practice (especially medical programs)
- The need to develop new curricula
- Difficulty in performing assessments required by our WIOA grant
- The need for teachers to learn how to teach remotely
- Restructuring of the student registration process

Another major change in the past year is the expansion of our campus. We have added five new classrooms and a new set of restrooms for the students and the staff.

Impact:

- We will be able to move our entire evening English as a Second Language program onto our campus for the first time, once we are allowed to return to in-person instruction. Previously our evening ESL classes were held on the neighboring middle school campus.
- Students and teachers will all be on the adult school campus, be able to attend events, meet with other non-ESL students, visit our CTE and ASE classes, better understand options for transitions from ESL to ASE and CTE programs. They will have easy access to our Student Transitions Center as well as to the Adult School offices. It will be more convenient for everyone and make them feel part of the Adult School and strengthen the culture of the SLAS student community.

ASE/HSE/ABE - Another significant change has been the redesign of our ASE program in order to help students graduate more quickly. At the time of our previous WASC visit, students need to complete 180 units in specific areas before earning a high school diploma. Now we have reduced our requirement from 180 to 140 (essentially removing 40 elective credits).

Impact: Students have the opportunity to finish their studies sooner by having to complete fewer units.

As our ASE/ABE department was embarking on changes to our curriculum and instructional approaches in the fall of 2019, two of our ABE instructors resigned. When we were finally able to find long-term replacements, these instructors had missed the original training on using data from TABE Academy to inform face-to-face instruction. Not long after the new teachers started, we were shut down due to the pandemic and one of the new teachers took a leave from the adult school. As a result, we have not been able to gauge whether our proposed changes in the ABE program will have a positive impact on student outcomes.

CTE - We have added additional CTE classes and programs such as ParaEducator Test Preparation, Employment Preparation, and Payroll Technician. In addition, we have entered into new partnerships, opening access to more CTE and apprenticeship programs on campus. Our partnership with Roadway Media will allow our students to complete industry-recognized certificates with paid internships with local companies and news organizations. We have also entered a partnership with New Era Barbering and Cosmetology (classes have been temporarily suspended during the shutdown). This apprenticeship program offers our students an opportunity to enter a vocation and begin earning money at the end of their 40-hour introductory training. We are currently planning a new Behavioral Certified Technician course to start enrolling students in the fall and a new Test Preparation course for students to pass the MC3 test required of most apprenticeship programs.

Impact:

- Students have greater access to programs of study that enable them to get a job or get a better job.
- This has had and will have a significant impact on our students and the Adult School.

Older Adults 55+ - Our thriving Older Adult program has been suspended and the classes were canceled due to COVID. This has had a huge impact on our students and the community at large as we are the only program in the city that provides these types of classes. As soon as our partner, the City of San Leandro, allows us to return to on-site classes at the San Leandro Senior Center, we will. Rebuilding this program will take time, not only because many senior citizens are wary of returning to the classroom, but also because during the COVID shutdown, every teacher in the Older Adults program decided to retire. We will need to begin the hiring process so we can restart the program.

Impact: Fitness and computer classes geared towards seniors are not available to our community at this time.

Preschool & Babysitting - Beginning in the Fall of 2018-19, we consolidated morning babysitting with the preschool to be able to meet the SLUSD requirement for adult supervision as parents were no longer eligible to work in the preschool. This then freed up room for our Transitions Center and provided office space for the lead teaching staff.

Impact: Despite the fact that we would no longer offer morning babysitting, we were still able to serve the same number of children/parents, keep the preschool open, and provide work for our morning babysitters.

Additional COVID Impact: This past year we have gone from an in person play based preschool/parent education class to a program that completely relies on technology to support, involve and educate our parents and their children. We have made great strides in doing our part in closing the digital divide for

our community. We are fortunate that all the parents in our program have access to a computer and that our families are able to spend class time together. We added more literature based activities and found that learning amplified. Our students demonstrated understanding and knowledge through assignments, art projects and homework. Even though the children do not get to see each other in person they are engaged and enjoy seeing each other on zoom. We are again reminded of the resilience of children.

Staffing (All departments) - Other teachers have retired, including the ESL department lead, who is retiring in June. As a result, we have met as a leadership team and chosen to restructure our three lead teacher positions. Our ASE lead will take over ESL, our Accountability lead is moving into the ASE lead position, and we have created a new position covering Orientation, Registration, and Assessment. Though this will require a big adjustment, the leadership team believes we will return as a stronger school.

In addition, one of the three administrative secretaries recently announced her retirement this June, while another will be taking maternity leave in late fall. These people play important roles both in customer service to students and the public and in supporting data and accountability needs of all departments.

Impact:

- Continuing staff and students will need to adjust to new roles and lines of communication.
- New staff will require intensive training to replace experienced staff who are leaving.







SLAS New Portable Classrooms and Restrooms Fall 2021

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
  - **How were stakeholders involved in developing the schoolwide action plan/SPSA?**
  - **How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?**
  - **How were stakeholders involved in the preparation of the progress report?**

The adult school leadership team created a draft of our action plan based on our initial WASC visit and our focus group meetings in 2017 and 2018. We revised the action plan in spring of 2018 in response to recommendations from the visiting WASC team. During the following two years, members of the leadership team met to examine the action plan as often as once a month and as infrequently as every 3 months as a whole or in a smaller group to analyze progress and propose action going forward. Elements of the action plan were also discussed at some department meetings. Following our leadership meetings and action plan subcommittee meetings, we made notes on a Google Docs version of the action plan, indicating when things were accomplished or how we planned to address an element of the plan. The ESL Department Lead Teacher also met periodically with ESL students (plus occasional ASE students) and brought their feedback to the leadership team.

During the past year of the COVID shutdown, our focus was primarily on survival and making the rapid move to remote instruction. During that time we were not focused on the action plan. As we began looking at it in preparation for our mid-term report, we realized that our action plan was overly ambitious. While we did make progress on several elements, we also found others that we never even began to address. This document will reflect the paring down of our action plan. We will share a proposed draft with all adult school employees and with our advisory board.

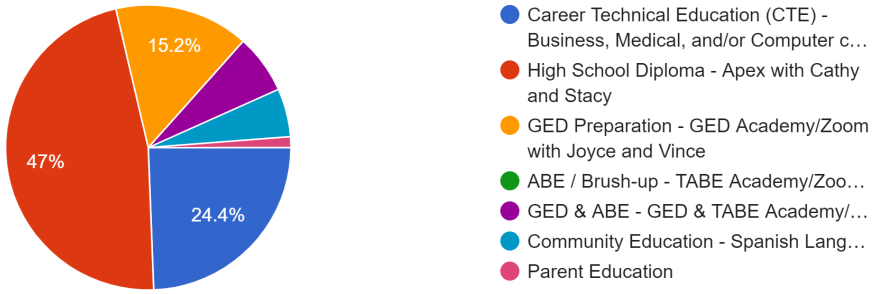
In order to prepare this progress report, the following stakeholders have been asked for feedback via meetings and/or surveys:

- students (extensive surveys)
- teachers (surveys and discussions in meetings)
- other staff (surveys and meetings)
- San Leandro Adult School Advisory Board (meetings and survey)
- SLAS Leadership Team: ongoing meetings and writing of the report

Here are some examples of results of surveys of these various stakeholder groups:

2. What classes are you taking?

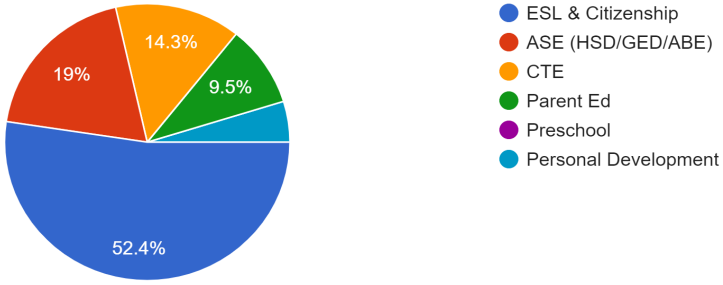
164 responses



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

Primary department:

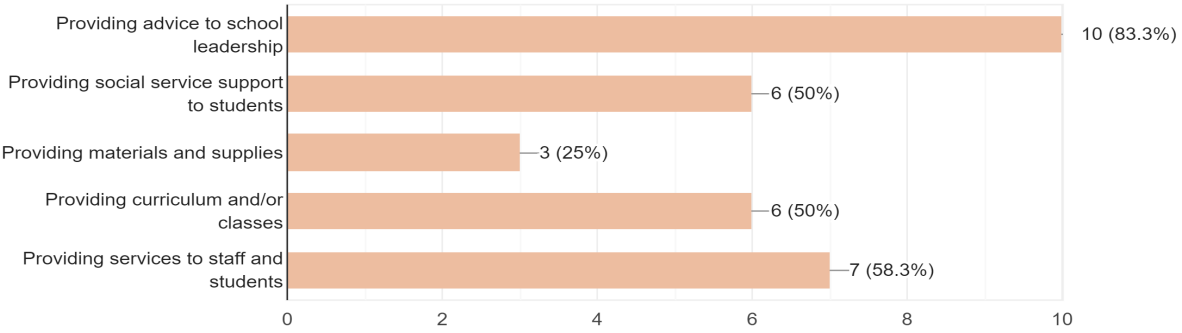
21 responses



Data Source: WASC Teacher Survey 2020-21

My participation encompasses the following services. Please check all that apply.

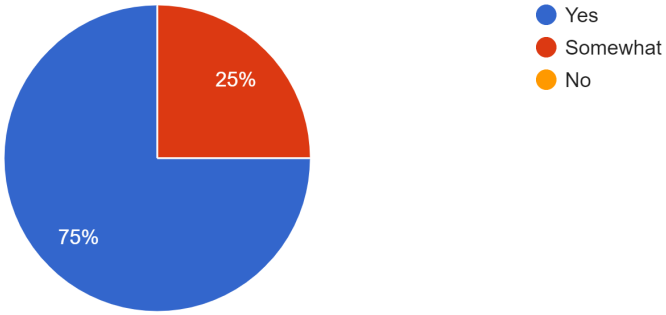
12 responses



Data Source: SLAS Advisory Board Survey 2020-21

I am familiar with the SLAS mission statement and schoolwide learner outcomes.

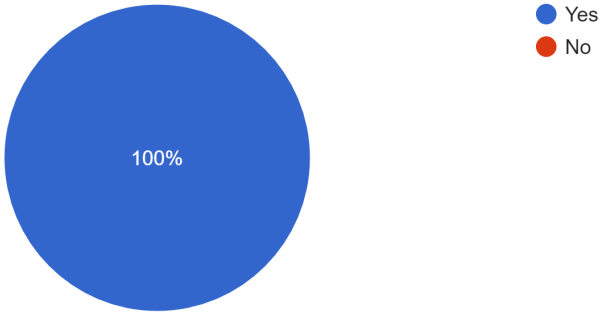
4 responses



Data Source: WASC CSEA Survey 2020-21 *Classified office staff*

Do you feel that you receive adequate training on maintaining student data integrity?

4 responses



Data Source: WASC CSEA Survey 2020-21 *Classified office staff*

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

Introduction

In order to address the following growth areas recommended by the 2018 WASC Visiting Committee, we embedded them into our action plan where appropriate.

1. Develop a plan of student support to increase program completion rates
2. Continue to improve use of data at both the leadership and department level in order identify student and program needs
3. Develop a system to measure and monitor student attainment of SLOs across all program areas

Our Schoolwide Action Plan, which can be viewed here: SLAS WASC Final Action Plan with Updates (including numerous steps) contains the following categories:

1. Assessment, Evaluation, and Response
2. Curriculum and Instruction
3. Professional Development

The following sections will address each of the visiting team recommendations (WASC 1, 2, and 3) in turn and indicate their location in our Schoolwide Action Plan (SAP). For each area cited, there will be actions taken, supporting evidence (lists, links, and graphs), and impacts.

WASC 1 - Develop a plan of student support to increase program completion rates

The following steps in our Schoolwide Action Plan specifically address this recommendation of the WASC Visiting Committee.

SAP 1.5 - *Analyze data to inform the creation and implementation of program-specific **advising and classroom tools** for ASE/HSE/ABE students and teachers. These tools will clarify procedures, **identify progress markers**, and assist all students in **measuring progress** towards desired outcomes.*

SAP 1.8 - *Using data on student outcomes, augment, revise, and develop curriculum and instructional programming to address shortcomings in classes and programs where students are not demonstrating sufficient progress.*

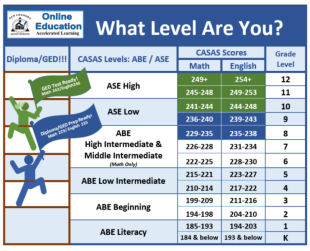
SAP 1.9 - *Promote student progress, outcomes, and transitions by further developing the bridge from ESL to ABE/ASE utilizing assessment results and classroom evidence.*

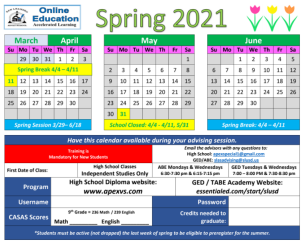
SAP 2.4 - *Identify classes and program areas that are challenging to students and* ***build additional curricular and instructional supports that promote progress and increase completion rates****. Use of monitoring tools to aggregate and assess data on the success of or needed improvement to the developed curriculum.*

ASE/HSE/ABE Programs

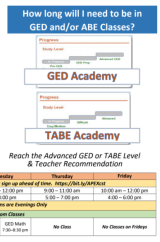
The primary concern for completions has been in our ABE and ASE programs. We created a variety of monitoring tools for students, teachers, and advisers in those programs (provided during advising and in the classroom):

- Calendar with progress marker and class schedule
- CASAS test grade-level correlation table (in advising and poster in ASE computer lab)
- Table of correlation between hours of student schoolwork and completion of courses
- Hotlist of HSD students within 15 credits of graduating, maintained by teachers and advisers, updated online and posted in ASE lab at least monthly
- GED and Spanish GED hotlists









ASE/HSE/ABE CASAS grade-level correlations, quarterly calendar, ASE school work hours to class completion correlation, GED/TABE Academy Progress Tool, and class schedule ***Spring 2021 ASE Calendar & CASAS.pdf***

2020-21 Hotlist/GED/Grads

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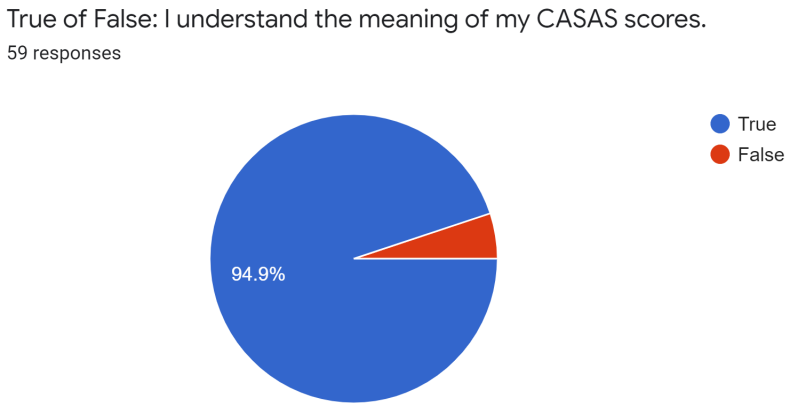
Andrade-Garduno

	Last Name	First Name	Student ID	Credits Remaining	Date Entered Hot List	Type of Contact	Enrollment Status	Update Date	Comments	Teacher Initials
1	[redacted]	Olaf	3483348	5	4/24/2019	Adviser M	Enrolled			
2	[redacted]	Norma Esmeralda	6783636	10	5/6/2019	Adviser M	Enrolled			
3	[redacted]	Rosario	7794407	5		Adviser	Enrolled	4/21	Working	
4	[redacted]	Danyelle	2865941	10	3/4/2019	Adviser M	Enrolled			
5	[redacted]	Maria Esperanza	2907257	7.5	1/21/2020	Adviser M	Enrolled	3/30/21	Spoke to Maria and re-enrolled her.	SA
6	[redacted]	Daniel	8679221	10		Adviser	Enrolled			
7	[redacted]	Janett	7800393	0		Adviser	Graduated	4/26/21	Going to make it	SA
8	[redacted]	Ivory	3852717	9.5		Active	Enrolled			
9	[redacted]	Maribel	7109365	5	9/5/2019	Adviser M	Enrolled	4/13/21	Working on it - almost halfway through	SA
10	[redacted]	Jesus	7202129	4	11/13/2019	Adviser M	Enrolled	2/3/21	Seems to be stuck on the written assignments in US Gov. - maybe tutoring session?	SA

Section of 2020-21 Hotlist *(last names and phone numbers hidden)*

We have continued to use most of these tools during COVID, sharing them with students before and/or during advising appointments on Zoom. One of our current ASE academic adviser/teachers describes these tools as, “critical to demonstrating the pathways required for successful program completions that are both easy to use and yet meaningful to the student.”

When surveyed, 95% of ASE students indicated their understanding of CASAS scores.



Data Source: ASE/HSE/ABE Online Student Survey 2020-21

Understanding my current level and/or rate of progress has...

...Made me think about succeeding in successfully completing my highschool diploma - *ASE student*

...Helped me keep on track, I know I'm slow and I apologize but I'm almost done and I'm proud of myself - *ASE student*

...Made me understand how important finishing this is - *HSE student*

...given me the motivation to try hard and get where I need to be. - *HSE student*

Source: ASE/HSE/ABE Online Student Survey 2020-21

To measure student outcomes and progress in the ABE and ASE programs, we have used the following types of data:

- Federal Education Functioning Level data (Tables 4 and 4B and Persister Report)
- Quarterly CASAS reports
- Revised ASE student survey

Category	PROGRAM YEAR	ABE BEG. LIT.	ABE BEG. BASIC	ABE INT. LOW	ABE INT. HIGH	ASE LOW
CA State Average	2018-2019	74.80%	82.00%	76.00%	58.90%	56.30%
San Leandro USD	2018-2019	100.00%	95.00%	67.50%	45.70%	55.60%
Difference	2018-19	25.20%	13.00%	-8.50%	-13.20%	-0.70%
CA State Average	2019-2020	64.90%	66.50%	64.60%	69.50%	47.60%
San Leandro USD	2019-2020	N/A	66.70%	48.10%	70.60%	52.80%
Difference	2019-20	N/A	0.20%	-16.50%	1.10%	5.20%

Data Source: Federal Table 4B shows that our ABE students are not making adequate progress

Our data has shown insufficient persistence and completion rates, particularly for our ABE students. Our analysis of ASE/HSE/GED student data including CASAS scores, GED passing rates, ABE transitions, and anecdotal information from classroom instructors gave us a very clear picture of the most urgent curriculum supports required to improve completion rates. Two areas emerged as the most critical:

mathematics across ASE/HSE/ABE programs and the **effective implementation by the instructors of the online program GED/TABE Academy**. Actions we have taken to address this include:

- Adding ½ hour to morning ABE and GED instruction
- Adding syllabi to ABE and GED programs to establish student skill and knowledge objectives
- Tracking student progress towards those objectives in ABE and GED
- Adding professional development to ASE/ABE Dept on GED/TABE Academy that focused on curriculum and the use of data and student progress reports to inform instruction
- Discussing and building upon data on student progress/outcomes at department meetings (ongoing)
- ASE/ABE teachers calling students who had left the program (most said they had gotten jobs, changed schedules, or had other schedule conflicts)
- Acquiring curriculum to support the identified needs (Keys to Math packets for GED & ABE programs)
- Ongoing progress reports from teachers to lead teachers and lead teachers to leadership
- Analysis of trends and areas for improvement
- Creating CIP (Continuous Improvement Plan) SMART goal for 2021-22 school year that addresses poor completion rates for our ABE students

Impact: ASE/HSE/ABE students now have tools to identify progress markers that help them to understand and gauge their own progress. Due to dropping enrollment in the department over the last three years, coupled with COVID, it is hard to gather sufficient data to make meaningful conclusions regarding the success of these tools.

When surveyed this year, ASE students seem satisfied with the Apex Learning program with close to 88% agreeing that the material was presented in a clear and understandable format. HSE/ABE students shared the following about the GED/TABE Academy online curriculum ranging from the positive, "It's easy to navigate, easy understanding. Some subjects are easier than others," to the negative, "I wish things can be done as packets instead of computer."

Outcomes for our ABE students continue to be disappointing. In the fall of 2019 a significant delay occurred as we were embarking on some of the most substantial proposed changes (use of course syllabi, training on use of TABE Academy data to inform instruction). Two of our ABE instructors resigned mid term. After filling in with substitutes, we hired new teachers who, of course, had not been on staff during the indepth TABE Academy training. A few months later, COVID struck and one of the new teachers resigned, while another long-time ASE teacher had to take a leave of absence for medical reasons.

In addition, our CASAS data is especially thin for this school year, because we were not able to do in-person testing until April 2021. Very few students had devices which could be used for remote CASAS testing. Therefore we currently have limited pre- and post-CASAS test data to analyze.

We intend to resume the instructor training and curriculum changes that were begun in 2019 as we go back to in-person instruction and onboard new teachers this fall. Our proposed CIP (Continuous Improvement Plan) will add the following items to our action plan :

- Revise student placement guidelines (ABE, HSD or GED)
- Refine student onboarding plan for students entering the ABE program
- Monitor level of student participation in online program and encourage student use of the program (TABE/GED Academy)
- Continue professional development to support these objectives

ESL Program

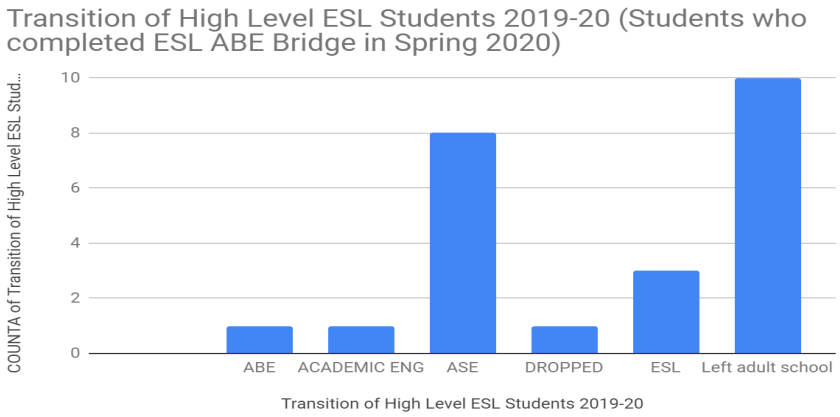
Our highest level in ESL is called "ESL ABE Bridge." This level includes academic English and some math review, in addition to the typical ESL curriculum, in order to prepare Intermediate High ESL students to make the transition to ABE, ASE, or postsecondary programs. In order to improve student transitions from ESL to ABE and ASE programs, we revamped the highest level and our process for addressing Bridge completers.

Actions taken:

- Added an evening ESL ABE Bridge class in fall of 2018 (morning class had been in place for several years)
- Analyzed transition data and found that we needed to more actively encourage students to join the ABE/ASE programs
- Implemented a more proactive transition process for ESL ABE Bridge students, including
    - an ASE adviser presentation to classes
    - one-on-one advising appointments with students identified as candidates for the ABE or ASE programs, based on CASAS scores and teacher recommendation

The outline for the transitions procedure can be viewed in the Google presentation used to orient the ESL Bridge students: [ESL Bridge Transitions 5-20-19]





Data Source: Analysis of information from advising spreadsheets and ASAP

Impact: Nine out of twenty-four students identified as candidates enrolled in ABE or ASE and attended more than a few times. However, only one remains in our ASE program now. Three dropped out early, while four stopped participating during COVID. As we anticipate more transitions this spring, we are determined to focus on providing additional support for this group of students.

The ESL ABE Bridge classes themselves (AM and PM) have been highly successful, according to responses by students in our ESL student survey.

Do you have any comments about your progress in English while studying at San Leandro Adult School?

I have a good teacher that is helping me, I feel that I am writing and speaking better.

I feel better now because I've been learning a lot from everything.

My progress is a lot. I like to study at San Leandro Adult School, it's a good school.

Source: ESL WASC SLO Student Survey 2020-21 *ESL ABE Bridge student responses*

The teacher of the morning and evening Bridge classes gave this response in our teacher survey:

Describe in detail how the top one or two support items you selected have impacted your students completion rates for the better and influenced your instruction to better support your students:

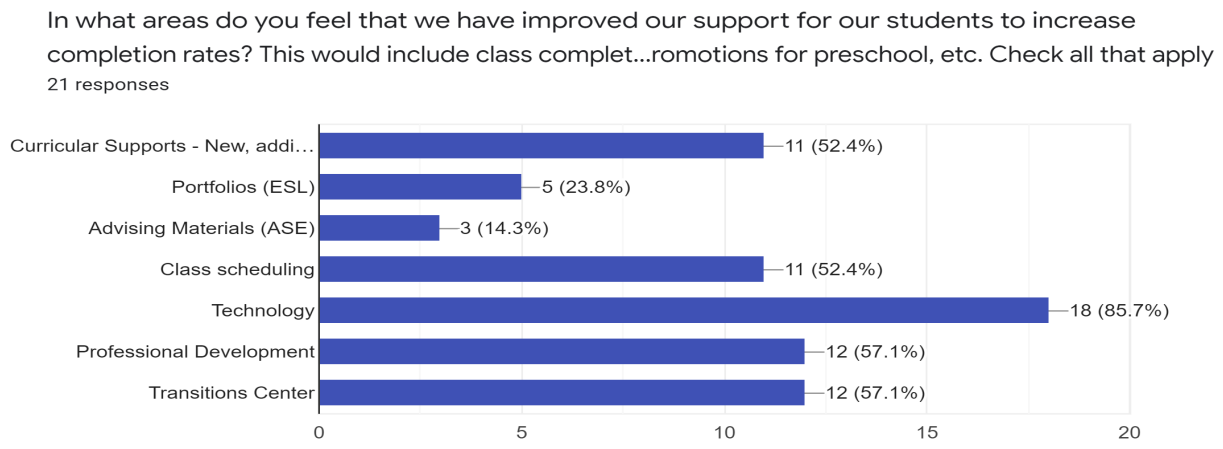
ESL ABE Bridge Class has helped my students to make informed choices to transition to various available options such as HSD, CTE, and Community College. As an instructor, being a part of MACC with the community college and various adult school staff has helped me to better tailor my curriculum to enable smooth transitions for my students. Maintaining portfolios, now a digital one in remote learning, has encouraged our students to take ownership of their learning.

Source: WASC SLO Teacher Survey 2020-21

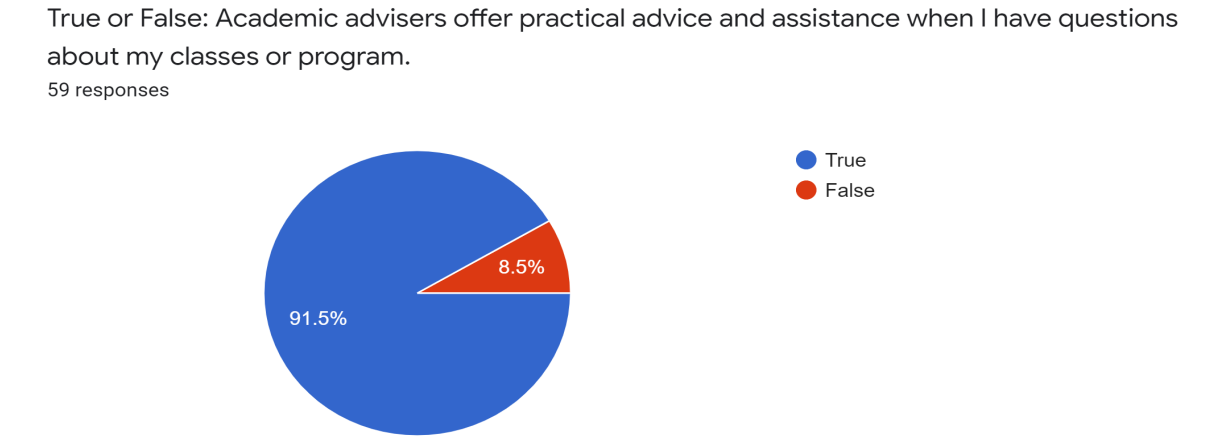
We look forward to a "return to normal" and anticipate that the issues that this action plan item attempted to address will remain on our revised action plan for 2021-22.

Summary of WASC 1 (Support students to improve completion)

As mentioned previously, lack of successful completion and transitions, especially for our ABE students is of ongoing concern for SLAS. It is the basis of our first action item in our revised action plan for 2021-22. We are hopeful that the implementation of these varied tools, program improvements, and curriculum supports will result in better outcomes for our students when we return to campus. The graphs below demonstrate how our teachers across programs feel we have improved in student support and the proportion of our ASE/HSE/ABE students that feel they have class and program support from our academic advisers.



Data Source: WASC SLO Teacher Survey 2020-21



Data Source: ASE/HSE/ABE Online Student Survey 2020-21

Types of Evidence— WASC 1

- PD and department meeting minutes and sign-in sheets (Example: ASE Department Meeting Agenda 9-26-19)
- Training materials (handouts)
- ASE/ABE advising materials (calendars, correlation charts)
- ASE hotlists
- ESL to ABE/ASE spreadsheet
- Attendance records in ASAP (registration and attendance system)
- Federal Tables: Educational Functioning Levels
- Sample of Google spreadsheet/chart CASAS Score Data from AM & PM Bridge 2019

WASC 2 - Continue to improve use of data at both the leadership and department level in order identify student and program needs

The following steps in our Schoolwide Action Plan specifically address this recommendation of the WASC Visiting Committee.

SAP 1.2 - ***Identify data*** *that could be in electronic form, but isn't and migrate to or input into an electronic system (e.g., class evaluation forms, records of preschool testing, number of certificates CTE).*

SAP 1.3 - ***Identify and adopt additional types of assessment and data needed by department and schoolwide.***

SAP 1.5 - ***Analyze data to inform the creation and implementation of program-specific advising and classroom tools*** *for ASE/HSE/ABE students and teachers. These tools will clarify procedures, identify progress markers, and assist all students in measuring progress towards desired outcomes.*

SAP 1.6 - ***Provide teacher training on use of assessment and data****, including further training on CASAS, use of spreadsheets, Google Forms.*

SP 1.7 - ***Analyze schoolwide attendance, demographic, enrollment, and persistence data*** *for trends that might reflect or affect our student population.*

SAP 1.8 - ***Using data on student outcomes****, augment, revise, and develop curriculum and instructional programming to address shortcomings in classes and programs where students are not demonstrating sufficient progress.*

SAP 3.2 - *Schedule training partners: OTAN, Calpro, ASAP, CASAS, CommunityPro Suite, ~~SLUSD~~ Instructional Coach, GED/TABE Academy (8/2019), and lead teachers.*

Schoolwide

The ability to easily develop, share, and evaluate data was a critical need for the school. All programs made concerted efforts to digitize data for sharing at meetings and as a basis for program improvement, using easily shareable Google Sheets and survey results using Google Forms. This process is ongoing and remains a focus of program improvement.

Actions taken:

- Identified areas lacking data or lacking digitized records and data, including
    - CTE certificates
    - CTE class evaluations
    - Preschool assessments (exist on paper only)
    - ASE transcript evaluations (digitized and added to Google Drive)
- Training on use of Google Forms for teachers: surveys, quizzes, online EL Civics assessments during COVID (many of which will be used in person also). Training began pre-COVID and intensified during COVID
- Office staff and the lead accountability teacher undertook regular training on TOPSPro Enterprise, ASAP, and CASAS, all of which contribute to our data collection and analysis
- Regular use of Google Forms surveys for feedback from students and teachers

Impact: Many teachers embraced the use of Google Forms for assessment among other online tools. This became especially critical in the time of COVID. The comments below from the WASC Teacher Survey 2020-21 are indicative of their enthusiasm.

> Before this 2020-2021 school year, I never used Google Classroom, Google slides, Google forms, or any of the other Google apps that are essential now. I use Google slides to create my weekly schedule, I use Google forms to create quizzes, I use Google Classroom as our online classroom, where students can find all the instruction, goals, and assignments for the week. It is now essential for my instruction. - ESL Instructor
>
> I am now using Google Classroom and the forms for all of my classes. This content was covered in our PD. Some of the changes that the pandemic has caused in the business world such as using google forms and surveys will continue to be a part of the business community. Exposure plays a big part in adapting. Ultimately I am providing exposure that will in turn have an impact beyond the classroom. - CTE Instructor

Source: WASC SLO Teacher Survey 2020-21

One ESL teacher described her students' interest in the importance and relevance of their CASAS scores this way, "When reviewing the CASAS scores with students, they are interested to see how their scores have improved. They are excited when they see how their scores improve, or are saddened to see their numbers go down. Regardless of their scores, my students seem to take the tests seriously and try their best based on their reactions to the one-on-one review I have with them."

In addition, our CSEA staff members feel positive about their professional development on the collecting and reporting of data.



Data Source: WASC CSEA Survey 2020-21 *Classified office staff*

And one CSEA staff member described her PD this way, "Every professional development or training has helped me to better serve the students."

We continue to refine our student surveys to get us better information about student needs. The surveys help us understand what students find the most challenging, where they feel supported, and where they need more support. Further discussion of the impact of our actions for improving our use of data will be found below under specific programs.

CTE Programs
In our Career Technical Education program, we recognized that we needed better systems for tracking course completion and certificates issued as well as for course evaluations. The following are the actions taken:

- Creation of Google Form class evaluation tool for CTE classes (Started 8/2019)
- Creation of a procedure for saving and keeping track of CTE certificates issued

The recording of CTE certificates is underway, but since it requires work onsite with documents, it was interrupted by COVID.

Impact: The Google Form course evaluations have been used by the vice principal in department meetings and in meetings with individual instructors for reflection on what is working and what needs improvement in various CTE classes. The system for scanning and keeping track of CTE certificates earned will help the adult school monitor the rate at which students earn particular certificates with us. It also makes it possible for us to provide a student with a copy of a certificate if they lose their original.

ESL Program
In the ESL department, we considered what kinds of additional assessments we could use to improve our monitoring of student learning. We also wanted to examine how teachers could better use the data we already have. Below are some of the actions taken:

- Training in the use of Google Forms (onsite and later in webinars offered by OTAN)
- Giving higher level ESL students the CASAS Listening Test to broaden our understanding of their needs and progress (started, but in need of more systematic implementation)
- Use of pre- and post-self-assessments for many of the EL Civics units studied (listed here)
- Use of student portfolios with periodic student-teacher reviews of progress (significant modification to portfolios was proposed in early 2020, but not implemented, due to COVID)
- Training in the use of Google Sheets to view and compare CASAS reading scores (video)

Impact: The increased use of Google Forms has given many students immediate feedback on their knowledge or understanding of a topic. It has also provided us a way to conduct EL Civics assessments remotely that were formerly done with paper and pencil. The pre- and post-self-assessments give students a preview of what they are about to study, as well as the opportunity to reflect on what they have learned. During in-person instruction, students and teachers met one-on-one to look at student portfolios, CASAS scores, and other work. This gave students and teachers an opportunity to identify student needs or concerns, as well as to celebrate progress. Teachers currently offer office hours on Zoom, which some students have taken advantage of.

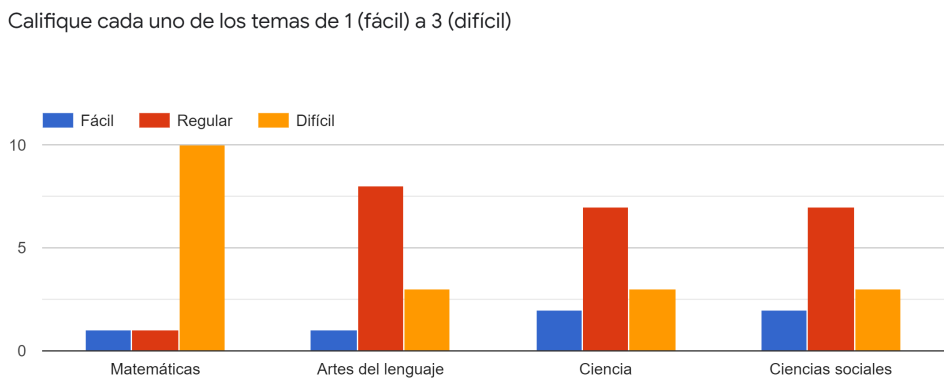
ABE/ASE/HSE Programs
As described above under the WASC 1 recommendation, we are aware of and attempting to address poor completion and persistence data in our ABE/ASE programs. In addition to ongoing consideration of data such as CASAS results, high school diplomas received, and GED certificates earned, we focused on increasing teacher involvement and understanding of data as follows.

- Training of teachers to understand and use individual student data from TABE/GED Academy to inform instruction in face-to-face class time.
- Increased teacher involvement with the hotlists
    - ASE students within 15 units of graduating

    - GED Prep students who have:
        - Increased their math and English CASAS scores
        - Passed 1 or more GED exams
        - Reached the advanced level on their GED Academy online progress indicator
- Identified a need for more data on Spanish GED students
    - Adding a Spanish section to the ASE/ABE student survey for students in Spanish GED
    - Follow up with math post-tests after the math sections of the class (Spanish GED students take the CASAS math tests upon entering the program)
    - We need to find other measures

Impact: We believe that ASE students are now less likely to fall through the cracks as they get closer to graduation, as teachers monitor their progress and check in if students are not progressing. As mentioned under WASC 1, we lost ground in helping ABE students when we lost teachers shortly after intensive training on using the student data portal in TABE Academy. Teachers will need a refresher on that and on the proactive steps for teachers to take in response to that data.

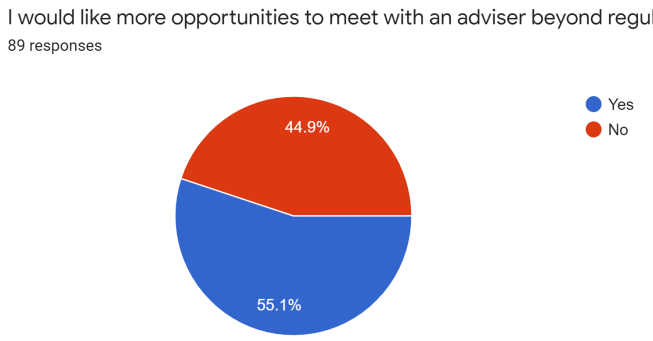
The addition of Spanish GED questions to our Online Student Survey has yielded some interesting results. For example in the 2018-19 Online Student Survey, Spanish GED students reported, much as we suspected, that mathematics was clearly their most difficult subject, as shown in the chart below. We are exploring the possibility of creating a pre-GED in Spanish for students who need more preparation. Search for Spanish GED online programs - possibly Khan Academy



Data Source: ASE/HSE/ABE Online Student Survey 2018-19 *Spanish GED response regarding the difficulty of GED exam topics*

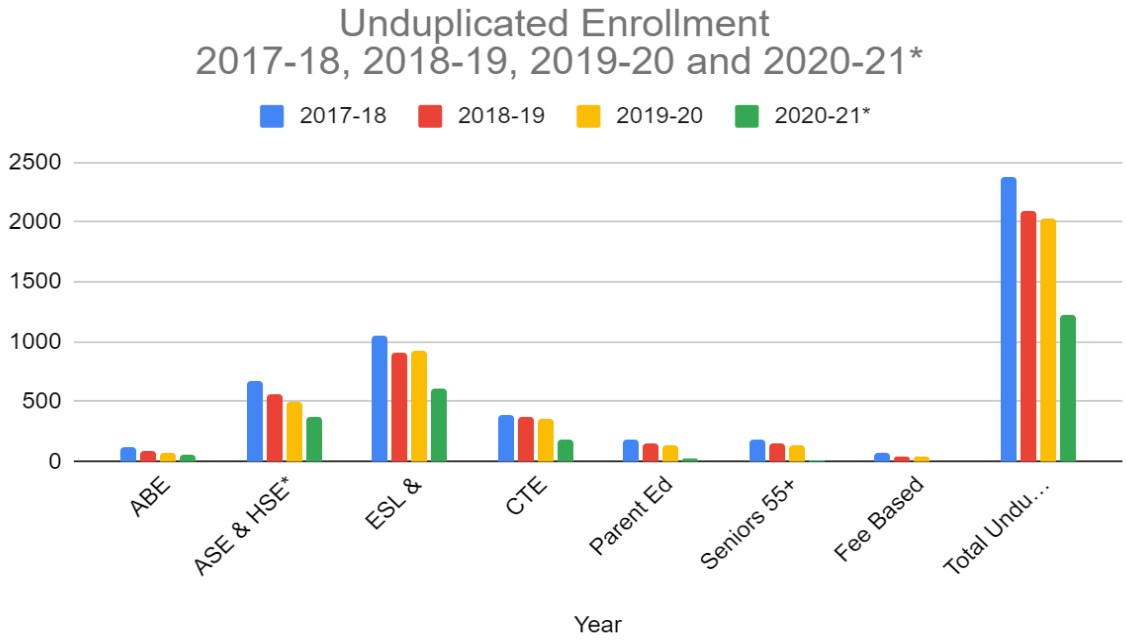
We have also found that 55% of the GED/ABE students who responded to our survey this year felt that they needed more time with an academic adviser (see chart below). This information led the ASE department to begin the process of finding and training an adviser to specialize in assisting the HSE/ABE students. We are pleased to report that we have hired a new adviser who will specialize in supporting this group of students beginning in the summer of 2021.

When surveyed, 95% of ASE students indicated their understanding of CASAS scores. As one ASE student commented in the survey, “Understanding my current level and/or rate of progress has impacted my ability to learn how far I have become and how much more I have to learn!”



Data Source: ASE/HSE/ABE Online Student Survey 2020-21 *HSE section of the survey*

Another issue identified in our data was the trending drop in enrollment, especially in our ASE/HSE/ABE programs, as seen below. In response, we undertook a concerted advertising effort, beginning in the Summer of 2019 and ongoing, in the form of billboards at the local Bart stations, ads in the local paper, and postcard mailers. It is not clear that these produced significant changes, but matters have been complicated by the COVID pandemic.



Data Source: ASAP *(enrollment & attendance management system)*

Preschool Program

The preschool has been in the process of organizing and digitizing preschool student testing data for the PALS (Phonological Awareness Literacy Screening) and PPVT (Peabody Picture Vocabulary Test) assessments. This process will resume when we return to campus.

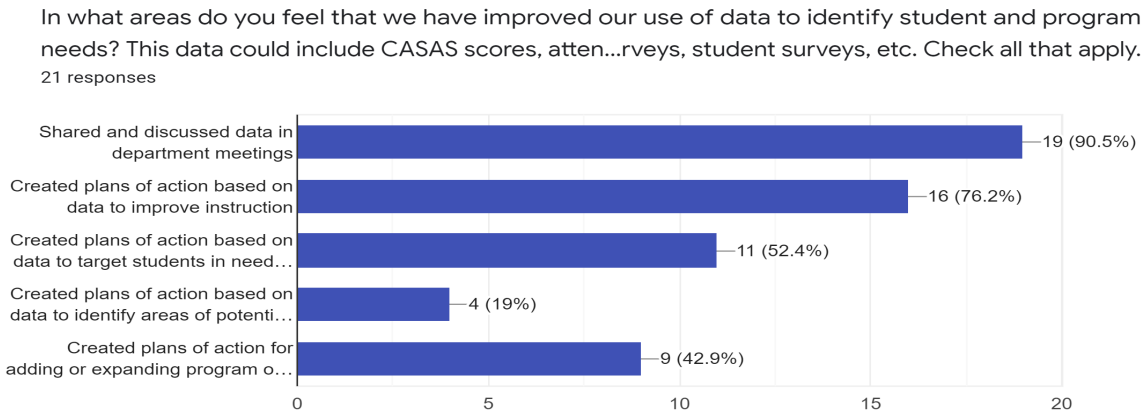
Impact: Digitized test data will target areas of greatest student need to improve lesson planning and learner outcomes.

Summary of WASC 2: Continue to Improve Use of Data

In the realm of data, there is always improvement possible. As one of our advisory board members has suggested, she would like us to "Access the resources available through ACWDB regarding labor market information, unemployment trends, and local initiatives." This is a resource we will certainly take advantage of in the upcoming school year.

We believe we have made significant progress in identifying, gathering, and analyzing data. This is, of course, an ongoing necessity. In our revised action plan, we will focus further on making sure that leadership and departments regularly analyze data and use it to plan next steps.

Finally, in the graph below, we are glad to see that our instructors understand the importance of using data and that they believe this development has improved our ability to help students.



Data Source: WASC SLO Teacher Survey 2020-21

Types of Evidence—WASC 2

- Department meeting minutes (example: ASE Department Meeting Minutes 9-26-19)
- Leadership meeting minutes
- Examples of student surveys
- Examples of Google Form quizzes
- Scanned CTE certificates in Drive
- Spreadsheets with records of CTE certificates in Drive
- Professional Development handouts, sign-in sheets, certificates

WASC 3 - Develop a system to measure and monitor student attainment of SLOs across all program areas

SAP 1.4 - ***Develop a system and tools that measure and track student progress towards the SLOs across programs, then analyze and use that data to improve student outcomes.***

Schoolwide Learner Outcomes

San Leandro Adult School prepares our students to become persistent learners who:

1. **Set and pursue professional and/or personal goals.**
2. **Develop 21st century skills, including:**
    i. **Communicating clearly**
    ii. **Working independently and with others**
    iii. **Thinking critically**
    iv. **Using appropriate technology**
3. **Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.**

The initial planning steps below were developed to address this area of concern. This proved to be one of the more difficult goals for us to meet. After much discussion, we were finally able to come up with a means for measuring and monitoring student attainment of SLOs for 2020-21.

Initial planning steps:

- Program specific measurement tools and/or evidence for each SLO
- Written analysis of data (may be in department meeting minutes)
- Plan for response to data
- Evidence and data that follow modifications

Current/revised model:

- Survey all stakeholders yearly for their ideas and opinions of our SLOs
- Consider revising current SLOs to make them more readily measurable
- Plan for a yearly “SLO Day” when we return to campus post-COVID
- Review survey results and develop data for discussion with all stakeholders
- Modify programs to better meet the needs of our students

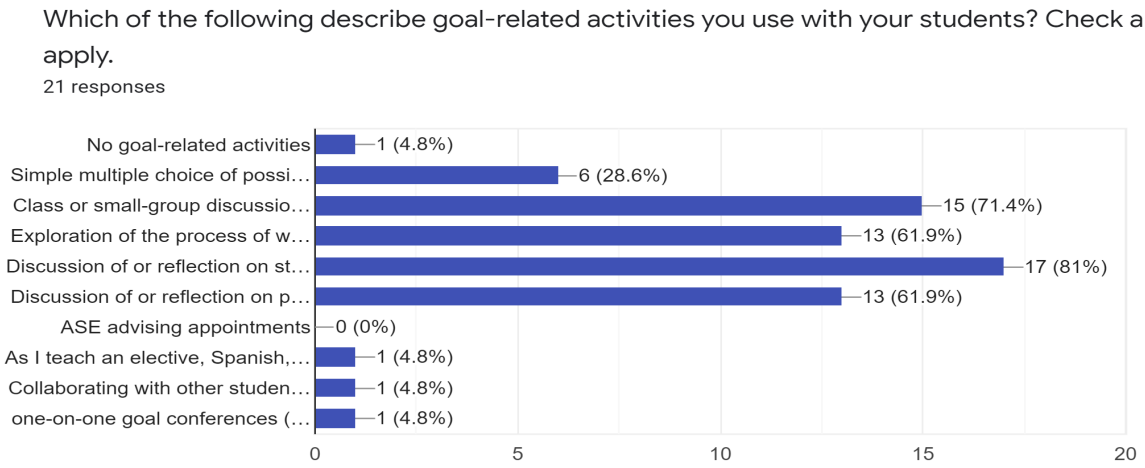
Evidence:

- WASC SLO survey results/graphs/quotes from all stakeholders embedded in this section
    - Students
    - Teachers
    - CSEA staff
    - SLAS Advisory Board
- Academic data including
    - CASAS scores
    - Federal Tables 4 and 4B
    - Apex (our online high school program) course completion data
    - TABE/GED Academy progress records for individual students
    - Formal and informal assessments in class

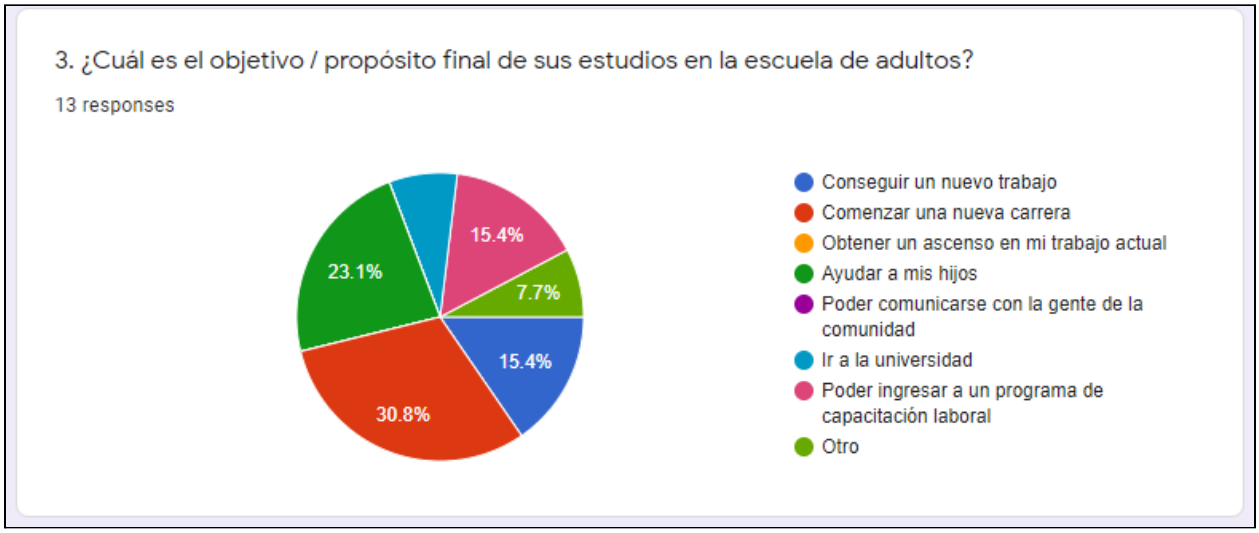
This section has been divided into the three sections corresponding to each SLO and addressing the appropriate SAP items.

1. Set and pursue professional and/or personal goals.

Our first concerns here were whether teachers were embedding discussion of goal setting in their instruction and whether students were actively considering their goals. Based on our student and teacher surveys this year, the results are encouraging. Below are a few examples of responses to questions about goals.



Data Source: WASC SLO Teacher Survey 2020-21

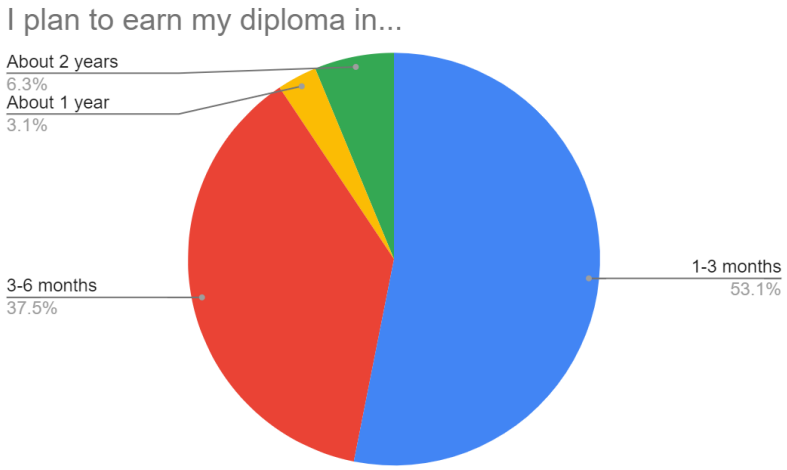


Data Source: WASC SLO Student Survey 2020-21 *Spanish GED students*

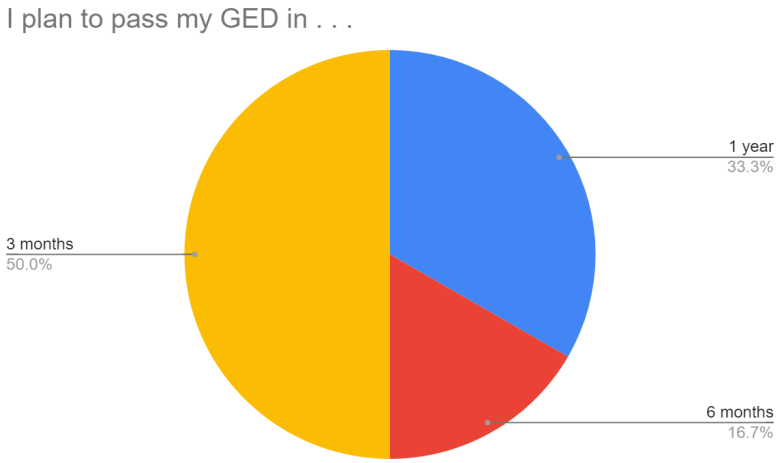
From the Spanish GED students surveyed above, the top three categories of "final" goals were: 30.8% wanted to "begin a new career", 23.1% want to "help their children", and there was a tie at 15.4% for "begin a new job" and "enter a job training program".

ASE/HSE/ABE students complete a second survey in which ASE and HSE students set graduation or successful GED exam completion goals and ABE students set goals for their transition to ASE or HSE. Most of our students take one to three years to graduate. Most ASE and HSE students continue to have

unrealistic graduation/GED timelines based on these responses despite the program tools we have implemented to inform them of realistic progress markers. The charts below show the graduation or program transition goals of our students this year. These tell us that we need to continue conversations with students about what it will take to reach their goal, be it a high school diploma or GED certificate.



Data Source: ASE/HSE/ABE Online Student Survey 2020-21



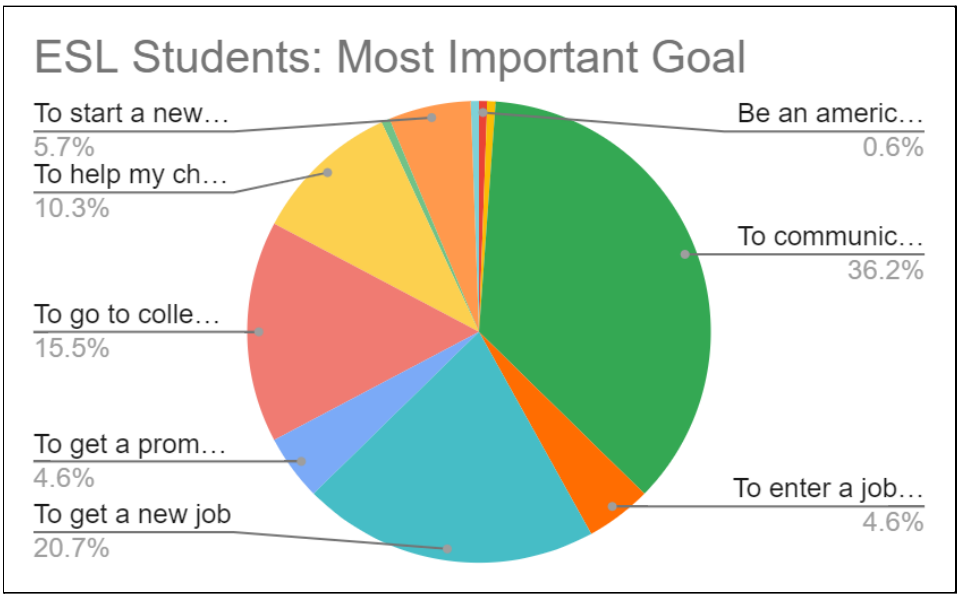
Data Source: ASE/HSE/ABE Online Student Survey 2020-21

At the beginning of the school year, all ESL classes engage in level-appropriate goal setting activities. Some classes revisit goal setting at other points in the school year.

The following charts are based on the ESL Student Survey from March of this year.



Data Source: ESL WASC SLO Student Survey 2020-21



Data Source: ESL WASC SLO Student Survey 2020-21

As seen above, ESL students identified their most important goals as: 1) to communicate with others; 2) to get a new job; 3) to go to college; and 4) to help my children

Summary: It is clear that setting goals has been a part of most of our students' experience at San Leandro Adult School. This will continue to be an expectation of all programs. We believe this can help students stay motivated.

As the following students comment when asked, "How will reaching your goals impact your life?":

> It has helped me gain skills I didn't have to obtain a job in a different field. - *CTE Administrative Assistant* student
>
> I will be more marketable - *Community Education Spanish language student*
>
> Very important to me to have a better opportunity to get a stable job. - *ABE student preparing for GED Prep classes*
>
> It would be very satisfying to get a job where I could develop professionally. - HSE student
>
> To help my family and also myself sustain a suitable future. - *ASE student*

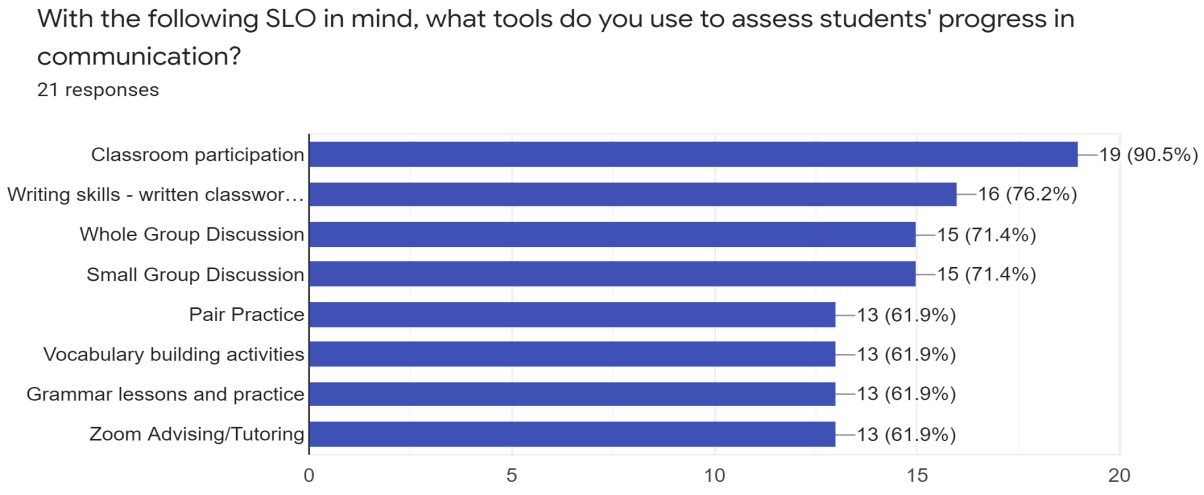
Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

2. Develop 21st century skills, including:
- **i. Communicating clearly**
- **ii. Working independently and with others**
- **iii. Thinking critically**
- **iv. Using appropriate technology**

In both the WASC teacher and ASE/CTE/Community Education student surveys for 2020-21, participants were asked to respond to questions regarding each of the four areas defining the 21st Century Skills for this SLO. The ESL student survey explored "Communicating clearly" and "Using appropriate technology." We will address each area separately and include graphs and comments, where appropriate, from both surveys.

i. Communicating Clearly

Teachers reported the communication tools and instructional activities used in their classes as shown below.

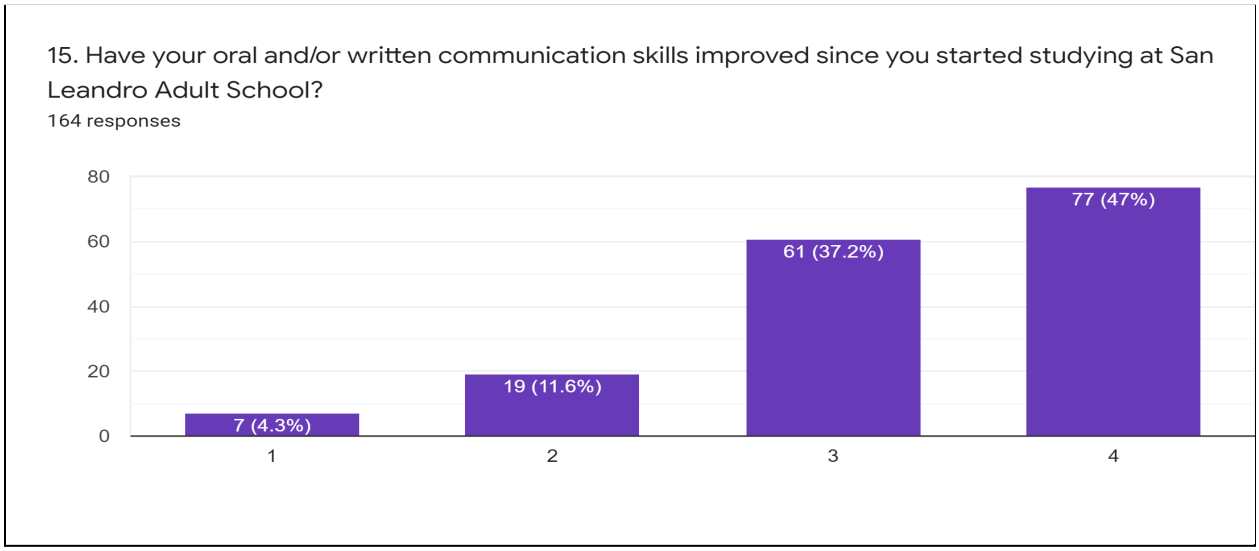


Data Source: WASC SLO Teacher Survey 2020-21

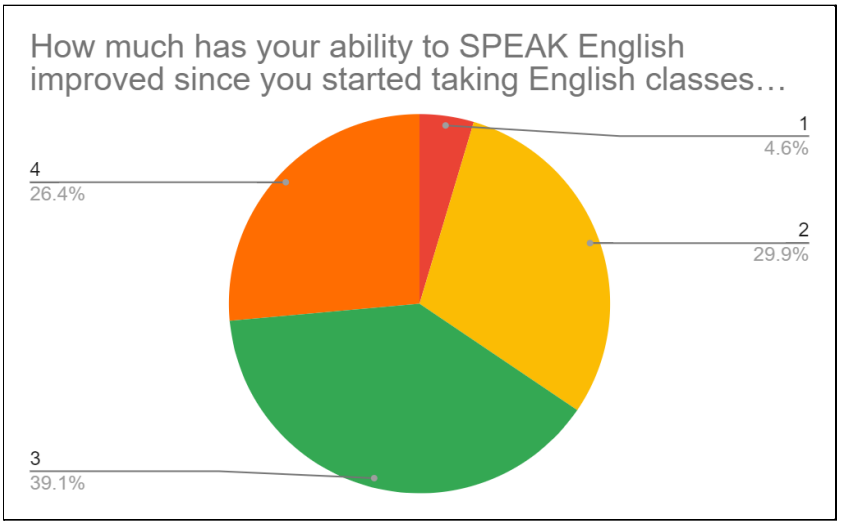
One ESL teacher describes her classroom communication activities and results this way, "One example of improving students' communication skills: we've worked together on job interviewing recently. In this Employment Unit we've

emphasized describing our job skills clearly: detailing the duties we've had in past jobs --- using the specific-to-job field terms, using specific verbs, putting steps to complete a job task in sequential order. And from there -- we practice speaking about it, writing about it - internalizing it. When students can tell about their own jobs in more detail, and with more precision in terms, in an organized fashion -- they see the value in this. They build confidence about their speaking. Several students have been hired recently. They talk about this in class to others. This has been impactful, certainly."

Our student surveys show that students believe they have improved their communication skills as seen in the two charts below.



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

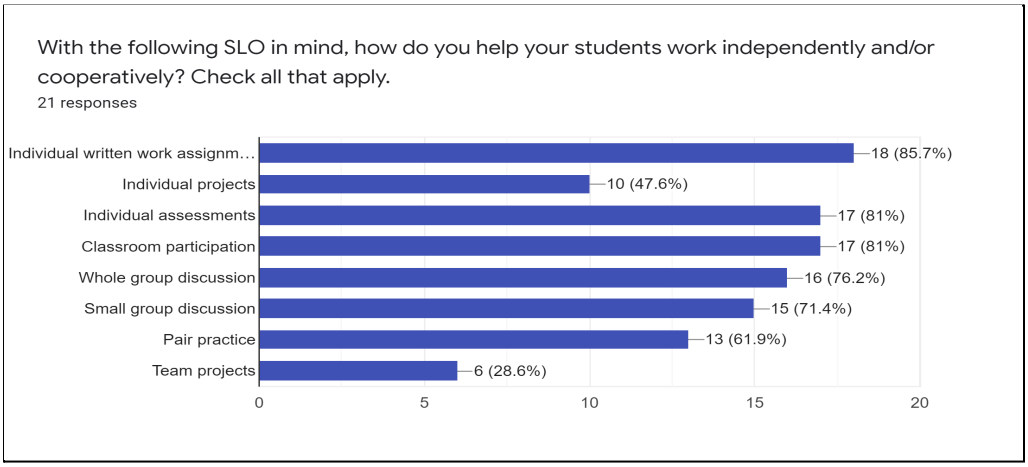


Data Source: ESL WASC SLO Student Survey 2020-21 *Results: 1 = Not at all, 4 = A lot*

Summary: Education and successful participation in careers and in the community require effective communication skills. It is therefore satisfying to know that a high percentage of our students surveyed feel that their communication skills have improved while at the adult school.

ii. Working independently and with others

Teachers report their classroom activities that correspond to this objective as shown below.



Data Source: WASC SLO Teacher Survey 2020-21

Our CTE Administrative Assistant teacher summarizes her classroom activities as follows:

Classroom instructional goals are set for my students to be able to work both independently and in a group setting. It is necessary for all to contribute and the written daily feedback statements has helped my students improve in the following ways:

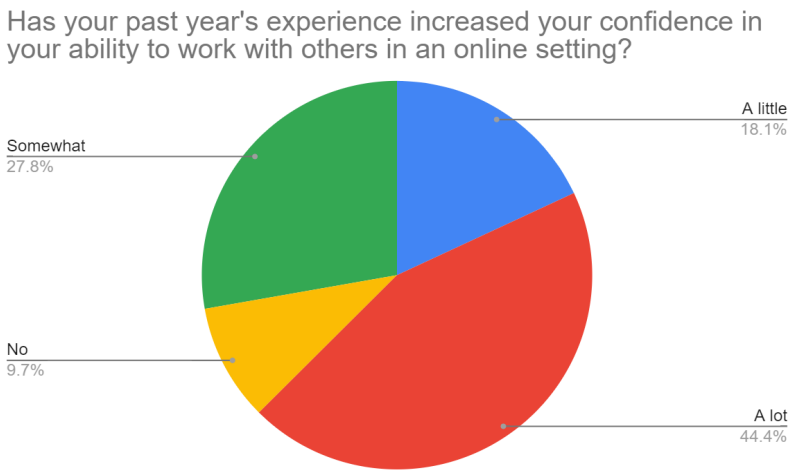
- Communication Skills
- Analytical and Research
- Flexibility/Adaptability
- Interpersonal Abilities
- Ability to make decisions and solve problems
- Ability to plan, organize and prioritize work
- Ability to wear multitask
- Leadership management skills

Quizzes, unit tests, and short writing assignments provided, regularly, are tools used to monitor growth and improvement.

Students should be responsible for ideas presented and be able to make decisions and solve problems and self-correct when necessary. Students should be able to understand and have the ability to make decisions and solve problems by being able to give constructive and meaningful feedback. Real life scenarios provide opportunities to exercise critical problem solving skills. Leadership and management skills are developed and strengthened through practice and repetition.

Source: WASC SLO Teacher Survey 2020-21

Summary: Our student survey question and response on working with others was tailored to the online COVID classroom. While a little over 50% feel that their ability to work with others has improved, 20% of the respondents do not feel this way. This question doesn't apply to our high school diploma students because their Apex Learning classes are all done independently. In addition, this question was not asked on the ESL survey, in order to make that survey more manageable for speakers of many different languages.



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

iii. Thinking critically

The concept of critical thinking, which is an essential aspect of our CCRS, was difficult to communicate to our students until we settled on examples that described the process/outcome. Once this survey section was in place, this SLO became easier to measure. Below is part of the critical thinking section of the survey:

Critical thinking is the process of analyzing or evaluating information, finding connections, and thinking creatively in order to reach conclusions, solve problems, or discover new approaches to situations.

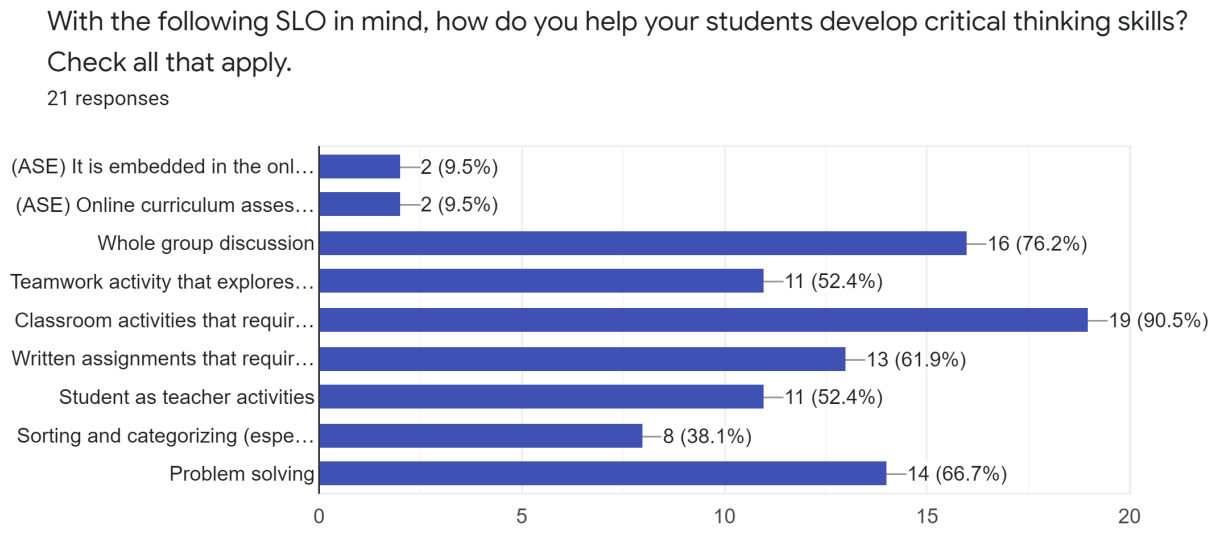
For example: A emergency room doctor or nurse analyzes the cases at hand and decides the order by which the patients should be treated. A handyman evaluates the materials that would best suit a particular job. A lawyer reviews evidence and devises a strategy to win a case or to decide whether to settle out of court.

18. Based on the above description and examples, please rate the following statements as they apply to you. *

	No	A little	Somewhat	A lot
My studies at SLAS require critical thinking on a regular basis.	○	○	○	○

Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

In the area of helping students develop critical thinking skills, teachers listed their classroom activities in response to this question:



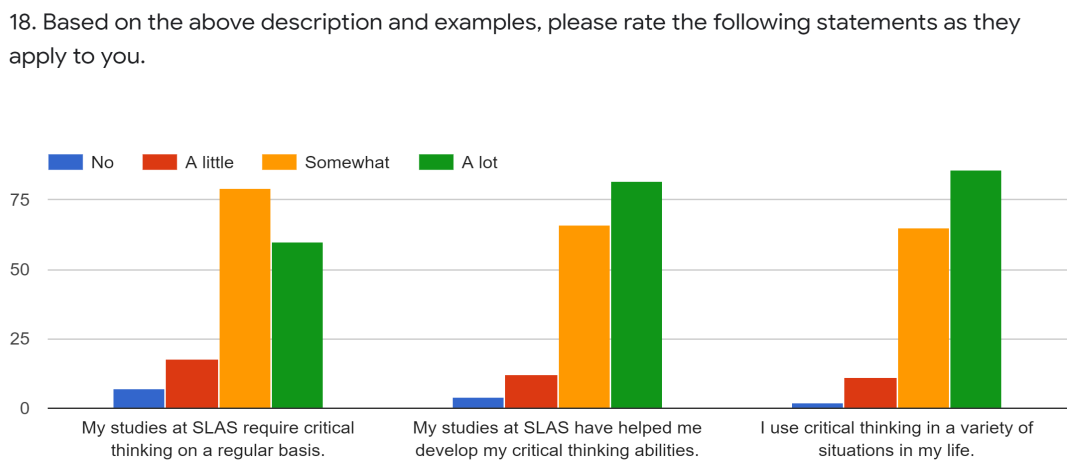
Data Source: WASC SLO Teacher Survey 2020-21

Our Parent Math teacher describes his classroom activities and desired student outcomes below:

> Mathematical problem-solving, whole-class discussion & student-as-teacher activities all "push" the students towards & tend to immerse students in critical thinking. Each of these instructional strategies/student learning experiences gets the "wheels turning" because in different ways (depending on the activity), students are engaging with the course content. These repeated exposures to the curriculum lead students to deeper thinking. As a result, they walk away with a deeper understanding.

Source: WASC SLO Teacher Survey 2020-21

In the survey, students assess their critical thinking as follows:

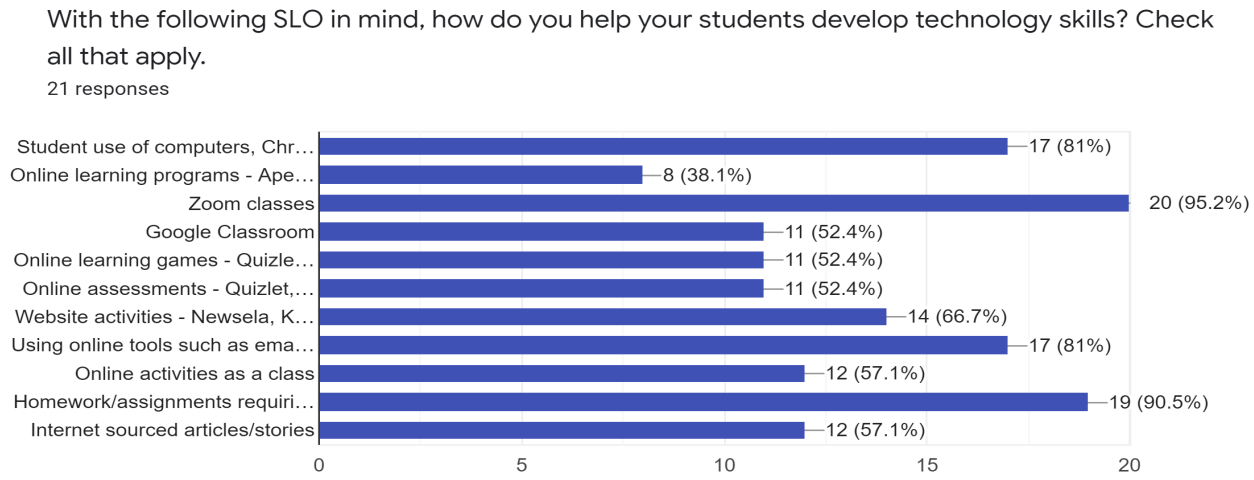


Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*

Summary: Based on both the teachers' efforts to meet this challenge and the students' responses in their surveys, we feel that these results are on target for our SLOs as well as promote this essential component of the CCRS.

iv. Using appropriate technology

The necessity of taking instruction online in all programs due to COVID had the benefit of sharply increasing both student and teacher tech skills. Of course, this only applies to students who were able or chose to continue when classes went online. Teachers report the type of technology and online activities currently used in their classes below.



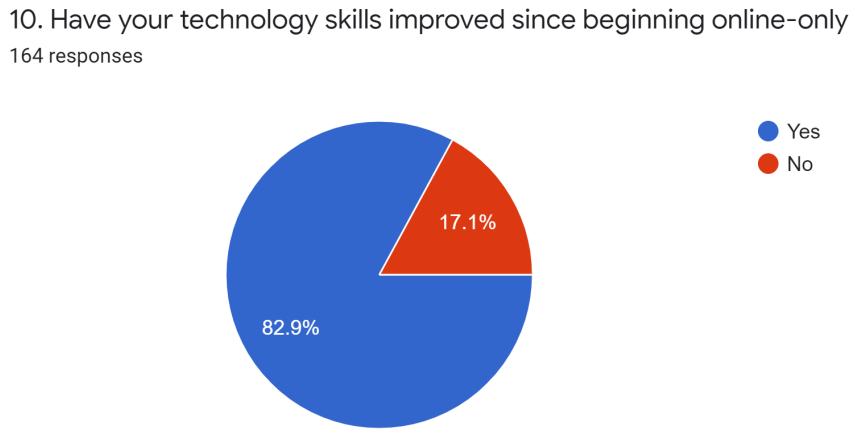
Data Source: WASC SLO Teacher Survey 2020-21

Furthermore, teachers' comments reflect the gain in student outcomes in the area of technology.

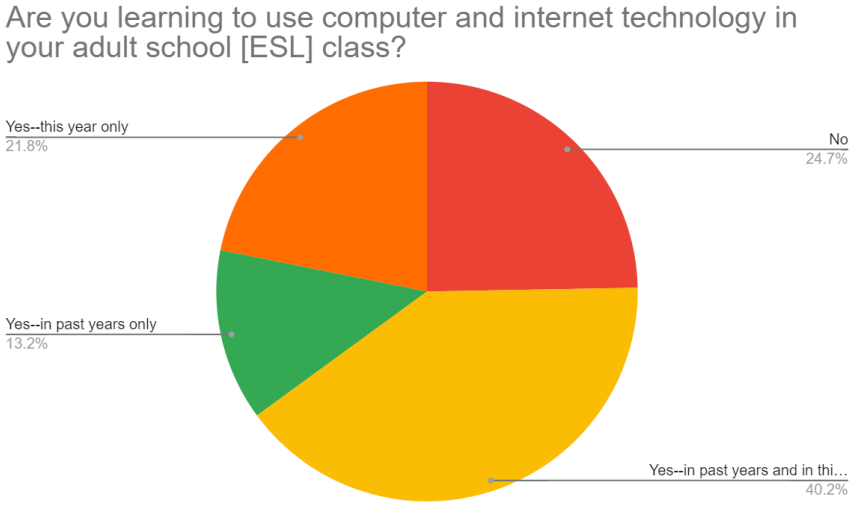
> Students have greatly improved their reading and writing skills through TABE/GED Academy and Newsela. Newsela provides current news stories based on the student's skill level. Students can adjust the articles according to their reading levels. - *ABE English teacher*
>
> Many of my students are participating in the Zoom teleconferences and are studying and working on the Google Slide lessons and homework using their smartphones because they don't have a computer. Even so, they are learning how to better access and manipulate Google Slides, Google Documents and the Spanish version of the Khan Academy, as well as a few other online resources, which I believe has helped broaden their horizons, especially in regards to avenues toward academic success. - *Spanish GED teacher*
>
> All of our work uses Google's apps. For example Google Docs, Sheets, and Classroom. Just like Zoom Google's Apps are getting a great deal of attention due to their collaboration abilities. The other aspect that makes it attractive is the fact that anyone has access to the apps as long as they have a Gmail account. Understanding how to navigate these apps puts our students in a position to adapt to the uptick that is happening concerning Google. The pandemic has personally caused me to use Google Sheets and Docs a lot more. - *CTE Computer Applications teacher*

Source: WASC SLO Teacher Survey 2020-21

When surveyed, 82.2% of ASE/HSE/ABE, CTE, and Community Learning students believe their technology skills have improved. A large percentage of ESL students also felt their technology skills have improved at the adult school, as seen below.



Data Source: WASC SLO Student Survey 2020-21 *ASE/HSE/ABE, CTE, Parent Ed, & Community Education*



Data Source: ESL WASC SLO Student Survey 2020-21

Impact: By reviewing our student and teacher survey results, it is clear that COVID has had one positive impact on the acquisition of technology skills for many students and teachers. The challenge has been finding ways to assist students whose only device is a smartphone and the regret is that many students are not participating at all in remote learning.

Summary: We feel that these results are on target for our SLOs. We are also curious to see how a return to the classroom may impact these outcomes. Many ASE/HSE/ABE, CTE and Community Learning students wish to remain "online-only" students. We will look at this option to better serve our students as we move into the Fall of 2021.

3. Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.

We use the following types of data to measure this SLO:

- CASAS scores
- Apex course completion rates
- Educational Function Level comparisons: Federal Tables 4 and 4B
- CTE certificates issued
- ESL level completion data (based on teacher promotion of students to the next level)
- Student surveys (self assessment on SLOs)
- EL Civics pre- and post-self-assessments (list)
- ESL student portfolios

CTE Programs

We offer a range of Career Technical Education programs and classes. One indication of student achievement of this SLO is the acquisition of a certificate of completion from the class. Our instructors only give students a certificate if the student has met the attendance, skill, and knowledge requirements of the class. Earning the Administrative Assistant and Microsoft Computer Application Certificates require the passing of nationally recognized OPAC assessments. The chart below shows CTE certificates for the past three years. Classes that required hands-on practice were canceled during COVID. In addition, it has been challenging to find qualified instructors for the Nurse Assistant and Home Health Aide classes in the last few years.

CTE Certificate Earners by Program/Classes

Programs	2018-19	2019-20	2020-21 *Projected*
Accounting & Business	28	27	61
Employment Prep	55	67	39
Administrative Assistant	14	12	18
Computer Applications	33	8	16
Paraeducator Test Prep	1	8	12
Homecare Worker	63	18	COVID Cancel
Anatomy & Physiology	26	9	COVID Cancel
Nurse Assistant	No Instructor		COVID Cancel
Home Health Aide			
Total	220	149	146

Data Source: CTE Department Program Certificate Records

Impact: CTE by definition has built-in skill expectations and measurements for achieving progress and proficiency. For SLAS, the challenge will be to rebuild and/or tailor these programs to meet student demand and community needs as we move into a post-COVID future.

ESL Program

The ESL department has generally compared well to state averages on the federal EFL (Educational Functioning Level) tables, with variations, as can be seen below. Last year (2019-20) shows unusually poor results at both the lowest and highest levels. It seems likely that this is at least in part due to the pandemic, as we lost about 50% of our students as of March 15 and were unable to follow up with CASAS testing for the rest of the school year for those who remained. We expect that results for this year will also be unusual, because we have been able to give the CASAS test to very few of our students so far. Initially, our district did not permit us to do in-person testing. Just when our plan to do so was approved in November 2020, the pandemic numbers started to get much worse, and we canceled onsite testing. We were able to do very limited remote testing due to technological challenges for our students.

Our relative growth compared to the rest of the state is something we will need to watch in the coming years to make sure we get back on track.

Category	PROGRAM YEAR	ESL BEG. LIT	ESL BEG. LOW (POST-2006)	ESL BEG. HIGH (POST-2006)	ESL INT. LOW	ESL INT. HIGH	ESL LOW ADV.
CA State Average	2017-2018	84.00%	86.20%	80.90%	67.50%	65.90%	37.60%
San Leandro USD	2017-2018	86.80%	90.50%	88.10%	78.00%	64.80%	30.60%
Difference	2017-18	2.80%	4.30%	7.20%	10.50%	-1.10%	-7.00%
CA State Average	2018-2019	83.90%	87.20%	81.30%	67.00%	66.20%	37.30%
San Leandro USD	2018-2019	94.40%	85.40%	84.00%	71.80%	66.00%	42.30%
Difference	2018-19	10.50%	-1.80%	2.70%	4.80%	-0.20%	5.00%
CA State Average	2019-2020	82.80%	85.80%	78.50%	62.30%	62.00%	33.10%
San Leandro USD	2019-2020	69.60%	78.80%	85.40%	67.10%	50.70%	24.40%
Difference	2019-20	-13.20%	-7.00%	6.90%	4.80%	-11.30%	-8.70%

Data Source: Federal Table 4B, 2017-18 through 2019-20 for ESL *EFL Functioning levels*

Of course, these tables, which reflect only CASAS reading tests, do not illuminate all of the knowledge and skills that our ESL students need or want. Teachers and the program use multiple assessment types, including formative assessment, to gauge students' progress. During pre-COVID times our program was using student portfolios to collect evidence of student work and as a basis for periodic conversations with students. Teachers were beginning to find this model cumbersome, with the frequent need to cull portfolios of students who had dropped and to create new portfolios for recently enrolled students. Before the department could begin to explore alternatives we had to switch to remote learning and we focused our attention on that. Possible options will be explored in the coming year, including digital portfolios for higher level students and notebook-based portfolios kept by the student (rather than the teacher) for lower levels.

Finally, a broad measure of student growth is the decision of whether a student should move up to the next level in the coming school year. Teachers base this primarily on a set of exit criteria agreed upon by the department, as well as with some consideration of CASAS reading scores. In the past several years, the percentage of students active in late spring who have been promoted to the next level has been around 60%. This number is not surprising, given that 1) many students join the class during the school

year and therefore have not benefited from all the instruction and practice available and 2) students may have other challenges, such as busy schedules or very limited education in their first language, which may result in slower progress. Our teachers are committed to helping all students attain their goals. Sometimes this requires students returning to the same level.

Impact: Areas for ESL to monitor and improve for this SLO as described above:

- *Tracking EFLs* - Our relative growth compared to the rest of the state is something we will need to watch in the coming years to make sure we get back on track.
- *Regarding student portfolios* - Possible options will be explored in the coming year, including digital portfolios for higher level students and notebook based portfolios kept by the student (rather than the teacher) for lower levels.
- *Addressing learning outcomes* - Our teachers are committed to helping all students attain their goals. Sometimes this requires students returning to the same level.

ABE/ASE/HSE Programs

Category	PROGRAM YEAR	ABE BEG. LIT.	ABE BEG. BASIC	ABE INT. LOW	ABE INT. HIGH	ASE LOW
CA State Average	2018-2019	74.80%	82.00%	76.00%	58.90%	56.30%
San Leandro USD	2018-2019	100.00%	95.00%	67.50%	45.70%	55.60%
Difference	2018-19	25.20%	13.00%	-8.50%	-13.20%	-0.70%
CA State Average	2019-2020	64.90%	66.50%	64.60%	69.50%	47.60%
San Leandro USD	2019-2020	N/A	66.70%	48.10%	70.60%	52.80%
Difference	2019-20	N/A	0.20%	-16.50%	1.10%	5.20%

Data Source: Federal Table 4B, 2017-18 through 2019-20 for ABE/ASE *EFL Functioning levels*

As we reviewed the data for the last two years (Federal Table 4B - above), for our WIOA grant renewal, it was clear that the greatest area of need was for our students at EFL ABE Intermediate Low level. As described elsewhere in this report, we have undertaken multiple steps to try to improve outcomes for our ABE students. These include providing tools with which students can see how their current CASAS scores compare to scores needed to move from ABE to HS or GED classes; a planning calendar, the hotlist to show off student progress to their peers and to focus teacher and adviser attention on students closing in on reaching their goal at the adult school. We also trained teachers to understand how to use the student progress dashboard in TABE/GED Academy's online program to tailor direct instruction to student needs. As also mentioned elsewhere, the loss of some teachers, in addition to COVID, have made it too early to assess whether these changes might succeed. We will continue with them in the coming years.

Summary: While ESL and CTE have minor areas for improvement and program tweaks, the most critical area of concern remains ABE level students and their ability to achieve progress. To support and meet the needs of these students, our Continuous Improvement Plan (CIP) Smart Goal for our federal WIOA grant is: "By the end of the academic year 2021-2022, increase ABE level 3 EFL completion rate by 10% from 33% in 2019-2020 academic year to 43% (*According to Federal Table 4*)." The plan includes the following steps:

- Revise student placement guidelines (ABE, HSD or GED)
- Refine student onboarding plan for students entering the ABE program

- Monitor level of student participation in online program and encourage student use of the program (TABE/GED Academy)
- Continue professional development to support these objectives

Summary of WASC 3: Develop a system to measure and monitor student attainment of SLOs across all program areas

Schoolwide Learner Outcomes

San Leandro Adult School prepares our students to become persistent learners who:

1. **Set and pursue professional and/or personal goals.**
2. **Develop 21st century skills, including:**
    i. **Communicating clearly**
    ii. **Working independently and with others**
    iii. **Thinking critically**
    iv. **Using appropriate technology**
3. **Achieve a measurable increase in knowledge, skills, and proficiency in their subject areas.**

Here is a recap of the summaries by SLO throughout this section:

- **SLO 1:** It is clear that setting goals has been a part of most of our students' experience at San Leandro Adult School. This will continue to be an expectation of all programs. We believe this can help students stay motivated.
- **SLO 2**
    - *Communicating clearly* - Education and successful participation in careers and in the community require effective communication skills. It is therefore satisfying to know that a high percentage of our students surveyed feel that their communication skills have improved while at the adult school.
    - *Working Independently and with others* - Our student survey question and response on working with others was tailored to the online COVID classroom. While a little over 50% feel that their ability to work with others has improved, 20% of the respondents do not feel this way. This question doesn't apply to our high school diploma students because their Apex Learning classes are all done independently. In addition, this question was not asked on the ESL survey, in order to make that survey more manageable for speakers of many different languages.
    - *Critical Thinking* - Based on both the teachers' efforts to meet this challenge and the students' responses in their surveys, we feel that these results are on target for our SLOs as well as to promote this essential component of the CCRS.
    - *Using appropriate technology* - We feel that these results are on target for our SLOs. We are also curious to see how a return to the classroom may impact these outcomes. Many ASE/HSE/ABE, CTE and Community Learning students wish to remain "online-only" students. We will look at this option to better serve our students as we move into the Fall of 2021.
- **SLO 3:** While ESL and CTE have minor areas for improvement and program tweaks, the most critical area of concern remains ABE level students and their ability to measure and achieve progress. To support and meet the needs of these students, our Continuous Improvement Plan (CIP) Smart Goal for our federal WIOA grant is: "By the end of the academic year 2021-22, increase ABE level 3 EFL completion rate by 10% from 33% in 2019-20 academic year to 43% (*According to Federal Table 4*)." The plan includes the following steps:

- Revise student placement guidelines (ABE, HSD or GED)
- Refine student onboarding plan for students entering the ABE program
- Monitor level of student participation in online program and encourage student use of the program (TABE/GED Academy)
- Continue professional development to support these objectives

Additional Action Plan Items

#2 - Curriculum and Instruction

Key Issue: Develop curriculum and instruction to reflect the College and Career Readiness Standards and, in ESL, the English Language Proficiency Standards (ELPS) and build sufficient curricular and instructional support to meet student needs thereby increasing program completion rates.

We included a focus on the CCRS (College and Career Readiness Standards) for all teaching staff and the ELPS (English Language Proficiency Standards) for ESL teachers in our action plan. This was recommended by our partners in our consortium, the Mid Alameda County Consortium (MACC), as these standards provide for higher expectations for our adult students. Those higher standards and expectations in turn may lead to greater success for our students in the future.

In addition, we held GED/TABE Academy PD for our ASE/HSE/ABE instructors during our department meeting. We also added math support for ASE/HSE/ABE students by having our Parent Math teacher, a former middle-school math teacher, conduct a fractions workshop during a department meeting.
ASE Department Meeting Minutes 12-18-19

Most teachers from most programs participated in an extensive CCRS training module provided by Calpro at our school in the winter of 2019. This was a combination of face-to-face and online work of about fifteen hours. Subsequently, department meetings included sharing ideas of how to apply what we learned to the classroom.

The ESL department began to delve into the ELPS at department meetings in the fall of 2019. A subset of teachers, including the lead ESL teacher, also took the Calpro online workshop of about 12 hours which explored the standards more deeply. At department meetings, teachers discussed particular standards and shared ways to apply them in their classrooms. This work fell off when we were shut down by the pandemic. All professional development then focused on remote instruction tools and best practices.

Summary:

Regarding the CCRS, instructors had this to say:

> I implemented a more intentional use of academic language in my lesson planning and assignments. It has helped my students learn to follow directions on different assignments, something that has helped them work more independently on assignments. - ESL teacher
>
> CCRS workshop has given a great guide in assessing writing assignments. It gave us tangible standards to guide our lessons to our students' goals. - GED teacher
>
> I attended the CCRS: ELA Implementation and Application - Post Session and my Lesson Plan Title: MS Office Word Vocabulary was presented to CTE & Older Adults Beginner Level. I learned in the workshop how to address Standard(s): Language Standards Anchor 3 C.A.Following the Lesson Plan Outline, I was able to break up the time allotted to teach in segments such as: Segment and include the "What and how" question and describe activities

while adding the 15 min. intervals which gave me time to cover everything I needed to present to my students that day in the following order. My students were impacted in a positive way. I use this format for all of my CTE Classes. - CTE teacher

Source: WASC SLO Teacher Survey 2020-21

ESL instructors had this to say about the ELPS:

The ELPS helps me explain to the students how they will progress to higher levels of ESL classes. I think it can be kind of nebulous and giving specific examples of the skills that are required for the next level is more concrete and easier to understand. - Beginning High ESL teacher Basing my lesson plans on the ELPS has helped me to focus on one or two Standards and to keep the lessons simple without trying to cover too much information in a single class. It gives me a framework on which to base my lessons and helps me to be certain that I have included enough practice to allow my students to complete the lesson goals. It also helps me to determine my lesson goals concretely and use action verbs that help the students to demonstrate their learning. - Literacy/Beginning Low ESL teacher One thing though -- is to expand the vocabulary and comfort level of my students with academic wording in instructions, in readings, and in general. I have students think about how they can often get a grasp of a word they don't know - through the context - the surrounding words in a sentence. - Intermediate Low ESL teacher

Source: WASC SLO Teacher Survey 2020-21

Types of Evidence for Schoolwide Action Plan Section 2

- CCRS sign-in sheets
- Sample handout from CCRS workshop
- Example of meeting addressing ELPS: ESL Meeting Minutes 11-7-19
- Teacher responses to WASC SLO Teacher Survey 2020-21

#3 - Professional Development

In recent years, SLUSD has had professional development as a district-wide goal for all staff. To meet that requirement, we included PD as our third action plan item for all staff members.

Here are the two types of training we did or are working on:

Data development PD:

- CASAS training - Ongoing in department meetings and CSEA Classified office staff
- ASAP training - CSEA Classified office staff
- CommunityPro Suite - CSEA Classified office staff
- Google Forms and sheets - Workshops open to all staff
- GED/TABE Academy training on LMS reporting for ASE/HSE/ABE department

Curriculum PD:

- CCRS (Calpro)
- ELPS (in ESL department meetings)
- GED/TABE Academy (in ASE department meetings)

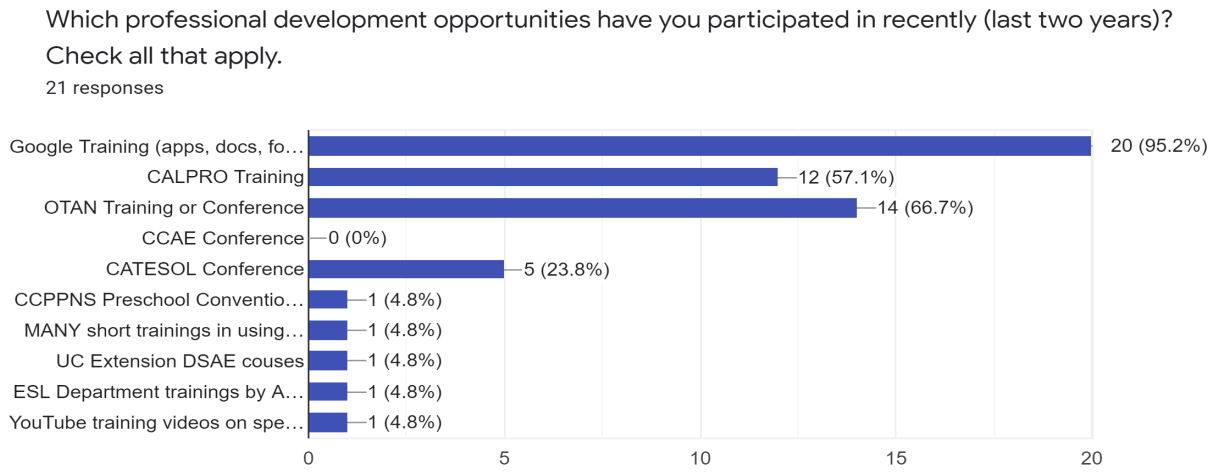
We carried out most of our professional development goals from this action plan objective. We will

revisit many topics in the future, especially the English Language Proficiency Standards, as we had only started exploring them when the shutdown occurred.

Teachers in all programs engaged in professional development starting in March 2020 in order to learn how to use tech tools for remote instruction, as well as to learn about best practices for our new remote learning world. In the ESL department, for example, ten teachers attended over 60 hours of online professional development between March and and the end of June 2020 (PD record).

We were able to tailor much of our PD to meet the visiting committee's areas of concern by embedding data-focused and curriculum PD into our action plan. We will continue to develop professional development plans each year and will include those as appropriate within other action plan objectives.

The chart below illustrates teachers' responses to a question about their professional development in the past two years.



Data Source: WASC Teacher Survey 2020-21

Here is what our CSEA staff has to say about their training:



Data Source: WASC CSEA Survey 2020-21 *Classified office staff*

Summary: As shown in the teacher survey data above, at least 20 teachers have participated in Google training over the past few years. This has had a significant impact in this time of COVID where all of our classes are online. Our teachers' proficiency in technology has been critical to our being able to support our students and keep them learning.

We seek to ensure that PD isn't just checked off and forgotten, but instead is used in the classroom to impact student learning. Teachers bring challenges and successes in applying what we have learned to department meetings.

Even though professional development will no longer be a separate action item, it will remain an important and integral part of our development as a school.

Types of Evidence for Schoolwide Action Plan Section 3

- CCRS sign-in sheets
- Sample handout from CCRS workshop
- Example of meeting addressing ELPS: ESL Meeting Minutes 11-7-19
- Teacher responses to WASC SLO Teacher Survey 2020-21



SLAS Administrative, CSEA, and Teamster Staff Winter 2020 *- New Jackets!*

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.**

San Leandro Adult School

WASC Self-Study

Revised Action Plan

June 1, 2021

WASC Visiting Committee Recommendations / Major Key Issues - April 30th - May 2nd 2018
1. Develop a plan of student support to increase program completion rates - ***Ongoing for 2020-21***
2. Continue to improve use of data at both the leadership and department level in order identify student and program needs - ***Ongoing for 2020-21***
3. Develop a system to measure and monitor student attainment of SLOs across all program areas - ***Met!***

San Leandro Adult School Action Plan for Continuing Improvement

#1 Develop a plan of student support to increase program completion rates 2020-21

Key Issue: Low program completion and transition rates for ASE/HSE/ABE programs.

Rationale: This issue is a carryover from the previous action plan and our goals have not been met.

Persons Responsible: Stacy Anderson (ASE & Accountability Leadership); **Lead Teachers:** Cathy Gample (ESL); Zoe Banchieri (Registration & Assessment)

	Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
1.	Continue to use data on student outcomes to identify where student progress is not adequate. Greatest focus will be on ABE students based on current data and CIP goal. Share data in departments.	• Leadership • Lead teachers • Teachers	Time	Ongoing: at the end of each quarter (December, March, June, September)	• Learning outcomes data • Meeting minutes • CIP Goal (Continuous Improvement Plan for WIOA grant)
2.	Identify program changes and instructional changes that may address data on lack of student progress.	• Leadership • Lead teachers	Time	Ongoing: quarterly Spring 2022	• Meeting minutes • Notes of identified changes and outcomes in this Action Plan and/or draft of self-study.
3.	Institute program and instructional changes identified above (#2)	• Lead teachers • teachers	Time	Ongoing	• Meeting minutes • Teacher surveys (on what changes instituted)

4.	Review data for degree of progress in student outcomes and revise or add program changes as needed.	Accountability and testing lead teachers	Time	Spring 2022 and ongoing	● Data on student outcomes ● Meeting minutes ● Report of progress on CIP Goal in Spring 2022

San Leandro Adult School Action Plan for Continuing Improvement

#2 Use of Data to Identify and Respond to Student Needs 2020-21

Key Issue: The school leadership and each department will improve analysis of data in order to identify and address student and program needs.

Rationale: In order to identify how the school is doing in addressing student needs, we need to better utilize and respond to data on student learning, persistence, and transition trends.

Persons Responsible: Lead Teachers: Stacy Anderson, Accountability & ASE; Zoe Banchieri, Testing & Registration Cathy Gample, ESL

	Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
1.	Build a wishlist of types of data on student needs: What kind of data will be most useful in improving student outcomes. What do we need to know?	● Lead teachers (accountability & ASE; testing & registration; ESL)	● Time ● Surveys of teachers by program ● Conversations with other schools	December 2021	● Subcommittee meeting minutes ● Survey results ● Summaries of ideas from other schools
2.	Identify data that will be used by each program and collect data.	● Lead teachers	Time	Ongoing	● Sets of data
3.	Share and analyze data at department meetings and leadership meetings. Agree on: ● one or more actions to take in response to data ● what the desired outcome is	Leadership team	Time	Ongoing, to begin by March 2022	Minutes for department and leadership meetings

4.	Examine the previous year's progress toward goals (from 3.3) at the beginning of each school year and set new goals and/or actions to address that data.	Leadership in collaboration with departments	Meeting time	Ongoing	● Tables with data examined and goals from the previous year. ● Minutes of meeting with goal(s) and actions planned for the coming year.
5.	Identify data from external sources that can benefit our program and students (example: ACWDB data)	Leadership and Transitions Specialist	Research and meeting time	Quarterly	● Leadership minutes ● SLAS Advisory Board minutes

San Leandro Adult School Action Plan for Continuing Improvement

#3 Diversity, Equity, and Inclusion *(NEW)* 2020-21

Key Issue: Address diversity, equity, and inclusions issues in two major realms: 1) staff experience and employment 2) student experience

Rationale: As in all organizations and institutions, the adult school needs to explicitly address the issues of discrimination and equity, in order to ensure a welcoming and successful school environment for all members of our community.

Person(s) Responsible: Bradley Frazier, **Principal**; Rachelle Parham, Vice Principal

	Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
1.	Engage all adult school staff in workshops (Introduction to Diversity, Equity, and Inclusion) presented by SKY Coaching.	● Principal	● Payment for workshops ● Paid time for staff	Spring 2021	● Workshop minutes or program ● Workshop sign-in materials
2.	Conduct two-pronged needs assessments and interviews to help develop concrete goals for school's work: ● Survey and conversations with employees ● Survey and conversations with students	● Principal	● Time	End of Fall 2021	● Survey results ● Notes and summary of conversations (anonymized)

3.	Identify specific goal(s) for the adult school based on the surveys and conversations in #2.	● Principal and leadership team	Time	End of February 2022	● Documented diversity, equity, and inclusion goal or goals. ● Sharing of goal(s) with all stakeholders. ● [Survey indicating support or lack of support for goals]
4.	Hold additional workshops with focus on goals identified above.	● Principal	● Payment for workshops ● Paid time for staff	Winter/Spring 2022	● Workshop minutes or program ● Workshop sign-in materials
5.	Follow up with surveys, conversations, and additional workshops over the following years to monitor progress or lack of progress toward goal(s).	● Principal and leadership team	Time, payment for workshops, paid time for staff	Ongoing	Document all as described in 1 - 4.