



SELF STUDY REPORT

OCTOBER 11-14, 2021

ABC

ADULT SCHOOL

Learning for Success



Council on
Occupational Education



Fully Accredited by



Western Association of
Schools and Colleges

ABC Adult School

CUESTA MAIN CAMPUS
12254 Cuesta Drive, Cerritos, CA 90703

CABRILLO LANE BRANCH CAMPUS
20122 Cabrillo Lane, Cerritos, CA 90703

PREFACE

On behalf of the ABC Unified School District (ABC USD), its Board of Education, students, faculty and staff of ABC Adult School (ABCAS), we are pleased to present to the Council on Occupational Education (COE) and the Accreditation Commission for Schools Western Association of Schools and Colleges (WASC) our Accreditation Self-Study for reaffirmation.



The Self-Study Report allowed us to examine our institution and review our policies and procedures. The joint accreditation process was a collaborative effort of all staff members and stakeholders, including advisory members. Faculty and staff participated in Standards Committees to review programs, policies and procedures and evaluate evidence included in the Self-Study Report. Through this review, we were able to see our strengths and areas of improvement in order for ABC Adult School to grow and continue to be a leader in adult education in our community.

ABC Adult School is proud to offer our community quality career technical education opportunities and looks forward to continuing to fulfill its mission for years to come. We are grateful to everyone who contributed to this self-study process and continue to support our students who are “Learning for Success.”

Respectfully,

Nancy Amara
Principal

BOARD OF EDUCATION

Mrs. Sophia Tse
President of the Board
Trustee Area 5

Mrs. Soo Yoo
Vice President of the Board
Trustee Area 2

Mr. Ernie Nishii
Clerk of the Board
Trustee Area 3

Dr. Christopher Apodaca
Member of the Board
Trustee Area 7

Mr. Brad Beach
Member of the Board
Trustee Area 4

Dr. Michael Eugenio
Member of the Board
Trustee Area 1

Dr. Olga Rios
Member of the Board
Trustee Area 6

ABC UNIFIED SCHOOL DISTRICT ADMINISTRATION

Dr. Mary Sieu
Superintendent

Dr. Valencia Mayfield II
Assistant Superintendent - Academic Services

Mr. Toan Nguyen
Assistant Superintendent - Business Services/CFO

Dr. Gina Zietlow
Assistant Superintendent - Human Resources

Ms. Melinda Ortiz
Director of Schools

Dr. Colin Sprig
Director of Information & Technology

Dr. Crechena Wise
Director of Secondary Schools

Mr. Scott Smith
Communications Officer

ABC ADULT SCHOOL ADMINISTRATION

Nancy Amara
Principal

Kathy Evans
Assistant Principal

Chuck Minear
Assistant Principal

Jose Vasquez
Secondary School Dean

SELF STUDY COMMITTEE MEMBERS

COE Liaison - Chuck Minear

Standard 1 Institutional Characteristics

Nancy Amara
Chuck Minear
Jose Vasquez
Maria Garcia

Standard 2 Cosmetology

Marta Ortega
Chuck Minear
Nivin Ibrahim
Krista Stenzel
Regina Somers

Standard 2 Accounting Clerk

Esther Nguyen
Leonora Abenoja
Rosalyn Miranda
Connie Caliz

Standard 2 Dental Assistant

Manolita Teh
Chuck Minear
Kara Cuellar
Ramona Quick

Standard 2 Administrative Assistant

Lorena Mares
Chuck Minear
Elaine Echols
Connie Caliz

Standard 2 Graphic Media Design

Brady Poirier
Chuck Minear
Kevin Muto
Jessica Vasquez
Nabawia Elsoudani

SELF STUDY

COMMITTEE MEMBERS (continued)

Standard 2 IT Technician

Kanwaljit (Bob) Takhar
Chuck Minear
Thomas Rodriquez
Jose Vasquez

Standard 2 Office Assistant

Connie Caliz
Chuck Minear
Kimberly Le
Lorena Mares

Standard 2 Medical Assistant

Karen Dennis
Chuck Minear
Ramona Quick
Jose Vazquez

Standard 2 Pharmacy Technician

Teresita Labrino
Chuck Minear
Kathy Evans
Manolita Teh

Standard 2 Medical Office and Billing Specialist

Rosalba Barbosa
Chuck Minear
Maria Vizcarra
Georgia Grissom

Standard 2 Video Media Design

Nabawia Elsoudani
Chuck Minear
Kanwaljit (Bob) Takhar
Jose Vasquez

SELF STUDY

COMMITTEE MEMBERS (continued)

Standard 2 Web Design

Kevin Muto
Chuck Minear
Antonio Demaisip
Brady Poirier

Standard 3 Program and Institutional Outcomes

Nancy Amara
Chuck Minear
Deana Colvin
Connie Caliz
Kathy Evans
Krista Stenzel
Melissa Vanaalsburg
Georgia Grissom

Standard 4 Strategic Plan

Nicholas Enriquez
Chuck Minear
Nneka Egbuniwe
Karen Dennis
Kathy Evans
Arnold Navarro
Ana Segura
Maria Vizcarra

Standard 5 Learning Resources

Nancy Amara
Chuck Minear
Elaine Echols
Maria Garcia
Kathy Evans
Nivin Ibrahim
Marta Ortega

SELF STUDY COMMITTEE MEMBERS (continued)

Standard 6 Physical Resources

James Palacios
Jurizz Barroga
Nneka Egbuniwe
Nabawia Elsoudani
Nicholas Enriquez
Lorena Mares
Chuck Minear

Standard 8 Human Resources

Nancy Amara
Chuck Minear
Kathy Evans
Maria Garcia
Nivin Ibrahim
Rosalyn Miranda
Marta Ortega

Standard 7 Financial Resources

Nancy Amara
Chuck Minear
Deana Colvin
Kara Cuellar
Nicholas Enriquez
Esther Nguyen
Melissa Vanaalsburg

Standard 9 Organizational Structure

Deana Colvin
Chuck Minear
Rosalba Barbosa
Jurizz Barroga
Nneka Egbuniwe
Kimberly Le
James Palacios
Jessica Vasquez

SELF STUDY COMMITTEE MEMBERS (continued)

Standard 10 Student Services and Activities

Nancy Amara
Chuck Minear
Antonio Demaisip
Karen Dennis
Kathy Evans
Kimberly Le
Ana Segura
Jose Vasquez

Glossary

Nancy Amara
Chuck Minear
Jurizz Barroga
Crystal Bernal-McMihelk

CONDITIONS CHECK SHEET

Generic Version – 2020 Edition

CONDITIONS	YES	NO	N/A
Item 1: Visiting teams complete the Worksheet for Confirming Compliance with Eligibility Requirements before responding to this item.			
1. The institution continues to demonstrate that it satisfies each of the eligibility requirements for Candidate for Accreditation. (See <i>Handbook of Accreditation</i> , pgs. 7-8)	X		
Item 2: The visiting team, at the conclusion of its visit, must determine its response to the following condition after reviewing institutional documentation, conducting interviews with administration, staff, and faculty, and completing all applicable parts of conditions and standards check sheets:			
2. The institution conducts its affairs with acceptable standards of honesty and integrity. (See <i>Handbook of Accreditation</i> , pg. 29)	X		
3. The institution meets all lawful obligations imposed by state and federal agencies. (See <i>Handbook of Accreditation</i> , pg. 29)	X		
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students. (See <i>Handbook of Accreditation</i> , pg. 29)			X
5. The institution occupies its own physical facilities and is not co-located with another institution. (See <i>Handbook of Accreditation</i> , pg. 10)	X		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See <i>Handbook of Accreditation</i> , pg. 24)	X		
Non-Public Institutions Only			
7. (If required to operate,) The institution has an original current license for the main campus and each branch and/or extension. (See <i>Handbook of Accreditation</i> , pg. 8)			X
Item 8: This item is to be completed by Visiting Teams during accreditation visits.			
Non-Public Institutions Only:			
8.List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (For initial accreditation, Candidate Academy/Self-Study workshops. For reaffirmation, Self-Study and Annual Report Workshops [The Annual Report and Reporting Student Achievement Data, if applicable].) (See <i>Handbook of Accreditation</i> , pg. 10)	X		
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice on the home page of the institution's web site and within at least one print media source that is circulated within the service area of each campus of the institution. This notice must be placed at least sixty (60) days prior to hosting the accreditation visit and must state that the institution is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria. (See <i>Handbook of Accreditation</i> , pg. 50)	X		
Item 11: This item is to be completed by Visiting Teams during accreditation visits.			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team. (See <i>Handbook of Accreditation</i> , pg. 50)	X		
13. The institution has informed the Commission of all planned and unplanned substantive changes. (See <i>Handbook of Accreditation</i> , pg. 31-34)	X		
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation. (See <i>Handbook of Accreditation</i> , pg. 6)			X
15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.) (See <i>Handbook of Accreditation</i> , pgs. 24-26)	X		
Accredited Institutions Only			
16. The institution's use of the accreditation seal complies with Commission conditions. (See <i>Handbook of Accreditation</i> , pg. 25)	X		
17. The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission. (See <i>Handbook of Accreditation</i> , pgs. 45)	X		

CONDITIONS CHECK SHEET:
Generic Version - 2020 Edition, Page 2

CONDITIONS (continued)		YES	NO	N/A
Items 18 and 19: Visiting teams complete the Recruiting/Advertising Worksheet before responding to these items.				
18.	Student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing recruitment. (See <i>Handbook of Accreditation</i> , pgs. 46)	X		
19.	Media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing advertising. (See <i>Handbook of Accreditation</i> , pg. 46-47)	X		
Item 20: Visiting teams complete the Criteria for Publications Worksheet before responding to this item.				
20.	A catalog and/or other official documents, which are made available through various media (hard copy or online), to provide the information specified in the <i>Handbook of Accreditation</i> must be readily available to students, prospective students, and other constituents. (See <i>Handbook of Accreditation</i> , pg. 89-90)	X		
21.	If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured, and can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the <i>Handbook of Accreditation</i> . (See <i>Handbook of Accreditation</i> , pg. 15)			X
22.	The role of contractors hired by candidate/accredited institutions (if any) must exclude the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution. (See <i>Handbook of Accreditation</i> , pg. 47-48)			X
23.	If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual. (See <i>Handbook of Accreditation</i> , pg. 47-48)			X
24.	Clear indication must exist that the faculty and staff were responsible for preparing, revising and editing any documents required in the accreditation process. (See <i>Handbook of Accreditation</i> , pg. 15)	X		
25.	The institution has named an accreditation liaison officer who is a staff member located at the main campus. (See <i>Handbook of Accreditation</i> , pg. 23)	X		
Status with Other Agencies: A "YES" response for statements #1-8 signifies that the institution is in compliance with the Commission's Conditions.				
1.	The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
2.	The institution has not had its state license suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
3.	The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
4.	The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
5.	The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
6.	The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
7.	If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents to all federal, state, and other agencies, including accrediting agencies. (See <i>Handbook of Accreditation</i> , pg. 49)	X		
8.	If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution must also designate which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act. (See <i>Handbook of Accreditation</i> , pg. 49)	X		

CONDITIONS CHECK SHEET:
Generic Version - 2020 Edition, Page 3

Non-Main Campus Sites: General	YES	NO	N/A
1. Ownership of all non-main campus sites is the same (same governance, entity, proprietorship or partnership, or the same corporation) as the main campus. (See Handbook of Accreditation, pg. 38-39)	X		
2. The Commission has approved every instance where the names of non-main campus sites have been expanded to clearly identify different locations or specific programs. (See Handbook of Accreditation, pg. 38-39)	X		
3. The complete name of the main campus is identified in all publications and advertisements when referring to a non-main campus site. (See Handbook of Accreditation, pg. 38-39)	X		
4. Duplicate records on personnel, financial matters, student attendance, and educational progress for non-main campus sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.) (See Handbook of Accreditation, pg. 38-39)	X		
5. Programs offered at non-main campus sites are approved by the Commission and are described in the main campus catalog (or catalog supplements for branch campuses). (See Handbook of Accreditation, pg. 38-39)	X		
6. Non-main campus sites comply with criteria identified on the Worksheet for Non-Main Campus Sites – General Criteria.	X		
7. Instruction provided at non-main campus sites maintains the educational integrity of the institution and does not endanger its compliance with the standards, criteria, and conditions adopted by the Council.	X		
Non-Main Campus Sites: Branch Campuses	YES	NO	N/A
1. Each branch campus operates under the supervision of an on-site administrator who reports to the on-site chief administrator at the main campus. (See Handbook of Accreditation, pg. 38-39)	X		
2. Each branch campus complies with all criteria identified on the Worksheet for Non-Main Campus Sites.	X		
Non-Main Campus Sites: Extension Campuses	YES	NO	N/A
1. Extensions are located within a 50-mile radius of the main campus. (See Handbook of Accreditation, pg. 39)			X
2. Each extension campus complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Extended Classrooms	YES	NO	N/A
1. Extended classrooms must be located within two miles of a main or branch campus. (See Handbook of Accreditation, pg. 40)			X
2. Extended classrooms must be supervised by the chief administrator of the main or branch campus. (See Handbook of Accreditation, pg. 40)			X
3. Each extended classroom complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Instructional Service Centers	YES	NO	N/A
1. Program instruction at instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution. (See Handbook of Accreditation, pg. 39-40)			X
2. All student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus. (See Handbook of Accreditation, pg. 39-40)			X
3. Instructional service centers are a joint venture between the institution and an employer or another educational agency. (See Handbook of Accreditation, pg. 39-40)			X
4. Each instructional service center complies with criteria for non-main campus sites as identified on the Worksheet for Non-Main Campus Sites.			X
Non-Main Campus Sites: Additional Space	YES	NO	N/A
1. Additional space acquired for instructional or student services purposes must be located within one quarter of a mile from a main campus or branch campus. (See Handbook of Accreditation, pg. 40)			X

REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID
Institutions that convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours and approval by the Commission. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.

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ABC

ADULT SCHOOL

Learning for Success



INSTITUTIONAL CHARACTERISTICS



INSTITUTIONAL CHARACTERISTICS

ABC UNIFIED SCHOOL DISTRICT

ABC Adult School is a proud member of the ABC Unified School District.



In 1965 Artesia, Bloomfield, and Carmenita School Districts unified and became known as the ABC Unified School District. Cerritos is often mistaken as the "C" in ABC Unified School District. Rather it is the former Carmenita School District that merged with the school districts of former neighboring cities Artesia and Bloomfield that eventually comprised the ABC Unified School District. The community served by ABC Unified School District includes the cities of Artesia, Cerritos, and Hawaiian Gardens, as well as portions of Lakewood, Long Beach, and Norwalk. Located in an attractive suburb on the southeast edge of Los Angeles County, the District is within easy driving distance of major Southern California attractions, Pacific Ocean beaches, airports, universities and within two hours of mountain resorts. The ethnically and economically diverse community is strongly supportive of ABC schools.

The ABC Unified School District is honored to have been recognized for the numerous National Blue Ribbon School Awards, California Distinguished Schools, CA Gold Ribbon Schools, Schools to Watch/National Model Middle Schools, Golden Bell Awards from the California School Boards Association, and Grand Prize Magna Award from the National School Boards Association. In 2017-2018, our District was one of 24 school districts to be selected as an Honor Roll District in California.

The District offers an array of educational options for students and families to participate in. This includes thematic magnet schools, a dual language immersion program, STEM (Science Technology Engineering) Program at both the elementary and secondary levels, an IB World School, bi-literacy programs, international exchange programs, and visual performing arts at every level.

The Superintendent is Dr. Mary Sieu. ABC Unified School District includes ten preschools, nineteen elementary schools, five middle schools, three comprehensive high schools, a college prep 7-12 school, a continuation high school, infant/child centers, extended-day care, and an adult school. The District is governed by a seven-member Board of Education. The diverse ethnicity of the community is reflected in the K-12 population, which includes American Indian/Alaskan Natives, Asians, African-Americans, Filipinos, Hispanics, Pacific Islanders and Caucasians.

ABC ADULT SCHOOL

The precursor to what we now know as ABC Adult School was established in 1959, but ABC Adult School as a complete entity was established and began serving students in 1965, the same year the ABC School District was unified. ABC Adult School is one of the state's leading comprehensive adult schools. Located in Southeast Los Angeles County in the City of Cerritos the Adult School's main campuses serve over 6,000 students per year in six major department areas. The school's website is www.abcadulthoodschool.edu.

The Mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

The main office and school site is headquartered at 12254 Cuesta Drive, Cerritos, CA 90703. The extension campus, Cabrillo Lane Education Center (Cabrillo Lane), is located at 20122 Cabrillo Lane, Cerritos, CA 90703. The Cabrillo Lane campus is shared with other District programs: Adult Transitions, BRIDGES (Building Responsible Independent Determined Goal-Oriented Engaged Students), STEP (Steps to Encourage Peace), PATH (Pointing Adolescents Toward Health), STAY (Smoking, Tobacco and You) and Independent Study for Special Education students. The Cabrillo Lane site was originally built as an elementary school in 1964 and closed in 1985. The site later housed Southeast ROP until 2007 when the adult school took over the site.



The school currently operates during a traditional school year format. Classes begin at the end of August and end in the middle of June. The school year is divided into quarters, trimesters and semesters, depending on the department. ABC Adult School also typically offers a four-week summer session depending on funding. This adds up to 177 instructional days during a regular school year. Fifteen days of instruction were offered in summer 2021.

As of the 2020 school year, ABC Adult School was the fifth largest adult school in the State of California. The Principal is Mrs. Nancy Amara and there are two Assistant Principals: Mr. Chuck Minear and Mrs. Kathy Evans. The Secondary School Dean is Jose Vasquez. In addition, the school employs a full time Job Development Specialist: Ty Holloway.

The California Commission on Teacher Credentialing certifies and licenses all teachers in ABC Adult School, with the exception of "District Trainers" who teach courses for the CTE and Community Education programs. Our Adult School employs the following: full time teachers (22), part time teachers (36), full time administrative staff (5), other support staff (42).

ABC Adult School is currently divided into the following departments:

The **Career Technical Education (CTE)** department makes up 27.2% of enrollment and operates on a quarterly/semester system. This program includes courses designed to prepare students for industry certification and employment.

This department includes courses designed to prepare students for Industry Certification and employment. Classes are organized into 12 Career Programs. Students who finish a career program are issued a Career Technical Education Diploma from the ABC Unified School District. To receive a Career Technical Education Diploma, students must have a High School Diploma or High School Equivalency Certificate. Students are also qualified to sit for various industry certification exams including MOS, Adobe, QuickBooks, A+, Network+, Server+, Medical Assistant, Medical Billing and Coding, and Pharmacy Technician. Licensure is also provided for Dental Assistant, Cosmetology and Pharmacy Technician. Career programs include Office Assistant, Administrative Assistant, Accounting Clerk, Cosmetology, Dental Assistant, Medical Assistant, Medical Office and Billing Specialist, Pharmacy Technician, Web Design, Graphic Media Design, Video and Digital Media Design, and IT Technician. Most programs can be completed in one year (Cosmetology is completed over a minimum of five quarters and one summer session). Pre-apprenticeship is encouraged but not required in all programs except Dental Assistant, Medical Assistant and Pharmacy Technician. ABC Adult School houses a state of the art testing center on campus and most industry and high school equivalency exams can be taken on premises. This department operates independently from the other departments listed below but does maintain a working relationship with each.

Of the numbers listed in the paragraph above, CTE currently employs 8 permanent instructors (21.6 - 36 hours per week) and 13 part time instructors (less than 21.6 hours per week). CTE operates on a traditional school calendar divided into four quarters. Most programs usually take a hiatus during the summer although some introductory courses are offered for students who want to fast track those courses. Students may also take supplemental, non-required courses during the summer including test prep courses or they may finish up internship hours. Summer school depends on the availability of state funding but has been 16 instructional half days with no night hours held during the last couple of years. Typical Program students take 4 to 6 hours of instruction five days a week which allows them to finish most programs in 1 year or less. CTE delivers instruction in a traditional classroom which is a mixture of lecture and lab time. Work based activities are included in some programs and externship is encouraged but not required in all programs except Medical Assistant, Dental Assistant and Pharmacy Technician in which it is required.

Besides the occupational programs offered, ABC Adult School also offers the following:

English as a Second Language (ESL) and Citizenship accounts for 32.6% of the enrollment. This program operates on a trimester system with six instructional levels and offers literacy, beginning, intermediate, and advanced courses in English as well as citizenship classes to prepare students for the citizenship test. Other specialized skills classes are also offered, such as Daily News, Movie/Idioms, Conversation, Grammar, Listening, Pronunciation, Reading, Speaking, and Vocabulary. The Language Media Center offers individualized teacher assisted learning to strengthen the listening, speaking, reading and writing skills of the students.

ABC Adult school offers the distance learning online program, Burlington English, which prepares ESL students in all levels of English, EL Civics, and career pathways.

Adult Basic and Secondary Education (Academics) is 12.6% of the student enrollment. This program offers courses for adults returning to finish their high school diploma, credit recovery for concurrent high school students, as well as preparation for and administration of the General Education Development Test (GED) and the High School Equivalency Test (HiSET). Academic students may work online from home, in our state-of-the-art Learning Center or in a traditional classroom with a teacher. The Learning Center Lab is open Monday through Friday for student convenience.

Community Education makes up 19.9% of enrollment and includes Health and Fitness, Home Economics and Older Adults. The class offerings include health and physical fitness courses such as aerobics, power sculpting, line dancing, yoga, Chinese folk dancing, ballroom dancing, Pilates, Tai Chi, and aquatic exercise. There is a full range of oil and watercolor painting classes, calligraphy, embroidery, decorative painting, jewelry, floral design, glass fusing, sewing, quilting, and purse making classes. ABC Adult School offers Chinese cooking, baking, Erhu and piano courses. The Cuesta campus has a full-service upholstery center with day and evening classes.

Workforce Preparation is an adult program that is primarily related to entry or reentry into the workforce. This program primarily consists of but is not limited to classes for older adults. Students can expect to learn skills and develop work habits as well as training, career decision-making, and career assessment.

Parent Education comprises 5.4% of the student population. A variety of classes is offered, during morning, afternoon, and evening sessions. Classes are for parents (or caregivers) with their children, ranging from 6 months to 5 years old. Assessment is ongoing and immediate feedback is provided on a daily basis as teacher, parent and child communicate areas of strength and growth. Emphasis is placed on fostering children's physical, intellectual, social, and emotional development. The Adult students of the program are a crucial part of the "village" in raising their children to be life-long learners who are contributing members of society. Parent Participation Programs are located at several school sites. Over 500 district parents have been served with ongoing classroom instruction.

Training to Support Child School Success includes all Parent Education classes up to 4.5 years old, all Parent Leadership Academy (PLA) workshops and the Parent Leadership Conference. PLA provides workshops to approximately 500 parents each year throughout the District on a variety of important topics. These include college readiness, K-12 curriculum and changes, technology for students at home and at school, and the importance of positive social-emotional development. There are workshops presented in Chinese, Korean and Spanish, as well as English. Spanish translation is provided as needed. Parents are able to ask questions of the presenters and engage with other parents as well as learn the content at each workshop. Parents also provide input as to what topics they would like presented in the future.

The ABC Unified School District, ABC Council PTA (Parent Teacher Association) and the ABC Adult School hosts the annual Parent Leadership Conference (PLC) at the Sheraton Cerritos Hotel. This Golden Bell and Magna Award winning conference, which offers a variety of workshops, hosts more than 350 parents, elected officials, and educators from ABC Unified Schools. Workshops are available in English and Spanish and interpreters for Chinese, Korean and Spanish languages are available in an effort to serve the District's diverse ethnic communities.

Programs for Adults with Disabilities comprises 2.3% of the student population. This semester-based program offers courses in communication skills, nutrition, independent living, physical fitness, socialization and workplace skills such as problem solving and critical thinking. Teachers hold courses at three in-patient care facilities in the community.

Pre-Apprenticeship is available for all CTE programs. Medical Assistant students must complete 160 hours of pre-apprenticeship, Pharmacy Technician students must complete 100 hours of pre-apprenticeship. Dental Assistant students must complete 210 hours of pre-apprenticeship. Cosmetology and IT Technician complete pre-apprenticeship in class. For all other Career Technical Diploma Program students, pre-apprenticeship is available but is optional. If students choose to complete the pre-apprenticeship portion, they must complete between 20 - 100 hours.

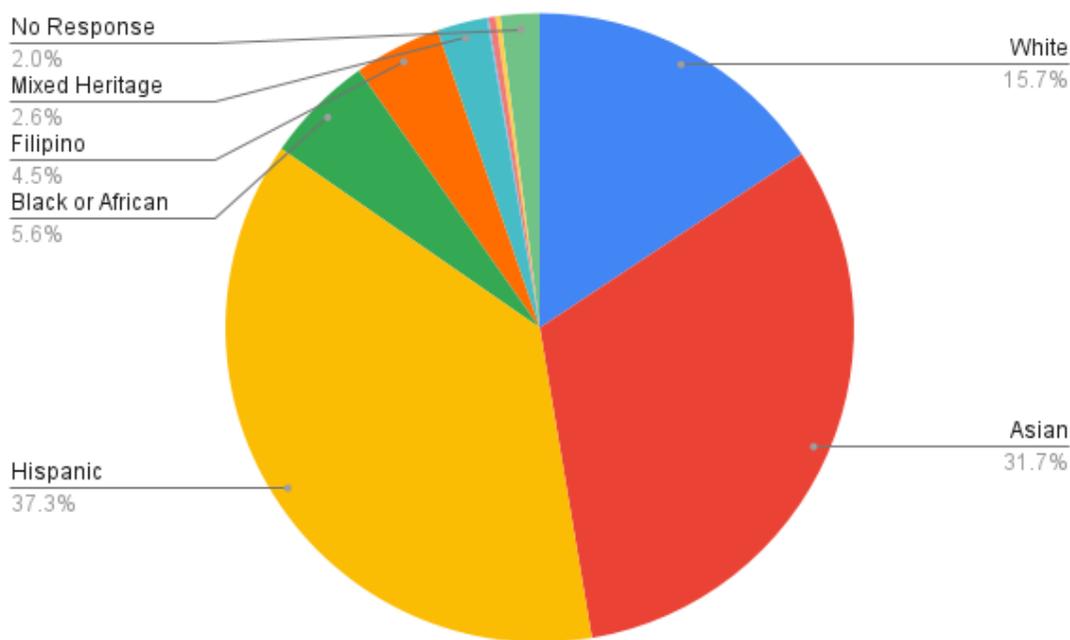
ABC ADULT SCHOOL STUDENTS

STUDENT DEMOGRAPHICS

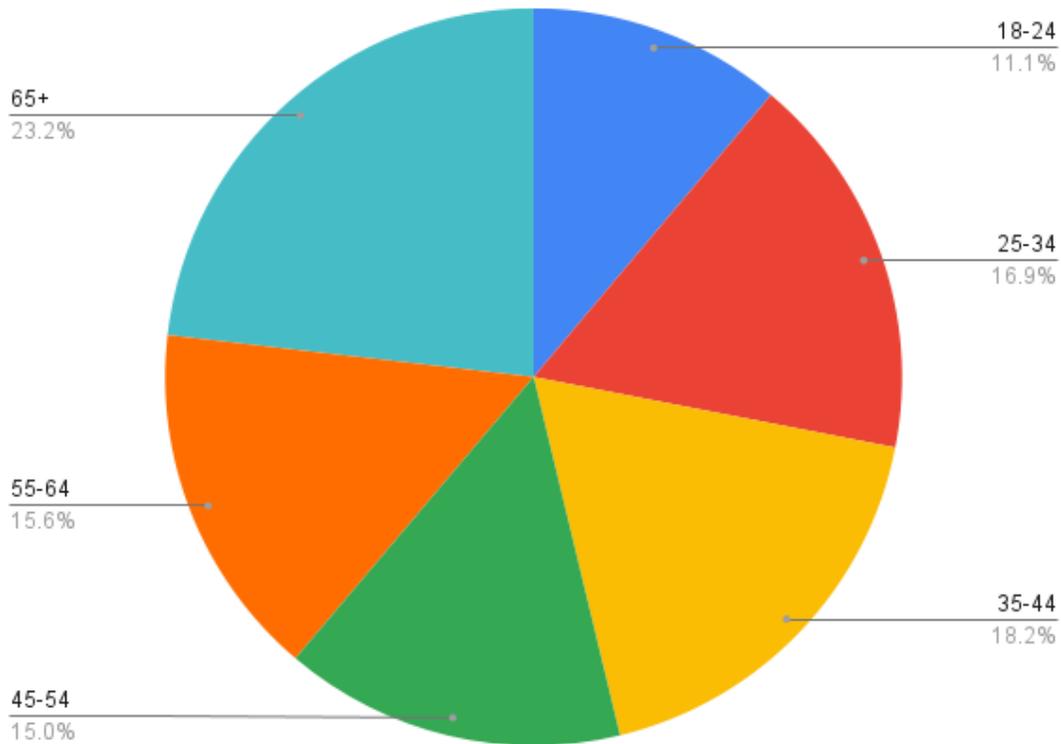
ABC Adult School currently utilizes ASAP (Administrative Software Applications Program, versions 3 and 4) as its student attendance and information system and TE (TOPSpro Enterprise) for WIOA (Workforce Innovations and Opportunity Act) required data and CASAS (Comprehensive Adult Student Assessments Systems) testing as its primary data collection system.

During the 2019-2020 school year, 6,374 unduplicated students attended ABC Adult School. Many students enroll in more than one class with the average number of class re-enrollment of four. There were 26,048 duplicated enrollments for the 2019-2020 school year.

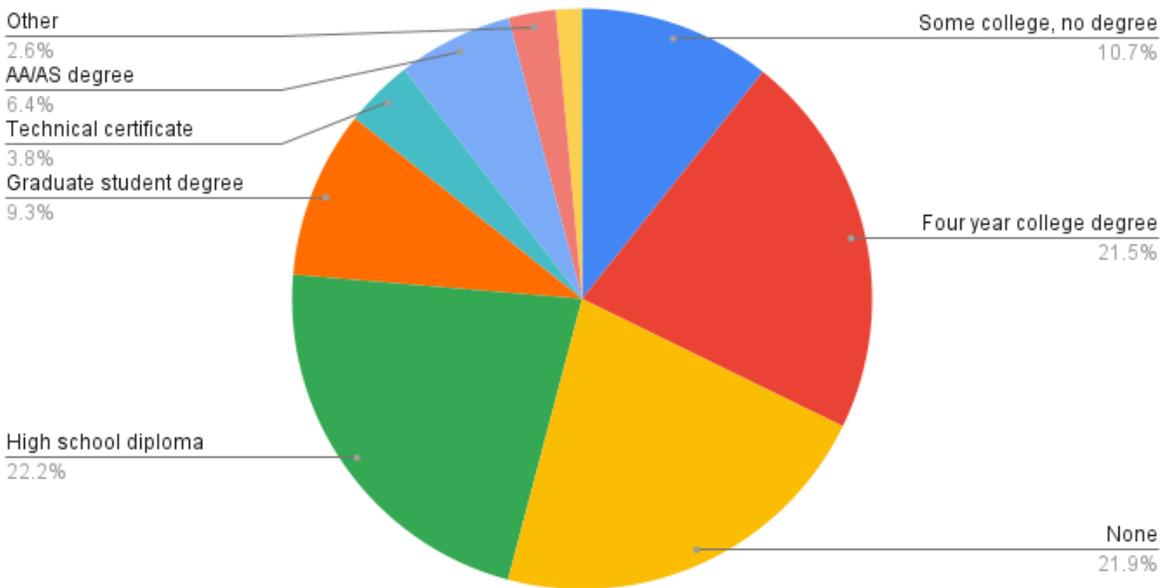
The student population at ABC Adult School reflects the diversity of the surrounding communities. During the 2019-2020 school year, the largest single population attending classes was Hispanic (37.29%). Other groups included Asian (31.66%), White (15.69%), Black or African American (5.60%), Filipino (4.49%), American Indian (0.35%), Native Hawaiian or Other Pacific Islander (0.25%), Alaska Native (0.08%), Mixed Heritage (2.58%), and No Response (2.01%).



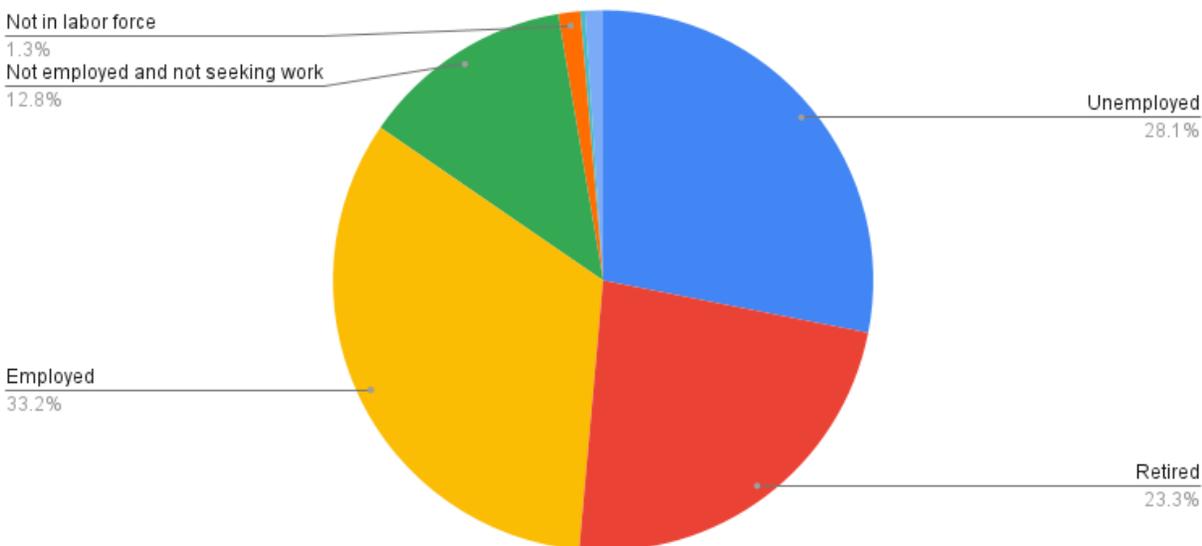
Seventy-four percent of students are female and 26 percent are male. Eleven and one-tenth percent of students are 18- 24 years old; 16.9% of students are 25-34 years old; 18.2% of the students are 35-44 years old; 15.0% of the students are 45-54 years old; 15.6% of the students are 55-64 years old; 23.2% of the students are 65 years or older.



In terms of highest degree earned, there are 21.89% of students who have no education listed. There are 22.21% of students who have a high school diploma and 1.40 % of students who have a High School Equivalency certificate; 3.82% of students have a technical certificate; 10.71% of students have some college but no degree; 6.42% of the students have an A.A./A.S. degree; 21.51% of students have a four-year college degree; 9.34% percent of students have a Graduate degree, 2.64% of students marked other as their education level or declined to state their highest degree earned, and 0.05% have an Individual Education Plan.



Regarding work force status, 33.16% of students are currently employed; 28.10% identified themselves as unemployed; another 23.31% as retired; 12.76% are not employed and not seeking work; 1.32% are not in the labor force; 1.06% are full time students; and 0.29% are employed, with notice.



GOVERNANCE STRUCTURE OF THE SCHOOL

The Principal, Nancy Amara, is supported by Assistant Principals Kathy Evans and Chuck Minear, as well as Secondary School Dean Jose Vasquez. There is a full Leadership Team that meets once a month and discusses schoolwide issues. It consists of Technology Assistant Rudy Hernandez, Job Specialist Ty Holloway, and General Maintenance worker James Palacios. All TOSAs (Teachers on Special Assignment) are included in the team. They are Georgia Grissom (CTE), Diane Jhun (PLA/PLC and Community Education/Cabrillo Lane), Daniel Lipton (EL Civics) and Christine Oliveira (ESL). Department Chairs are included as well. They are Janet Aasness (Academics), Carolyn Cervantes and Todd Tabon (Community Education/Programs for Adults with Disabilities), Nabawia Elsoudani (CTE), Nancy Hom (Parent Education), and Christine Oliveira (ESL).

SCHOOLWIDE LEARNER OUTCOMES

ABC Adult School prepares students to be:

Self-Directed Lifelong Learners who:

- Acquire knowledge and skills appropriate to their goals in life
- Set and achieve career, educational and/or personal goals
- Seek continuing career training and/or educational opportunities

Effective Communicators who:

- Demonstrate appropriate language, digital literacy, computational skills and/or technical skills
- Apply communication skills to professional, technical, creative, and other real-life situations
- Enhance and improve their ability to understand and be understood by others

Critical Thinkers and Problem-Solvers who:

- Exercise their powers of judgement, perception, and inference
- Assess and fulfill their own needs by finding appropriate resources
- Apply knowledge to professional, technical and other real-life situations

ABC Adult School used a collaborative self-study process to develop the SLOs. Throughout this process, the school emphasized results that would apply to all programs and all students-who could be assessed-and that would serve as authentic foundations for the school improvement process.

PROGRAMS OFFERED

ABC Adult School has structured its program offerings to meet community needs. Career Technical Education classes, High School Diploma/High School Equivalency classes, ESL classes, Programs for Adults with Disabilities, Community Education and Parent Education classes all contribute to an excellent learning experience for the students. The total number of duplicated students during the 2019-2020 school year was 26,048.

ABC Adult School and its programs provide a vital service to the surrounding community. The school's leadership continues to explore and plan proactively in anticipation of future community needs.

According to the contract between the ABC Federation of Teachers and the ABC Unified School District, the minimum ratio is 20 to 1: Twenty registered students to each teacher. This is valid in most programs with the exception of the Academics program. Teachers work with administrators to set the maximum number allowed per class, depending on classroom size and subject taught.

There are twelve Career Technical diplomas that can be earned, a high school diploma and various certificates are available for any course completions. Students in any program (except Academics) can also request certificates of completion from any course that they finish.

ABC Adult School follows the ABC Unified School District calendar to schedule the adult school master calendar. The calendar is available on Google and the school's website. The District calendar is negotiated with the three unions: ABCFT (ABC Federation of Teachers), CSEA (California School Employees Association) and AFSCME (American federation of State, County and Municipal Employees).

TOTAL NUMBER OF STAFF MEMBERS

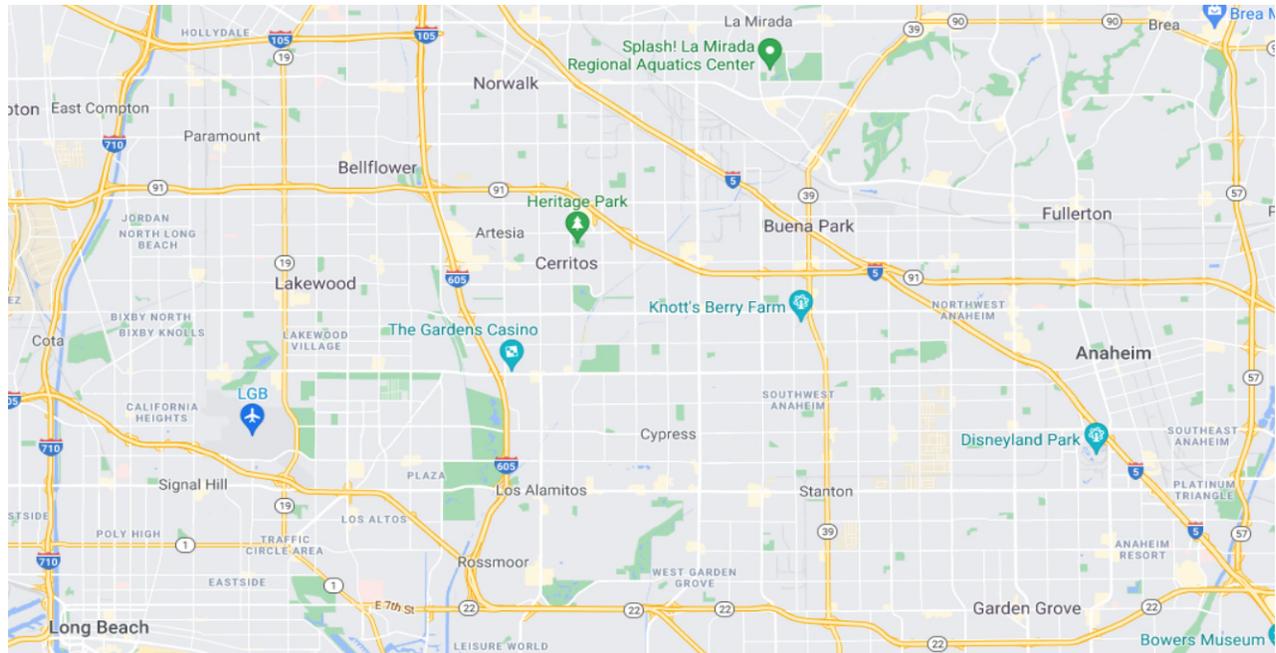
ABC Adult School has four full-time administrators. Principal Nancy Amara is aided by Assistant Principal Chuck Minear, who is in charge of the CTE program and COE accreditation. Assistant Principal Kathy Evans is in charge of the Cabrillo Lane site, Community Education, Programs for Adults with Disabilities, Parent Education, PLC/PLA and WASC accreditation. We are seeking to fill a 5th Administrative position. When this happens, they will be in charge of Academics, ESL and Accountability. The administrative team also consists of the Secondary School Dean Jose Vasquez.

Department Chairs and Teachers on Special Assignment (TOSAs) help to add student and site support. They are used to assist administration and teaching staff in areas such as staff development, class scheduling, student career counseling, teacher and administrative support.

ABC Adult School currently employs 104 people. Out of this number, 62 are certificated teaching staff and 42 are classified support staff.

COMMUNITY INFORMATION

The ABC Adult School service area is made up of several very diverse communities. Some of those communities are highlighted below along with unique statistical data.



CERRITOS

The entire Southern California area was first occupied by indigenous tribes. The Gabrieleño and Tongva (Kizh Nation) tribes of people were predominantly in this area and their name for what is now the Cerritos area was Tibahag-na. Spanish Ranchos came next and this area was known as Rancho Los Cerritos. The area was incorporated in 1956 as “Dairy Valley”, has become an ethnically diverse, upper-middle class, educated community. In 1956 Dairy Valley was home to many dairies and poultry farms. In fact, cows outnumbered residents 29-to-1. In the 1960’s, increasing land values and property taxes made dairy operations less profitable, and residential housing began to develop in earnest. In 1967, the community changed its name to Cerritos, after the original Spanish land grant Rancho Los Cerritos. Today the average home price is \$928,000.

By 1970, the city had grown considerably, and city leaders adopted a program of controlled development. The city is innovative: in 1978, it opened the nation’s first solar-heated city hall; in the 1980’s, the Cerritos Auto Square was developed; in 1993, the world-class Cerritos Center for the Performing Arts opened; and in 2002, the nation’s first titanium-clad structure, the Cerritos Library, debuted with 82,500 square feet of space in three floors of architecturally fluid design. The Cerritos Sculpture Garden was dedicated to the community in 2006. The beautiful garden offers a setting for the city’s growing collection of public artwork.

Today, Cerritos is a thriving commercial center with 50% of its land reserved for residents. Cerritos has a population of 49,859 and a median household income of \$99,528. The average home in Cerritos sells for over \$660,800. Over 93 percent of the population has a high school diploma or higher. More than 57% of residents speak another language than English at home. The average age of Cerritos residents is 46.3 years. The race and ethnic origin is as follows: Asian (59.7%), White (14.9%), Hispanic (13.5%), Black or African-American (7.3%), Native Hawaiian and Pacific Islander (0.4%), American Indian and Alaska Native (0.3%), and Other Race/Two or More Races (3.8%).

ARTESIA

Once a farm and dairy center, is now a multicultural community named for the artesian wells in the area. Artesia was settled by Dutch and Portuguese farmers and today has a large number of Asian Indian-owned stores and restaurants along Pioneer Boulevard.

Artesia has a population of 16,601 and a median household income of \$63,708. The average home in Artesia sells for \$701,763. Eighty percent of the population has a high school diploma or higher. More than 66% of residents speak another language than English at home. The average age of Artesia residents is 39.6 years. Artesia resides entirely within the ABC Unified School District boundaries. The race and ethnic origin is as follows: Hispanic (39.8%), Asian (36.6%), White (16.8%), Black or African-American (2.9%), Native Hawaiian and Other Pacific Islander (0.4%), American Indian and Alaska Native (0.3%), and Other Race/Two or More Races (3.3%).

HAWAIIAN GARDENS

Incorporated on April 9, 1964, this small city (less than one square mile) has 14,159 residents and has steady and stable population growth. The Hawaiian Gardens Casino is now the city's largest employer. Located in the ABC Unified School District, Hawaiian Gardens contains one middle school and two elementary schools. Over 61% of the population have a high school diploma or higher. Over 75% of the residents speak a language other than English at home. The median house price is \$549,187 and the median household income is \$44,792. The average age of Hawaiian Gardens residents is 31.4 years. The race and ethnic origin is as follows: Hispanic (76.6%), Asian (10.3%), White (6.2%), Black or African-American (5.4%), and Other Race/Two or More Races (1.5%).

LAKWOOD

Incorporated on April 16, 1954 with extensive development at the end of World War II. Lakewood stretches over 9.5 square miles with a population of 79,307. The median household income is \$89,469 and the average home sells for \$768,000. Over 90% of the population has a high school diploma or higher. The average age of Lakewood residents is 38.3 years. The race and ethnic origin is as follows: White (35.5%), Hispanic (34.2%), Asian (18.5%), Black or African-American (7.2%), Native Hawaiian and Other Pacific Islander (1.1%), American Indian and Alaska Native (0.1%), and Other Race/Two or More Races (3.4%).

NORWALK

At the beginning of the 19th century, Norwalk had become established as a dairy center. It was also home to some of the largest sugar beet farms in all of Southern California. Today, the population is 103,949. The median house price is \$608,000 and the median household income is \$66,453. Over 74% of residents have a high school diploma or higher. The race and ethnic origin is as follows: Hispanic (70.1%), Asian (13.8%), White (10.4%), Black or African-American (4%), Native Hawaiian and Other Pacific Islander (0.4%), American Indian and Alaska Native (0.2%), and Other Race/Two or More Races (1.1%).

ANAHEIM

Founded by fifty German families in 1857, the city's name reflects its roots: "Ana" is derived from the nearby Santa Ana River, and "heim" which means "home" in German. Anaheim has a population of 350,365, making it the 10th most-populated city in California, and ranked 55th in the United States.

Anaheim is home to the world famous Disneyland, Anaheim Stadium, the Honda Center and the Anaheim Convention Center, the largest convention center on the West Coast. Disneyland is by far the city's major employer.

The median household income is \$69,443 and the median home price is \$750,000. Just over 77% of residents have a high school diploma or higher. The race and ethnic origin is as follows: Hispanic (54%), White (24.8%), Asian (16.5%), Black and African American (2.3%), Native Hawaiian and Other Pacific Islander (0.3%), American Indian and Alaska Native (0.2%), and Other Race/Two or More Races (2%).

BELFLOWER

Bellflower derives its name from the “belle fleur”, a variety of apple which grew abundantly in the region. Bellflower was primarily settled by Dutch dairy farmers, and was later incorporated on September 3, 1957. It has a population of 76,435 and a median household income of \$55,729. The average home sells for \$436,200. Seventy-seven percent of the population has a high school diploma or higher. The race and ethnic origin is as follows: Hispanic (55.7%), White (16.4%), Asian (12.6%), African-American (12.2%), Native Hawaiian or other Pacific Islander (0.6%), American Indian or Alaska native (0.2%), and Other Race/Two or More Races (2.4%).

BUENA PARK

Officially incorporated in 1953, it covers an area of 10.29 square miles. Similar to its neighboring cities, Buena Park first became known as a dairy center and later for the well-known Knott’s Berry Farm. Buena Park’s population is 81,788 residents, the median home value is \$540,200 and the median household income is \$72,814. The race and ethnic origin is as follows: Hispanic (38.4%), Asian (31%), White (24.4%), Native Hawaiian or other Pacific Islander (0.8%), American Indian or Alaska native (0.2%), and Other Race/Two or More Races (2.2%).

CYPRESS

The dairy theme continued into the incorporation of Cypress as “Dairy City” in 1956. The name was much like the neighboring cities of Dairy Valley in Cerritos and Dairyland in La Palma. Forest Lawn has a large cemetery and mortuary in Cypress, with bronze and marble statuary, and is the final resting place of Karen Carpenter. Today the population of Cypress is 49,006. The median household income is \$92,098, and the average home sells for \$835,000. Over ninety-two percent of the population has a high school diploma or higher. The race and ethnic origin is as follows: White (37.9%), Asian (34.1%), Hispanic (19.5%), Black or African-American (3.8%), Native Hawaiian and Other Pacific Islander (0.4%), American Indian and Alaska Native (0.2%), and Other Race/Two or More Races (4.3%).

LA PALMA

In 1955 La Palma was home to 18 dairies. It was first incorporated as “Dairyland”. Ten years later in 1965 Dairyland changed its name to La Palma to honor Orange County’s Spanish heritage and the City’s main street, La Palma Avenue. Today La Palma spans 1.8 square miles with a population of 15,428. The median household income is \$98,788, and home values average \$961,500. Ninety-two percent of its residents have a high school diploma or higher. The race and ethnic origin is as follows: Asian (46.5%), White (25.6%), Hispanic (17.5%), Black or African-American (5.5%), Native Hawaiian and Other Pacific Islander (0.6%), American Indian and Alaska Native (0.6%), and Other Race/Two or More Races (3.6%).

LONG BEACH

After being first settled as a massive Spanish land grant, the city of Long Beach was incorporated in 1888. It is the seventh largest city in California and the 43rd largest in the nation and has a population of nearly 462,628 and is home to 28 zip codes. Long Beach has a total area of 65.9 square miles (50.4 square miles is land; 15.4 square miles is water).

The Port of Long Beach, one of the world's largest shipping ports, is key in the global trade marketplace with more than \$140 billion worth of cargo moving through the port annually. Long Beach is home to the RMS Queen Mary and the Aquarium of the Pacific and every April hosts the Long Beach Grand Prix, a Formula One car race. The median household income is \$60,551 while the median house price is \$735,000. The race and ethnic origin is as follows: Hispanic (42.5%), White (28.1%), Asian (12.9%), Black or African-American (12.5%), Native Hawaiian and Other Pacific Islander (0.8%), American Indian and Alaska Native (0.3%), and Other Race/Two or More Races (3%).

Employment and Other Educational Facilities in the Region:

According to the Los Angeles County Economic Development Corporation, major employment sectors in the region include:

Service Industries such as healthcare and social assistance, employment services, leisure and hospitality, retail trade, and government.

The top employers in the vicinity are Kaiser Permanente (throughout the county of Los Angeles), Long Beach Unified School District, Walt Disney Co., United Parcel Service (UPS), AT&T, Inc., City of Long Beach, Long Beach Medical Center & Miller Children's & Women's Hospital Long Beach, and ABC Unified School District.

According to the United States Department of Labor Bureau of Labor Statistics (2016 and projected 2026), the occupations with the largest job growth include: Massage Therapists, Medical Assistants, Phlebotomists and Emergency Medical Technicians and Paramedics, Manicurists and Pedicurists, Barbers, Cosmetologists, Licensed Vocational Nurses, Skincare Specialists and Heating, Air Conditioning, and Refrigeration Mechanics and Installers.

The regional community colleges (Cerritos College, Cypress College, Long Beach City College) and universities (California State University, Long Beach; California State University, Fullerton; California State University, Dominguez Hills; California State University, Los Angeles; University of California, Los Angeles; University of California, Irvine; University of Southern California; and Biola University) are served by ABC Adult School and ABC Unified School District and offer university transfer coursework, certificated vocational programs, and Associate degrees in a wide variety of subjects and disciplines.



ABC

ADULT SCHOOL

Learning for Success



Standard 1

INSTITUTIONAL MISSION



Standard 1

INSTITUTIONAL MISSION

INTRODUCTION

The revision of the mission statement was developed through a collaborative effort by administrators, faculty, students, and community members using the existing mission statement as the basis for discussion and revision to ensure that it accurately reflects the beliefs of the ABC Adult School and the community it serves. The collaborative process to review and refine the existing mission statement began in April 2020 through a series of emails to all staff. Once the revisions occurred, the revised mission statement was reported to the staff through email communication. The revised mission statement is as follows: The Mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

ANALYSIS

- 1. The primary mission of the institution is to instruct students of such competency levels that they are qualified for initial employment and/or career advancement.**

The Mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

To ensure that the organization reflects its mission statement, ABC Adult School analyzes data gathered through student surveys and input from our industry advisory groups. This enables ABC Adult School to assess how effective program graduates are in meeting the needs of the local community and workforce. ABC Adult School provides the training necessary for students entering high demand jobs as skilled professionals and/or advance to higher level education.

2. Clearly and concisely stated in written form:

The current mission statement of ABC Adult School is expressed in one sentence in a clear and concise way.

3. Published in hard copy and/or online:

The mission statement of ABC Adult School is made available to students and the general public in the ABC Adult School Course Catalog that is published annually, and on ABC Adult School's website at abcadultschool.edu.

4. Publicly available; and,

ABC Adult School's current mission statement is made available to the public through the organization's publications. Such publications include, but are not limited to: the organization's website located at www.abcadultschool.edu, the course catalog published annually, all syllabi and on the school's Facebook page. The mission statement is also posted in all the classrooms and reception areas of both the Cuesta and Cabrillo Lane campuses.

5. Used consistently in publications.

ABC Adult School's mission statement appears in the course catalog and on the school's website (www.abcadultschool.edu). The course catalog is published annually (August) and is mailed to 74,000 addresses throughout the city of Cerritos, Artesia and surrounding cities. Additionally, ABC Adult School's website is professionally maintained by DigiCal, Inc., which ensures that the school's website is always available and up to date.

6. The institution has an organized and functional institutional advisory committee.

ABC Adult School has an organized and functional institutional advisory committee composed of ABC Adult School administrators and industry partners.

The institution advisory committee meets the following requirements:

7. Is composed of at least three persons external to the institution;

The institutional advisory committee roster includes 17 members from various local business and service organizations in addition to ABC Adult School administrators.

8. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

The members of the institutional advisory committee are external from ABC Adult School and ABC Adult School hosts one institutional advisory meeting annually. The last in person meeting was held on Friday, February 28, 2019 and three members were physically present.

9. Meets at least once annually, if serving only in an institutional advisory capacity; OR, twice annually, if serving in an occupational advisory capacity;

The members of the institutional advisory committee are external from ABC Adult School and ABC Adult School hosts one institutional advisory meeting annually. The last meeting was held on Friday, February 5, 2021 and the next meeting is scheduled for Friday, February 4, 2022.

10. Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member; and,

Typed minutes for the institutional advisory committee meeting are taken and recorded. Minutes include the date, time, and location of the meeting, the list of committee members present, including the organization they represent; introductions, and agenda items including discussion and comments.

11. Is used to provide community involvement in maintaining a relevant mission for the institution.

During the institutional advisory meeting, the school's mission statement is reviewed and discussed. Members are encouraged to provide feedback about the relevancy of the school's mission statement. Any and all comments are reviewed for adjustment.

12. Public information and community relations are maintained to promote the institution's mission in its community.

ABC Adult School is committed to staying involved with the community and promoting public information at local events. The cosmetology students participate in many local contests and promotions, including a Career Fair at Tracy High School. The medical assistant students volunteer at local health fairs. In addition, ABC Adult School holds a Back to School and Community Appreciation Night to introduce the first parent Leadership Academy workshop of the year. There is an Open House, Craft Fair and Fitness Fair every October on the Cabrillo Lane Campus. Students are invited to participate and rent a table to display and sell items learned in class. Medical Students give blood pressure tests and other programs participate to publicise their courses. There is also a Career Fair held in May at the Cuesta site, where local businesses are invited to attend and meet with students who are prospective employees. The job developer holds monthly JOB (Join Our Business) Days which offer networking opportunities for students and local employers. The Pinning Ceremony is a time honored celebration, similar to a graduation, where medical assistant students receive their medical assistant pin and includes a candle lighting ceremony, a tradition for nursing students. The medical assistant students are also recognized for getting their Certified Clinical Medical Assistant (CCMA) National Exam, their National Certified Phlebotomy Technician 1, (CPT-1) or their license by the State of California. The Parent Leadership Academy holds workshops for District parents to attend which cover subjects as college readiness and the use of technology in the classroom.

The Parent Leadership Conference is an award winning event that has been occurring for over twenty years. District schools are invited to send parent representatives to attend workshops led by experts in their field. The Outstanding Student Awards Ceremony is held every April and honors adult school students who have shown exemplary dedication and effort in reaching their educational goals. The event is attended by family members, ABCUSD District Representatives and local city and political officials. International Day is held every year in May. Students are invited to share their cultural heritage through displays and performances. Regular posts are made on social media.

Every June, the Parent Education department hosts a special day to bring all the Parent Education classes together. Each year alternates between the theme of Mini Olympics and Carnival. Parents and children participate together in a variety of games, activities and crafts on the playground. Entertainment such as a puppet show, magic show or bubble show is provided each year. Pizza and drinks are available for sale at a small charge and there is a nominal admission fee. Families have the opportunity to interact with parents, children and teachers from other classes and sites. This event is also used to promote summer classes and introduce the fall schedule. Graduation is held every June and honors the achievements of high school diploma, high school equivalency and career technical diploma recipients. This event is the culmination of the school year and student achievement.

CHALLENGES AND SOLUTIONS

Funding for Adult Education in the State of California has considerably changed, which has also resulted in new legislation and requirements for all adult school educational institutions. In 2013, California Assembly Bill 86 was introduced requiring adult schools and community colleges to form a consortia, based on regions, to address the need of more seamless transitions between student needs and services and between education/graduation and gainful employment while leveraging existing resources. ABC Adult School along with Cerritos College, Downey Adult School, Norwalk LaMirada Adult School and Bellflower Adult School, formed the consortium known as Partnership for Adult Academic and Career Education (PAACE) Southeast Los Angeles Consortium (www.paace.net). AB86 transitioned from planning to implementation with the passage of California Assembly Bill 104. AB104 introduced new legislation to fund adult education through the Adult Education Block Grant (AEBG) now called the California Adult Education Program (CAEP). Consortium funding is shared between members based on the 2012-2013 Fiscal Year Expenditures used out of Adult Education allocation funding by each member's school district. ABC Adult School receives 58% of this funding.

SUMMARY

ABC Adult School's mission is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals is apt and ongoing. The mission statement is clearly and concisely stated in numerous hard copy and electronic formats which represent the institution. Regular stakeholder reviews of the mission statement are conducted to ensure relevance in industry, education, and the community. The mission statement is an integral part in planning course offerings and driving the organization's strategic plan.



ABC

ADULT SCHOOL

Learning for Success

Standard 2

POSTSECONDARY

EDUCATIONAL PROGRAMS





22

26

21

Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Accounting Clerk

INTRODUCTION

A graduate of the Accounting Program will be able to work in accounting firms, banks, and small businesses. They will be able to perform duties such as accounts payable and receivable, payroll for small companies, use QuickBooks software program efficiently, track inventory, audit accounts, balance sheets, and create spreadsheets. Also this program will prepare students to pass the industry certification for QuickBooks. The program length is 756 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Accounting Clerk program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Accounting Clerk Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Accounting Clerk program to conduct a Student Placement Survey.

The Accounting Clerk Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Accounting Clerk Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Accounting Clerk program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Accounting Clerk Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Accounting Clerk as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Accounting Clerk uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Accounting Clerk is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Accounting Clerk students

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website
- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* *ABCAS does not currently have any IT requirements for the programs offered.*

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Accounting Clerk program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Accounting Clerk instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]').

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Accounting Clerk course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Accounting Clerk program is to provide the training and skills for on work in the Accounting Clerk field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Accounting Clerk Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Accounting Clerk has a lab to go along with the activities on Canvas. These sills are used teach the concepts as well as evaluate student progress.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Accounting Clerk, attend each advisory meeting, from the geographical area served by the institution, participate in the Accounting Clerk Advisory Committee meetings. Each Accounting Clerk Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Accounting Clerk. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Accounting Clerk course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Accounting Clerk Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Accounting Clerk courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Accounting Clerk program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google

Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Accounting Clerk has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Accounting Clerk students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Accounting Clerk students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Accounting Clerks do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Accounting Clerk Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Administrative Assistant

INTRODUCTION

An Administrative Assistant graduate student will be able to work in a business office as a manager, executive secretary, or can be the right hand of the administrator. He/she will be able to use all components of the Office suite to create all business correspondence, spreadsheet, presentation, and perform basic Administrative Assistant tasks. He/she can assist the administrator with planning his/her calendar, check and answer emails and keep the office organized. This program will also prepare students to pass the Microsoft Industry Certification Core and Expert Level. The program length is 900 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discriminatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: **Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.**

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: **The mission of the institution; and, The occupational needs of the people served by the institution.**

The ABCAS Administrative Assistant program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has **clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.**

The Administrative Assistant Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Administrative Assistant program to conduct a Student Placement Survey.

The Administrative Assistant Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Administrative Assistant Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Administrative Assistant program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Administrative Assistant Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Accounting Clerk as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Administrative Assistant uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Administrative Assistant is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Administrative Assistant students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

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* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Administrative Assistant program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Administrative Assistant instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Administrative Assistant course outlines include units of instruction which incorporate employability skills specific to the career pathway. Such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Administrative Assistant program is to provide the training and skills for on work in the Administrative Assistant field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Administrative Assistant Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Administrative Assistant has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Administrative Assistant, attend each advisory meeting, from the geographical area served by the institution, participate in the Administrative Assistant Advisory Committee meetings. Each Administrative Assistant Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Administrative Assistant. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Administrative Assistant course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Administrative Assistant Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Administrative Assistant courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Administrative Assistant program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Administrative Assistant has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Administrative Assistant students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Administrative Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Administrative Assistants do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Administrative Assistant Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Cosmetology

INTRODUCTION

The Cosmetology program prepares students to pass the written and practical state board exam for a license as well as the 1600 hours of instruction required by the State of California. With a license a student will be able to work in a beauty salon cutting and styling hair, and performing the latest hair coloring trends. With a license you can also own your beauty salon. The program length is 1600 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: **Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.**

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: **The mission of the institution; and, The occupational needs of the people served by the institution.**

The ABCAS Cosmetology program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has **clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.**

The Cosmetology Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Cosmetology program to conduct a Student Placement Survey.

The Cosmetology Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Cosmetology Programs Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Cosmetology program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. The Cosmetology Program is offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Cosmetology as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

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Cosmetology uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Cosmetology is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Cosmetology students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

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* ABCAS does not currently have any IT requirements for the programs offered.

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The Syllabus for the Cosmetology program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Cosmetology instructors also provide time for students to meet with them before and after class.

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C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills.

In addition, the Cosmetology Program provides lab and industry recognized skill sign offs and 160 hours of on site internship. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Cosmetology course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The main goal of the Cosmetology program is to provide the training and skills for on work in the Cosmetology field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Cosmetology Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

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Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Cosmetology, attend each advisory meeting, from the geographical area served by the institution, participate in the Cosmetology Programs Advisory Committee meetings. Each Cosmetology Programs Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

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Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

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Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Cosmetologists use a system of skills check off lists which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

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Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

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Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

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Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Cosmetology has no work based agreements. The Salon is run by the instructor out of the classroom on campus.

Criteria 28 Each work-based activity has a written instructional plan for students.

Work based activities are held in the Salon on campus and there is a written instruction plan exists for each activity.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Work based activities are held in the Salon on campus and there is a written instruction plan exists for each activity.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

NA: Not Applicable - Work based activities are held in the Salon on campus and there is a written instruction plan exists for each activity.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Cosmetology teacher of record supervises all on campus salon activities.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Our two issues are students not finishing, mostly because of financial reasons, and passing the difficult California Cosmetology Licencing Exam. We are stepping up our push for students to apply for PELL grants as well as offering an extra Licensure Exam Prep Class. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Cosmetology Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Dental Assistant

INTRODUCTION

The Dental Assistant program trains individuals in a broad range of clinical and administrative skills such as preparing patients for dental exams and treatments, performing radiographic procedures, scheduling and appointment procedures, maintenance of dental records, performing basic front office skills, professional communication and public relations skills. The program length is 1010 hours including 800 classroom/lab hours and 210 on site clinical hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discriminatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: **Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.**

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: **The mission of the institution; and, The occupational needs of the people served by the institution.**

The ABCAS Dental Assistant Program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has **clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.**

The Dental Assistant Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Dental Assistant program to conduct a Student Placement Survey.

The Dental Assistant Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Medical Programs Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the program outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS course outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers are walked through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first to verify that they qualify to complete the form and then ask them to do so.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Dental Assistant Program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. The Dental Assistant Program is offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Dental Assistant uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Dental Assistant is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Dental Assistant students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Dental Assistant Program contains instructor contact information including: office telephone numbers, e-mail address, and information which allows the calling of student/faculty meetings if needed. The Dental Assistant instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills.

In addition, the Dental Assistant Program provides lab and industry recognized skill sign offs and 210 hours of on site internship. The skills involve a heavy use of math and science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Dental Assistant course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Dental Assistant Program is to provide the training and skills for work in the medical field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Dental Assistant Course Outline, which has been reviewed by the advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Dental Assistant has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

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Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

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Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Dental Assistant has a written contract that is Board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Dental Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Dental Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Dental Assistant teacher of record, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student. The teacher possesses a valid California Teaching Credential.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in Southeast Los Angeles County. Because Dental Assistants do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Dental Assistant Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Graphic Media Design

INTRODUCTION

The Program objective of Graphic Media Design is to give students an understanding of the graphic arts and printing industry fundamentals, and to train students how to create professional publications and artwork for the multimedia industry. Students are trained to become a successful Graphic Designer or Desktop Publisher. The training includes creating original graphics, logos and layouts for business cards, flyers, posters, brochures, newsletters, magazines, and books. Other skills include photo editing and retouching, product mock-ups and package design. Students learn how to create brand consistency in products and identity packages for businesses. They also learn how to optimize artwork for the web and create their own online portfolios. This program also trains them to earn an industry certification. The program length is 810 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Graphic Media Design program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Graphic Media Design Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Graphic Media Design program to conduct a Student Placement Survey.

The Graphic Media Design Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Graphic Media Design Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Graphic Media Design program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Graphic Media Design Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Graphic Media Design as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Graphic Media Design uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Graphic Media Design is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Graphic Media Design students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Graphic Media Design program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Graphic Media Design instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Graphic Media Design course outlines include units of instruction which incorporate employability skills specific to the career pathway. Such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Graphic Media Design program is to provide the training and skills for on work in the Graphic Media Design field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Graphic Media Design Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Graphic Media Design has a lab to go along with the activities on Canvas. These skills are used teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Graphic Media Design, attend each advisory meeting, from the geographical area served by the institution, participate in the Graphic Media Design Advisory Committee meetings. Each Graphic Media Design Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Graphic Media Design. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Graphic Media Design course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Graphic Media Design Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Graphic Media Design courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Graphic Media Design program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

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Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Graphic Media Design has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Graphic Media Design students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Graphic Media Design students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Graphic Media Designs do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Graphic Media Design Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

IT Technician

INTRODUCTION

The IT Technician program prepares and trains students to become an A+ Certified Technician. Students will be able to build, identify, and troubleshoot hardware and software, upgrade computers, install and configure a computer network. Also students will be able to pass the A+ test and be certified. The program length is 868 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following:

(a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS IT Technician program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The IT Technician Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the IT Technician program to conduct a Student Placement Survey.

The IT Technician Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established an IT Technician Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Medical Assisting program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. The IT Technician Program is offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer IT Technician as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

IT Technician uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

IT Technician is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by IT Technician students .

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the IT Technician program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The IT Technician instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills.

In addition, the IT Technician Program provides lab and industry recognized skill sign offs and 160 hours of on site internship. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The IT Technician course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the IT Technician program is to provide the training and skills for on work in the medical field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The IT Technician Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. IT Technician has a lab to go along with the activities on Canvas. These sills are used teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of IT Technician, attend each advisory meeting, from the geographical area served by the institution, participate in the IT Technician Advisory Committee meetings. Each IT Technician Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in IT Technician. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The IT Technician course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All IT Technician Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards.

In addition to ABCAS resources, students are able to practice with up-to-date equipment and materials during their clinical rotations and/or apprenticeship work assignments. Such interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All IT Technicians use a system of skills check off lists which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The IT Technician program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. The exception to this will be the IT Technician Program which will teach a hybrid course, just approved by COE, in the fall of 2021. This course has not started as of the writing of this document.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. The exception to this will be the IT Technician Program which will teach a hybrid course, just approved by COE, in the fall of 2021. This course has not started as of the writing of this document.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

IT Technician does not use work based activity partners. Work experience is done in the classroom as part of a computer repair business made available to the public.

Criteria 28 Each work-based activity has a written instructional plan for students.

IT Technician students receive work based experiences in the classroom. The program runs its own computer repair shop on campus. The instructor has proper instructional plans, routines, policies and procedures for the business.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

IT Technician students receive classroom instruction prior to the commencement of their on site work activities. Activities in the repair shop have evaluations and objectives.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

IT Technician has the teacher and the Para-Educator as the responsible parties.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

IT Technician has the teacher and the Para-Educator as the responsible parties.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because IT Technicians do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's IT Technician Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Medical Assistant

INTRODUCTION

The Medical Assistant program is designed to teach students the clinical skills necessary for employment in a variety of medical settings including medical clinics, physician offices, outpatient clinical and hospitals. Subjects include medical terminology, anatomy and physiology, vital signs, medical/surgical asepsis, physical examination, basic electrocardiography, basic pharmacology, assisting with diagnostic and therapeutic processes, and laboratory procedures. Worksite learning is a required component of this program and is available to eligible students pending the lifting of COVID-19 restrictions. In lieu of worksite learning, every effort is made to recreate on site skills in the lab under the supervision of the instructor in small groups meeting or exceeding the CDC guidelines and school district guidelines. The program length is 952 hours including 792 classroom/lab hours and 160 on site clinical hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discriminatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Medical Assistant Program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of its course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Medical Assistant Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Medical Assistant program to conduct a Student Placement Survey.

The Medical Assistant Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Medical Assistant Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Medical Assisting program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. The Medical Assisting Program is offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Medical Assistant as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Medical Assistant uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Medical Assistant is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Medical Assistant students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Medical Assistant Program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Medical Assistant instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills.

In addition, the Medical Assistant Program provides lab and industry recognized skill sign-offs and 160 hours of on site internship. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Medical Assistant course outlines include units of instruction which incorporate employability skills specific to the career pathway. Such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the medical assistant program is to provide the training and skills for on work in the medical field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Medical Assistant Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Medical Assistant has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Medical Assistant, attend each advisory meeting, from the geographical area served by the institution, participate in the Medical Assistant Advisory Committee meetings. Each Medical Assistant Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Medical Assistant. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Medical Assistant course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Medical Assistant Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards.

In addition to ABCAS resources, students are able to practice with up-to-date equipment and materials during their clinical rotations and/or apprenticeship work assignments. Such interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Medical Assistants use a system of skills check off lists which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Medical Assistant Program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 COVID-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. The exception to this will be the Medical Assistant Program which will teach a hybrid course, just approved by COE, in the fall of 2021. This course has not started as of the writing of this document.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 COVID-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. The exception to this will be the Medical Assistant Program which will teach a hybrid course, just approved by COE, in the fall of 2021. This course has not started as of the writing of this document.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 COVID-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 COVID-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Medical Assistant has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Medical Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete, and students get sign-offs for an instructional plan in their Student Handbook with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Medical Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete a training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. The plan is located in their Medical Assistant Student Handbook and is signed off at the worksite.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Medical Assistant teacher of record, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student. The teacher possesses a valid California Teaching Credential.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Medical Assistants do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Medical Assistant Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



AA 19

2016
Clinical Modification
ICD-10-CM
Complete Code Set

AA 17

2016
Clinical Modification
ICD-10-CM
Complete Code Set

Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Medical Office and Billing Specialist

INTRODUCTION

The Medical Office and Billing Specialist Program prepares students to find a career, or a job in small medical offices, clinics, hospitals, billing service companies or other medical facilities that need qualified office workers and intake specialists. Upon completion of the program, students will be able to perform the following tasks: Understand the unique flow and requirements in a medical office, understand the intake process for offices and hospitals, describe types of medical insurance code using the basic steps and principles of ICD-10, CPT and HCPCS coding systems; identify procedures for obtaining patient demographic information insurance verifications and authorizations; complete HIPAA- compliant health care claims for all insurance carriers; discuss HIPAA, legal, ethical considerations with emphasis on confidentiality and fraud related to insurance; discuss the processing of payers' remittance advices (RA) and collections; use Medisoft billing software efficiently enough to get a job. Worksite learning is an optional component of this program and is available to eligible students. The program length is 990 classroom/lab hours not including optional apprenticeship hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Medical Office and Billing Specialist program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Medical Office and Billing Specialist Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Medical Office and Billing Specialist program to conduct a Student Placement Survey.

The Medical Office and Billing Specialist Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Medical Office and Billing Specialist Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

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Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Medical Office and Billing Specialist program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

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Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

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N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Medical Office and Billing Specialist as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Medical Office and Billing Specialist uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Medical Office and Billing Specialist is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Medical Office and Billing Specialist students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website
- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Medical Office and Billing Specialist program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Medical Office and Billing Specialist instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Medical Office and Billing Specialist course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Medical Office and Billing Specialist program is to provide the training and skills for on work in the Medical Office and Billing Specialist field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Medical Office and Billing Specialist Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Medical Office and Billing Specialist has a lab to go along with the activities on Canvas. These sills are used teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Medical Office and Billing Specialist, attend each advisory meeting, from the geographical area served by the institution, participate in the Medical Office and Billing Specialist Advisory Committee meetings. Each Medical Office and Billing Specialist Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Medical Office and Billing Specialist. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Medical Office and Billing Specialist course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Medical Office and Billing Specialist Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Medical Office and Billing Specialist courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Medical Office and Billing Specialist program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Medical Office and Billing Specialist has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Medical Office and Billing Specialist students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Medical Office and Billing Specialist students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Medical Office and Billing Specialists do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Medical Office and Billing Specialist Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.

Products	September	October	November	Total
Gloves	4000	3000	8000	15000
Boots	5000	6000	7000	18000
Suits	6000	7000	8000	21000
Helmets	7000	8000	9000	24000
Total	22000	24000	32000	78000

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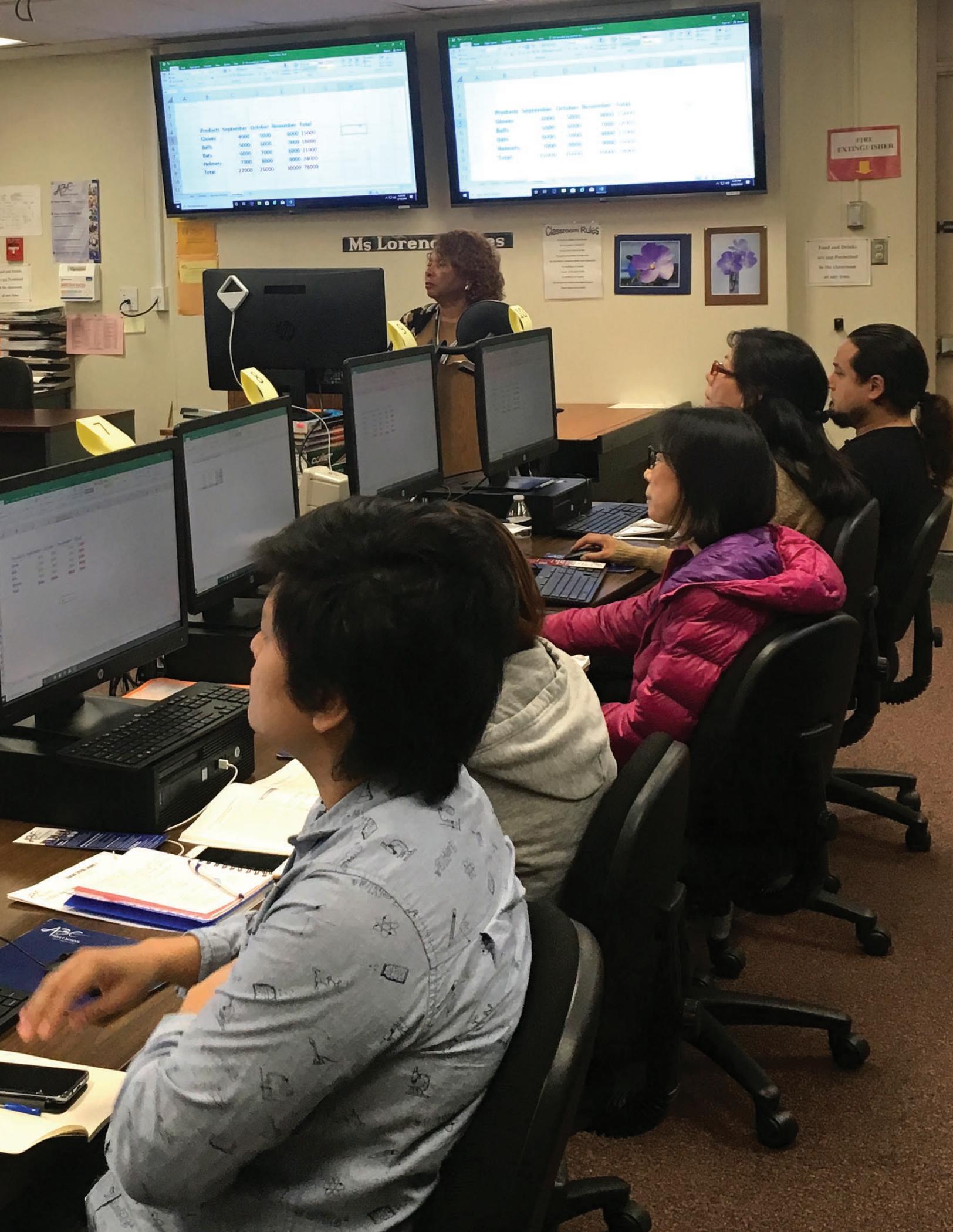
Ms Loren

Classroom Rules



Food and Drinks are not Permitted in the classroom at any time.

FIRE EXTINGUISHER



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Office Assistant

INTRODUCTION

The objective of the Office Assistant Program is to prepare students for the following jobs: Office Clerk, Office Helper, Computer Operator, Receptionist. An Office Assistant clerk will be able to perform the daily office tasks such as answering phone calls, customer service, basic correspondence, data entry, and create simple brochures and fliers. The program will prepare them to pass entry-level industry certifications. The program length is 720 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discriminatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Office Assistant program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Office Assistant Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Office Assistant program to conduct a Student Placement Survey.

The Office Assistant Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Office Assistant Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Office Assistant program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Office Assistant Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Office Assistant as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Office Assistant uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Office Assistant is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Office Assistant students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

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* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Office Assistant program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Office Assistant instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

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C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Office Assistant course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Office Assistant program is to provide the training and skills for on work in the Office Assistant field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Office Assistant Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Office Assistant has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Office Assistant, attend each advisory meeting, from the geographical area served by the institution, participate in the Office Assistant Advisory Committee meetings. Each Office Assistant Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Office Assistant. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Office Assistant course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Office Assistant Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Office Assistant courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Office Assistant program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress. It also records log-in time, keeps track of student time on line, and how much coursework has been completed as well as grades and teacher/student communication.

Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Office Assistant has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Office Assistant students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Office Assistant students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Office Assistants do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Office Assistant Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Pharmacy Technician

INTRODUCTION

The Pharmacy Technician Program prepares students to successfully attain training and qualifications to become a Pharmacy Technician. Students will learn the basic concepts of Pharmacology, knowledge of practice settings, standards and ethics, State Board of Pharmacy laws and regulations, basic pharmacy calculations, drug dosages, forms, record keeping, labeling and customer service. Students are also qualified to receive their Pharmacy Technician State License. The program length is 874 hours including 774 classroom/lab hours and 100 (with an option for up to 160) on site clinical hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Pharmacy Technician program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Pharmacy Technician Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Pharmacy Technician program to conduct a Student Placement Survey.

The Pharmacy Technician Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Pharmacy Programs Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Pharmacy Technician program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. The Pharmacy Technician Program is offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Pharmacy Technician as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Pharmacy Technician uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Pharmacy Technician is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Pharmacy Technician students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website
- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Pharmacy Technician program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Pharmacy Technician instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills.

In addition, the Pharmacy Technician Program provides lab and industry recognized skill sign offs and 160 hours of on site internship. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Pharmacy Technician course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Pharmacy Technician program is to provide the training and skills for on work in the medical field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Pharmacy Technician Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Pharmacy Technician has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

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Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Pharmacy Technician, attend each advisory meeting, from the geographical area served by the institution, participate in the Pharmacy Programs Advisory Committee meetings. Each Pharmacy Programs Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

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Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Pharmacy Technician. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

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ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Pharmacy Technician course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Pharmacy Technician Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards.

In addition to ABCAS resources, students are able to practice with up-to-date equipment and materials during their clinical rotations and/or apprenticeship work assignments. Such interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Pharmacy Technicians use a system of skills check off lists which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Pharmacy Technician program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. The exception to this will be the Pharmacy Technician Program which will teach a hybrid course, just approved by COE, in the fall of 2021. This course has not started as of the writing of this document.

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Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

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Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Pharmacy Technician has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Pharmacy Technician students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Pharmacy Technician students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Pharmacy Technician teacher of record, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student. The teacher possesses a valid California Teaching Credential.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Office Assistants do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Despite the low cost of ABCAS programs and the high quality of instruction, it has been difficult as of late to recruit the minimum of 20 students per class the district contract requires. ABCAS is endeavoring to communicate with the community the existence and value of the program and encourage potential students to choose this program as a possible vocation.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Pharmacy Technician Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.



Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Video Media Design

INTRODUCTION

This program will train students to be animators and multimedia artists. They can work for advertising companies, the movie and television industry, and for graphic and web design firms. They create special effects and motion graphics you see in films, TV shows openings, interstitials, bumpers, video games, animated graphics for mobile devices and commercials. The students are trained to create and edit videos using Final Cut Pro, Adobe Premiere Pro, and Adobe After Effects. Incorporating original graphics created in Adobe Photoshop and Illustrator is also taught. The program length is 810 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Video Media Design program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Video Media Design Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Video Media Design program to conduct a Student Placement Survey.

The Video Media Design Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Video Media Design Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Video Media Design program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Video Media Design Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Video Media Design as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Video Media Design uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Video Media Design is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Video Media Design students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Video Media Design program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Video Media Design instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Video Media Design course outlines include units of instruction which incorporate employability skills specific to the career pathway. Such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

The main goal of the Video Media Design program is to provide the training and skills for on work in the Video Media Design field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Video Media Design Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Video Media Design has a lab to go along with the activities on Canvas. These skills are used to teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Video Media Design, attend each advisory meeting, from the geographical area served by the institution, participate in the Video Media Design Advisory Committee meetings. Each Video Media Design Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Video Media Design. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Video Media Design course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Video Media Design Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Video Media Design courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Video Media Design program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

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Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Video Media Design has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Video Media Design students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

Criteria 29 The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.

Video Media Design students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

Criteria 31 Work-based activities conducted by the institution are coordinated by a designated institutional employee possessing appropriate qualifications.

The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Video Media Designs do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

Another issue has been the quick switch to online learning. We have provided training for instructors and help converting over to the Canvas system. Not all instructors are at the same level of technical competency but they are getting there and the increase in quality has been noticeable. Our enrollment has dropped considerably and so we will be looking at ways to bring students back after the COVID Pandemic ends.

SUMMARY

ABC Adult School's Video Media Design Program is highly regarded in Los Angeles and Orange County for the rigorous instruction and work-based learning activities that produce quality employees. ABCAS's dedicated faculty and staff has contributed greatly to its success. In addition, ABCAS has maintained accreditation with the Western Association of Schools and Colleges for many years. The COE self-study process provided ABCAS with continued opportunities to evaluate programs on an ongoing basis and identify areas that need to be brought into alignment with COE requirements.

Standard 2

POSTSECONDARY EDUCATIONAL PROGRAMS

Web Design

INTRODUCTION

The Web Design Program is geared to prepare students to use the professional industry software package (Adobe Suite) to create interactive web sites, animation for the web, publish and maintain websites, optimize websites, and to be able to promote and advertise products and services online. Students can start their own business and freelance, also they can find jobs as a Junior Web Designer. This program also prepares students to pass the Adobe Industry Certification and become an ACA (Adobe Certified Associate). The program length is 810 hours including classroom/lab hours.

ANALYSIS

A. ADMISSIONS A. ADMISSIONS

Criteria 1 The institution's admissions policies and procedures are: Clearly stated;

ABC Adult School has clearly stated admissions policies.

Criteria 2 Consistently applied;

These policies are consistently applied as the overall policies are set by the California Department of Education. They require all students to be 18 years of age or over and a resident of California. When those criteria are met, students have the right to enroll either in person or online. Students who are 16 or 17 can also take classes if they have written permission of their parents and high school counselor. Those students are then considered Adult Education students and follow the same curriculum and their older counterparts.

Criteria 3 Non-discrimatory;

ABC Adult School consistently applies the no discrimination policy of our school district which states: "ABC Unified School District is in compliance with Title VII of the civil rights Act of 1964, Title IX of the education amendments of 1972 and the Rehabilitation Act of 1973. The district does not discriminate in matters of employment or admission to educational programs and activities because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation."

Criteria 4 Published; and,

Our admissions policies are published in our Catalog/Student Handbook, Website.

Criteria 5 Consistently communicated to students.

And is communicated at all orientations, as well as made available on line at any time of the year, day and night.

Criteria 6 For students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with Policies established by the Commission.

N/A: ABCAS does not offer a Vocational English-as-a-Second-Language program.

Criteria 7 Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

ABC Adult School is a public adult education program and is open to all students according to the California Education Code which states: "8500. The Legislature finds and declares that adult continuing education is essential to the needs of society in an era of rapid technological, economic, and social change and that all adults in California are entitled to quality publicly supported continuing education opportunity, including the following: (a) The opportunity to acquire the knowledge and skills necessary to participate effectively in today's economy and society. (b) Access to courses at the postsecondary level that are foundations upon which successive academic or occupational knowledge are dependent. (c) Participation in other courses designed to meet the particular needs of the local community." Therefore all students have the right to be admitted to any program. The suggested prerequisites as well as the state licensure and national certification requirements (if any) are listed on information sheets and explained to the students. Students who possess a high school diploma or equivalent are entitled to a Career Technical Diploma on completion of a program. Students who do not have a high school diploma or equivalent may earn a program Certificate of Proficiency. All program admission requirements and suggested prerequisites are listed in the Course Catalog and program information sheets and electronically via ABCAS's website. The admissions prerequisite suggestions are different for each of the programs and are based upon regulatory and industry requirements. In the event of changes in industry and/or regulation, it may become necessary to implement changes within the admissions statements. ABC has general English as a Second language courses to help students bring up their overall language understanding (these are general courses, not vocational ESL) ABC Adult School also has an academics department to help students if they are struggling with a subject, for example remedial math, and this department also helps students finish their high school diploma or trains them to pass their High School Equivalency Requirements through GED or HiSET.

Criteria 8 Students admitted into associate degree programs have documentation of a high school diploma or its equivalent.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 9-13 An institution that admits students by exception to its standard admissions policies must: Have written admissions policies and procedures for these exceptions; Apply them uniformly; Provide documented evidence on how they are used; Maintain records on student progress; and, Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis.

N/A: Adult School does not offer an exception to our standard admissions policy.

B. PROGRAMS

Criteria 1-2 Occupational education programs align with: The mission of the institution; and, The occupational needs of the people served by the institution.

The ABCAS Web Design program clearly reflects the institution's mission statement. ABCAS's satisfactory completion and retention rates substantiate that the organization's programs are in fact meeting the occupational and professional needs of its students. Additionally, ABCAS continually monitors state generated job market information, as is required by the State of California Department of Education. This information is used by ABCAS to ensure the relevance and effectiveness of ABCAS's course offerings in meeting labor needs while ensuring job opportunities for the institution's students.

Criteria 3-6 Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content, and annual evaluation of its objectives.

The Web Design Program Outlines and Course Outline includes core competencies which support ABCAS's student outcomes. Program Outlines are reviewed at Advisory Committee meetings to ensure that the program outcomes and competencies are addressing the current needs of business and industry. Annually, ABCAS contacts students who have completed the Web Design program to conduct a Student Placement Survey.

The Web Design Program has periodic, structured, and timely formal and informal evaluations. These formal assessments are specifically designed to evaluate student performance in meeting program objectives. Clinical skills evaluations, unit examinations, research projects, and student presentations serve as tools to inform the teacher of student competency levels and student progress towards objective completion and content mastery.

ABCAS has established a Web Design Advisory Committee to review the objectives of the program biannually. Advisory committees review subject specific program competencies, work readiness objectives, student outcomes, academic rigor, and employment outlook data.

Criteria 7-8 A systematic process has been implemented to document that the objectives and content of programs are current; and, that coursework is qualitatively and quantitatively relevant.

Twice annually, ABCAS utilizes advisory committees comprised of business and industry partners to review, evaluate, and recommend changes to the Program Outlines. The function of the advisory committee is to discuss and analyze local labor trends, information trends, make recommendations, and give advice regarding ABCAS program content. ABCAS Course Outlines are dynamic in nature and undergo constant revision and editing to ensure the objectives and content of the programs are relevant and current. When updates must be made to existing Program or course Outlines, the work is completed and program or course outlines are presented to the Advisory at the next meeting.

Criteria 9-20 Three bona fide potential employers review each educational program annually and recommend: Admission requirements; Program content that is consistent with desired student learning outcomes; Program length; Program objectives; Competency tests; Learning activities; Instructional materials; Equipment; Methods of program evaluation; level of skills and/or proficiency required for completion; and, Appropriate delivery formats for the subject matter being taught.

Annually at least three bona fide potential employers read through each of the parts of the criteria and using the Employer Verification Form, we document this meeting and obtain the employer's signature. We go to our advisory members first and if they qualify ask them to complete the form. We also go to industry specifically if we are short of any qualified signatures.

Criteria 21 The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ABCAS determines the length of its programs based on industry standards and any applicable program, specific regulations set forth by national certification and government regulatory bodies. The program length of the Web Design program is determined by the objectives and content which are defined by our industry partners and advisors. Numbers used come from the California Employment Development Department.

The relative tuition for each program is based on a \$3.00 per instructional hour base cost plus laboratory, equipment and software costs for each program. ABC Adult School's program cost is typically less than half the cost of non state subsidized programs at other institutions.

Criteria 22 Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

All ABCAS Adult Programs are traditional clock-hour programs. Web Design Program courses are offered quarterly and allows entry into the program during the beginning of any quarter. All school holidays and breaks are designated prior to the start date of each in August and are approved by the Board of Education. They are listed in the Course Catalog and online on the school website. Classes necessary for program completion are offered, at minimum, once a calendar year and typically multiple times during the calendar year.

Criteria 23-26 Associate Degree programs offered must meet the following requirements: The program is designed to lead graduates directly to employment in a specific career; The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology); The program has a minimum of 60 semester hours or 90 quarter hours; and, The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses which are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

N/A: ABCAS does not offer Associate Degree programs.

Criteria 27 For all coursework delivered via distance education: Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.

N/A: ABCAS does not offer coursework delivered via distance education, except during the waiver period set up by COE and the Department of Education . During the COVID-19 Pandemic. In that case, all courses were the exact same material offered in our traditional classes. In fall of 2021 plans are in the works to offer Web Design as a hybrid class and, again, all material and assignments will be required of hybrid and non-hybrid students.

Each program offered by the institution:

Criteria 28 Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;

All Program Outlines are reviewed by the ABCAS faculty and industry advisory committees in order to ensure that all programs meet the established Curriculum priorities and guidelines. All Program Outlines that subsequently undergo significant change or updating are also presented to the Teacher On Special Assignment for review. All program Curricula are managed by the Assistant Principal. The Teacher On Special Assignment helps to coordinate the programs and manage the day to day activities associated with each program.

Criteria 29 Has continuous involvement of on-campus administrators and faculty in planning and approval;

All program instructors and administrators participate in mandatory staff meetings, staff development and other collaborative activities. The Principal and Assistant Principal are responsible for providing guidance and assistance to ABCAS faculty and staff to ensure productive and efficient curriculum development and the delivery of educational services. In conjunction with the Assistant Principal, the ABCAS CTEC Teacher On Special Assignment is also responsible for planning, organizing, and managing Curriculum development. The Assistant Principal also directly supervises and evaluates the performance of assigned faculty and staff. ABCAS teachers work cooperatively with administration to develop, implement, and modify Curriculum in their assigned subject areas.

Criteria 30 Has varied evaluation methodologies that reflect established professional and practice competencies;

Web Design uses various methods to evaluate student work and progress. There are written exams, worksheets for each skill, hands on skills with immediate teacher evaluation and progress of work at on site facilities.

Criteria 31 Is qualitatively and quantitatively consistent at each campus where it is offered;

Web Design is only offered on one campus. But in any of our programs, if they are offered at more than one site, the labs are equipped the same at all sites, the curriculum is the same at both sites, teachers have comparable skill and experience at both sites.

Criteria 32 Has measures of achievement of the student learning objectives;

All Exams, skills, and worksheets together measure the levels of achievement by Web Design students.

Criteria 33 Is described in catalogs, brochures, and/or other promotional materials which include tuition/fee charges, refund policies, admissions and academic requirements, information technology requirements, and employment requirements; and,s

Tuition and Fee Information

- Course Catalog
- Website
- Program Information Sheets

Refund Policies

- Course Catalog
- Website

- Adult Class Schedule
- Student Receipts

Admissions and Academic Requirements

- Course Catalog
- Website

Employment Requirements

- Course Catalog
- Website

* ABCAS does not currently have any IT requirements for the programs offered.

Criteria 34 Provide for timely and meaningful interaction among faculty and students.

The Syllabus for the Web Design program contains instructor contact information including: office telephone numbers, e-mail address, and guidelines regarding how to request student/faculty meetings. The Web Design instructors also provide time for students to meet with them before and after class.

Criteria 35 A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (This Commission definition is consistent with the Federal definition of a credit hour. See Section VII. Definitions for the term 'Credit Hour [Federal definition]'.)

N/A: ABCAS offers only traditional clock hour programs.

Criteria 36 For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

N/A: ABCAS does not offer coursework delivered via distance education except during the special waiver from COE and the Department of Education during the COVID -19 Pandemic restriction. Teachers online hold the same lecture and class time. Teacher response time is usually the same day but is less than 24 hours.

C. INSTRUCTION

Criteria 1 Academic competencies and occupational skills are integrated into the curriculum or instructional plan for each occupational program.

ABCAS courses are aligned to the current model Career Technical Education (CTE) curriculum standards adopted by the California Department of Education, thereby demonstrating that academic core content is supported through the integration of occupational training and skills. The skills involve a heavy use of Math and Science as well as reading and writing.

Criteria 2 The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

The Web Design course outlines include units of instruction which incorporate employability skills specific to the career pathway. such as: job knowledge, work habits and attitudes, job skills, job search skills as well as communication skills and bedside manners.

Criteria 3 The sequence of instruction required for program completion (lecture, lab, and work- based activities) is determined by desired student learning outcomes.

The main goal of the Web Design program is to provide the training and skills for on work in the Web Design field. Students are not allowed at an externship site until the instructor deems the student is ready. The sequence of instruction and learning outcomes are verified by the successful placement and completion of students in the program.

Furthermore, The Web Design Course Outline, which has been reviewed by an advisory committee and the Commission, includes the major units of instruction that must be presented. Under the guidance of the Program Administrator and Lead Teacher, each instructor is responsible for identifying the sequence of their program's instruction which includes the development of lesson plans. Upon identifying the sequence of instruction, each instructor is required to prepare a syllabus which includes a schedule of instruction. Students receive the syllabus during the first week of instruction to encourage their active participation in their educational planning and success.

Criteria 4-7 The sequence of instruction required for program completion is used to: Organize the curriculum; Guide the delivery of instruction; Direct learning activities; and, Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.

All lessons are planned and ordered within Canvas. Delivery is through the instructor and other media when appropriate. Also in books and handouts from within Canvas. Web Design has a lab to go along with the activities on Canvas. These sills are used teach the concepts as well as evaluate student progress. If a student does not successfully complete the skills, they need to re-do them until they can pass.

Criteria 8 Occupational Advisory Committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.

Not only do occupational advisory committees review curriculum, class topics, and methods of instruction, there is time left in each meeting for the instructors to discuss current practices. The instructor then takes those discussions and uses them to update her curriculum appropriately.

Each occupational advisory committee:

Criteria 9 Consists of a minimum of three members external to the institution who have expertise in the occupational program;

Three or more advisors with expertise in their fields and the areas that form the discipline of Web Design, attend each advisory meeting, from the geographical area served by the institution, participate in the Web Design Advisory Committee meetings. Each Web Design Advisory Committee member is selected based upon their occupationally relative content knowledge, employment status/position and when necessary, certification/licensing.

Criteria 10 Represents each service area covered by the program at each meeting (main campus and each branch campus).

Advisories have at least three members from our Southern California service area.

Criteria 11 Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);

Minutes are kept for each Advisory Committee meeting noting the attendance and physical or virtual presence of the participants. All meetings have at least two members physically present. The exception to this is 2020 - 2021 where all meetings were held virtually under the exemption granted by COE.

Criteria 12 Meets at least twice annually;

ABC Adult School conducts Occupational Advisory Committee meetings twice annually. The exception to this is the year 2020 which consisted of only one advisory meeting due to the COVID related exemption given by COE.

Criteria 13 Ensures that no fewer than three months separate each official committee meeting; and,

A yearly calendar of all advisories being held the next school year is created by June of the current school year. One advisory for each program is scheduled during the first semester and one the second semester. These are scheduled in basically the same order each time to ensure that all meetings have at least 90 days of separation.

Criteria 14 Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.

Agendas are created for each Advisory meeting and emailed to participants in advance. Minutes are maintained for every Advisory Committee meeting hosted by ABCAS. The minutes include details of all recommendations to course and program outlines and committee discussion points and recommendations regarding: employability skills, technology skills, employment trends, professional licensing and certifications, and life-long learning.

Criteria 15 Occupational Advisory Committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program.

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The Occupational Advisory Committee reviews with the instructor or their representative the appropriateness of the type of instruction offered in Web Design. This review has the aim of assuring that students are competent with skills taught as well as able to successfully complete the program. It is important, however, to note that while the function of an Advisory Committee is to assist ABCAS in determining what should be taught, how to teach the subject matter remains at the discretion of ABCAS instructors and administrators.

Criteria 16 Job-related health, safety, and fire prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ABCAS Course Outlines include units of instruction in job related health, safety, and fire prevention. The Web Design course completes a general safety exam. Specific learning objectives related to health, safety, and fire prevention are listed throughout the Course Outlines as they apply to the subject matter.

Criteria 17 Orientation to technology is provided and technical support is available to students.

All Web Design Students are required to take an introduction to computers course. New equipment and software is demonstrated by the instructor and technical assistance is available by the instructor and Paraeducator as needed.

Criteria 18 To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

Although ABCAS must work within the constraints of budgetary limitations imposed by the California Department of Education, ABCAS makes every effort to ensure that students have access to modern facilities and equipment; and sufficient materials and supplies. Purchases are made annually to upgrade and improve equipment and bring the lab up to industry standards. Software is also kept up to date and is checked annually. Such hardware and software interactions are an inherent part of the programs which are included in this self-study document.

Criteria 19 Instruction is effectively organized as evidenced by syllabi, lesson plans, competency tests, and other instructional materials.

All instruction presented by ABCAS, including both classroom and on-site training, is organized through the use of Program Outlines, Course Outlines, lesson plans, and assessments.

Criteria 20 The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

All Web Design courses use a system of skills which build systematically, one upon another, and thus insure the same rigorous standards are upheld and delivered in an objective and equitable method.

The Web Design program's Course Outline includes the competencies that must be achieved within each major unit of instruction. Based on this, assessments are designed to test the student's knowledge of, and proficiency in, subject matter. Once proficiency is demonstrated, competencies are recorded to be awarded at the conclusion of the course.

Students are awarded competencies based on the results of instructor assessments which may include but are not limited to: formative assessments, clinic and lab assignments, research assignments, and hands-on work performance. ABCAS uses Canvas, our web based learning management system. At the end of the quarter, final grades are transferred to ASAP, our student management system. Daily attendance is also recorded in the ASAP system.

Criteria 21 For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 22 For all coursework delivered via distance education: Each course/ program has in place a standardized template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted.

Criteria 23 For all coursework delivered via distance education: The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).

N/A: ABCAS does not offer coursework delivered via distance education. The exception to this was the move to on line work during the 2020-2021 Covid-19 Pandemic with the waiver offered by the US Department of Education and COE. All instruction was taken on line with the same instructors, curriculum, course outlines, objectives and requirements and none was contracted. Classes use the Canvas learning management system as well as Google Classroom to monitor student progress.

Criteria 24 For all coursework delivered via distance education: The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

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Criteria 25-27 Written agreements with work-based activity partners, if any: Are current; Specify expectations for all parties; and, Ensure the protection of students.

Each intern site for Web Design has a written contract that is board approved and specifies expectations, liabilities and protection of students.

Criteria 28 Each work-based activity has a written instructional plan for students.

Web Design students are not required to do on site work based activities. They may substitute career instruction in our career center instead. If they choose work-based activities for their hours they will receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the competencies which must be completed by the student to demonstrate mastery of skills/subject matter. Students are evaluated by both on-site internship supervisors and course instructors.

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Web Design students receive classroom instruction prior to the commencement of internship activities. To ensure that the course objectives are met, instructors must complete an individualized training plan (ITP) with the student and their training site supervisor. The ITP is developed to indicate the objectives, experiences, competencies and evaluations which must be completed by the student to demonstrate mastery of skills/subject matter.

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Criteria 30 The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

A Community Classroom Agreement between ABCAS teachers and the training site supervisor must be in place prior to students being placed in the training site. This agreement includes the signature of the on site person responsible for the internship students and must be approved by the school district board of trustees. They also provide feedback to the teacher regarding student performance which the teacher uses to complete all written evaluations for the student.

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The Job Developer, in collaboration with the on-site supervisor identified on the Community Classroom Agreement, is responsible for guiding, monitoring, and supervising the student's learning experiences and assisting with completing the written evaluation of the student.

CHALLENGES AND SOLUTIONS

ABC Adult School has a history of and is committed to continuing to offer high quality state-of-the-art Career Technical Education in South East Los Angeles County. Because Web Designs do not require licensure in California, it is sometimes difficult to convince students to finish the entire program and get their Career Technical Diploma along with their national certification. One of the motivators to a diploma has been PELL Grants. Students only qualify at ABC Adult School for PELL if they agree to take the entire program from the beginning. In our view, students seriously limit their future employment opportunities if they do not complete the entire program offered to them. ABCAS is endeavoring to communicate the importance of scope and sequence to the students in the program and encouraging them through academic and teacher provided counseling and guidance to take and complete the full course of study before seeking a job.

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SUMMARY

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POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

June 30, 2021

PROGRAM NAME / CIP Code (Use One Line For Each Program)		PROGRAM LENGTH		% of Programs' Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution – NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
		Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Accounting Clerk / 52.0302		756	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	12	Click	4
Administrative Assistant / 520408		900	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	5	Click	2
Graphic Media Design / 11.0803		810	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	11	2	1
IT Technician / 47.0104		868	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	15	1	1
Office Assistant / 52.0408		720	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	2	Click	3
Video and Digital Media Design / 50.0102		810	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	0	2	1
Web Design / 11.0804		810	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	6	1	3
		Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click	Click	Click	Click	Click

Programs listed below are those of which campus :
(Click applicable box and enter name of campus if appropriate) Each campus needs a separate chart.

Click each appropriate box to indicate method of measuring program length:

Main Campus

Other Campus Location:

Click

Clock Hours

Semester Credit Hours / Complete Clock Hour / Credit Hour Chart

Quarter Credit Hours / Complete Clock Hour / Credit Hour Chart

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.

Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods

POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

June 30, 2021

PROGRAM NAME / CIP Code (Use One Line For Each Program)		PROGRAM LENGTH		Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE <small>(The date the program first enrolled students at the institution – NOT the start date of the latest term)</small>	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned		
		Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time	
				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cosmetology / 12.0401		1600	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	12	Click	1
Dental Assistant / 51.0601		1010	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2020	Click	6	Click	1
Medical Assistant / 51.0801		952	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	23	Click	3
Medical Office and Billing Specialist / 51.0714		990	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	19	Click	3
Pharmacy Technician / 51.0-80-5		874	0	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9/2013	Click	9	Click	1
		Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Click	Click	Click	Click
		Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Click	Click	Click	Click
		Click	Click	Click	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Click	Click	Click	Click

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.

Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.



ABC

ADULT SCHOOL

Learning for Success



Standard 3
PROGRAM AND
INSTITUTIONAL OUTCOMES



Standard 3

PROGRAM AND INSTITUTIONAL OUTCOMES

INTRODUCTION

The mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic and personal goals. Students are evaluated on technical knowledge and their ability to apply this knowledge in the performance of practical industry skills. Instructors evaluate students on an ongoing basis to ensure that program completers possess the competencies necessary for success in their chosen career paths. Appropriate records of student progress are maintained for each student. The effectiveness of the instructional programs is evaluated through student follow-up surveys, and job placement data. Student completion and placement data for ABCAS is annually reported to the Governing Board (Commission) and to the California Department of Education. Although placement rates are important in determining the effectiveness of a program, this is not the only criteria that is considered. During the follow-up process, ABCAS collects information regarding student employment status, military service, and postsecondary enrollment as well.

ANALYSIS

- 1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupations studied and (b) notations of completion of, or withdrawal from, programs are maintained and made a part of his/her record.**

Each occupational program at ABCAS requires the successful completion of general employment skills and industry specific competencies which are defined in each course outline and course syllabus. Instructors use the course outline as a framework for instructional planning. The competencies listed on the course outline and syllabus are used as a master list which the instructor uses as a reference to determine which competencies students have completed and which competencies remain incomplete. Competencies are stored in the student data system.

Upon the start of a new session/class, each instructor establishes a gradebook which is used to record student achievement and progress. Copies of the gradebooks are maintained by the teacher of record and submitted to the Lead Teacher at the conclusion of each academic term. Final grades (or pass/fail) are entered, by the instructor of record, into ABCAS's student data management system, ASAP. Instructors also enter student's attendance information into the ASAP program. Program secretaries and administrators can generate a Student Enrollment Report for each student which provides detailed information on the student's enrollment status, a record of attendance, the student's final grade for each term and certificates earned each academic term.

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.

ABCAS completes an annual completion report which is presented by the Principal or her designee to the Commission as an information item during the Commission meeting. This report includes annual student enrollment and program completion data. If ABCAS's completer rate for 2020 was not within COE's acceptable range. ABCAS administration analyzes and reviews the program completion data and meets with program instructors to develop strategies for program outcome improvement. Program completion information is tallied and reported to the Commission each year using the mycouncil software reporting system. The meeting of benchmarks is determined by the software and each data set is flagged if a benchmark is not met. ABC Adult School uses a calendar year reporting system.

3. The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. Completion data for graduate completers has been verified for five students.

This item is to be completed by Visiting Teams during accreditation visits.

4. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion for the most recent 12-month period possible.

N/A: ABC Adult School is applying for reaffirmation.

5. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken actions required by the Commission due to program completion rates failing to meet the required benchmark.

Almost all benchmarks have been met. In the instance of a benchmark not being met, a plan was drafted, sent to COE, implemented, and the discrepancy was remedied by the deadline required. During the 2020-2021 School year, COE waived the requirement to meet completion benchmarks due to COVID-19.

6. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks. (Objective 3-2).

ABCAS completes an annual placement report which is presented by the Principal or her designee to the Commission as an information item during the Commission meeting. Students from ABC Adult School shall be considered placed if he/she meets the following criteria:

Directed Placement: The student is placed in a position where the Dictionary of Occupational Titles (DOT) code matches a code assigned to the training program from which the student has achieved job specific skills.

Transferable Job Skills: The student is placed in a position requiring job skills that were taught in the training program, but the placement is not in the specific industry trained for (e.g., cashiering is taught in retail merchandising, but the student is placed as a cashier in a fast-food restaurant).

Continuing Education or Military: The student is considered to have attained a positive outcome if he/she continues their education in the same or related occupation, or joins the military services.

ABCAS has recognized placement data collection as an area of growth. ABCAS administration analyzes and reviews the program placement data and meets with individual program instructors and the Job Developer to create strategies for program outcome improvement. ABCAS submits accurate and verifiable program completion data each year to the Commission for comparison to required benchmarks.

7. The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. Placement data for five graduate completers and five non-graduate completers has been verified.

This item is to be completed by Visiting Teams during accreditation visits.

8. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement. (Objective 3-2)

N/A: ABCAS is currently seeking reaffirmation.

9. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for placement OR the institution has taken actions required by the Commission due to program placement rates failing to meet the required benchmark. (Objective 3-2)

The placement rate meeting of benchmarks were suspended during the 2020 reporting period due to the COVID 19 Pandemic. The placement rates for all programs are expected to rise for the report which will be submitted in 2021.

10. If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks. (Objective 3-2)

ABCAS completes an annual placement report which is presented by the Principal to the ABCAS Commission as an information item during the Commission meeting.

11. The data submitted on the most recent COE Annual Report or COE Excel spreadsheet is confirmed to be accurate on a random basis. Licensure performance data has been verified for five students.

This item is to be completed by Visiting Teams during accreditation visits.

12. FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for licensure exam pass rates for the most recent 12-month period possible.

N/A: ABCAS is currently seeking reaffirmation.

13. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmark.

ABCAS collects data to ensure that students are securing occupational licensure upon completion of the following programs: Pharmacy Technician, Cosmetology and Dental Assistant. All students who successfully complete the required hours are eligible for licensure as a Pharmacy Technician in the State of California. All students are given the signed and embossed forms along with instructions on submission. Students submit the applications on their own. Cosmetology students must pass a 2 part state exam. Dental Assistants also have a licensing exam.

14. The institution has a written plan to ensure that program and institutional outcomes follow-up is systematic and continuous.

See the institution publication titled: Follow-up Plan for Program and Institutional Outcomes.

The institution's written plan for program and institutional outcomes follow-up includes the following elements:

15. Identification of responsibility for coordination of follow-up activities;

Once the Student Placement forms and Student Follow-up surveys are completed, the information is sent to the Job Developer and her secretary for entering into the ASAP student database system. Surveys are sent during the summer to employers of completers to assess continuing placement success.

16. Methods for collection of data on completion, placement, and licensure exam pass rates;

ABCAS collects completer information through the ASAP student database system. When the reports are finished being programmed, all of the student progress information will be entered into ASAP and a report will be created which indicates the number of students who completed a program. Currently the follow up information is kept in an Excel spreadsheet. Student placement data for completers is collected through the use of Student Follow-Up Surveys and Student Placement forms, phone calls, and social media.

17. Information collected from completers and employers of completers that is focused on program effectiveness; and,

Upon completion of a program, the student fills out a Student Satisfaction Survey. The information generated by this survey is compiled for each program and provides ABCAS administrators an opportunity to learn more about how students perceive their educational experience. ABCAS responds to survey results by making changes that improve program offerings and further ABCAS's mission. Student status information is collected through the Student Placement Form and the Student Follow-Up Survey. Employee surveys are sent out during the summer.

18. Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received.

Upon completion of a program, the student fills out a Student Satisfaction Survey. The information generated by this survey is compiled for each program and provides ABCAS administrators an opportunity to learn more about how students perceive their educational experience. ABCAS responds to survey results by making changes that improve program offerings and further ABCAS's mission. Student status information is collected through the Student Placement Form and the Student Follow-Up Survey. Employee surveys are sent out during the summer. The goal of any ABCAS program is to adequately prepare students for employment and/or advanced education. Data and suggestions from completers and industry partners are utilized to plan improvements in program outcomes that impact student success.

19. The program and institutional outcomes follow-up plan is reviewed annually by the faculty and administration (and revised as necessary).

The results of the Student Satisfaction Survey, Student Placement Form, Student Follow-Up Survey, completion rate, and pass rate for licensure are shared with the ABCAS administration and instructors, and stakeholders at staff meetings and advisory meetings. The purpose of the review is to monitor the quality of ABCAS programs and to identify areas for program improvement. Any program that does not meet the criteria is placed on a “watch list”. Programs which do not demonstrate significant improvement within two years may be recommended for major revisions and in extreme cases, cancellation by the administration.

20. Program and institutional outcomes follow-up information is used to evaluate and improve the quality of program outcomes.

The results of the Student Satisfaction Survey, Student Placement Form, Student Follow-Up Survey, completion rate, and pass rate for licensure are shared with the ABCAS administration and instructors, and stakeholders at staff meetings and advisory meetings. The purpose of the review is to monitor the quality of ABCAS programs and to identify areas for program improvement. Any program that does not meet the criteria is placed on a “watch list”. Programs which do not demonstrate significant improvement within two years may be recommended for major revisions and in extreme cases, cancellation by the administration.

21. Follow-up information is made available at least on an annual basis to instructional personnel and administrative staff.

The results of the Student Satisfaction Survey, Student Placement Form, Student Follow-Up Survey, completion rate, and pass rate for licensure are shared with the ABCAS administration and instructors, and stakeholders at staff meetings and advisory meetings. The purpose of the review is to monitor the quality of ABCAS programs and to identify areas for program improvement. Any program that does not meet the criteria is placed on a “watch list”. Programs which do not demonstrate significant improvement within two years may be recommended for major revisions and in extreme cases, cancellation by the administration..

CHALLENGES AND SOLUTIONS

ABCAS continues to look for ways to improve student's experiences and success with obtaining gainful employment. Tracking job placement and licensure information through the Student Placement Forms process continues to be a challenge. It is difficult to reach students after they have completed a program because contact phone numbers may be disconnected or have changed. Administration is currently working with teachers to review our accountability process with students at the beginning of the program and during orientation, throughout the program, and upon completion of the program. To strengthen the outcomes of this strategy, the accountability process will be reviewed with teachers during their professional development training sessions throughout the school year. Teachers will receive training on the importance of this process and how they should maintain contact with students leaving the school in order to gain more complete data on student placement. Additionally we have placed the Student Placement Form on our website and have instructed students on how to complete it at any time once they complete the program.

SUMMARY

ABCAS has a process in place to maintain records of student progress. Data is maintained throughout the student's program including pertinent enrollment data, academic evaluations including formative and summative assessments, and follow-up data including completion, placement, and professional licensing and certification information. ABCAS has a process to collect follow-up data including: completion rates, placement information, and passing rates for professional licensing examination. The collected data is evaluated and used in formal program evaluation. Data is also shared, as appropriate, with Administration, Staff, Faculty and Advisory Committees.

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328500 - ABC Adult School - Post Secondary
 Reporting Period: 01/01/2019 - 12/31/2019

Program Name	5. Beginning Enrollment	6. New Enrollees	7. Cumulative Enrollment	8. Still Enrolled	9. Non-Graduate Completers	10. Graduate Completers	11. Total Completers	12. Non-Graduate Completers Employed in Positions Related to Field of Instruction	13. Graduate Completers Employed in Positions Related to Field of Instruction	14. Total Completers Employed in Positions Related to Field of Instruction	15. Graduate Completers Employed in Positions Unrelated to Field of Instruction	16. Graduate Completers Waiting to Take Licensure Exam	17. Graduate Completers Who Took Licensure Exam	18. Graduate Completers Who Passed Licensure Exam	19. Graduate Completers Unavailable for Employment	20. Graduate Completers Who Refused Employment	21. Graduate Completers Seeking Employment/Status Unknown	22. Withdrawals	23. Sum of Items 16, 19, and 20	24. Difference - Row 10 minus Row 23	25. Difference - Row 11 minus Row 23	26. Graduation Rate (%)	27. Total Completion Rate (%)	28. Graduate Placement Rate (%)	29. Total Placement Rate (%)	30. Licensure Exam Pass Rate (%)
Accounting Clerk - Active Program Produced Graduates - Licensure Not Required	30	33	63	24	15	24	39	15	12	27	0	-	-	-	1	0	11	0	1	23	38	62	100	52	71	-
Administrative Assistant - Active Program Produced Graduates - Licensure Not Required	19	23	42	27	3	12	15	3	6	9	0	-	-	-	3	0	3	0	3	9	12	80	100	67	75	-
Graphic Media Design - Active Program Produced Graduates - Licensure Not Required	14	11	25	9	9	4	13	9	2	11	0	-	-	-	0	0	2	3	0	4	13	25	81	50	85	-
IT Technician - Active Program Produced Graduates - Licensure Not Required	12	13	25	6	9	8	17	9	4	13	1	-	-	-	0	0	3	2	0	8	17	42	89	50	76	-
Office Assistant - Active Program Produced Graduates - Licensure Not Required	5	8	13	4	4	5	9	4	1	5	0	-	-	-	0	0	4	0	0	5	9	56	100	20	56	-
Video and Digital Media Design - Active Program Produced Graduates - Licensure Not Required	4	5	9	3	3	1	4	3	1	4	0	-	-	-	0	0	0	2	0	1	4	17	67	100	100	-
Web Design - Active Program Produced Graduates - Licensure Not Required	8	3	11	8	1	2	3	1	1	2	1	-	-	-	0	0	0	0	0	2	3	67	100	50	67	-
Campus Totals	92	96	188	81	44	56	100	44	27	71	2	0	0	0	4	0	23	7	4	52	96	52	93	52	74	-

328501 - ABC Adult School - Post Secondary
Reporting Period: 01/01/2019 - 12/31/2019

Program Name	5. Beginning Enrollment	6. New Enrollees	7. Cumulative Enrollment	8. Still Enrolled	9. Non-Graduate Completers	10. Graduate Completers	11. Total Completers	12. Non-Graduate Completers Employed in Positions Related to Field of Instruction	13. Graduate Completers Employed in Positions Related to Field of Instruction	14. Total Completers Employed in Positions Related to Field of Instruction	15. Graduate Completers Employed in Positions Unrelated to Field of Instruction	16. Graduate Completers Waiting to Take Licensure Exam	17. Graduate Completers Who Took Licensure Exam	18. Graduate Completers Who Passed Licensure Exam	19. Graduate Completers Unavailable for Employment	20. Graduate Completers Who Refused Employment	21. Graduate Completers Seeking Employment/Status Unknown	22. Withdrawals	23. Sum of Items 16, 19, and 20	24. Difference - Row 10 minus Row 23	25. Difference - Row 11 minus Row 23	26. Graduation Rate (%)	27. Total Completion Rate (%)	28. Graduate Placement Rate (%)	29. Total Placement Rate (%)	30. Licensure Exam Pass Rate (%)
Cosmetology - Active Program Produced Graduates - Licensure Required	20	10	30	12	1	15	16	1	7	8	1	3	12	11	0	0	4	2	3	12	13	83	89	58	62	92
Dental Assistant - Active Program No Graduates Produced -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Assistant - Active Program Produced Graduates - Licensure Not Required	28	24	52	29	14	2	16	14	2	16	0	-	-	-	0	0	0	7	0	2	16	9	70	100	100	-
Medical Office and Billing Specialist - Active Program Produced Graduates - Licensure Not Required	28	23	51	26	7	11	18	7	8	15	0	-	-	-	0	0	3	7	0	11	18	44	72	73	83	-
Pharmacy Technician - Active Program Produced Graduates - Licensure Required	10	25	35	15	9	10	19	9	8	17	1	0	10	9	0	0	1	1	0	10	19	50	95	80	89	90
Campus Totals	86	82	168	82	31	38	69	31	25	56	2	3	22	20	0	0	8	17	3	35	66	44	80	71	85	91

Institution Totals - Post Secondary Programs
Reporting Period: 01/01/2019 - 12/31/2019

	5. Beginning Enrollment	6. New Enrollees	7. Cumulative Enrollment	8. Still Enrolled	9. Non-Graduate Completers	10. Graduate Completers	11. Total Completers	12. Non-Graduate Completers Employed in Positions Related to Field of Instruction	13. Graduate Completers Employed in Positions Related to Field of Instruction	14. Total Completers Employed in Positions Related to Field of Instruction	15. Graduate Completers Employed in Positions Unrelated to Field of Instruction	16. Graduate Completers Waiting to Take Licensure Exam	17. Graduate Completers Who Took Licensure Exam	18. Graduate Completers Who Passed Licensure Exam	19. Graduate Completers Unavailable for Employment	20. Graduate Completers Who Refused Employment	21. Graduate Completers Seeking Employment/Status Unknown	22. Withdrawals	23. Sum of Items 16, 19, and 20	24. Difference - Row 10 minus Row 23	25. Difference - Row 11 minus Row 23	26. Graduation Rate (%)	27. Total Completion Rate (%)	28. Graduate Placement Rate (%)	29. Total Placement Rate (%)	30. Licensure Exam Pass Rate (%)
328500 - ABC Adult School	92	96	188	81	44	56	100	44	27	71	2	0	0	0	4	0	23	7	4	52	96	52	93	52	74	-
328501 - ABC Adult School	86	82	168	82	31	38	69	31	25	56	2	3	22	20	0	0	8	17	3	35	66	44	80	71	85	91
Grand Totals	178	178	356	163	75	94	169	75	52	127	4	3	22	20	4	0	31	24	7	87	162	49	88	60	78	91



ABC

ADULT SCHOOL

Learning for Success

Standard 4 STRATEGIC PLANNING



Standard 4

STRATEGIC PLANNING

INTRODUCTION

The strategic plan including the mission statement and vision, were developed through a collaborative effort by administrators, faculty, students, and community members using the existing mission statement as the basis for discussion and revision to ensure that it accurately reflects the evolving beliefs of the ABC Adult School and the community. The mission will be reviewed annually by our Institutional Advisory Committee.

ANALYSIS

- 1.** The institution has a written strategic plan.

The institution's written strategic plan includes, at a minimum, the following components:

- 2.** **Mission of the institution:**

The mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities in career, academic, and personal goals.

- 3.** **Vision of the institution:**

- We believe students in ABC Adult School should be as well educated as any in the world.
- We believe all students have the capacity to be high achievers.
- We believe people are the cornerstone of our school and students are the reason we are here.

Self-Directed Lifelong Learners who:

- Acquire knowledge and skills appropriate to their goals in life.
- Set and achieve career, educational and/or personal goals.
- Seek continuing career training and or educational opportunities.

Effective Communicators who:

- Demonstrate appropriate language, digital literacy computational skills and/or technical skills.
- Apply communication skills to professional, technical, creative, and other real-life situations.
- Enhance and improve their ability to understand and be understood by others.

Critical Thinkers and Problem-Solvers who:

- Exercise their powers of judgment, perception, and inference.
- Assess and fulfill their own needs by finding appropriate resources.
- Apply knowledge of professional, technical and other real- life situations.

4. Objectives for a minimum period of three years:

The ABC Unified School Board, in collaboration with the Superintendent, revised and created organizational strategic goals for the school district. Those goals are elaborated on in our institutional strategic plan. The plan was updated and codified after our WASC accreditation in 2017. Additionally, the Leadership, Focus Groups, Institutional Advisory, and Program Advisory Committees worked with the COE Committee members to devise the Strategic Action Plan Objectives to support the organization's Strategic Goals.

Organizational Strategic Goals:

1. Academic Achievement for All (Program Development)
2. Professional Growth for Employees (Staff Development)
3. Family and Community Engagement (Marketing)
4. System to Support Student Success (Student Support)
5. Effective Resource Management (Facilities and Equipment)

WASC/COE Strategic Action Plan Objectives:

1. Increase Marketing Strategies
2. Implementation of Financial Aid
3. Increasing Student Awareness of Student Support Services
4. Increasing Staff Technology Training

5. Strategies for achieving the objectives; and,

The WASC and COE self-study teams reviewed the action plan. Included in the plan are: (a) specific steps to achieve the objectives, (b) a completion timeline, and (c) resources needed to complete the objectives.

6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan; and

Current and projected financial resources include student charged fees, the Adult Education Grant, Carl Perkins grant monies, CalWorks Grant monies, and Workforce Innovation and Opportunity Act (WIOA) grant monies. These funding sources allow for a basis for initiatives specified in the ABCAS's Strategic Plan.

7. Strategies for evaluating progress toward the objectives

The Strategic Plan also includes a description of (a) how progress is to be assessed, (b) the means by which progress will be reported, (c) an area to report current status, and (d) the evidence used to verify objective completion.

8. The strategic plan is reviewed annually by the faculty, administration, and institutional advisory committee (and revised as necessary).

ABCAS's Strategic Plan was created with input from all stakeholders which includes, but is not limited to faculty, staff, and administration. As stated in the revised Strategic Plan, ABCAS's administrators, staff, faculty, district partners, and industry partners (including the Institutional Advisory Board) will review, revise the plan annually, and as necessary.

9. The results of the evaluation of progress toward achieving the objectives are documented annually

Annual evaluation of the progress toward achieving the objectives of the strategic plan is documented in the Institutional Advisory.

CHALLENGES AND SOLUTIONS

Designated career technical education funding continues to be a challenge for ABC Adult School. This factor will continue to impact ABCAS and its efforts in strategic planning and goal attainment. As new developments occur within state and federal guidelines, ABCAS will continue to adjust strategic planning efforts and redefine organizational goals as necessary. In a collaborative effort, the Institutional Advisory Committee, ABCAS Leadership Team, and ABCAS Administration will continue to examine issues that affect the Adult School in an effort to provide high quality services and education for its students and stakeholders.

ABCAS leadership will continue to stay abreast of legislative and fiscal issues that concern career technical education and examine how such issues will ultimately affect the organization. Additionally, ABCAS will continue to assess local workforce trends and labor statistics in an effort to maintain a consistently current frame of reference in the planning of the organizational goals and review of the organization's mission and vision towards preparing students for employment.

SUMMARY

ABCAS recognizes that strategic planning is an ongoing process and has recognized the need for continual assessment and revision as needed. By meeting regularly with our stakeholders and our Advisory Board, the newly revised Strategic Plan will provide a framework for setting objectives, and putting into motion the changes necessary to best meet the needs of the stakeholders served.

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ABC

ADULT SCHOOL

Learning for Success



Standard 5

LEARNING RESOURCES



Standard 5

LEARNING RESOURCES

INTRODUCTION

ABC Adult School uses a decentralized approach to learning resources. Physical resources are purchased by the Adult School and checked out by the program secretary and made available for use by all ABCAS teachers and staff who in turn make them available to students as needed. Teachers generally determine the need for resources and initiate the purchasing process. Through this process, administration reviews all requests and approves those requests that are deemed appropriate. Most of the media resources made available for instructional use are technological in nature. These resources are made available via computer at both campuses as necessary and appropriate. In order to manage and plan for future resources, ABC Adult School has written a Technology Plan that provides a detailed guideline on how organizational needs such as professional development, organizational goals for future technology acquisition and utilization, and budget and funding implications are assessed and evaluated.

ANALYSIS

MEDIA SERVICES

- 1. The institution has a written plan for its media services which is appropriate for and inclusive of methods of program delivery.**

ABCAS's Technology Plan incorporates parts of our Technology Plan, district inventory procedures, and outcomes of our budgetary priorities. Most media resources used at ABCAS are of a technological origin, the Information Technology Department reviews the Technology Plan annually and Media Services Plan and they are updated when appropriate. Media resources which are not covered in the plan such as print media, videos, DVDs, and program specific software programs are requested by program instructors via purchase requisition forms.

The institution's written plan for media services includes the following:

2. The scope and availability of the services;

Teachers have access to a multitude of instructional media/resources including a desktop, laptop computers, print media, computer software, technological equipment, internet access, copy machines and the ABCAS website. Support staff and contracted consultants offer training and support as needed. The purchase of computers, LCD monitors and projectors, DVD players, and other technological instructional equipment is driven by current industry and instructional standards. The purchase of these items is accounted for and allocated through the Technology Plan. Additional media such as instructional DVDs and videos, resources and reference manuals, and other publications are maintained by the instructor and are obtained using the purchasing process detailed in the teacher's handbook. In addition, teachers have classroom computers and are issued laptop computers which are loaded with software appropriate to support student learning. Students have access to resources that are available in their classrooms as well as computers and wireless internet access.

3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational and reference materials appropriate to program offerings; and other materials to support its educational programs;

ABCAS provides students and staff with wireless internet access while on the ABCAS campus. All classrooms are equipped with multiple viewing screens (minimum of 65") and DVD players. Program specific instructional videos/DVDs (same as above) are housed in individual classrooms and updated as necessary by the instructor. The medical programs maintain periodicals and reference books. These reference materials are available for use by the MA and PT and MIS students.

4. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services;

Two Technology Assistants and Technology Secretary II are overseen by the Assistant Principal and are responsible for computer network administration activities and designated programs and systems. All other media resources are managed by the instructors and checked out by the program secretary.

5. Roles and responsibilities of designated staff member(s);

The Technology Assistants and administration are responsible for setting the direction of the information technology plan of ABC Adult School which is accomplished through the development of the ABCAS Technology Plan. Together they set organizational IT and media policies regarding procedures and standards and reviews and recommends priorities for the development of applications.

The Principal is responsible for implementing the Technology Plan. As mentioned previously, the Assistant Principal is responsible for supervising the Network Analyst and Computer Support Specialist who are largely responsible for computer network administration activities and designated programs and systems. Technology Plan responsibilities that are beyond the skill of the Network Analyst and Computer Support Specialist are performed by contracted providers on an as needed basis. Instructors are responsible for selecting all media resources as applicable and relevant to their programs. The Lead Teacher and Assistant Principal are responsible for approving the media purchases for all classrooms.

6. Orientation for user groups (i.e., instructors, students, and others);

Orientations are provided by the instructors through activities that reflect the current industry practices. Instructors are also responsible for performing demonstrations and hands-on learning experiences that utilize appropriate materials, equipment, tools, and procedures. The Career Technical Education Department oversees training for teachers concerning proper instructional techniques and procedures through professional development opportunities. The Lead Teacher is responsible for assuring that instructional programs are compliant with established goals, procedures, guidelines, and regulations. The Network Analyst is responsible for providing training to personnel in the proper operation of assigned hardware, software, operating systems and peripheral equipment. Training and support for teachers in the use of student record keeping software is also provided by the Computer Support Technician.

7. Facilities and technical infrastructure essential for using media materials;

The Information Technology Committee considers facilities needs of all ABCAS instructional programs and has created a Technology Plan that directly addresses these needs. Activities prescribed by the Technology Plan include, but are not limited to: the updating of labs, classroom equipment, network infrastructure, servers, and software. These activities are reviewed annually.

Media resources assigned to each program are located in each classroom. Facilities available in addition to classrooms include a computer lab and designated lab space. All classrooms, the computer lab, and the designated lab spaces are equipped with multimedia systems and are available for any program or staff member to use. These facilities may be reserved by teachers through the lead teacher or program secretary.

8. Annual budgetary support for the services; and,

Annual budgets allow for the purchase and maintenance of instructional media, equipment, supplies, and technology support. In addition, there is an action item listed in the organizational Strategic Action Plan supporting the expansion of technology within the organization to improve student learning and organizational operations.

9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services

The Technology Committee, under the direction of the Principal, is responsible for addressing issues related to media services, technology, and instructional equipment. The committee meets multiple times throughout the year and is composed of ABCAS administrators, Network Analyst and Computer Support Specialist.

The Marketing Committee in charge of Public Relations and Marketing leads the organization's efforts in the planning and design of the ABCAS website and evaluates future online features and tools that will enhance student learning and teacher instruction.

To improve program efficiency, the management team conducts regular meetings, during which time discussion takes place regarding issues related to media service and utilization. Additionally, the Network Analyst, updates the administration and staff on updates regarding technology concerns.

10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution

ABCAS offers a variety of media services to its students. They include but are not limited to technology, text books, magazines, and 24 hour a day access to Canvas. Through Canvas, students are able to access course related worksheets, documents, and articles that will navigate them through their assigned course.

11. Media services are available to ensure the achievement of desired student learning and program objectives

In order to ensure student achievement, teachers provide course syllabi, required and recommended reading, and website resources to their students. As mentioned previously, Canvas also plays a major role. Through Canvas, students are able to access materials that are appropriate for the course they are enrolled in. All media services are geared towards meeting the goals and objectives of the course outline.

12. A current inventory of media resources is maintained.

The instructors of each program are responsible for monitoring inventory levels of all instructional supplies and resources. The program secretary is responsible for checking out physical items to the teachers and the Network Analyst checks out technology related equipment. The Secretary III is responsible for receiving all supplies and equipment orders ensuring compliance with purchase order procedures. The Secretary III is also responsible for inputting inventory items, valued in excess of \$500 per unit, into the computerized inventory tracking system and maintaining various auditable inventory records.

13. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.

ABCAS employs two full-time Technology Assistants to provide service, maintenance, and support for all computer networks and related equipment. Teachers and staff can initiate a work order. Work orders are then prioritized by the Technology Assistants and completed accordingly. In addition, ABCAS budgets funds for the maintenance of equipment and supplies through ABCUSD IT Department and direct and indirect third party vendors.

14. The institution provides instructional media (both print and non-print) to support students and faculty in meeting program objectives.

ABCAS instructors have access to copy machines in the ABCAS Administrative Office and CTEC Office and Cabrillo Lane Campus. Additional services such as bindery, laminating, and industrial sized printing are available to instructors upon request. All instructors are also provided technology which may include a classroom computer, laptops, at least 2 video monitors per classroom^{5.14}, and MS Office software which allows them to create their own instructional media. In addition, instructors are also provided training and support in the use of this technology during regularly scheduled professional development meetings and technology workshops and subscription to [llinkedin.com](https://www.linkedin.com)

15. The institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

The media services available to ABCAS instructors and/or students include multiple computer labs (with multimedia capabilities), LCD projectors, DVD players, portable video equipment, digital cameras, and laptop computers. Training and support for technology and media is provided by outside training opportunities, Network Analysts, administrators, and lead instructors. Instructional resources are selected by the instructors with guidance from the TOSA.

INSTRUCTIONAL EQUIPMENT

- 1. The institution has an inventory procedure to account for instructional equipment.**

ABCAS maintains an inventory system for each of its programs. The Program Secretary oversees and ensures that the inventory process is updated and maintained. Instructional equipment purchased for each program is barcoded, inventoried, and assigned to individual programs by the Utility Worker. Inventoried items, valued in excess of \$500 per unit, include: medical equipment, computers, printers, video equipment, and related auxiliary supplies.

- 2. The institution has a procedure for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.**

ABCAS has an internal process in place for emergency purchases. That process includes teachers preparing a purchase requisition which includes an explanation of the nature of the emergency. The teacher submits the emergency purchase request to his/her program administrator which is then reviewed by the Principal. If the purchase is under \$300, and the purchase is within the guidelines of the district imprest budgetary guidelines, the item can be purchased immediately by the staff member and they can be reimbursed.

The district also has a system of open purchase orders. Programs that purchase regularly from approved vendors request an amount at the beginning of the year from that vendor. Supplies can be purchased immediately from the pre-approved vendor up to the amount requested at the beginning of the year.

- 3. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.**

ABCAS instructors collaborate with their program administrator to meet the needs of their program by evaluating their equipment and identifying new technology and modern equipment necessary to offer quality industry current instruction. In addition, instructors participate in advisory committees that review and suggest instructional equipment, supplies, and technology. Funds are allocated to instructional programs on an annual basis to provide support.

4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.

Equipment Maintenance

ABCAS holds their teachers accountable for monitoring equipment needs and maintenance. They are responsible for submitting work orders and/or contacting their program administrators in the event that an issue should arise. Some of the equipment needs and maintenance costs relate to computers, laboratory equipment, medical equipment, and additional equipment assets.

Equipment Replacement

Equipment is replaced when it is not repairable or no longer viable for use in the program. Non-operable equipment is evaluated by the Network Analysts and/or repair personnel from approved contracted vendors or the district office to determine whether or not the equipment can be repaired or is under warranty. In considering whether to replace a piece of equipment, ABCAS evaluates labor market trends and industry certification requirements which may establish the need to purchase replacement equipment. With regards to technology related equipment, the Network Analyst informs the Principal and/or other administrative personnel of the need for replacement. ABCAS uses a three year review and replacement cycle for technology upgrades. ABCAS also utilizes a practice in which equipment is rotated that maximizes the use of equipment. As primary computer lab or technology equipment is replaced with new equipment, secondary locations receive the devices based upon utilization. The equipment inventory list is utilized to monitor the year, make, and model of the rotated equipment.

Disposal of Obsolete Equipment

The ABCUSD Board Policy 3270, governs the disposal of obsolete and/or unusable equipment. Depending upon the situation, ABCAS may sell, donate, or properly dispose of surplus or obsolete equipment with the approval of the District Office.

5. Instructional equipment meets appropriate and required safety standards.

Instructional equipment that is purchased for ABCAS programs must meet all applicable safety standards and compliance regulations. Equipment is maintained as prescribed by the manufacturer.

As a compliance process, all instructors and related school personnel must meet related safety and training requirements prior to operating equipment. Additionally, all programs include a unit of instruction on safety which provides students with safety guidelines as related to their program of instruction.

INSTRUCTIONAL SUPPLIES

1. Instructional supplies are available to support the programs offered by the institution.

ABCAS CTEC maintains an open supply cabinet to support program instructional needs. The Principal and Assistant Principal are responsible for managing and approving all expenditures from the program budget. The Secretary III and Program Secretary and Utility Worker collaborate with the Coordinator to make sure that the supplies are ordered and delivered to the classrooms/program in an efficient manner.

2. The institution has a written plan for purchasing and storing instructional supplies.

The completion of the purchase requisition form is the first step in the purchasing process. A purchase requisition form is required to request all supplies, equipment, and service. The purchase requisition is available via hard copy from the Program Secretary.

The instructor completes, then submits the purchase requisition to the Program Secretary. The Program Secretary types the purchase order and the order is signed by both the Assistant Principal and the Principal before being forwarded to the district purchasing department. All purchases are made in line with state law and the competitive bidding process.

The Secretary III and the Program Secretary work together with the utility worker to ensure that the purchasing process is complete and that supplies are promptly delivered and stored according to industry and/or manufacturer's directions. Classrooms are equipped with shelving, locked cabinetry, and refrigeration where indicated for proper storage of instructional supplies.

3. Funds are budgeted to provide supplies at a level that supports quality of occupational education.

Industry requirements are considered when planning instructional equipment purchases. ABCAS budgets the funds necessary to operate each program effectively and provides the necessary instructional equipment. The funds budgeted are for instructional equipment such as computer hardware, program software, and audio visual equipment and supplies. Additionally, program advisors contribute to each course by evaluating the curriculum, equipment, and employment opportunities while providing feedback to the instructor about appropriate instructional equipment.

CTEC maintains an open supply cabinet for general supplies and purchases specific supplies for programs with unique needs. The annual budget is overseen by the Principal.

4. The institution has a procedure for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.

Generally, ABCAS encourages teachers to carefully assess their instructional supply needs as they plan their instructional calendars. However, in the instances when an emergency purchase must be made, ABCAS has an internal process in place for such purchases. The district office maintains a warehouse of common instructional supplies and can supply those quickly in the event of an emergency.

If the supply is not available from the warehouse, the teacher prepares a purchase requisition which includes an explanation of the nature of the emergency. The teacher submits the emergency purchase request to his/her program administrator which is then reviewed by the Principal. If the purchase is under \$300, and the purchase is within the guidelines of the district imprest budgetary guidelines, the item can be purchased immediately by the staff member and they can be reimbursed.

The district also has a system of open purchase orders. Programs that purchase regularly from certain vendors request an amount at the beginning of the year from that vendor. Supplies can be purchased immediately from the pre approved vendor up to the amount requested at the beginning of the year.

5. First aid supplies are readily available.

First aid supplies are available in each classroom as well in the main offices, as well as automated external defibrillators, or AED's.

6. Instructional supplies meet appropriate and required safety standards.

ABCAS instructional programs adhere to the OSHA Hazard Communication Standard requirements. One of the requirements of the Standard is that Safety Data Sheets (formerly known as Material Safety Data Sheets) be kept on file for all chemicals used in the workplace. Additionally, all personal protective equipment and safety equipment requirements are observed during the use of instructional materials.

CHALLENGES AND SOLUTIONS

ABCAS's commitment to providing students with the latest technology, educational materials, and resources are challenged by constant reductions of state funding which impacts the ability to update computers, software, and related instructional media and resources.

To make it possible for adult students to participate in ABCAS's fee-based programs, the organization has embarked on the process to obtain the necessary certifications to offer financial aid to its adult students. Certification from the Council on Occupational Education is the beginning of this endeavor.

ABC Adult School's vision is to offer a self-sufficient adult program capable of meeting current industry needs, while maintaining affordable cost structures for students to include adequate and appropriate learning resources.

SUMMARY

ABCAS continually invests in technology, media resources, and training equipment in an effort to make certain that all equipment is suitable for meeting the current standards of industry training. Support systems are in place to assist instructors in meeting their instructional resource needs. ABCAS is committed to successfully meeting organizational goals and maintaining modern programs. This is largely accomplished through collaboration with industry advisors. This strategy ensures that ABCAS students are prepared for careers using up-to-date technology, media resources, and instructional equipment that in turn maximizes the student's opportunities for immediate employment in their chosen field. Today's careers require extensive training to secure high-demand, high-wage employment. It is the goal of ABCAS to ensure that students are prepared to make a seamless transition into the workforce. ABCAS is committed to effectively preparing students for internships and eventual employment by providing real-life training opportunities using modern technology, media resources, equipment, and instructional supplies.

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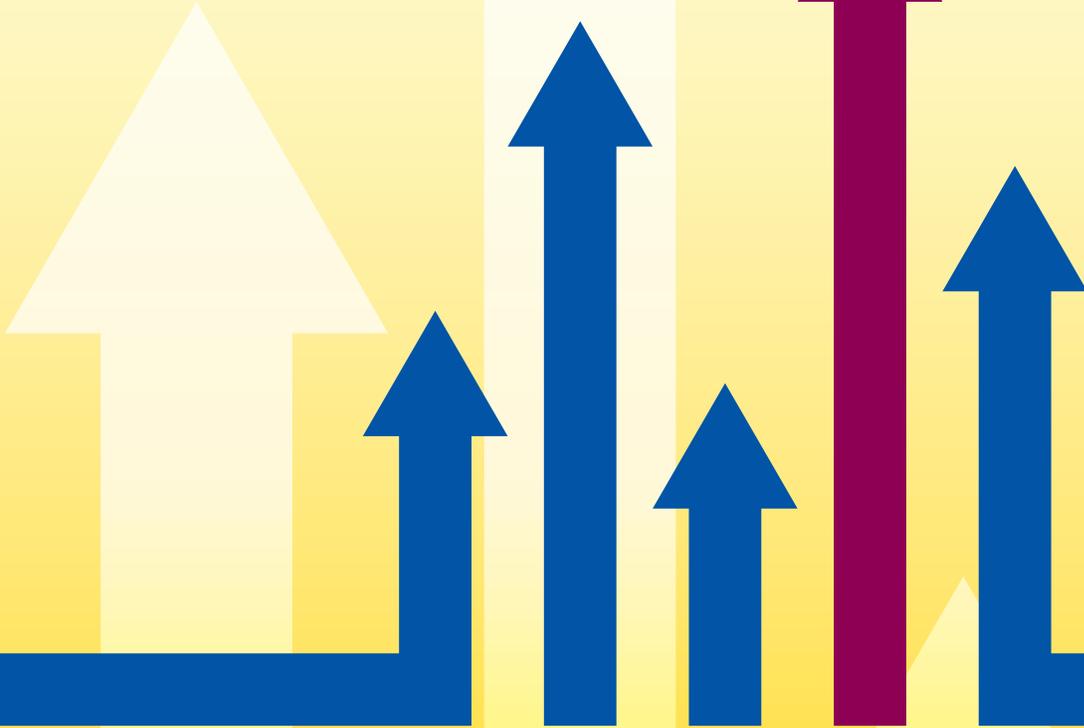
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ABC

ADULT SCHOOL

Learning for Success



Standard 6

**PHYSICAL RESOURCES
AND TECHNICAL
INFRASTRUCTURE**



Standard 6

PHYSICAL RESOURCES AND TECHNICAL INFRASTRUCTURE

INTRODUCTION

ABC Adult School is located in the southeast portion of Los Angeles County, and is approximately eighteen miles from Downtown Los Angeles. We are a part of the ABC Unified School District located in Cerritos, California. The Administrative Office is located at: 12254 Cuesta Dr., Cerritos, CA at the Cuesta Campus. The Cuesta Campus houses the Principal, two Assistant Principals, Lead Teacher, main administrative staff and CTEC staff, and includes most of the CTEC classes as well as ESL, some HOH classes and meeting rooms. The Cabrillo Lane Campus is located at: 20122 Cabrillo Lane, Cerritos, CA and houses an administrative office, and an Assistant Principal.

ANALYSIS

- 1. A plan that addresses the adequacy and improvement of physical facilities and technical infrastructure has been developed, is maintained, and includes, if applicable, distance education infrastructure.**

Currently the Principal oversees ABCAS's efforts to improve its facilities and campus. ABCAS employs a full-time Utility Worker who is supervised by the Principal. The Utility Worker follows a maintenance schedule to ensure that the tasks required to maintain the ABCAS campus and facilities are completed in a systematic fashion. ABCAS also employs at the Cuesta campus, two full time janitors and at the Cabrillo Lane campus two full time janitors. ABC Adult School maintains agreements with the ABC Unified School District's Maintenance, Operations and Transportation Department for larger repairs and continued maintenance such as landscaping, heating ventilation and air conditioning, design services which provide facility improvement and ongoing maintenance of the campus.

2. A plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and, if applicable, distance education infrastructure, has been developed and is in use.

A technology plan and an Operation and Maintenance Plan have been created and is maintained which outlines plans to insure the appropriate use of technology and maintain and improve infrastructure. ABCAS also employs two Full-Time Technology Assistants to make sure the infrastructure stays up and running and hardware and software do not present a barrier to student support or learning.

3. A plan for the ongoing operation and maintenance of physical facilities, technical infrastructure, and, if applicable, distance education infrastructure, has been developed and is in use.

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District.

The organization supports a full-time Utility Worker. The Utility Worker is responsible for performing basic, semi-skilled maintenance, and repair tasks related to the upkeep of ABCAS instructional facilities and offices. The Utility Worker also performs duties related to shipping, receiving, and inventory control.

Work that cannot be completed by the Utility Worker or that the organization deems is beyond the scope of work, is performed by the district Maintenance Operations and Transportation (MOT) Department who at times subcontracts to local vendors. MOT performs intermediate services and repairs as needed. Such service includes, but are not limited to, air conditioning and heating unit service and repair, electrical repairs, and plumbing, annual fire alarm inspection, smoke detector inspection, fire extinguisher hydro testing, and sprinkler testing. Additionally, MOT provides services such as: bio-hazardous waste disposal, vector control, landscaping, and janitorial services.

The operation and maintenance plan addresses:

4. Personnel;

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District.

The organization supports a full-time Utility Worker. The Utility Worker is responsible for performing basic, semi-skilled maintenance, and repair tasks related to the upkeep of ABCAS instructional facilities and offices. The Utility Worker also performs duties related to shipping, receiving, and inventory control. The organization also supports two Full-Time Technology Assistants. Technology Assistants are responsible for performing maintenance on technology equipment and supplies, maintaining inventory, tracking technology devices, and maintaining school resources.

Work that cannot be completed by the Utility Worker or that the organization deems is beyond the scope of work, is performed by the district Maintenance, Operations and Transportation (MOT) Department who at times subcontracts to local vendors. MOT performs intermediate services and repairs as needed. Such service includes, but are not limited to, air conditioning and heating unit service and repair, electrical repairs, and plumbing, annual fire alarm inspection, smoke detector inspection, fire extinguisher hydro testing, and sprinkler testing. Additionally, MOT provides services such as: bio-hazardous waste disposal, vector control, landscaping, and janitorial services.

5. Equipment and supplies;

The organization supports a full-time Utility Worker. The Utility Worker is responsible for performing basic, semi-skilled maintenance, and repair tasks related to the upkeep of ABCAS instructional facilities and offices. The Utility Worker also performs duties related to shipping, receiving, and inventory control. The organization also supports two Full-Time Technology Assistants. Technology Assistants are responsible for performing maintenance on technology equipment and supplies, maintaining inventory, tracking technology devices, and maintaining school resources.

6. Relevant state law;

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District that aligns with relevant state and federal guidelines.

7. Applicable federal codes and procedures;

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District that aligns with relevant state and federal guidelines.

8. Availability of the plan to employees and students; and,

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District. The Operation and Maintenance Plan is made available on our ABC Unified School District website and our ABC Adult School website. We also provide hard copies of the Operation and Maintenance Plan to our students and employees as needed.

9. Annual evaluation of the plan (and revised as necessary).

ABCAS, in cooperation with the district office, maintains a physical operations and procedural manual applicable to all campuses in the ABC Unified School District. District and Site personnel annually evaluate, revise, and update all items of the Operation and Maintenance Plan .

10. Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc.

ABCAS provides and consistently maintains clean facilities for all of its programs. A maintenance schedule is followed by the Utility Worker to ensure the completion of routine maintenance tasks. Work that cannot be completed by the Utility Worker or that the organization deems is beyond the scope of work is performed by the district Maintenance, Operations and Transportation department. ABCAS employs at the Cuesta campus, two full time janitors and at the Cabrillo Lane campus two full time janitors.

Work that cannot be completed by the Utility Worker or that the organization deems is beyond the scope of work, is performed by the district Maintenance, Operations and Transportation (MOT) Department who at times subcontracts to local vendors. MOT performs intermediate services and repairs as needed. Such service includes, but are not limited to, air conditioning and heating unit service and repair, electrical repairs, and plumbing, annual fire alarm inspection, smoke detector inspection, fire extinguisher hydro testing, and sprinkler testing. Additionally, MOT provides services such as: bio-hazardous waste disposal, vector control, landscaping, and janitorial services.

ABCAS has consistently met compliance expectations, passed annual fire and health inspections, and maintained safety records and reports. As mandated by the California State Fire Marshal, fire extinguishers are present, unobstructed, and meet inspection guidelines by fire inspectors. Additionally, all smoke detectors, and audible fire alarm systems are operational. In an effort to keep both campuses safe, ABCAS provides 4 state certified Student Intervention Assistants (SIA), 2 at each campus; two full time and two part time, to monitor the campuses during school hours.

Additionally, every ABCAS classroom is stocked with a first aid kit and emergency disaster supplies are located in storage containers on each campus.

11. A written plan for assuring the health and safety of the institution's employees, students, and guests to maintain readiness is in use and includes procedures for reporting and investigating incidents affecting the health and safety of the institution's constituents.

The Health and Safety Plan has been written and is updated annually and is distributed to the institution's employees, students, and guests every school year.

ABCAS is fully committed to maintaining school safety and creating a positive learning environment. To this end, ABCAS has implemented strategies that include violence prevention measures, ensuring safe student conduct, responsible behavior, and respect for others. ABCAS understands and respects the fact that students and staff have the right to a safe campus where they are free from physical and psychological harm and has therefore developed a Comprehensive Safety Plan. The Comprehensive Safety Plan addresses Employee Security, Campus Security, Disruptions, and an Emergency and Disaster Preparedness Plan. The Comprehensive Safety Plan and all of the Plans and Documents mentioned in this section are available to students and staff through the organizations website.

Incident Reports

ABCAS has incident reports forms available in the main Cuesta office, and the main Cabrillo Lane office. When an incident report is submitted, the reported incident is investigated by an appropriate school administrator. Incidents that involve injury or workplace accidents may require the involvement of the District Office, additional ABCAS personnel, and/or third party entities including emergency medical service providers.

Hazard Communication

ABCAS has also taken industry appropriate measures to promote safety in the medical classrooms and labs including the use of Material Safety Data Sheet (MSDS) binders, safety signage, emergency eyewash stations, and appropriate chemical disposal methods. Additionally, ABCAS has taken additional measures to prevent blood borne pathogen exposure through the use of OSHA approved sharps disposal containers and personal protective equipment such as appropriate gloves, uniforms, masks, and eyewear.

Safety Plan Review

Safety Plans are reviewed and revised regularly by the safety Committee.

The Health and Safety Plan:

12 - 14. Has been distributed to employees; is available to students; and, is evaluated annually with input from employees and students (and is revised as necessary).

The Health and Safety Plan was created and is updated annually and is distributed to the institution's employees, students, and guests every school year via the website.

15. A plan for the protection of the institution's technical infrastructure is in use and:

16 - 20. Ensures the privacy, safety, and security of data contained within institutional networks; Ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements; Ensures emergency backups for all technical services whether provided directly by the institution or through contractual arrangements; Is evaluated annually (and revised as necessary); and, basic information about the plan is available to the administration, faculty, staff, and students, upon request.

The security of the ABCAS network and data maintained by our two Full-Time Technology Assistants is in alignment with district office procedures and follows all state and federal guidelines to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks.

The computer network is regularly backed up and network reliability is monitored by our two Full-Time Technology Assistants to ensure computer system and network reliability and emergency backup for all technical services. Other problems are resolved by our district technical support or from outside contracted firms. All backups of our student information system and Canvas systems are done daily by our off site vendors.

CHALLENGES AND SOLUTIONS

The challenge facing ABCAS, like many other public school entities statewide, is the state budget deficit and funding shortages to education. ABCAS continues to operate efficiently and has taken proactive measures to reduce overhead expenditures, streamline expenses related to physical resources, and consolidate selected facilities, duties, and responsibilities.

Despite budget shortfalls, ABCAS continues to maintain a safe and secure learning environment. Exterior lighting has been installed at both campuses to provide brighter lighting and visibility for our evening students. ABCAS provides a security guard on both campuses.

SUMMARY

Since the inception of ABCAS, the organization has grown and developed into a premier provider of career and technical education. ABCAS's leadership is committed to achieving success in the areas of operation, management of educational programs, and in the support of its students and surrounding community. ABCAS administration works continuously to develop, plan, and establish performance benchmarks in the areas of maintenance, safety, compliance, and physical and technological resources.

District plans address elements which are vitally important in ensuring organizational functionality. ABCAS plans to continue to seek new opportunities to provide modern equipment and operating facilities while addressing the challenges necessary to propel the organization forward.

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ABC

ADULT SCHOOL

Learning for Success

Standard 7

FINANCIAL RESOURCES



Standard 7

FINANCIAL RESOURCES

INTRODUCTION

Since its establishment in 1965, ABC Adult School (ABCAS) has successfully managed its financial resources through effective budgeting and fiscal oversight. The California State Department of Education (CDE) is ABCAS's primary funding source. As a public school within the ABC Unified School District, Los Angeles County Office of Education (LACOE), ABCAS adheres to the ABCUSD and LACOE Superintendent's Policy and Administrative Regulations. The ABCUSD Fiscal Services department provides ABCAS with fiscal oversight, training and the PeopleSoft online financial management system. ABCAS adheres to the Standardized Account Code Structure (SACS) established by CDE. The ABCUSD Human Resources department ensures that qualified personnel are employed to manage all its fiscal services. Through its fiscal policies, procedures and oversight, ABCUSD ensures that ABCAS adheres to all Federal, State and local regulations.

ABC Adult School (ABCAS) is a public agency established under the authority of the Board of Education of the ABC Unified School District headquartered in Cerritos, CA. The mission of the school is to improve the quality of education and deliver it to our diverse community with meaningful opportunities for success in career, academics, and personal goals.

ABCAS is currently accredited through the Western Association of Schools and Colleges (WASC). In 2015 ABCAS also received a 6-year term of accreditation through the Commission of the Council on Occupational Education.

ANALYSIS

1. A qualified financial officer or department oversees the financial and business operations of the institution.

The ABCUSD Fiscal Services Director oversees the overall management of ABCAS's financial resources. The Fiscal Services Division monitors budgets, internal audits, internal deposits and transfers, fixed assets and inventory and accounts receivable. The Fiscal Services Division authorizes contracts, monitors vendor payments and issues purchases. The Information Technology Department oversees the operation of Student Management System. The county's administrative software that manages all financial transactions. All budgets for ABCAS are reviewed by the Superintendent prior to Board adoption.

The Assistant Superintendent of Business services oversees and manages the staff of the business services department and is responsible for the annual financial report to the Board of Education and the business operations of ABC Adult School. Apportionment funds are directly deposited with the Los Angeles County Office of Education on behalf of the school district and ABCAS. Checks and cash receipts are received and processed by the Accounting Technician at ABCAS. These checks and cash receipts are deposited into the ABCUSD account under the Adult Education budget category. All expenses are analyzed and paid by the Business Services personnel. To effectively oversee the financial and business operations of the institution, the Business Office personnel are maintaining internal control practices to assure operational efficiency, compliance to laws.

ABC USD Fiscal Services Division manages all financial transactions within the District. This process allows the financial stability of the organization to be analyzed in a timely manner. All financial records for daily business operations are accessible to ABCAS management personnel. Budgets are prepared yearly to provide documentation of how financial resources will be utilized for each program. The adopted budget is adjusted and revised as needed to ensure fiscal stability of the school. Formal revisions of the budget are made during the ABCUSD first interim and second interim periods. First interim compares budget estimates from July 1 through October 31 and second interim compares budget estimates from July 1 through January 31 each year.

Our on site Accounting Technician oversees the day to day fiscal operations of the school reporting directly to the principal and accountable to the departments described above.

2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

The Business Services personnel will continue to implement strict adherence to the established guidelines, policies and procedures to ensure that financial resources are utilized in support of ABCAS's programs and services as well as safeguarding the use of ABCAS's resources. All formal budgets are reviewed by the Superintendent and discussed with the Budget Advisory Committee prior to Board approval. After Board approval, formal budgets are sent to the Los Angeles County Office of Education (LACOE) for budget certification ensuring that the budget is fiscally sound. Final budgets or unaudited actuals financial statements are annually audited by an independent external audit firm. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

ABCAS utilizes LACOE's version of People Soft following Standardized Account Code Structure (SACS) coding guidelines, to maintain financial records. This is the main financial system uniformly used by schools in the County of Los Angeles. The adopted budget is constantly adjusted and revised throughout the year to assure the fiscal integrity of the institution. However, formal revisions are performed during the First Interim and Second Interim periods. First Interim compares budget estimates to actuals for the period of July 1 through October 31 and the Second Interim compares budget estimates from July 1 through January 31. Both budget reports are submitted to the Board of Education by the Assistant Superintendent of Business Services for review and approval. This process provides an effective analysis of ABCAS's daily fiscal position critical to appropriate decision making.

3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

It is the responsibility of the school principal to develop an annual budget based on the priorities and needs of the school and the students they serve. The school principal desires to maximize efficiency in the management of program revenues and expenditures. The ABC USD Fiscal Services Division assigns responsibility for monitoring program budgets to program directors. Program directors shall use financial reports, program reports and other pertinent data to ensure maximum effectiveness of program operation. ABCAS's budget is developed using the expected apportionment from the California Adult Education Program (CAEP), other revenue sources and operational expenditures identified through the planning process. The ABC USD budget development and monitoring processes ensure that ABCAS has sufficient funds to provide a stable and quality program. Adherence to ABCUSD Board policy guarantees that ABCAS has the funds and personnel to sustain its programs and assures that all students have the ability to complete the course of study in which they enroll.

Adult fee-based programs are evaluated for the next fiscal year to identify program offerings as well as ensure the availability of resources. Subsequently, staffing needs and benefit allocations estimated as 80% of ABCAS's budget are committed to salaries and benefits.

The budget for operational supplies and services follow the budget calendar. In March, the Principal, in collaboration with teachers and staff, developed the budgetary requirements within their programs and departments. In April, all department budgets and capital requests are submitted to the Director of Business Services to use in the preparation of a Preliminary budget before submitting for the Board as an informational item. The Preliminary Budget is analyzed and prioritized by the Leadership team ensuring that current and long-term needs are addressed according to the Mission and Vision Statement of ABCAS. The Assistant Superintendent of Business Services and the Director of Business Services review the Preliminary Budget before submitting it for board approval. Final revisions are taken into consideration before budget adoption. The adopted budget is submitted to the Board of Education for review and approval. The Board approved budget is then certified by LACOE and the County Superintendent of Schools as fiscally sound.

The budget development process implemented by ABCAS demonstrates responsible financial management with funds sufficient to maintain quality career technical educational programs and foster the completion of all student educational goals.

4. The institution considers its financial resources as a basis for strategic planning.

Annual revenue projections for the upcoming fiscal year (July 1 through June 30) are first projected in January of the previous fiscal year. Firm estimates are established in March and April and finalized in early May. Working with ABCUSD Fiscal Services, the ABCAS principal identifies all projected revenue and expenditures for the following school year. ABCAS staff at all levels assist with the planning process by providing their input on general operation, class and class support needs. The program Advisory Boards also provide input regarding equipment and materials needs. Institutionally, ABC USD and the ABCAS develop long range revenue and expenditure projections. These projections, matched with ABCAS's multi year training needs assessments, provide the basis for the ABCAS's Strategic Plan. Each year specific elements of the Strategic Plan are addressed with an action plan and budget allotment that supports completion of the planned activities, purchases and program changes.

ABCAS has a finite amount of resources, and strategic planning with stakeholders must take place for the organization to allocate its resources to meet its mission, vision, goals, and plans of action. ABCAS meets monthly with the Leadership Team, which is made up of teachers, administrators, and classified staff, in order to ensure our allocation of resources, follow our strategic goals.

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.

The ABC USD Superintendent of Schools was established through the State Constitution and State Legislature and operates within the financial guidelines established by the State of California Department of Education. ABCAS submits to ABCUSD an annual proposed budget that forecasts revenues and expenses for the next fiscal year. ABCUSD Board certifies that the budget is fiscally sound. In addition, ABC USD provides formal reviews twice a year during the first and second interim periods, prepares interim reports and recommends budget revisions as necessary. The Fiscal Services Department of ABCUSD adheres to established guidelines, policies and procedures to ensure all financial resources are being utilized to support the ABCAS programs and services and contracts with an external audit firm annually.

The Fiscal Services Division led by the Director of Business Services maintains internal control practices to assure operational efficiency, compliance to laws and regulations and the reliability of financial reports. The Fiscal Services Division strictly adheres to the established guidelines, policies and procedures of acceptable financial reporting to ensure that resources are being appropriately utilized to support ABCAS's programs and services as well as safeguard the use of ABCAS's resources. An external audit firm audits ABCUSD's and thus ABCAS's Financial Statements annually and renders an opinion on the organization's budget, internal controls, processes and procedures. In the last six years, the independent audit firm has rendered an unqualified opinion with no material findings in the audit of ABCAS's financial position.

6. The institution exercises proper management, financial controls, and business practices.

The ABC USD Board Policy and Administrative Regulations address financial controls and business practices. Upon completion of the budget by the ABCAS principal, ABCUSD Fiscal Services Division will analyze and submit to the Board for adoption. Internal and external audits are conducted annually according to state regulations and ABCUSD Board policies. The Fiscal Services Division provides personnel to oversee the budget with a check and balance system in place. Vendor payments and employee payroll is audited to ensure compliance with all local, state and federal regulations

ABCAS conducts its business according to established Board Policy and Procedures. California LEAs, including ABCAS, are also subject to Education Codes set by the State of California in the governance of public education. Business practices, financial controls and proper management of resources adhere to these strict established guidelines, policies and procedures. The development of ABCAS's budget undergoes several reviews and analysis before a Preliminary budget is developed. The Superintendent, Directors, and Budget Advisory Committee review the preliminary budget before submitting it to the School Board for adoption. The adopted budget is certified by LACOE before revisions can be made. Although the budget is constantly revised, it undergoes two formal revisions, at First Interim and at Second Interim. Both are reviewed by the Superintendent, Directors, and Budget Advisory Committee, and then submitted for Board approval prior to sending it to LACOE for certification. The unaudited actuals are submitted to the Board for approval. It is then forwarded to LACOE for review before they send it to the State Controller's Office for audit. Finally, an independent external auditor audits the Unaudited Actuals Financial Statements, prepares an audit report and renders an opinion on the presentation of ABCUSD's financial statements. For the past six years, the external auditor has issued a qualified opinion with no material weaknesses for ABCAS. This is the best opinion issued by the external auditor. The Business Services personnel follow a prescribed checks and balance process in providing effective budget oversight. All anticipated expenses are approved at different levels prior to procurement. Vendor payments and employee payroll are also audited by LACOE to ensure proper documentations and compliance to local, state and federal regulations.

7. All persons handling institutional funds or revenues from any source are bonded or covered under an employee-dishonesty insurance policy.

ABCAS's insurance is provided through the ABCUSD Risk Management Department.

8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.

ABC Adult School started administering financial aid Pell Grant programs in the 2018-19 school year. ABCAS also has worked with local business and industry partners to provide financial assistance to students. ABC USD Fiscal Services established a procedure for ABCAS to accept private funds. Some private organizations and/or businesses provide funds on behalf of a student. Such organizations provide an authorization or purchase order to ABCAS, who then invoices the organization. ABCAS verifies that the funds have been credited as specified. All financial transactions are maintained within ABCAS and ABC USD. Financial aid administration is overseen by a Financial Aid Secretary as well as the Accounting Technician.

9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

ABC Adult School ensures that all personnel responsible for record-keeping, reporting and auditing are qualified. All employees of the Financial Services unit have met minimum qualifications prior to being hired and have a vital role in ensuring accuracy and stability within the programs. ABCAS is responsible for a continuous audit and review of our own financial records including:

- Identifying budget variances
- Recommending actions to adhere to fiscal requirements and budget guidelines
- Analyzing costs of programs and services
- Providing analytical information as required
- Ensuring compliance with state laws, providing technical expertise concerning financial and statistical reports and ensures the accuracy of the requests and the availability of funds.

ABCAS's Accounting Technician works closely with the Fiscal Services Division at the District Office. Below is a list of their basic duties:

Assistant Superintendent of Business Services: provides analysis of business operations and the district wide statistics for local and governmental reporting needs; maintenance and control of ABC Adult School's budgets; oversight of the review, processing and adjustment of various ABC Adult School's accounts and fiscal practices.

Director of Business Services: works under the Assistant Superintendent to manage the day to day operations of the Fiscal Services Division and manages district payroll.

Accounting Technician: performs a variety of duties involving the preparation of the annual preliminary budget, student attendance accounting and record-keeping activities; prepares, maintains and accounts for ADA and reports in accordance with established rules and regulations; operates a computer and assigned software to input and update attendance information using the ASAP student information system.

10. The institution has reported all contingent liabilities in a timely manner. (See the definition for 'contingent liability'.)

N/A. ABCAS is a public institution and maintains positive year-end funds. We have no contingent liabilities.

11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.

NA: Not Applicable.

12. Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.

The Department of Education continues to recertify ABCAS indicating compliance.

13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.

NA: Not Applicable - ABC Adult School does not offer student loans.

14. Students are informed of their ethical responsibilities regarding financial assistance.

All students go through a general orientation and Financial Aid students go through a personalized counseling session in which they are informed of their ethical responsibilities regarding financial assistance.

15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

ABCAS clearly identifies sources of funds and revenue by following the official chart of accounts based on the Standardized Account Code Structure (SACS) established by the California Department of Education (CDE). The California School Accounting Manual (CSAM) further defines that each account is used to classify and summarize the full effects of a financial transaction on each asset, liability, component of fund balance, revenue or expenditure. Each account code consists of the following:

- **Fund** – Identifies the fund that is receiving the revenue, paying the expenditure, or otherwise being affected by the transaction.
- **Resource** – Tracks activities that are funded with revenues that have special accounting or reporting requirements or that are legally restricted.
- **Project Year** – Identifies the reporting year for a project that has more than one reporting year during the LEA’s fiscal year.
- **Goal** – Accumulates costs by instructional goals and objectives for an LEA. Group costs by population, setting, and/or educational mode.
- **Function** – Identifies activities or services performed to support or accomplish one or more goals or objectives.
- **Object** – Classifies revenues by source and type (e.g., revenue limit sources, federal revenue, other state revenue, fees, and contracts).
- **School** – Designates a specific, physical school structure or group of structures that form a compute under a principal’s responsibility.

By clearly identifying sources of funds and revenues in accordance with SACS, ABCAS is able to ensure that all revenue is properly tracked, monitored and accounted for in the ABCAS program. Financial reports can be easily generated to manage revenue using the online PeopleSoft system.

ABCAS has also built up a reserve and has been using that those funds to help us through the financial crisis. Other funding sources are grants from WIOA, Perkins, Student Fees, and various local and other state revenues. ABCAS’s ending fund balances are positive. ABCAS’s ability to identify and secure additional funding sources shows evidence of fiscal stability.

16. To document financial stability, the institution submits financial information required by the Council as described in the Handbook of Accreditation on an annual basis. For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. The first of those two years may be the audited financial statement submitted with the institution's candidacy application and the second audited financial statement must represent activity while the institution is in candidate status. (Restated/ revised audited financial statements will not be accepted without third-party certification.)

N/A: ABCAS is a public institution. As a minimum, the institution documents its financial stability and submits its annual audit report through EZaudit.

The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects:

17. A minimum, unrounded composite score of 1.5 for the two most recent fiscal years as disclosed on a composite score worksheet included in the audit report; and,

N/A. ABCAS is a public institution and maintains positive year-end funds.

18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.

N/A. ABCAS is a public institution and maintains positive year-end funds.

REFUND POLICY

19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.

The institution's refund policy is published in the catalog and uniformly administered.

The following elements are present and indicative of a fair and equitable refund policy:

20. The institution's refund policy is published in the catalog and uniformly administered;

ABC Adult School has a fair and equitable policy for the refund of fees and other charges. The policy is uniformly administered and published. The refund policy is available during online registration where students must acknowledge having read the policy, the printed class schedules, on the ABCAS website, and in the course catalog. ABCAS charges per class, not program. Refunds for ABC Adult School students withdrawing prior to completion of a class, are issued based on the following refund policy: 1. Refunds requested before the start of the first scheduled day of the class are fully refundable minus a \$10 processing fee. 2. Refunds requested after the first scheduled meeting but before the second scheduled meeting are fully refundable in the form of a voucher/credit, good for 1 year, minus a \$10 processing fee. 3. There are no refunds after the beginning of the second scheduled class meeting. 4. Classes that are cancelled due to low enrollment are fully refundable with no processing fee. Students are refunded in the same manner that they paid for the classes.

21. Refunds, when due, are made without requiring a request from the student;

When a program or course is cancelled, all tuition and fees are automatically refunded without requiring a request from the student. ABCAS communicates to students in person and/or calls all students in the event that a course is cancelled to ensure that the students are properly notified and refunded fees accordingly.

22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student;

For students enrolled in a COE approved program, refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.

23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100; and,

Students who do not attend class but drop before the first scheduled day of the class are charged a \$10.00 processing fee.

24. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution's licensing agency or a public institution's governing board.

ABCAS has a fair and equitable refund policy for the refund of tuition fees and other charges. The policy is uniformly administered and published. This policy complies with regulations published by the Council on Occupational Education (COE) and is approved by the ABC Unified School District Board of Education. ABCAS has been successful in mitigating the budget cuts since 2008. Expenditure savings were successfully implemented, adding to ABCAS's ending fund balance and increasing fund reserves. ABCAS has become a member of the PAACE - Partnership for Adult Academic and Career Education Consortium. As a founding member, ABCAS has been involved in the consortium leadership that decides the funding of PAACE member's each year's funding.

SUMMARY

ABCAS will continue to fulfill its mission statement of providing quality career technical education to students. The mission statement drives our strategic and resource planning. ABCAS will continue to maintain and comply with established guidelines, policies and procedures to ensure that resources are leveraged to support the mission and vision statements of the institution.



ABC

ADULT SCHOOL

Learning for Success



Standard 8

HUMAN RESOURCES



Standard 8

HUMAN RESOURCES

INTRODUCTION

The Human Resources Department of the ABC Unified School District supports and advances the overall mission of ABC Adult School through the acquisition, retention, and support of classified, certificated, and management level employees. Services provided by Human Resources include the recruitment of diverse, top quality applicants, orientation and retirement processing, employee relations, assistance with performance evaluations, problem resolution, maintenance of employee contracts, and maintenance of personnel records. The Human Resources Department is committed to attracting, supporting, and retaining highly qualified Adult School teachers and staff. This is accomplished through providing quality services to all employees and by treating each one with the respect, care, and individual attention needed to foster an atmosphere of teamwork and pride in our organization.

ANALYSIS

GENERAL

- 1.** Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.

ABC Adult School (ABCAS) makes available the duties and responsibilities of each position to administrators, faculty, and staff. Written job descriptions are approved by the Board of Education and provided during recruiting efforts within the job posting, upon hire, and upon request from the Human Resources Department.

2. The institution has published and implemented procedures for handling complaints/grievances from faculty and staff that are consistent with the policies of the institution's governing board including complaints/grievances filed against the institution's chief administrator, if any.

Procedures for handling complaints/grievances for faculty and staff are clearly outlined in Board Policy and Administrative Regulations which are readily available for reference via the ABCAS website. As well as the opportunity for students to use the District complaint form, students at ABCAS can find a suggestion box at each site. Administrators monitor the suggestion box and take prompt action. In addition, students are able to talk directly and promptly to the administrators at each site.

3. Procedures have been developed for the continuous evaluation of the performance and effectiveness of full- and part-time employees, with at least an annual written review and evaluation.

ABCAS recognizes that appropriate supervision and regular comprehensive evaluations help employees continually improve in the performance of their responsibilities. Administrators conduct drop-in visits in classes. They observe and evaluate teacher performance based on the California Standards for the Teaching Profession. Formal and informal feedback is given to the teacher after such visits. The Administrators meet monthly to identify and discuss trends in teacher strengths and weaknesses. The findings ascertained through these meetings drive subject matter presented in professional development meetings. Evaluations are made in accordance with procedures specified in board policy and based on job specific standards.

Classified and management staff members are formally evaluated every two years according to the negotiated teacher contract by their program administrator. The performance review of classified staff are evaluated within the areas of: planning, organization, operations, professionalism, work ethics, and communications. The performance review of administrative staff is evaluated by their direct supervisors within the areas of: planning, organization, operation, professional development of staff; communications, management, and professionalism. Evaluations are made in accordance with procedures specified in board policy and based upon job specific standards. If necessary, improvement plans are created with staff members to mitigate unsatisfactory job performance. ABC Adult School utilizes the FRISK model to document unsatisfactory job performance as part of its corrective discipline approach.

4. Orientation procedures for all employees are maintained and followed equitably.

Orientation processes for all employees are coordinated through the Human Resources Department. All employees meet with the Human Resources Technician to review the requirements for employment and employee notifications. Employees are given a hard copy of the Employee Handbook and informed how to access an electronic copy on the ABCAS' website. Teachers are supplied with a hard copy of the Teacher Handbook and told how to access an electronic copy on the ABCAS' website. Each program administrator is responsible for providing an additional job specific orientation for each new employee and further orientation is provided by the Teacher on Special Assignment.

New teachers are connected with a Teacher on Special Assignment who provides mentorship for their first two years of employment. Teachers also attend regularly scheduled, organizational professional development training meetings.

FACULTY

1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.

ABCAS maintains a sufficient number of faculty to ensure that the organization can fulfill its mission and operate its programs. Instructor-to-student ratios required by governing agencies for programs with clinical rotations such as Medical Assistant are strictly observed.

Each faculty member possesses:

2. At least a high school diploma (or its equivalent);

ABCAS faculty members are required to meet the California State requirements needed to obtain a Designated Subjects Credential (prior to January 1, 2009) and Career and Technical Education Teaching Credential (on or after January 1, 2009). In each case, at least a high school diploma or the equivalent and demonstrated competency in the area is required as well as on the job experience and teaching methods courses. Faculty members are evaluated on a number of criteria including how they implement work based standards.

3. Expertise in the area of responsibility that is actively maintained; and,

Instructors are required to acquire approved professional development activities to renew there credential. This may include on the job training and job shadowing activities.

4. A record of performance that reflects work-based standards as interpreted by the institution.

ABCAS faculty members are required to meet the California State requirements needed to obtain a Designated Subjects Credential (prior to January 1, 2009) and Career and Technical Education Teaching Credential (on or after January 1, 2009). In each case, at least a high school diploma or the equivalent and demonstrated competency in the area is required as well as on the job experience and teaching methods courses. Faculty members are evaluated on a number of criteria including how they implement work based standards.

5. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met. (Objective 8-B-2)

N/A Proper credentialing is all that is needed to qualify for teaching in all of ABC Adult School programs.

6. Faculty members who teach general education courses in associate degree programs hold a minimum of a bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline with a grade of at least a 'C' in these courses.

NA: ABCAS does not offer Associate Degree programs.

7. Faculty members who teach technical courses in associate degree programs have a minimum of an associate degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.)

NA: ABCAS does not offer Associate Degree programs.

8. For all coursework delivered via distance education: Instructors involved in distance education delivery of instruction must be employees of the institution (full-time, part-time, or adjunct).

ABC Adult School only provides one program via hybrid education. Our Medical Assistant instructor is a full time faculty member. The school offered distance education during the COVID-19 pandemic by a special waiver from the Department of Education and COE. All of those instructors were also employees of the institution.

9. For all coursework delivered via distance education: The institution provides training for faculty who use technology in distance education courses and programs.

ABC Adult School only provides one program via hybrid education. The school offered distance education during the COVID-19 pandemic by a special waiver from the Department of Education and COE. All instructors had on going training in curriculum delivery through Canvas as well as weekly hour long Zoom meetings which included distance learning delivery training.

10. Documentation is available to demonstrate that the institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

As part of the strategic planning process, ABCAS plans, provides, and supports professional growth opportunities and documents the attendance of all faculty and staff members. Staff development is designed to guide instructional improvement, build leadership skills, and enhance overall faculty and staff efficiency. CTE teachers collaboratively meet during weekly meetings and discuss pertinent educational issues and effective instructional methods.

11. Documentation is available to demonstrate that each faculty member in a technical field maintains contact with employers in the technical field through annual visitations and personal contact.

ABCAS' instructors document their interactions and liaisons with technical field employers and report those activities yearly. In addition, the faculty participates in industry advisories. All industry partners that participate in ABCAS' industry advisory or as internship sites are recorded in a master record. This provides teachers with the opportunity to speak to and learn from the industry professionals.

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and to oversee the operation of its programs and services.

ABCAS is led by a Principal, who acts as the Chief Executive Officer for the organization. She is assisted by a Principal on Special Assignment who oversees the Cabrillo Lane Campus, and Assistant Principal who oversees CTE Programs as well as the Academics department. This ensures that instructional programs operate efficiently, fiscal solvency is maintained, and that the professional reputation of ABC Adult School is upheld while ensuring that business industry relationships are expanded and strengthened. The school also employs a part time teacher on special assignment who helps oversee the curricular part of each program.

The Board of Education of ABC Adult School provides stewardship of the organization and empowers the Principal as its designee to lead the organization. One of the Principal's responsibilities is to establish a management team. The Principal determines the organizational framework with approval from the Board of Education.

2. Administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

Credentials and education requirements are determined by the State of California Department of Education and/or the Board of Education of ABC Adult School through an approved job description. All administrators hold the required educational degree, supervisory credential, and/or demonstrated expertise required by the state and/or the Board of Education.

INSTRUCTIONAL STAFF

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs.

ABCAS employs a sufficient number of instructional support staff to support its mission and maintain its programs. When 24 students or more are enrolled in a course, a Para Educator is assigned. Technical courses which have more dangerous activities may have a Para Educator assigned with a smaller enrollment.

2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed.

ABCAS employs instructional support staff in a manner that best supports: student achievement, the educational program, and efficient operations. Instructional support staff activities include: student records maintenance, financial records reporting, instructional materials production, and the preparation of correspondence, reports, and other records.

3. Instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

The minimum educational and experience requirements for each position are clearly described in job announcements during the recruitment phase. Only applicants who meet the minimum requirements are considered for advancement to the next phase which includes basic skills and technology assessment. Successful candidates are invited to interview for the open position. Before an offer of employment, references are checked by Human Resources and/or the Principal or her designee. Competency based tests are administered by Human Resources for most clerical positions. Educational and employment history are verified by Human Resources and/or the Principal or her designee.

NON-INSTRUCTIONAL SUPPORT SERVICES

1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.

Custodial services are delivered by our custodial staff hired through Human Resources. Landscaping is provided by the ABC Unified School District Maintenance Department. Maintenance contracts outside vendors when the scope of work exceeds their expertise or capacity.

2. Preventative maintenance services are provided to ensure continued operation of the facilities.

ABCAS employs a Utility Worker who is responsible for ensuring that maintenance services at the CTC campus remain current. The Utility Worker uses a Maintenance Schedule to guide his efforts.

CHALLENGES AND SOLUTIONS

ABCAS continues to be challenged by the economic climate of the state and its budget for educational programs. In response to budget constraints, ABCAS has made every effort to make cuts in spending as far away from the classroom as possible.

ABCAS continues to look for ways to streamline our maintenance budgets while maintaining needed repairs to our facilities.

SUMMARY

Having built a reputation as a provider of high quality Career and Technical Education, ABCAS enjoys positive relationships with its partnering districts and community partners. These relationships are a result of our highly dedicated and motivated faculty and staff who readily support the mission of the organization. As ABCAS continues to navigate through the state's budget crisis, the organization will continue to work with all of its employees to develop cost effective measures that will support and protect its programs.

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ROSTER OF INSTRUCTIONAL STAFF

Location: ABC Adult School – Cuesta Campus

Complete this roster for all instructional staff (full-time and part-time) currently employed. Indicate which instructors teach courses in associate degree programs with an asterisk (*). **Complete one chart per campus.**

NAME	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE IN FIELD/IN CLASSROOM	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS/WK	
					Part-Time	Full-Time
<i>Sample: John Doe*</i>	2002	BS/Business	8 yrs/12 yrs	All BUS, plus MAT 111 Computer Essentials/Word/EHR/Keyboarding	Click	25
Rosalba Barbosa	2016	Master	10 years/16 years		Click	36
Nabawia El Soudani	2010	MFA	11 years/1 years	Adobe Premier/Illustrator Word-Excel-Computer Essentials-Keyboarding	Click	36
Lorena Mares	2005	Credential	5 years/15 years	Indesign-WordPress-Excel	Click	30
Kevin Muto	2009	Credential	3 years/14 years	Quickbooks-Tax Prep-Bookkeeping	Click	36
Esther Nguyen	2002	MBA	5 years/18 years		Click	36
Brady Poirier	2010	Credential	31 years/ 11 years	Photoshop/Lightroom Server/Network/Security + Ethical Hacking	20	Click
Kanwaljit Bob Takhar	1998	BA	10 years/23 years		Click	36
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
Click	Click	Click	Click	Click	Click	Click
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ABC

ADULT SCHOOL

Learning for Success

Standard 9 ORGANIZATIONAL STRUCTURE



Standard 9

ORGANIZATIONAL STRUCTURE

INTRODUCTION

ABC Adult School (ABCAS) is a public local adult school, established by the ABC Unified School District and headquartered in Cerritos, California. The mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals. ABCAS has been in the business of providing relevant occupational training for high school and adult students since its inception over 50 years ago. ABC Adult School's governing board is the elected Board of Trustees for the ABC Unified School District.

ANALYSIS

- 1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.**

ABC Adult School is governed by a duly elected school board and overseen by a Superintendent of Schools and a Principal, appointed by the school board. The School Board insures that ABC Adult School complies with state and federal mandates. The ABCAS leadership team consistently reviews the organizations plans to ensure that the strategies successfully support the vision and mission of student learning outcomes. The state of ABCAS is regularly reported to the Superintendent and School Board by the chief administrative officer. The chief administrative officer responsible for ABCAS's operation is the Principal. The school board expects the superintendent, principal and leadership team to work with each other to ensure that a high-quality education is provided to each student. The school board is empowered by State of California Education Code to create policy and to employ the Superintendent to execute policies and to administer the details of operating ABCAS.

The school board works with the Superintendent and Principal to fulfill its major roles, which include: setting a direction for ABCAS, providing stewardship, providing a basic organizational structure by establishing policies, and ensuring accountability. The School Board has the power of establishing its own procedures within the parameters of the law. The formulation and adoption of written board policies shall constitute the basic method by which the ABCAS administration shall exercise its leadership in the governance of ABC Adult School. This right shall be retained solely by the School Board. The study and evaluation of reports concerning the execution of its policies shall constitute the basic method by which the School Board shall exercise its accountability for the governance of ABCAS. The implementation of policies is an administrative task to be performed by the Principal or designee who shall be held responsible for the effective administration and supervision of ABCAS. All actions of the School Board shall be taken only in official board meetings called, scheduled and conducted according to board policy and the statutes of the state.

2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located. (Objective 9-1)

N/A: ABCAS is a public institution.

3. The authority for implementation of the governing body's policies is delegated to a chief administrator, who is responsible for the institution's operation.

The Principal is the chief administrative officer in charge of ABC Adult School's overall operation. The Superintendent is empowered by the School Board, Board Policy, and California Education Code. The School Board and Superintendent entrusts the Principal to lead the organization and to fulfill ABCAS's vision and strategic goals. The School Board further empowers the Principal to make decisions, and set goals through a process that includes all ABCAS stakeholders. The School Board, Superintendent and Principal have accountability to the public for the organization's performance of programs.

4. The chief administrative officer is the official of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission's point of contact with the institution, including branches, if any.

The authority to implement the Governing Board's policies is delegated to the Principal, who is under contract with ABCAS full time and maintains an office at the administrative office: 12254 Cuesta Drive, Cerritos, CA 90703.

5. An organizational chart is available to show the functional relationships among the personnel of the institution.

The ABC Adult School organizational chart illustrates the functional relationship between all staff. Job descriptions delineate duties and responsibilities for each position illustrated in the organizational chart.

6. The organizational structure promotes the effective operation of educational programs and institutional services for students.

ABC Adult School's organizational structure is evaluated and adjusted annually by the Principal, and is reported to the School Board. The goal of the organizational structure is to better support the strategic goals. Changes reflect the natural changes in staff and the revising of job titles and descriptions accordingly. The Principal is empowered by the Governing School Board to act as Chief Administrative Officer for ABCAS. The Principal oversees the activities of three administrative positions, who are currently Assistant Principals: The Principal also oversees an Accounting Technician who handles the budget, Resource Assistants who oversee state accountability, Custodians, and Security. One of the Assistant Principals oversees the day to day operations of Career Technical Education and oversees Emergency Procedures and School Safety for both campuses. This includes a Department Chair who oversees program development and advisories and a Teacher on Special Assignment who oversees Curriculum, Career Pathways, Grants, Accreditations and scheduling for Career Technical Education, the Job Development Specialist, School Websites and Tech Support, and accreditation. The second Assistant Principal oversees the day to day operations of the ESL and Academics programs as well as Accountability. This includes a Department Chair and Teacher on Special Assignment who oversees program development and Curriculum for the ESL program and a Department Chair who oversees program development for the Academics program.

The third Assistant Principal oversees the day to day operations of the Cabrillo Lane Campus which includes maintenance and security, Community Education classes, Programs for Adults with Disabilities, Parent Education, Parent Leadership Academy, and Parent Leadership Conference. This includes a Teacher on Special Assignment who assists with teacher training and curriculum development for the Community Education Program and Programs for Adults with Disabilities as well as planning and organization of the Parent Leadership Academy and Parent Leadership Conference. Two department chairs are also supervised who assist with program development for Community Education and Programs for Adults with Disabilities and a Department Chair who assists with the day to day operations of the Parent Education Program. The leadership team serves ABC Adult School stakeholders alongside a number of support staff who are specialists in their positions. ABC Adult School's organizational structure enables the distribution of authority and ultimately leads to the achievement of strategic goals. The organizational structure is designed for efficiency and is crucial for communication. Information from the leadership team is communicated in a number of methods:

- Leadership Team meeting minutes
- Board meeting minutes
- Department meeting minutes
- Departmental Meetings
- Advisory Committee Meetings
- Website and publications

CHALLENGES AND SOLUTIONS

Organizational structure is a dynamic process. With changes in accreditation requirements, state funding structures and the inevitable changes in staffing, constant review and evaluation of the efficiency of the structure and staffing levels is needed.

SUMMARY

ABCAS's organizational structure provides clear delineation of authority and accountability. The goal of the structure of ABCAS is the ability to smoothly coordinate and communicate with all stakeholders in a more efficient manner. The current organizational structure provides a foundation on which accountability, communication, efficiency, and consistency can be built and maintained.

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STANDARD 9 Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (**Only one box should be checked.**)

√	PUBLIC
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Governing Board (Public Institution)	ABC Unified School District Board of Education		
Name	ABC Adult School		
Chairman and/or Executive Director	Nancy Amara		
Address	12254 Cuesta Dr.		
City	Cerritos	State	CA Zip 90703
Telephone	526 229-7960	FAX	562 229-7961

Provide a copy of the institution's legislative authorization.

<input type="checkbox"/>	NON-PROFIT CORPORATION; MAY INCLUDE CHARTER SCHOOLS
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Has the corporation been officially recognized by the Internal Revenue Service as an exempt organization under Section 501(c)3, Section 501(c)6, or other such category in the IRS Code?

Yes No

If yes, attach a copy of the determination letter from the IRS.
If no, attach an explanation.

Provide a copy of the corporate charter.

Corporate Name	Click		
Address	Click		
City	Click	State	Click Zip Click
Telephone	Click	FAX	Click
Email Address	Click	Registered Agent	Click



ABC

ADULT SCHOOL

Learning for Success



Standard 10
STUDENT SERVICES
AND ACTIVITIES



Standard 10

STUDENT SERVICES AND ACTIVITIES

INTRODUCTION

ABC Adult School's (ABCAS) mission is to provide quality education to our diverse community with meaningful opportunities for success in career, academic and personal goals. ABCAS's adult classes serve adults aged 18 years and older. The front office houses the employees of the Career Technical Education Center (CTEC). They consist 5 full-time employees and 2 part-time employees. Cabrillo Lane houses 1 full-time employee. These employees have a staggered schedule to provide our adult students with quality services between the hours of 7:30 am until 8:30 pm Monday through Thursdays and until 4:00 pm on Fridays. The main office and CTEC staff support our adult programs' various needs including student recruitment, enrollment, orientation, advisement, guidance, and special accommodations. In addition to staff, each teacher within the ABCAS's adult programs assists individual students in transitioning from school to employment.

ANALYSIS

- 1. The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue.**

ABC Adult school provides academic advisement services in four main ways:

1. The clerical staff is well-versed on the programs offered and can provide general advice to all students.
2. The Secondary School Dean reviews transcripts and develops plans for students to learn English, finish their high school diploma, or receive their high school equivalency through GED or HiSet. He also provides mental health counseling or referrals to other mental health professionals available through the district office or other community sources.

3. The CTEC Lead Instructor, Teacher On Special Assignment (TOSA) assists with all facets of the enrollment process up to and including scheduling testing out of basic skills classes, reviewing transcripts, paperwork completion, paperwork submittal process, course and program components and requirements, referrals for academic remediation, assistance with program and course information, and general and specific career and academic advisement.
4. The Job Developer works with students referred by outside agencies and other students in a specific program. Along with career counseling, the Job Developer helps with paperwork completion, paperwork submittal process, course and program components and requirements, assistance with program and course information, and general academic advice as it pertains to the agency they are sponsored by.
5. The Financial Aid Secretary provides guidance through the PELL process.

Throughout the course of the program, teachers, the Job Developer, and TOSA will meet with students to review and monitor academic progress, offer career counseling and advisement, extend support, tips and strategies in areas which may be impeding the student's ability to successfully complete the program, up to and including time management, study habits, organization and note taking skills, academic tutoring, and web based tutoring sites.

2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program admissions services to students.

ABCAS is a public school that offers courses to anyone interested in attending. No students, who would like to enroll in a program, are turned away. We structure our programs with common, cross program, introductory courses. During these courses, instructors evaluate students and advise them on next steps in their progress. Since these introductory courses are common, students are introduced to and advised on program possibilities during these courses and then they are able to declare a program by the second quarter. They are also given the opportunity to attend regularly scheduled orientation meetings led by our Job Developer, Academics TOSA and CTEC Lead Instructor. This also allows students to make individual appointments with the counseling avenue (Job Developer, Lead Instructor, Academics TOSA) that is most appropriate to their situation.

3. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education.

ABCAS does not offer Title IV loans.

4. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

Prior to each quarter's orientation program, staff members assist incoming students in a variety of ways. The CTEC office staff members are available to answer questions that potential students may have, as well as provide tours of the facilities. Program information sheets are available in the office, in the printed brochure and on our website. Because our programs are open entry, meaning there are four possible entry points each year, regularly scheduled morning and evening orientation meetings are scheduled each quarter where the above information is also distributed and explained. Medical students are given further orientation and career information during the Introduction to Medical Occupations Course. Students who successfully take this course are given first priority in registration for the ABCAS's medical programs.

In summary: because we are a public institution, open to all, and do not turn away students who pay the fees, we offer online registration. Therefore the orientation process and program selection is six fold:

- Information for each program is printed in our brochure and is available on line.
- Personal help is available from our CTEC staff by walk in or telephone during office hours.
- Appointments are available with our Job Developer, Lead Instructor and Academic TOSA for more in depth counseling.
- Regularly scheduled general orientation meetings are scheduled throughout the year.
- Orientation sessions are held in class each quarter for our common introductory courses.
- Student program declarations are made in a class visit session to each of the program specific first level courses or in person with our lead instructor.

5. The institution has a written plan for addressing retention of students.

ABCAS has a written plan for addressing retention of students. Part of the process includes, but is not limited to the following: Teachers are aware of the process of creating progress reports and forwarding them to the school Dean. The Dean follows up and meets with students to address the concerns. A plan is created to ensure that student success is top priority.

The institution's Student Retention Plan:

6. Includes input from faculty and students.

ABCAS gathers input from all stakeholders in creating the retention plan. This is done by way of monthly Leadership Meetings.

7. Is evaluated on an annual basis (and revised as necessary), and

The Student Retention Plan is evaluated on an annual basis.

8. Addresses how results are shared with faculty and staff.

Outcomes from the retention plan are gathered and shared with staff at monthly staff meetings and in department meetings.

9. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook.

Issues of equity and allegations of discrimination are dealt with according to strict guidelines established by ABC Adult School's governing board. The grievance procedure outlines the processes for addressing allegations of equity, sexual harassment, student disciplinary issues, grievances, and appeals.

ABC Adult School also maintains appropriate policies for handling complaints from students. These procedures are listed on the District website. Complaints and Grievances are taken seriously and ABC Adult School works diligently and quickly to investigate and resolve all concerns.

10. The Commission's mailing address, telephone number, and website address are included within the grievance policy for cases where the grievance is not settled at the institutional level.

All information regarding ABCAS' grievance policy is available in our school brochure, handbook, and school website.

11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.

All concerns are brought to the attention of the administration. The concerns are documented, investigated, and addressed. At the conclusion of administration's involvement the documents are filed and maintained at the Administrative Office.

One of the goals at ABC Adult School is to have an academic environment which is conducive for learning i.e. safe and orderly. However, from time to time, situations may arise creating an environment non-conducive to learning, therefore a Grievance and Complaint process is in place and is easily accessible to students. The policy is located on the web page, and forms are located in the main offices at both sites. The process for submitting Complaint and/or Grievance paperwork is clearly identified on each document. Various members of the management team will be selected to respond to a complaint as delegated by the Principal or their designee. It is the desire of ABCAS to reach a speedy, fair, and equitable resolution to any and all grievances and or complaints.

At regular intervals the management team will meet to review policies, procedures etc., to ensure that everyone is aware of appropriate, productive, and positive ways to resolve and avoid conflict. All administrative and classified staff of ABC Adult School receives professional development in areas including but not limited to conflict mediation, active listening techniques, tips and techniques for de-escalating situations, and de-stressing techniques.

12. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution.

Any complaint made through the grievance policy is kept on file.

14. A designated staff member is responsible for maintaining official files and records of students.

The staff member in charge of overseeing student programs and pathway records is the Lead Instructor. She coordinates with the clerical staff and job developer to make sure information is entered and tagged correctly in our Student Information System, "ASAP".

Our Network Analyst makes sure the system is regularly backed up and records are kept secure.

Both of these staff positions work hand-in-hand to ensure all student files contain the appropriate information and are maintained as confidential records. Students with questions and inquiries may ask for assistance in our Student Services Office.

15. Written procedures are established for access to student coursework, testing, and records to ensure confidentiality, limiting access to authorized personnel only.

Access to student records is limited to staff in the ABCAS's Business Office, CTEC Office and Cabrillo Lane Office. Various levels of access to the information are assigned based on the job responsibility and need to access the pertinent information. Regular backups of the student data system are conducted.

Student Records are managed in accordance with the written plan and procedures to access student information and include provisions from the Family Education Rights and Privacy Act. Written procedures for access to student records are established to protect student confidentiality, limiting access to authorized personnel only in compliance with applicable privacy regulations. Students must provide a valid identification, which is cross-referenced with our records, when requesting any confidential information. Information about an adult student can only be released to the actual student unless the student has signed a release of information form.

16. Period of enrollment, financial, academic, and current educational progress records are available at the institution.

ABCAS has a great system of cataloging student records, financial aid records, academic records, and overall educational progress. Some documentation is by way of hard copies, others are soft copies that can be found in our ASAP database.

18. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing, at a minimum, the following information: the program of study, courses or units of study completed with corresponding grades, and period of enrollment.

Transcripts and other student records information are released upon request. Students may access and print the Student Records Request form from the ABCAS's website. This form can be submitted via fax, email, mail, or in person.

The CTEC or Academics Program Secretaries process and fulfill all requests for student records. Student transcripts include the following information: (a) program of study, (b) courses or units of study completed with corresponding grades, and (c) period of enrollment. Students at ABC Adult School who complete a program are also provided with a Career Technical Diploma or Certificate of Completion.

19. Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

All records stored in our student information system are backed up both on and off site.

20. The institution is responsible for any reasonable accommodation of students who are identified to have special needs.

ABCAS exists to educate and to provide students with the skills and experiences necessary to be employable and/or to position themselves to attend, acquire, and take advantage of additional learning opportunities and experiences. This is the goal of ABCAS for all students regardless of any handicapping condition. ABCAS is available to all learners and does not discriminate based upon ability or disability. The ABCAS policy is published on the institution's website in support for adult students with disabilities.

The ABCAS facilities are such that they meet all regulatory standards as set forth by the Americans with Disabilities Act. When adult learners come to ABCAS with Individualized Education Plans (IEPs) or 504 Plans, the noted accommodations are taken into consideration by the appropriate instructor(s) when presenting information and during the assessment phase of instruction. For all students who request and/or make it known the type of additional support needed to assist them in accessing the curriculum, every effort is made to accommodate those needs within reason. Currently, ABCAS has no adult students which have reported any disabilities needing accommodations or modifications.

21. The institution provides placement services for all program completers.

ABC Adult School's Job Developer's chief role and responsibility is to ensure that students are being provided with valuable and reliable employment information, support, and guidance. Placement services are accomplished utilizing several venues such as the Career Center for employment leads, pre-employment materials and resources, and various group presentations including our J.O.B (Join Our Business) days and our annual Career Fair. Topics included in presentations are resume and cover letter writing, interview techniques, interview attire and personal grooming, completing applications, self-motivation, punctuality and attendance strategies, techniques for retaining employment, productive networking, and professional development.

ABC Adult School instructors also play a significant role in the dissemination of important pre-employment information. Each program course includes various specific pre-employment competencies which are integrated into their course of study.

The Apprenticeship Coordinator also helps introduce students to their chosen industries and make professional connections. With the exception of Medical Assistant, Pharmacy Technician, and Dental Assistant Apprenticeship is optional but highly encouraged.

22. The institution demonstrates that it is following a written plan for placement services, including the following elements:

23. Identification of responsibility for coordination of services.

ABC Adult School has a comprehensive written plan for student placement services that lists which staff positions provide placement assistance. The Job Developer is designated as responsible for assisting students with placement services. The Job Developer is also available to work one on one with students to develop resumes, cover letters, thank you letters, assist with online job searches, and help students develop electronic records to maintain an organized employment search.

24. A communications network that exists between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area.

The written plan outlines the communication pattern between the staff, faculty, and various local businesses. One of the duties of the ABCAS's Job Developer and Apprenticeship Coordinator is to act in the capacity of a student job placement coordinator. In this role, both professionals assist and guide students as they transition from student to employee. This is accomplished via several venues ranging from one on one, small group, and whole class counseling by the Job Developer in the utilization of the Job Center, and technology based resources. In addition, within every program, ABC Adult School instructors play a major role in supporting students in the pre-employment phase by providing specific instruction on the various pre-employment competencies in each course.

25. File/listing of employers and employment opportunities.

Within each program, students are informed of the local and county statistics for the various employment streams. Students are also directed to the various online job search resources. As a result of the ABCAS's Advisory Council meetings and via additional business affiliates, employment leads are made available to ABCAS's students. The Resource Center contains information about local and county employment offerings, apprenticeships, and internships. This information is updated and maintained by the ABC Adult School Job Developer.

26. Counseling of students.

The ABC Adult School team is receptive and open to assisting its students with support through a variety of ways including academic, employment, and life skills counseling. Students meet with instructors on a regular basis to assess the student's academic performance. ABCAS has a Career Center where students can utilize various technological resources as a means of acquiring additional career and academic support, guidance and information. The ABCAS's team utilizes its business affiliates and Community College articulation partners as an additional resource when appropriate.

Guidance is provided to students as needed throughout their participation in the program. This guidance is provided to the students by their teachers, the Job Developer, and other office staff members. Practices are being implemented for the adult program teachers to notify the Job Developer when students begin to academically struggle. This process will allow the Teacher Specialist/Lead Instructor, time to meet with and recommend the appropriate social and/or academic interventions. Additionally, the Job Developer documents student attendance by filling out verification forms requested by the student and outside agencies. The Job Developer assists students with financial needs by providing them with a list of financial resources.

ABC Adult School also provides mental health counseling through a virtual counseling station located in a private room in the Testing Center. Students can sit in front of a computer and have a confidential discussion/session with a licensed counselor or therapist. Issues that can not be resolved in this manner are referred to other agencies through the virtual mental health professional.

27. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

On an annual basis, ABC Adult School's staff conducts follow up telephone calls, email campaigns and postcard mailings to survey those students designated as "Completers" in an effort to track placement information. ABC Adult School Instructors participate in the data collection effort by helping to secure the proper information. Additional data is derived from other sources including but not limited to student surveys, End of Course evaluations, and exit interviews. Data derived from these sources are just a few of the multiple measures used to determine progress towards meeting and achieving the mission and vision of ABC Adult School. Data is compiled in our Student Information System "ASAP" and disseminated to the various stakeholders as well as to the Governing Board.

28. Evaluation on an annual basis (and revision as necessary); and

ABCAS works with all staff members to include them in the process of evaluation. Generally speaking Program Secretaries manage the respective department when it comes to "completers".

29. Description of how evaluation results are shared with faculty and staff.

Results are often shared with staff at department and leadership meetings.

30 - 34. The institution has a written plan for determining the effectiveness of student services, and ensures that the plan: Identifies responsibilities for coordination of student services, Provides for the counseling of students, Is evaluated on an annual basis, Addresses how evaluation results are shared with faculty and staff.

ABC Adult School has a plan which was developed for the expressed purpose of serving as an evaluation tool of our student services. This plan denotes the specific areas, roles, and responsibilities of the department. Student input is the source of our evaluative data. ABCAS captures student input via surveys and exit interviews, input via social media, one on one counseling, and small group discussions and presentations. The data also serves as the nexus for program goals and areas for improvement.

CHALLENGES AND SOLUTIONS

Prior to beginning the COE self-study process, ABC Adult School examined the implications that accreditation would have upon the organization. Though the need for change and improvement was evident; the most obvious areas for growth existed in the area of student placement services. ABC Adult School has always demonstrated compliance with federal, state, and accrediting requirements governing the collection and reporting of student placement data. Prior to embarking on the COE accreditation process, the organization was not required to provide job placement services with such depth as required by the COE.

ABCAS created the position of Job Developer which eventually morphed into Job Developer/Program Coordinator. After a lengthy recruitment process, ABCAS hired an individual who has experience in this area to assist the organization in developing a comprehensive Student Placement Service Plan. The Job Developer/Program Coordinator has also assisted the organization in developing the processes necessary to conduct the activities outlined in the plan. Additionally, the CTEC department is working on ways to work more closely with the academics department in providing ways in which to effectively provide tutoring and remediation services for students who need to earn a High School Equivalency Certificate, finish their High School Diploma or need further academic remediation.

ABC Adult School has proudly served our local and extended community for over 50 years. We have provided services to three types of students who are outlined in our mission statement: The mission of the ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic and personal goals.

1. Career Goals - These students want to seek to better their knowledge to move up in position or they want to learn a new vocation and get a job. These students are the focus of our pursuit of COE accreditation.

2. Academic Goals - These students, as it applies to CTE, are here to increase their knowledge in a particular area. They are interested in “just in time” learning and will also not pursue a program.

1. Personal Goals - We have many students who come to the school to better themselves or pursue non-work related goals. They will sign up for individual CTE classes and perhaps take the same class multiple times. They may be retired and not seeking work or they may be pursuing a hobby or interest beyond their career goals.

When we first started tracking students for placement, we did not have an effective mechanism to differentiate between these student goals and could not get a firm handle on which students were striving for which goal. When ABCAS began tracking program students, we tracked only students who were being referred to us from an agency, as they were funded students. We realized this was not complete and we started interviewing as many students as possible and putting them into a formal program. This year we have reworked our orientation process to bring the information directly to the students in their classes. ASAP has also added the ability as of the beginning of 2015 of formally tracking and reporting on COE goals and objectives. We have just started entering data into that system and look forward to a much more accurate and robust data collection in the future. As this type of data collection is still new to us, we will continue to develop ways to accurately identify COE program students and track their progress through completion and employment.

SUMMARY

ABC Adult School has a number of practices in place to ensure student success. Prior to placement in one of ABCAS’s adult programs, students have multiple orientation and counseling opportunities so that ABCAS staff and faculty may ascertain the student’s current educational level and address the student’s educational needs accordingly. Each ABCAS student has multiple staff and faculty at their disposal: Clerical Staff, Job Developer/Program Coordinator, Externship Coordinator, and teachers. ABCAS maintains student records in a consistent manner and stores student records in a safe and secure manner.

ABC Adult School continues to work diligently to maintain its job placement process. Our Job Developer has created a process by which she meets with students, creates a plan for success, and provides opportunities for job training. ABCAS will continue to take the necessary steps to ensure that the services offered to students are appropriate in supporting students in their academic and career success.



ABC

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Glossary



GLOSSARY

ABCAS ABC Adult School

ADA Average Daily Attendance

ACA Adobe Certified Associate

ASAP Administrative Software Applications/Student Attendance

ATI Assessment Technologies Institute

CC Community Classroom

CCSS Common Core State Standards

COE Council on Occupational Education

CPT Current Procedural Terminology

CTE Career Technical Education

CTEC Career Training Education Center

DSP Direct Support Professional

ESL English as a Second Language

FERPA Family Educational Rights and Privacy Act

FMLA Family Medical Leave Act

HCPCS Healthcare Common Procedural Coding System

HIPAA Health Insurance Portability and Accountability Act

ICD International Classification of Diseases

ICD 9 Previous code used throughout the United States and still used in other countries

ICD 10 Current code set adopted by most of the world.

IEP Individual Education Plan

ITP Individual Training Plan

J.O.B. Join Our Business

JPA Joint Powers Agreement

MA Medical Assistant

MSDS Material Safety Data Sheets

MOS Microsoft Office Specialist (Microsoft Industry Certification)

NHA National Healthcare Association

PPE Personal Protective Equipment

PLC Professional Learning Community

PT Pharmacy Technician

TABE Test of Adult Basic Education

TB Tuberculosis

MISSION STATEMENT

The Mission of ABC Adult School is to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals.

SCHOOLWIDE LEARNER OUTCOMES

ABC Adult School prepares students to be:

Self-Directed Lifelong Learners who:

- Acquire knowledge and skills appropriate to their goals in life
- Set and achieve career, educational and/or personal goals
- Seek continuing career training and/or educational opportunities

Effective Communicators who:

- Demonstrate appropriate language, digital literacy, computational skills and/or technical skills
- Apply communication skills to professional, technical, creative, and other real-life situations
- Enhance and improve their ability to understand and be understood by others

Critical Thinkers and Problem-Solvers who:

- Exercise their powers of judgement, perception, and inference
- Assess and fulfill their own needs by finding appropriate resources
- Apply knowledge to professional, technical and other real-life situations

