

SELF-STUDY REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

East Los Angeles Skills Center

DATE
March 18-21 2018

Preface

Since opening in 1966, East Los Angeles Skills Center (ELASC) has a history of excellent WASC visits and has shown a consistent commitment to the accreditation process.

East Los Angeles Skills Center involves all staff members in the self-study process. The School has updated and revised its mission statement, vision, and schoolwide learner outcomes as needed to better assist its students. In addition, the school has created a motto,

“Empowering Students,” for the school that aligns not only with the mission but also the vision.

The school has addressed its key issues and developed a new School Wide Action Plan which will help ELASC continue to improve and master its Student Learning Outcomes.

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Chapter I. Introduction: Institutional, Community, and Student Characteristics — Institution’s Mission and Schoolwide Learner Outcomes

ELASC is part of the Los Angeles Unified School District’s (LAUSD) Division of Adult and Career Education (DACE), and has served the community of East Los Angeles for over 37 years. ELASC offers a growing variety of classes, such as Adult High School Diploma, High School Equivalency (HSE), English as a Second Language (ESL), EL Civics, Citizenship, Vocational English as a Second Language (VESL), and Career Technical Education (CTE). The school underwent a major restructuring in 2012, which combined East Los Angeles Skills Center with East Los Angeles Occupational Center (ELAOC) to form East Los Angeles Service Area. Then, in 2016, ELASC separated from ELAOC, and was once again a stand-alone school.

East Los Angeles Skills Center is situated in the heart of northeast Los Angeles. ELASC serves the communities of Eagle Rock, East Los Angeles, El Sereno, Highland Park, and Lincoln Heights. The ELASC main campus is located between Mission and Soto Streets, at the end of a cul-de-sac on Selig Place.

East Los Angeles Skills Center, is located at 3921 Selig Place, Los Angeles, CA 90031 Phone: (323) 224 - 5970

Eastside Learning Center, 4355 Michigan Ave., Los Angeles, CA. 90022 Phone: (323) 729-1800 Eastside Learning Center is located in East Los Angeles in the former Santa Martha Hospital building, which in 2012 was converted to an adult school campus.

Other Branch locations are: Burbank Middle School, Aldama Elementary School, Monte Vista Street Elementary School Franklin High School, Chinese Community Methodist Church, Eagle Rock High School, Marshall High School, Wilson High School, Para Los Niños.

The 2000 U.S. Census counted 26,616 residents in the 2.51 square-mile neighborhood of Lincoln Heights. In 2008, the city estimated that the population had increased to 29,637. In 2000, the median age for residents was 27, considered young for city and county neighborhoods. The neighborhood was considered "not especially diverse" ethnically within Los Angeles, with a relatively high percentage of both Asian and Latino people.

The specific breakdown was Latinos, 70.7%; Asians, 25.2%; whites, 2.7%; blacks, 0.4%; and others, 1.0%. Mexico (57.0%) and Vietnam (16.9%) were the most common places of birth for the 55.8% of the residents who were born abroad—which was a high percentage for Los Angeles. The median yearly household income in 2008 dollars was \$30,579, considered low for the city.

50% of students entering ELASC do not have a high school diploma. 30% have already achieved a high school diploma, 13% have earned some type of certification, 3% have an associate’s degree, 3% have a bachelor’s degree, and 1% beyond a bachelor’s.

The current demographic data demonstrates that a majority of the surrounding population is unemployed and has a considerably low level of educational attainment. 80.5% have a high school diploma or less education and 45.4% are either unemployed or no longer in the labor force. The majority of ELASC students, (64%), identify as Hispanic and are Spanish speaking.

The female population, (63%), is higher than that of the male, (37%). Most students are adult ESL students.

In addition to HS diploma, and ESL, ELASC also offers CTE programs.

From the data in the Institutional, Community, and Student Profiles, ELASC emerges as an organization reflective of its community, clear in its mission, and capable of fulfilling its mandate to prepare students for employment and further education and training.

Schoolwide Learner Outcomes

Two of the school's Schoolwide Learner Outcomes (SLOs) are:

- **Have access to an educational plan and course of study to increase employability**
- **Acquire language and academic skills for advanced educational options and careers**

All staff of ELASC are committed to all students achieving their educational plans and courses that ultimately lead to employment. Students believe that teachers and other staff are dedicated to student achievement. All students move toward achieving language skills and academic skills that support and expand their career options. The Action Plan provides the framework and accountability necessary to support the achievement of the SLOs for all students.

Chapter II. Progress Report on Key Issues since the Previous Self Study

In early 2012, the LAUSD Board of Education made the decision to completely eliminate all funding for the Division of Adult and Career Education (DACE) at the start of 2012-2013. This decision was made at the height of educational budget cuts statewide. A citywide, grassroots campaign aimed at saving Los Angeles adult schools began in early 2012, with ELASC staff and students in the vanguard of the lobbying efforts to save adult education programs.

Due to overwhelming community support for adult education, a last minute decision was made in the summer of 2012, and the LAUSD school board voted to retain \$80 million—less than half of its previous allocation—in funding for DACE in the 2012–2013 school year. DACE had been reduced from thirty-four large adult schools and occupational centers serving more than 250,000 students to ten service areas serving fewer than 72,000 students. Lack of funding prompted closure of many popular programs and a reduction in course offerings.

East Los Angeles Skills Center and East Los Angeles Occupational Center were merged to become East Los Angeles Service Area in August 2012 (ELASA). In the 2015-16 school year, the total ELASA enrollment was 10,220 students. Moreover, there were over 2,000 students on waiting lists for various classes. Consequently, the DACE leadership determined that the needs of the community would be better met if ELASC were reorganized into two separate schools.

Beginning in August 2016, East Los Angeles Skills Center became one school, which included Eastside Learning Center, Wilson Community Adult School, and Franklin Community Adult School as branch locations. Due to the large reductions in program offerings, and the restructuring of schools, the original Action plan from the prior WASC visit were no longer valid. In conjunction with WASC, three goals were determined in collaboration with Mr. Lee Duncan, Associate Executive Director of Southern California WASC, and the ELASA administrative team, during the 2012-2013 school year. The Action Plan goals addressed in the Mid-Cycle Progress Report from ELASA have been used as the baseline for determining the progress of ELASC, as the school had previously been part of ELASA. Below are the 3 Action Plan Items (goals agreed to by ELASC and WASC), plus descriptions of progress on each goal.

Action Item 1

The administration should create a framework for improving and standardizing instruction across all program areas, including new approaches and best practices found in adult education.

Progress/Outcomes

- ELASA and now ELASC administration encourage their staff to attend DACE professional development training in all program areas, as well as training opportunities available through their respective professional associations, and through CALPRO, OTAN, COABE, CCAE, etc.
- DACE specialists and program advisers work with teachers on an ongoing basis to improve their subject area expertise. On-campus training workshops were held for

administrators, teachers and staff on using new technology, such as iPads, smart boards, laptops, document readers or Elmos, and projectors.

- In the 2015–2016 school year, the Professional Learning Community (PLC) strategy was introduced and implemented for the Adult Basic Education (ABE) Reading program.
- In 2016–2017, ESL Beginning Low teachers were given guidance and training on implementing beginning-level College and Career Readiness Standards in their classes. The ELASC Administrative team developed a series of professional development workshops for ESL teachers to participate in each month.
- Ongoing PLCs allow administrators and instructors the opportunity to evaluate programs to determine if student needs and Student Learning Outcomes (SLOs) are being met.
- Classified staff has the opportunity to attend professional development sessions offered by the Personnel Commission’s Organizational Excellence Classified Training Branch.

Action Item 2

The administration and faculty should develop resources and connections to promote the school within the community in order to increase student awareness of learning opportunities in the East Los Angeles area.

Progress/Outcomes

- School flyers with program information were created as part of the marketing plan to increase enrollment and student awareness of learning opportunities.
- Posters and banners are prominently displayed in the various branch locations and high traffic/visibility areas to promote available classes and inform the public of the services provided at ELASC.
- A professionally printed catalog of classes is mailed out to surrounding zip codes annually. ELASA retained the services of Avisos Clasificados y Mas, a version of a Spanish language “Penny Saver” in the 2014/15 school year.
- The ELASC website, www.eastlaskillscenter.org, uses a link to the DACE website's “Course Finder”, which is a live feed of course schedules.
- ELASC has been working towards increasing its profile in social media by developing a new marketing logo and creating Facebook, Instagram, and Twitter accounts to reach out to a larger pool of people.

Action Item 3

The administration should develop consistent policies and procedures that can be effectively communicated across all sites, resulting in greater unity and consistency of practice that improves the learning environment for all students.

Progress/Outcomes

- The restructuring of DACE necessitated the standardization and uniformity of forms, policies and procedures within the East Los Angeles Service Area.
- A Staff Handbook has been created as a reference guide to all of the new and continuing Division policies and procedures, as well as other relevant school information. A compact disc containing all mandated District and Division bulletins, Emergency Trainings, and forms is provided for easy referral and access.

- Revisions to any policies and procedures are distributed to staff as they become available through the Weekly Bulletin/Newsletter.
- The website domain name has now been changed to **www.eastlaskillscenter.org** after the dissolution of East Los Angeles Service Area.
- A Weekly Bulletin/Newsletter is provided to the staff through the District email system and shared with students, detailing calendar events such as testing dates, staff meetings, Professional Development opportunities, holiday celebrations and birthday announcements.

Chapter III. Evaluation of the School’s Response to the ACS WASC Postsecondary Criteria

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

ELASC developed its Mission Statement by focusing on effectively addressing the needs of its community. These needs were determined based on continuing relationships with community-based organizations, and responses to student requests. The mission statement was approved by the governing body, published internally and externally, and is regularly reviewed and revised to connect to current student learning needs.

The Mission Statement and SLOs are printed on every school bulletin, every mailer, the school website, the school letterhead, posters in every classroom and school office, and are referred to in every meeting when setting up new procedures.

Administrators, faculty, and staff perform an annual review of the Mission Statement and SLOs during the Back-to-School meeting. The Leadership Team then begins its revision process if necessary.

ELASC's administrative team periodically reviews data such as student attendance, course completion, program completion (high school graduates and CTE), assessment results (ESL promotion and retention sheets, TABE, HiSET, CASAS, and EL Civics), waitlist information, employment and unemployment trends, and community concerns to ensure that the courses offered address the needs of the diverse student population.

To stay current and relevant to the needs of the business community, ELASC has regular and direct communication with business leaders regarding industry standards and state or federal certifications. This information is used to adapt and adjust curriculum and course offerings.

The focus of the Schoolwide Action Plan was based on the goals and expectations identified in the Mission Statement. Careful review of this information led to:

- Increased numbers and/or types of classes in all programs (ESL, ABE, ASE, CTE)
- A new attendance procedure to reduce student no shows and absences
- “Campaign for College” banners on campus to promote post-secondary education
- Motivational presentations from counseling office staff
- “Map to Success” pamphlet for ESL students as a road map of educational pathways
- Alignment between CASAS tests, EL Civics, and ESL instruction to earn more benchmarks
- Increased online presence via ELASC website, Schoology, Google Maps, and social media
- Student Success Stories published in school newsletters and bulletins

SLOs were developed using the same process to revise the Mission Statement. Several topics were used to guide the team, including student-learning needs for the future, required skills for

college and career, digital literacy, and student demographics. ELASC teachers integrate SLOs in their daily lessons. ELASC SLOs are measured through classwork and performance review, program completion and promotion rates, WIOA/CASAS reports, issuance of high school diplomas and certificates of completion, high school equivalency exam attainment, and job placement. ELASC stakeholders are connected to the SLOs because the stakeholders themselves developed them and are measurable and inclusive of all students.

DACE curriculum specialists conduct pedagogical research and use current data to develop curricula and present techniques to teachers at professional development trainings. Teachers introduce these strategies in the classroom and modify them as needed for adult learners. ELASC also conducts program-area department meetings in which teachers and administrators have the opportunity to share ideas and best practices as well as address any issues related to their program or class. The Los Angeles Regional Adult Education Consortium (LARAEC) offers relevant current professional development and opportunities for collaboration with other adult schools and community colleges.

In 2016-17, faculty and staff collaborated to revise the SLOs to reflect the students' needs for accessing their educational plans, obtaining technical job skills, and acquiring the language and academic skills needed for advanced employment. By embedding the SLOs into the Schoolwide Action Plan, ELASC ensures that student needs are a priority. Student involvement in education planning has been identified as essential for student success.

Overall student performance is evaluated to determine the effectiveness of each program and identify student needs. Each advisor in every program spends extensive time with each enrolling students to ensure they have an individualized education plan. Counseling staff members regularly monitor student progress and attainment toward their selected educational and career goals. ELASC submits to DACE Central Office monthly reports of course offering needs based on the wait-list information. Worksource Centers also provide input on desirable offerings. Community Advisory Members also offer an outside viewpoint while bringing a professional lens to the CTE programs.

School's Strengths and Key Issues for Criterion 1

Strengths:

1. The school's Mission Statement guides the work of East Los Angeles Skills Center to meet the needs of a diverse community of learners.
2. The school's Student Learning Outcomes were created so that they may apply to all students in every program.
3. Each advisor in every program spends extensive time with enrolling students to ensure they have an individualized education plan.
4. Counseling staff regularly monitors student progress and attainment toward their selected educational and career goals.
5. Staff utilizes data from various sources to ensure students are on their pathways.

Key Issues:

1. The system for collaboration and communication and input from all stakeholders when revising the Mission Statement and SLOs needs improvement.
2. Staff communication across sites and programs (ESL, Academic, and CTE) should be more consistent.
3. There is limited student input to determine student needs, views, and opinions.

Criterion 2: Organizational Infrastructure and Leadership

The LAUSD governing body holds its service area administrators accountable for school improvement through clearly defined roles of governance, Central office admin support, and by implementing policies to enable administrators to lead effectively. Central office administrators visit sites to monitor faculty on implementation of professional development. The sites are provided the same standards and professional development. Administration observation reports support all aspects of training implementation for additional support and also highlight positive student outcomes. The seven members of the governing board adopt policies that are aligned to Federal, State, and Education Code mandates. The board authorizes the Superintendent of schools to establish an administrative team to oversee the implementation of effective instructional programs and directs operations and support services throughout.

Instructional policies are created and implemented through subject area and in-service trainings with staff and site administrators, including UTLA representatives and also distributed through bulletins and memoranda. Site administrators are held accountable through specific Key Performance indicators (KPIs).

Principals receive monthly student data results for analyzing with their DACE and program advisors. Presentations share program effectiveness and how service areas are performing on the Key Performance Indicators (KPIs). Principals evaluate their student data (CASAS) to determine where improvements have occurred or more explicit instructional focus is required.

2013, Principal Rodriguez longevity has extended her leadership beyond her school. One of her major accomplishments is leading the collaborative efforts of faculty and staff to produce a large number of high school graduates in the East area for the past three years.

ELASC is implementing the professional learning Community method of staff collaboration, decision-making and teamwork. Several departments include CTE, Reading, ESL and the academic programs. Teachers, support staff and students are encouraged to participate in decision making through expressing their feedback, concerns, and opinions at departmental meetings, community advisory and student council meetings.

Staff also communicates using the telephone, email, Schoology groups, Google docs, memos and an open-door policy is being implemented. Staff members may share with their UTLA rep and or principal on a regular basis.

Administrators conduct formal evaluations of instructors annually using the Stull evaluation process and use student outcome data to focus their efforts on student achievement. Also, all support staff is evaluated annually using LAUSD evaluation procedures. Most campus specific decision-making includes input from the school Leadership team and community stakeholders, and is approved by the principal. Governance structures are in accordance with LAUSD and DACE policies and procedures. Policies and procedures provide for a standardized methodology that guides the decision making process.

Students and staff also provide input on policy matters for schoolwide improvements. The student survey indicates that 93% of students feel their school meets their needs.

LAUSD provides reference guides, bulletins, and memoranda. These policies and procedures are also provided to every employee on a CD or flash drive at the fall Back to School meeting. Also, provided are a counseling handbook and behavioral guides. All Course outlines include

policies and competencies and are state approved. Employee Unions, (CSEA, SEIU, Local 99, UTLA, AALA) include their own policies and handbooks.

School's Strengths for Criterion 2

1. Despite several budget restrictions, organizational restructuring, federal state and consortium policies and funding shifts over the past few years, the school still provides excellent programs and services to the community.
2. School leadership secured the funding and resources to implement eight DACE/LARAEC pilot programs, allowing ELASC to remain on the cutting edge of shifting priorities.
3. Strong “teamwork ethic” working environments allow ELASC to quickly adapt to the continuous shifting of priorities exerted by external forces.
4. Through a collaborative effort, ELASC created the “Empowering Students” campaign, focusing the efforts so that every student has a VIP Experience for every interaction.

Key Issues

1. It is difficult for the Leadership Team to allocate resources and make informed programming decisions because outside forces constantly change the protocols for tracking Key Performance Indicators.
2. There is a need for more collaborative decision-making opportunities such as the Shared Decision Making Council.

Criterion 3: Faculty and Staff

ELASC faculty and support staff members meet State and District guidelines related to qualifications and credentialing. A detailed DACE Teacher Selection Guide is utilized, which outlines policy and procedures related to selecting qualified teaching staff. Job descriptions are standardized and clearly list the requirements of the positions, including the duties, location, salary, schedule, and qualifications. The job posting flyer template is used throughout the Division.

Employment opportunities are posted on the LAUSD website, as well as in the main offices of the school. DACE, school administrators, and UTLA representatives screen and select potential teachers and advisors.

Classified employees are hired by LAUSD, not the school site. LAUSD clears new hires for employment prior to hire.

The District Ethics Office has established the Employee Code of Conduct and Employee Ethics Policies. These documents are communicated to all staff annually and made available to all stakeholders on the school's website.

All ELASC personnel records are kept in a locked cabinet at the main campus in the School

Administrative Assistant's (SAA) office, per State and District employment laws. Employees may request to have access to their records by contacting the SAA. Employment verification is available through LAUSD Employment Verification Services.

Teachers are evaluated by guidelines, which outline the Stull Process for formal evaluations. Tenured teachers are evaluated once every two years. Teachers who are in need of additional support and guidance may be evaluated annually. Performance data including attendance/retention, course completers, educational gains, capstone completers and enrollment of Perkins-eligible enrolled students may also be used in teacher evaluations.

Classified personnel are evaluated annually, and as necessary, using the Online Classified Staff Evaluation, which updates their records with the Personnel Commission of LAUSD.

Teachers meet with administrators at the beginning of the school year to discuss goals and Initial Planning Sheets (IPS). They meet again post-observation to go over administrators' input and recommendations.

Administrators are the primary evaluators for all certificated personnel, as well as certain classified staff, including the ASIS Coordinator, Financial Manager, and School Administrative Assistant. The classified staff is evaluated by the SAA with input from the administrator/advisor that supervises that employee.

Continuous annual or biennial evaluations are conducted to assure that appraisals lead to improvement of performance.

SLOs are discussed at the beginning and end of each school year at the Back-to-School and End-of-Year meetings to analyze completers and transition to post-secondary or employment data to ensure that students are successfully achieving the SLOs.

Division-wide professional development opportunities are provided throughout the year. Information is provided regarding other PD opportunities including those offered through CALPRO, CCAE, and OTAN. WIOA funded workshops are provided for teachers as needed or as requested throughout the year.

Professional development funding typically comes from DACE administration that authorizes District-approved training rate pay for various PD. DACE also sponsors conferences for a limited number of school staff members. WIOA/EL Civics funding is another source for PD workshops held for teachers as needed. LARAEC provides Division-wide professional development, particularly in the areas of PLCs and IET.

Formal and informal observations and surveys are conducted at the end of the PD session to evaluate PD activities in the form of written and electronic surveys, discussions in departmental meetings, and in the Stull process at the review of the Initial Planning Sheet.

The principal evaluates the School Administrative Assistant (SAA), Financial Manager, and SIS Coordinator annually. The SAA conducts the evaluation for the clerical staff, with input from

supervisors/advisors and the administrators. Clerical staff evaluations are now conducted electronically using the LAUSD's Online Classified Staff Evaluation form.

Job descriptions for non-teaching school employees are designed at the District level, in conjunction with union representation. The administrative team evaluates Job duties at each school site regularly.

All support staff attends the school's Back-to-School and End-of-Year meetings. They are included in the discussion of mandated bulletins and guidelines, including the District's mandated Child Abuse Awareness training. Support staff is expected to participate in any of the school's Counseling or support staff update meetings to hear about and discuss any changes to programs or processes. They also participate in the Safe School Plan meetings. In addition, support staff meetings are held with administrators to discuss program ideas and issues pertaining to customer service and requests for new classes.

School's Strengths for Criterion 3

1. The school provides a sense of community and a supportive environment for staff.
2. Administrators discuss Stull evaluations with the intent of improving instruction and the program as a whole.
3. There are many PD opportunities year-round that staff members are encouraged to attend.
4. Frequent departmental meetings keep everyone abreast of new trends and updates.
5. Job postings are readily available and visible for staff to view and apply.

Key Issues

1. Very high counselor to student ratio limits student support and guidance.
2. More departmental meetings are needed for teachers to share Best Practices and information gained through outside PD and for non-teaching support staff.
3. There is limited evening advisor support for the Eastside Learning Center.

Criterion 4: Curriculum

The ELASC website states course information and location offerings. Course information is also distributed to community members via home mailers and is available at different school site locations- the student bookstore, counseling desk and main office. ELASC staff provides course information in person and on the phone. Social media and Craigslist are other means of advertising some courses. Teachers are provided with course outlines which is also available on the DACE website.

Students are given course syllabi containing learner expectations, outcomes and objectives as well as course information and state goals. The course descriptions are written at a level appropriate for the student taking the course.

Curriculum development needs are funded through program payment points. Additional funding through WIOA and El Civics provide ELASC with funding for technology, professional development and field trips. CTE programs are funded by the Carl D. Perkins grant, generated by eligible students completing the “Carl D. Perkins Eligibility Form.” Teachers are also able to utilize the Perkins funding for classroom upgrades.

ELASC hosts departmental meetings, division-wide Evidence-Based Reading Instruction workshops, Professional Learning Community meetings, and Community Advisory Committee meetings to review all curricula. Teachers provide feedback about changes to course contracts once the revised course has been implemented.

ELASC researches employment data, industry trends, community needs, and perspective employment in order to make allocation decisions.

Students are provided a list of websites, textbooks and other supplemental resources. iPad carts are available to students for their learning needs.

Teachers choose books for all programs. The Los Angeles Regional Adult Consortium (LARAEC) has established a work group of teachers across four adult school districts and community college districts to standardize and update course outlines.

Teachers bring the latest technology and information from PD to their classrooms, to ensure student success in reaching goals. Changing needs are reflected in the development and revision of course outlines.

Each term begins with the school providing textbooks available for purchase at the student store, and learning materials necessary for the teachers and students to successfully complete their tasks. All (ABE, ASE, CTE, ESL) have classroom textbook sets and other learning materials available for student use. Other support materials such as dictionaries, reading books, and class sets of textbooks are available for student use.

ELASC and Eastside Learning Center have various classrooms with areas designated for books and extra materials for students to use inside and outside of the classrooms. ELASC provides teachers with training prior to checking out equipment such as smart boards, Elmos, LCD projectors, and tablets. Resource rooms are available for teachers with instructional materials, including tests and test preparation, at both the ELASC and Eastside Learning Center. ELASC provides Scantrons, transparencies, and other teacher resources. Test and pre-test preparation materials are available in the classrooms.

Teachers and students have access to computers and printers. Classes have whiteboards, projectors, document cameras, and access to smart boards. Computers are available for in-class use for students to complete classwork, take assessments, and utilize software and internet-based learning materials and resources. High school equivalency preparation is provided through Aztec software, which students can access on school computers, home computers with Internet connection, and on their mobile devices. ESL classes have a computer lab on each campus, where teachers bring their classes on a weekly basis.

ELASC is an official HiSET, (high school equivalency), testing center, as well as offering testing for industry certifications and state licenses within the various CTE programs. The following

tests are offered as part of the CTE program: Certified Medical Assistant (CCMA), State Board Nursing Assistant, and the North American Board of Certified Energy Practitioners, (NABCEP). Two computer labs are made available for these testing purposes.

Students complete online job and college applications at the school site. Students have also learned how to access LinkedIn, and use it as a tool to create resumes. Organized field trips to local libraries provides student with library resources.

Photovoltaic students attend industry events to support classroom instruction and future job placement. The Medical students have access to both a Computer Lab to study for their certification exam and a Nursing Lab for hands-on practice. The Cosmetology students also have their own lab. The Video Production class utilizes the school grounds for filming, and has its own computer lab for editing purposes.

ESL students at all levels are provided with access to the Computer Lab to work with the Burlington English and Ventures software, which reinforces classroom instruction and allows students to become more comfortable with technology.

Teachers incorporate time in the Computer Lab into their instructional units in order to allow students at all locations the ability to access the Computer Lab in order to conduct research, complete assignments, and prepare resumes.

School's Strengths for Criterion 4

1. Technology upgrades, i.e., purchased equipment, software, PD-related training for technology upgrades.
2. Integration of SLOs into curriculum.
3. Administrators and teachers who are willing to adapt and learn new curriculum, committed to creating a positive learning environment for their students, and as a result, are open to adopting new practices.
4. Collaboration with East Los Angeles College and Los Angeles Trade Tech College in selected CTE programs.
5. Shift to more of a direct teaching of courses along with the Independent Study format within the ACCT Program.
6. Collaboration with East Los Angeles College to offer pathways to college.

Key Issues

1. Ongoing focus and collaboration in PLCs within all program departments to improve and update curriculum and practices is needed.
2. Limited Advisory Council feedback to increase industry standards and innovation in CTE programs.
3. Limited professional development opportunities and participation to improve curriculum and standards alignment.
4. Regulations regarding district Internet use.

Criterion 5: Instructional Program

Quality of instruction in classrooms is demonstrated through current classroom materials and the use of a variety of formative and summative assessments, such as; oral reports, classroom projects, and teacher observations.

This quality is maintained through the pursuit of professional development, regular teacher evaluation, and training, such as; district in-service and online training, conferences, OTAN, CCAE, CALPRO, TESOL, and CATESOL.

Professional development opportunities, such as monthly Professional Learning Communities (PLC's), discuss school policy and standard changes, and share/implement new teaching methodologies, pedagogical approaches, and review student learning needs.

Schoology, a new learning management system, was introduced to the ESL, CTE, and academic departments to help guide the implementation of new technology into the classrooms, by allowing users to create and share content resources. The Instructional Technology Teacher Advisor (ITTA) implements and enforces the new application of technology in the classroom by reviewing technological advances. The ITTA provides frequent PD for site-based technology specific to the department and student instructional needs.

The district is currently researching best practices for evaluating online student work, critical thinking, and problem solving. Some teachers use blended learning for incorporating the use of web-based technology to supplement instruction. Currently, DACE does not offer online courses, however, student access to technology has been expanded through the use of supplemental materials such as Aztec and Burlington English. All textbooks currently have online components that can be downloaded from the school's computer lab into mobile devices or personal computers for students who cannot attend school physically or prefer to do classwork or study from home.

School's Strengths and Key Issues for Criterion 5

Strengths:

1. Academic faculty keeps current with instructional strategies by participating in numerous professional development activities through a variety of options.
2. A variety of methodologies and teaching strategies are used to address the diverse student population.
3. ITTA is available to discuss staff technology needs.
4. Credits are accepted from online coursework.
5. The school offers online blended learning courses (HiSET Preparation) taught by well-qualified staff members who are well versed in the latest educational technology.
6. Teachers have access to student profiles.
7. CTE Course Outlines are aligned to California CTE Model Curriculum Standards.
8. CTE programs implement a variety of instructional strategies that address the varied learning styles of students.
9. New instructional technology in Graphic Design and Video Production classes.
10. Graphic design and video production class won awards for producing Public Service Announcements for DACE.

11. High pass rate for Certified Nurse Assistant (CNA) and Medical Assistant (MA) certification and licensure exams.
12. Dedicated test preparation courses that utilize blended learning, including web-based software and directed teaching.
13. The online HiSET preparation course offered through Aztec software is taught as a hybrid online and teacher-directed course.

Key Issues:

1. Limited opportunities exist for teachers to dialogue and exchange teaching strategies and best practices in department meetings.
14. Limited professional development on differentiated teaching strategies to target students' needs.
15. Limited paid time for PD and planning.
16. Lack of online courses.
17. Limited training in the current technology and new software.
18. ASE & CTE have not implemented PLCs to standardize the instructional methodologies across departments.
19. Lack of a ubiquitous Wi-Fi system across the campus.
20. Lack of integration of student-centered technology.
21. Internet connection impacts use of technology in classrooms.

Criterion 6: Use of Assessment

Instructional staff, advisors, subject area experts and teachers all develop learning outcomes and competencies. The course outlines have been written based on state and federal guidelines, follow CDE model standards, use College and career readiness standards, and Comprehensive Adult Student Assessment System (CASAS) skills and competencies.

CTE standards are designed from the industry. Specific learning outcomes are listed in each DACE course outline. CTE improvements are documented by checking course completers and state certification data.

All instructors at ELASC monitor student progress regularly in their departments. Administrators and faculty meet at least twice a year to analyze ESL, Academic, and CTE completer rates, total enrollments, testing data, TABE testing, EBRI, CASAS, HiSet, Job placements, and state certifications.

Students' Personalized Plans include reassessments and student placement. Instructors use formative assessments, quizzes, group projects, and presentations, as well as summative assessments at the end of each semester or term. Summative assessments include the CASAS post-test. ESL performance objectives are sequentially listed and described in the competency-based components section of course outlines. Through CASAS Testing results, instructors make modifications to their instructional strategies to target specific areas for improvement.

CASAS post-test measures reading, listening, and math skills that are aligned to course outlines. A pre-test measures a student's baseline abilities. ABE reading instructors use both formative and summative assessments, which are tied to course outline competencies. Course outlines also show how each skill correlates to Secretary's Commission on Achieving Necessary Skills (SCANS) within each course. CASAS testing is a major source of student data for all

departments. Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

CTE instructors and advisors collect employment and industry certification data directly from students. CTE completers' data is available through ASIS. DACE distributes division wide data to the school administrators using the Dashboard.

ELASC administrators and teachers review data from ASIS and benchmark data on a regular basis. The TABE test is the data used to identify ABE and ASE students who require additional help. CASAS and EL Civics data are shared with teachers for analysis and then exported to Central office on a quarterly basis through TOPS PRO Enterprise. DACE provides data to the state AEBG fund accountability department.

All stakeholders are involved and represented in the institutional planning of ELASC. Administrators meet in the beginning, middle and end of year to review total student outcomes, class enrollment, CTE certifications, Carl Perkins CDE E1 and E2 reports, and daily attendance.

Financial decisions are based on consistent and a comprehensive analysis of student data through the use of the Leadership team. As funds become more available (AEBG) allocations for new offerings are determined by monthly waiting lists sent to DACE.

ELASC uses online assessments results to inform changes in the school program course offerings, professional development, and resource and funding allocations to show student growth and achievement.

Strengths:

1. ESL, CTE, ASE, and ABE completer rate provides a wealth of data to administrators, teachers, and DACE to improve instructional programs
2. TABE system & ESL assessment tools ensure proper placement of students, increasing learning and achieving desired learning objectives
3. A strong inclination and willingness on the part of school staff to explore new forms of assessment and instructional strategies.
4. Assessment data is shared among all stakeholders
5. For the ASE, including the ACCT Program, the Aztec Software is utilized to assess students' abilities in the HiSET's five core areas.

Key Issues:

1. There is limited discussion regarding the use of assessment and curriculum data to improve instruction.
2. A gap exists between the highest ESL level and ABE, inhibiting smooth student transitions.
3. More CTE offerings are needed that reflect the changing California Labor Market.
4. Online formal assessments are needed.
5. Learning outcomes on School's Website; i.e., WIOA benchmarks, class completers, HiSET completers, and high school diplomas should be included.

Criterion 7: Student Support Services

Counselors, advisors, and clerical staff provide educational guidance, and support in all of the programs offered on the campuses. Academic and CTE students are given an orientation and assessment upon entry, using the Test of Adult Basic Education (TABE). ESL students are assessed individually and enrolled in appropriate levels. The Disability Support Services (DSS) Advisor provides assistance to students with disabilities in the form of class selection, assessment, enrollment, and contact with case managers for programs such as the California Department of Rehabilitation.

Local Work Source Centers and Department of Rehabilitation serve as additional resources for financial assistance.

The Student Council is a key vehicle for providing the students with a sense of community and gathering students' ideas and concerns, to guide the development of advising and counseling programs.

CTE teachers maintain current contacts within their area of expertise and communicate job leads to students directly. Job opening flyers are sent to the school and placed in a binder on the front office counter, or posted on a bulletin board. Employers also contact the school when they have openings and are in search of referrals for qualified candidates.

Through collaboration with the East Los Angeles College, ELASC began offering community college classes at ELASC.

The primary marketing or outreach and recruitment vehicles are the school's schedules, banners, website, flyers, and presentations at community events open to students and the community. Counseling staff members also attend and present at other school and community career fairs. The school also uses mass mailings of school brochures to surrounding neighborhoods and organizations. Collaboration with the Work Source Centers, Department of Rehabilitation, Para Los Niños and other agencies has also been a contributing factor to marketing efforts

As students advance through levels or courses, they are encouraged to enroll in more advanced academic, CTE, or post-secondary education. All CTE courses are competency-based and include job search skills and resume writing as an essential component. The Work Source Centers have also been a valuable resource in helping ELASC's students' transition into the job market. CTE students are tracked using the Perkins employment update information (CDE E-2 Report).

Support services are evaluated annually through the Student and Staff surveys, and focus groups. The Student Council evaluates support services throughout the year.

School's Strengths and Key Issues for Criterion 7

Strengths:

1. The administration, teachers, counselors, and classified staff contribute to the overall sense of community that creates a supportive environment for students.
2. A counseling staff that provides ongoing, personalized, and individual assistance to all students.

3. Qualified teachers that are dedicated and supportive of students' needs.
4. Number of educational options for students in different areas, days, and times.
5. Clean and inviting learning environments.
6. Administration that supports the teaching and support staff, as well as its students, and distributes a digital bulletin and newsletter weekly.
7. ELASC is a HiSET (High School Equivalency Certificate) testing center, providing weekly assessments for students on an ongoing basis.
8. Students have the option of dual or co-enrollment in various programs and community college classes.
9. Students are provided multiple opportunities for assessment, orientation, and placement.
10. A DSS advisor is on campus and available to students with special needs weekly.
11. ELASC has three ACCT sites that provide an advisor, Itinerant Resource Specialist, Psychiatric Social Worker (PSW), School Psychologist, ERICS Counselor, and DOTS teacher to support students in the program.
12. Tech support for educational enrichment in the form of an Instructional Technology Teacher Advisor.
13. ELASC is a certified testing center for CNA, MA, and Photovoltaic exams.
14. Security services provide a safe and caring environment.
15. The ACCT Program provides a school Psychologist, a District Office of Transitional Services (DOTS) Teacher, and an Educational Related Intensive Counseling Services (ERICS) Psychiatric Social Worker.

Key Issues:

1. There is limited counseling personnel.
2. More marketing is needed for new classes.
3. More outreach is needed, including various forms of Social Media
4. Additional collaborative relationships with the local community colleges are needed to improve seamless transitions for graduates and program completers.
5. More staff input on website design and updates is needed.

Criterion 8: Resource Management

ELASC has stayed within budget for the past three years. Los Angeles Unified School District (LAUSD) requires DACE to be self-sustaining. Adult education funds are secured from the State and ensure that educational improvements are sufficiently supported.

The eleven adult schools are funded from the Adult Educational Block Grant (AEBG) and determined by the Los Angeles Regional Adult Education Consortia (LARAEC). Funding is tied to performance indicators set forth in the LARAEC Plan.

The administration team meets every spring to review its mission and goals as course offerings are planned for the upcoming school year. DACE administrators, to ensure funds are utilized in alignment with the DACE mission and goals, also review the fiscal plan.

ELASC follows LAUSD and DACE guidelines, which are based on California Educational Codes and the California School Accounting Manual. In order to ensure checks and balances of all ELASC procedures, DACE's Director of Finance reviews expenditures and orders audits periodically.

ELASC has received satisfactory financial audit statements. Any audit exceptions are addressed in accordance with LAUSD auditing standards and rules. A review of financial policies occurs annually at administrative meetings with the DACE Fiscal Services Manager.

ELASC's Back-to-School Meeting provides the entire staff with a DACE budget update and its effects at the school level. Should there be a significant change in the budget administration will hold a meeting to update staff about its potential impact on the school, students, and staff members.

There is sufficient cash flow to maintain current ELASC programs. DACE maintains sufficient reserves to respond to emergencies and budget shortfalls.

ELASC collaborates and has contractual relationships with several state, federal, and local programs, such as the Employment Development Department (EDD), Veterans Administration (VA), and Department of Rehabilitation.

At the school level, ELASC does not have any programs in place to offer financial aid, other than yearly scholarships awarded to graduating high school, ESL, and CTE students.

To control the use of equipment within the school, ELASC maintains a sign-out procedure at each campus.

The Fiscal Services Manager provides monthly school balance reports. All purchases are entered into LAUSD's computerized Business Tools for Schools system. The purchasing department verifies all orders and checks that appropriate vendors are being utilized.

The Facilities Director at DACE, who makes periodic visits to the campuses and who is very supportive, handles the major facility issues. Student learning is positively affected with beautification projects that are scheduled and approved by the Facilities Director.

The Office of Environmental Health and Safety also inspects the school annually.

The Plant Manager and his staff are very effective and work diligently to ensure that students experience a pleasant and welcoming campus ambiance. A School Safety Officer monitors the facilities staffs each campus. ELASC custodial personnel maintain a clean and inviting environment.

Campuses are well lit, handicap-accessible, and have secure parking for both students and staff. 95% of the students rate the school facilities as good or excellent, and 99% of students report feeling safe at school.

School's Strengths and Key Issues for Criterion 8

Strengths:

1. The supportive assistance of the DACE facilities Director and Department, the plant Manager and his staff, the school safety officer and ELASC Custodial Department.
2. ELASC has maintained current course offerings for the past three years.
3. Perkins, Para Los Niños, EDD and WIOA Grant Funding.

4. Class fees generated provide school-wide instructional support and supply materials.

Key Issues:

1. The ELASC location is not in directly visible to the community or traffic from the main road; it is hidden between a cul-de-sac and Local District East
2. There is poor school signage on streets near both campuses (Possible Solution: Better Signage at the street?)
3. There are possible safety issues because ELASC building evacuation route, and student assembly area are not free of solar panels, trees, and poles. (Possible solution: Consider either re-routing evacuation routes or attempt to relocate any obstacles that can be moved)

Criterion 9: Community Connection

The Community Advisory Committee comprised of Work Source Centers, neighboring schools, and community based organizations meets annually and enables the school to obtain input and/or suggestions to improve services to the community. The Photovoltaic class maintains a partnership with Homeboy Industries and GRID Alternatives for employment and other support services. Para Los Niños provides student support including referrals, paid Career Training and Tuition, leadership development, mental health, gang intervention, and housing.

ELASC works with East Los Angeles College to provide articulation agreements in various CTE programs and provide assistance to potential graduates in the application process and financial requirements.

The Red Cross and Keck USC Medical Center host blood drives at both campuses annually. Health care career courses, as part of students' training, include internships with various health agencies.

An annual student conference is held at Eastside Learning Center where local community organizations including Alma Family Services, East LA Community Corp, Work Source, CARECEN, and CHIRLA have presented workshops for students to obtain information on counseling, financial education, support groups, and legal services.

Students volunteer at community events including the IBEW Union Lineman's Rodeo, restoration of the Los Angeles memorial plaques for fallen officers, and Salazar Park Senior Center, where cosmetology students provided free haircuts and manicures, and GRID Alternatives' Solarthon.

EDD, Los Angeles County Office of Education (LACOE), and various elected officials connect students to local job, health, and resource fairs. Administrators and advisors make school presentations and participate in job and career fairs at feeder high schools and surrounding charter schools.

School's Strengths and Key Issues for Criterion 9

Strengths:

1. ELASC has long standing, strong partnerships and relationships within the community.

2. Support Services exist to help ensure student success.
3. The community is supportive of the school's programs, services, and events.

Key Issues :

1. The school does not offer financial assistance.
2. The school does not offer childcare.

Criterion 10: Action Plan for Ongoing Improvement

The Action Plan reflects the work of ELASC focus groups, comprised of administrators, teachers, program advisors and support staff. Staff participating in each focus group identified key issues.

These key issues were listed, assigned a level of priority and were identified as either a short or long-term goal by the Leadership Team, comprised of administrators and all program advisors.

The current Action Plan and a priority list of these key issues were presented to the faculty, staff, and student representatives to either identify new goals and/or strengthen current goals or activity items.

Once the Action Plan chart was developed with the goals and activities, the Leadership Team reviewed the documents to determine a timeline, persons responsible, resources, and methods to assess monitoring of the Action Plan items.

Faculty, staff, student representatives, and community members were invited to review and give input of the final draft of the Action Plan. The school identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

The Action Plan is in a table format that is easy for anyone, including English language learners, to read and understand. The Action Plan is also readily available to all stakeholders through a variety of media for review and comment or input.

The Action Plan has been published in the school's Newsletter, and is accessible to all stakeholders on the ELASC website.

The Action Plan will be reviewed by all staff, student representatives and community members at quarterly meetings; the beginning of each school year, the end of the first semester, at the beginning of spring and at the End of the School Year meeting.

The strengths and key issues will be evaluated in terms of progress toward the goals and continued relevance. Modifications will be made to the Action Plan depending on allocation of funding, student needs, community input, labor market projections, and waiting lists.

Progress of the Action Plan will be reported to all stakeholders through various meetings held throughout the year, such as Back to School, Departmental, Community Advisory, and Student Council meetings.

DACE has provided funding for professional development, as well as school marketing and outreach, two of the key issues identified in the Action Plan.

School's Strengths and Key Issues for Criterion 10

Strengths:

1. The Action Plan addresses important key findings.
2. The Action Plan sets goals and identifies responsible parties for goal completion.
3. Clear deadlines are imposed pertaining to each goal, which must be addressed and accomplished.
4. The Action Plan is easy to understand and navigate by all stakeholders.
5. The Action Plan is published through various means, which are easily accessible to all stakeholders at all times.

Key Issues (Prioritized):

1. There is a need for a comprehensive annual review of Action Plan by all stakeholders.

Chapter IV. Action Plan Effectiveness

Synthesized Strengths:**The Visiting Committee has synthesized the Overall Strengths of the Organization:**

- Strong leadership and “teamwork ethic” have developed a strong sense of community among faculty, staff, as well as the student body. This environment allows ELASC to quickly adapt to organizational restructuring, budget restrictions, and continuous shifting of priorities exerted by external forces to provide excellent programs and services and to pilot new programs.
- The school’s Mission Statement guides the work of East Los Angeles Skills Center to meet the needs of a diverse community of learners.
- The Student Learning Outcomes apply to all students in every program.
- The Action Plan is easy to understand and navigate by all stakeholders, is published through various means, and is accessible to all stakeholders.
- The school provides strong student support services including counselors, advisement staff, and a DSS Advisor who regularly monitors student progress and attainment toward student educational and career goals in all programs through individualized education plans. The school also provides a guide that maps out the different pathways for academic courses, CTE Programs, post-secondary education support services, along with community connection through partnering agencies.
- ELASC has three ACCT sites that provide an advisor, Itinerant Resource Specialist, and Psychiatric Social Worker (PSW), School Psychologist, ERICS Counselor, and DOTS teacher to support students in the program.
- ELASC has long-standing, strong partnerships and relationships with the community, providing opportunities for students.
- Despite organizational restructuring and budget restrictions, ELASC provides excellent programs and services to the community, with high student success rates in CTE certification programs.
- Learning environments are safe, clean and inviting with access to updated technology, equipment, and software.

- Students have the option of dual or co-enrollment in various pathway programs and community college classes through collaboration efforts with East Los Angeles College and Los Angeles Trade Tech College.
- Qualified teachers who are dedicated and supportive of students' needs use a variety of methodologies and teaching strategies to educate a diverse student population with varied learning styles across all programs.
- ELASC was number one in the DACE in the number of graduates for three years in a row.
- ELASC's ESL, CTE, ASE, and ABE completer rate provides a wealth of data to administrators, teachers, and DACE to improve instructional programs.
- ELASC is a HiSET (High School Equivalency Certificate) testing center, providing weekly assessments for students on an ongoing basis as well as a certified testing center for CNA, MA, and Photovoltaic exams with high pass rates for these programs.

Key Issues by order of priority

NOTE: The Visiting Committee synthesized the Major Key Issues identified by the School. The Visiting Committee altered the order of priority that had previously been identified by the school. The Visiting Committee chose data collection as the top priority, which had been listed by the school as #2. The Committee identified no additional Action Plan items. After each Major Key Issue listed below, the Visiting Committee has indicated in parentheses, the location of this Key Issue within the School's Action Plan. The page numbers in parentheses represent the original page numbers in the School's Self Study, and not the pagination through insertion in this report.

- Maintain comprehensive records and data on student progress, with clear exit criteria for intra-departmental promotion, to ensure smoother student success of all transitional programs, from ESL to ABE, ASE, CTE, or Post-Secondary program. (pg. 201 1F)
- Increase opportunities for targeted professional development for teachers and classified staff to exchange best practices, enhance differentiated teaching strategies, and expand Professional Learning Communities (PLC's) to better target students' needs. (pg. 200 1A)
- Increase CTE offerings that reflect the changing of California labor market through building community partnerships with industry to support a variety of student career pathways. (pg. 203 2E)
- Develop a marketing plan to increase internal and external recruitment which includes website updates and maintenance along with increasing the overall social media presence. (pg. 202 2A)

Schoolwide Action Plan

Action Plan

Goal #1 : Create a framework for improving and standardizing instruction across all program areas, including new approaches and best practices found in adult education.

KEY ISSUE ACTIVITIES	PERSON(S) RESPONSIBLE	TASKS	RESOURCES NEEDED	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ ACTIONS
<p>1A Provide more professional development on differentiated teaching strategies including technology in order to address students' needs</p>	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ DACE ✓ Teachers 	<ol style="list-style-type: none"> 1. Schedule workshops on the yearly calendar 2. Promote participation in workshops 3. Select convenient times/locations for staff to attend 4. Create post workshop evaluation forms 	<ul style="list-style-type: none"> ✓ Trained Resource Personnel ✓ Administrative Support ✓ Equipment & Materials ✓ Meeting Room ✓ Space ✓ CalPro ✓ Funding ✓ CCAE, LARAEC, CATESOL 	September-June	<ul style="list-style-type: none"> ✓ Post-workshop evaluations ✓ Classroom Observations ✓ Student feedback ✓ Student work ✓ Review of lesson plans ✓ DACE 	<p>Workshops for:</p> <ul style="list-style-type: none"> ✓ ESL – Collaborative Instruction Strategies ✓ CTE/ESL-Integrating Education and Training ✓ CTE – Strategies for Teaching Adults with Learning Disabilities ✓ Academic – Aztec Software ✓ Academic - Evidence-Based Reading Instruction - PLC ✓ ESL - Burlington
<p>1B Focus on developing Professional Learning Communities that incorporate cooperative learning activities in and between programs</p>	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ DACE ✓ Teachers 	<ol style="list-style-type: none"> 1. Assign trained personnel to provide workshops 2. Promote participation in workshops 3. Select convenient times/locations for staff to attend 4. Create post workshop evaluation forms 5. Create PLC 	<ul style="list-style-type: none"> ✓ Trained Resource Personnel ✓ Materials ✓ Administrative Support ✓ Funding 	September-June	<ul style="list-style-type: none"> ✓ Post-workshop evaluations ✓ Classroom Observations ✓ Student feedback ✓ Student work ✓ Review of lesson plans 	<ul style="list-style-type: none"> ✓ Monitor implementation by visiting classrooms ✓ Assist teachers in developing and implementing cooperative learning
<p>1C Encourage teachers to observe teaching strategies modeled by others.</p>	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ Teachers 	<ol style="list-style-type: none"> 1. Obtain teacher input on what they wish to observe 2. Select teachers to model strategies 3. Arrange for classroom observations 	<ul style="list-style-type: none"> ✓ Trained Personnel ✓ Administrative Support ✓ Teachers 	September-June	<ul style="list-style-type: none"> ✓ Number of scheduled observations ✓ Teacher participation ✓ Teacher feedback 	<ul style="list-style-type: none"> ✓ Informal teacher survey to determine skills and areas to match the needs of teacher observing ✓ Peer Observations

KEY ISSUE ACTIVITIES	PERSON(S) RESPONSIBLE	TASKS	RESOURCES NEEDED	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ACTIONS
1D Continue providing Best Practices workshops by program area at department meetings, including use of technology	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Advisors ✓ Principal ✓ Teachers 	<ol style="list-style-type: none"> 1. Assign program breakout rooms 2. Select teachers to share Best Practices 3. Provide more opportunities for teachers to dialogue and exchange teaching strategies 4. Create a form to provide feedback 	<ul style="list-style-type: none"> ✓ Trained Teachers ✓ Room Space ✓ Materials ✓ Equipment ✓ PLC Meetings 	September-June	<ul style="list-style-type: none"> ✓ Teacher input ✓ Classroom observations 	<ul style="list-style-type: none"> ✓ Evaluation form ✓ Peer Observations ✓ Use of Feedback Form
1E Implement TABE assessment for all students entering the CTE program.	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Advisors ✓ Principal 	<ol style="list-style-type: none"> 1. Create a testing schedule 2. Select staff to proctor testing 3. Generate results 4. Provide testing results to students 5. Counsel/Place students in appropriate class. 	<ul style="list-style-type: none"> ✓ Trained Personnel ✓ Room Space ✓ Materials ✓ Equipment ✓ Administrative Support 	Ongoing	<ul style="list-style-type: none"> ✓ Number of students entering CTE classes with recommended reading and math levels ✓ CTE Teacher feedback ✓ Percentage passing rate of CTE licensing and state exams. 	<ul style="list-style-type: none"> ✓ In progress ✓ Set up schedule
1F Provide clearer communication of exit criteria within departmental promotions.	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Advisors ✓ Principal 	<ol style="list-style-type: none"> 1. Departmental meetings 2. PLC's 3. Create a visual pathway and provide presentations to all students 	<ul style="list-style-type: none"> ✓ Advisors ✓ Course Outlines/ DACE Bulletins/ procedures ✓ Promotional Tests ✓ TABE test ✓ TOPs Update Form 	On-going	<ul style="list-style-type: none"> ✓ Completer Data ✓ Grades/ Credits ✓ Advisor KPI reports 	<ul style="list-style-type: none"> ✓ Ensure smoother student transitions within and between programs.

Action Plan

Goal #2: Increase student and community awareness of learning opportunities/ pathways at East Los Angeles Skills Center.

ACTIVITY	PERSON(S) RESPONSIBLE	TASKS	RESOURCES	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ ACTIONS
2A Provide marketing materials to teachers and sites such as flyers, posters	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal 	<ol style="list-style-type: none"> 1. Create a consistent flyer format 2. Display/distribute information strategically 3. Form social media committee to increase community visibility 4. Open House 	<ul style="list-style-type: none"> ✓ Equipment ✓ Supplies ✓ Teacher/Student Support ✓ Students ✓ Funding 	Ongoing	<ul style="list-style-type: none"> ✓ Student/community interest ✓ Survey new students ✓ Attendance records ✓ Requests for information 	<ul style="list-style-type: none"> ✓ Banners ✓ Standardize Flyers ✓ Mailers ✓ Active Social Media Accounts ✓ Marquee
2B Develop a comprehensive yearly class schedule distributed by mail and posted on school website.	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Staff ✓ Students 	<ol style="list-style-type: none"> 1. Review past schedules 2. Revise new schedule as needed 3. Form website committee 4. Create a process for maintaining/updating website with more staff input 	<ul style="list-style-type: none"> ✓ Administrators' Time ✓ Professional Printer ✓ Funding ✓ Student and Staff input 	Ongoing	<ul style="list-style-type: none"> ✓ Student/community interest ✓ New students ✓ Attendance records ✓ Requests for information ✓ Use of discount coupon 	<ul style="list-style-type: none"> ✓ Website has links for locations, classes, program descriptions
2C Utilize Connect Ed and Eastside marquee to share information among all community members when school opens, new classes offered, or new terms starting, etc.	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ ITTA Advisor 	<ol style="list-style-type: none"> 1. Assign administrator to be voice of Connect Ed 2. Create scripts in English and Spanish 3. Review scripts prior to implementing calls 	<ul style="list-style-type: none"> ✓ Administrators' Time ✓ DACE SIS ✓ Blackboard Connect 	Ongoing	<ul style="list-style-type: none"> ✓ Student/community interest ✓ New registrations ✓ Attendance records ✓ Requests for information 	<ul style="list-style-type: none"> ✓ Connect Ed Report
2D Increase promotion of classes to K-12 staff, career/health fairs, community based	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors 	<ol style="list-style-type: none"> 1. Develop working relationships with K-12, community organizations, elected 	<ul style="list-style-type: none"> ✓ Materials ✓ Funding ✓ Teacher Support ✓ Local Newspapers 	August-June	<ul style="list-style-type: none"> ✓ Student/community interest ✓ New registrations ✓ Attendance records 	<ul style="list-style-type: none"> ✓ Advisors presentations at all high schools ✓ Host

ACTIVITY	PERSON(S) RESPONSIBLE	TASKS	RESOURCES	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ ACTIONS
organizations	<ul style="list-style-type: none"> ✓ Teachers ✓ Students 	<ul style="list-style-type: none"> officials that support adult education 2. Participate in local job and health fairs 3. Assign select staff to attend fairs to distribute promotional materials and answer questions 4. Increase community partnerships to strengthen positive student outcomes. 5. Better recruitment before opening new classes to ensure class size is sufficient at the start. 6. Implement a promotion committee 	<ul style="list-style-type: none"> ✓ Local Businesses ✓ Neighborhood Council ✓ Chamber of Commerce 		<ul style="list-style-type: none"> ✓ Requests for information 	<ul style="list-style-type: none"> Community Advisory Meeting ✓ Participate in job/community fairs ✓ Host LAC/ USC health department fair at 2 campuses
<p>2E Increase one-on-one counseling to support a variety of student pathways</p>	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ Teachers 	<ul style="list-style-type: none"> 1. More CTE offerings that reflect the changing California Labor Market. 2. Cross Training of Advisors; Clerical Staff and teachers 3. Increase communication between counselor and teacher 4. Schedule student appointments 	<ul style="list-style-type: none"> ✓ DACE Advisor Quarterly Meeting ✓ Funding ✓ KPI ✓ Educational Plan ✓ Equipment and Materials 	Ongoing	<ul style="list-style-type: none"> ✓ Student Survey ✓ Graduation Rate ✓ Student Scheduled Follow Up ✓ Educational Plan meeting ✓ Completer Report ✓ Certificates Earned 	<ul style="list-style-type: none"> ✓ Creating an ESL and CTE Educational Plan ✓ Use of Remind App to communicate with students. ✓ Collecting student emails

Action Plan

Goal #3: Create a process for collecting and maintaining data on student achievement that aligns with Division, State, and Federal goals.

ACTIVITY	PERSON(S) RESPONSIBLE	TASKS	RESOURCES	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ ACTIONS
3A Maintain comprehensive records and data on student progress	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ Teachers 	<ol style="list-style-type: none"> 1. Collect and maintain TOP's Entry and Update Forms 2. Maintain accurate Pass/No Pass HISET records 3. Collect and maintain ESL promotional and transition data 4. Collection of Students Post-Secondary Data 5. Collection of State and Industry Certifications 	<ul style="list-style-type: none"> ✓ SIS data ✓ TOPs Enterprise Data ✓ HISET ETS Report ✓ HISET SIS Report ✓ Promotional Data Spreadsheet ✓ Equipment and materials ✓ Industry Reports ✓ Funding 	Ongoing	<ul style="list-style-type: none"> ✓ Data Summary Reports ✓ Review of Data Collected 	<ul style="list-style-type: none"> ✓ Comprehensive Report ✓ Grant funds award ✓ Evaluate process
3B Preparation to incorporate data into the planned new Adult SIS system	<ul style="list-style-type: none"> ✓ APO ✓ APACS ✓ Principal ✓ Advisors ✓ Teachers ✓ Clerical Support Staff ✓ Students 	Training of: <ol style="list-style-type: none"> 1. New ASIS system 2. Online Registration 3. Student Tracking 4. Standardized procedures for Use of Apps on phones & tablets 5. Technology 	<ul style="list-style-type: none"> ✓ Technology Support ✓ Funding ✓ Equipment and materials 	July 2018	<ul style="list-style-type: none"> ✓ Functional System to Accurately Reflect Data ✓ Stakeholder Survey of Training 	<ul style="list-style-type: none"> ✓ Collecting of Data in anticipation of AEBG/LARAEC Expectations

Action Plan

Goal #4: Improve staff communication across sites and programs.

ACTIVITY	PERSON(S) RESPONSIBLE	TASKS	RESOURCES	TIMELINE	ASSESSMENT OF PROGRESS	ACCOMPLISHMENTS/ACTIONS
<p>4A Leadership Team will meet regularly to analyze SLOs, Mission Statement progress and Progress of Action Plan</p>	<ul style="list-style-type: none"> ✓ APOs ✓ APACS ✓ Principal ✓ Advisors 	<ol style="list-style-type: none"> 1. Quarterly Meetings 2. Back to and End of School Meetings 3. PLC Meetings 	<ul style="list-style-type: none"> ✓ New Data Base ✓ Students ✓ Teachers ✓ Clerical Support Staff ✓ Community Based Organizations 	Ongoing	<ul style="list-style-type: none"> ✓ PLC Notes ✓ Quarterly Meeting Agendas ✓ Back to and End of School Meeting Notes and Agendas ✓ Input of School Stakeholders 	<ul style="list-style-type: none"> ✓ Revision of Vision and Motto ✓ Revision of SLOs, Mission Statement and Action Plan
<p>4B More/regular meetings</p>	<ul style="list-style-type: none"> ✓ APOs ✓ APACS ✓ Principal 	<ol style="list-style-type: none"> 1. Create a School Master Calendar 2. Schedule Classified Meetings 3. Schedule Department Meetings 4. Schedule Inter-department Meetings 5. Schedule Intra-department Meetings 6. Student Council Meetings 7. Announce Meetings in Bulletin/ Newsletter, website and e-mail and Connect Ed 8. Create Communication Feedback Form 	<ul style="list-style-type: none"> ✓ All Staff ✓ Advisors ✓ Logistics and Funding ✓ Guest Speakers/ Trainers ✓ School Newsletter/ Bulletin 	Quarterly	<ul style="list-style-type: none"> ✓ Sign-in and Agendas ✓ Meetings Notes and Tabled Issues ✓ Use of Communication Feedback Form 	<ul style="list-style-type: none"> ✓ Initiate Informal Breakfast Staff Gathering ✓ Number of Participants at Gathering ✓ Informal Feedback