

ABC

ADULT SCHOOL
Learning for Success

SELF STUDY REPORT

AUGUST 25-28, 2025



ABC Adult School

Cuesta (Main) Campus 12254 Cuesta Drive, Cerritos
Cabrillo Lane (Extension) Campus 20122 Cabrillo Lane, Cerritos



Western Association of
Schools and Colleges



Council on
Occupational Education

ABC Adult School

Cuesta Campus

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Cabrillo Lane Education Center

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ABC Unified School District

16700 Norwalk Blvd, Cerritos, CA 90703

Accrediting Commission for Schools
Western Association of Schools and Colleges

Section 1 - School Profile

As part of the ABC Unified School District (ABCUSD) and the Partnership for Adult Academic and Career Education (PAAACE) Regional Consortium, funded by the California Adult Education Program (CAEP), ABC Adult School collaborates with regional partners to rethink and redesign adult education for the Southeast Los Angeles County region. Our partnership focuses on developing goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region.

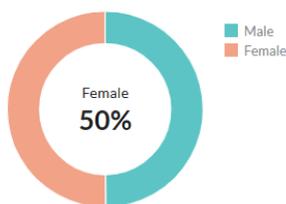
According to the 2020 U.S. Census Bureau, Los Angeles County is one of the most diverse regions in the nation, with a population exceeding 10 million, including approximately 3.3 million foreign-born residents. According to the 2023 U.S. Census Bureau's American Community Survey, the ABC Unified School District service area includes a population of approximately 103,686 residents with a rich, diverse community and a strong need for adult education services. The District's ethnicity breakdown is approximately 41% Asian, 44% Hispanic or Latino, 8% White, 3% African American, and 2% identified as two or more races or other. Of the total population, 42.1% are foreign-born, with 68.7% being naturalized U.S. citizens and 31.3% not U.S. citizens. Reflecting this cultural diversity, 64% of residents speak a language other than English at home, with 32.6 % Spanish, 25.8% Asian and Pacific Islander languages, and 5.5% other Indo-European languages.

While the median household income in the ABCUSD service area is a respectable \$108,962, we also see that approximately 11.3% of residents are living below the poverty line. This stark contrast points to underlying issues that adult education can help address. Adding to this, the unemployment rates vary considerably across our cities. Artesia stands at 6.9%. Cerritos and Lakewood are both at 4.6%. However, Hawaiian Gardens faces a much higher unemployment rate at 10.9%. These figures are a strong indicator that Adult Basic Skills, ESL, and workforce training through adult education is essential to help residents find stable employment.

Even more striking, 14% of ABCUSD residents do not have a high school diploma or an equivalency certificate. This statistic is crucial because individuals without this basic credential often face much higher barriers to employment and upward mobility. This is precisely why ABC Adult School's High School Equivalency and Diploma programs are so vital for our community. They provide the necessary programs for residents to gain essential qualifications, improve their job prospects, and ultimately, contribute to a more economically stable community.

Sex, Race & Ethnicity

Sex



Race & Ethnicity



Birthplace

Place of birth

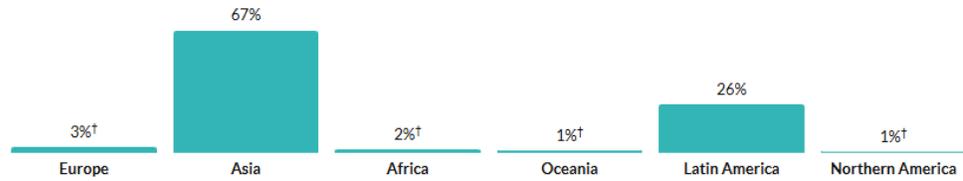
42.1%

Foreign-born population

about 25 percent higher than the rate in Los Angeles County: 33.5%

about 1.5 times the rate in California: 27.3%

Place of birth for foreign-born population



Poverty Line

Poverty

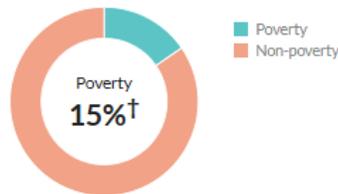
11.3%

Persons below poverty line

about 80 percent of the rate in Los Angeles County: 13.7%

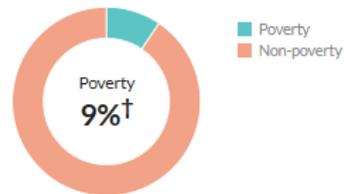
a little less than the rate in California: 12%

Children (Under 18)



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Seniors (65 and over)



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Education Levels

Educational attainment

85.8%

High school grad or higher

a little higher than the rate in Los Angeles County: 81.3%

about the same as the rate in California: 84.8%

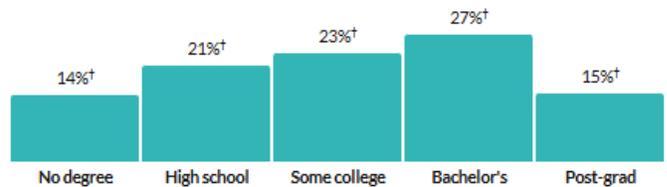
41.9%

Bachelor's degree or higher

about 20 percent higher than the rate in Los Angeles County: 36.5%

about 10 percent higher than the rate in California: 37.5%

Population by highest level of education



* Universe: Population 25 years and over

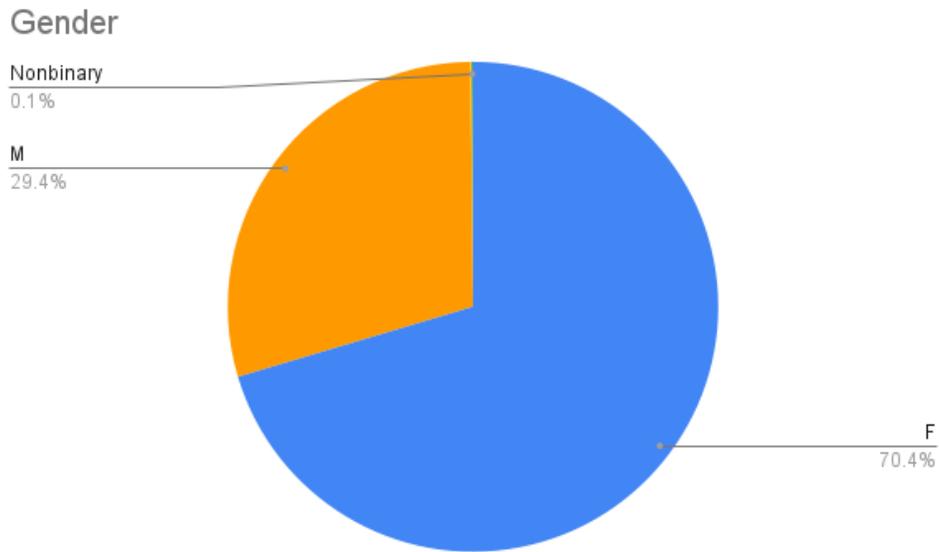
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[ABC Unified School District, CA - Profile data - Census Reporter](#)

"ABC Unified School District, CA." *Census Reporter*, 2023, Census Reporter, <https://censusreporter.org/profiles/97000US0601620-abc-unified-school-district-ca/>. Accessed 17 June 2025.

Gender

As shown in the chart below, 70.4% of students identify as female, 29.4% as male, and 0.1% as nonbinary. This distribution highlights the strong participation of women in our programs, far exceeding the 50/50 gender balance of the general community. This further supports the school's ongoing efforts to offer flexible, supportive environments available to women.



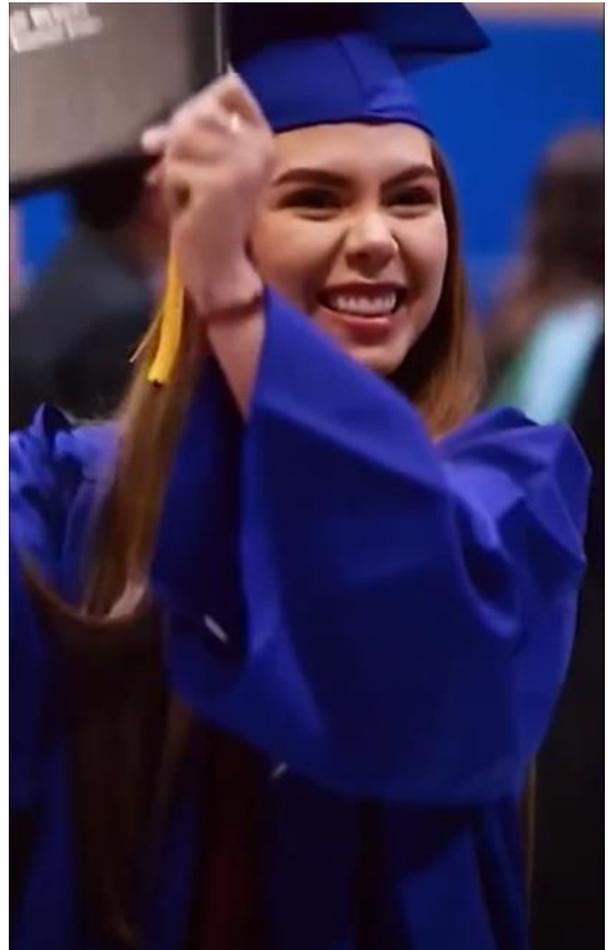
ROP Courses, High School Level Programs/Courses, and Non-CTE Programs or Courses Offered:

ABC Adult School is one of the state's leading comprehensive adult schools. Located in Southeast Los Angeles County in the City of Cerritos. ABC Adult School is currently comprised of the following non-CTE departments:

- English as a Second Language (ESL) and Citizenship
- Adult Basic and Adult Secondary Education (Academics)
- Community Education
- Parent Education
- Programs for Adults with Disabilities

ABC Adult School serves students in the following non-CTE classes:

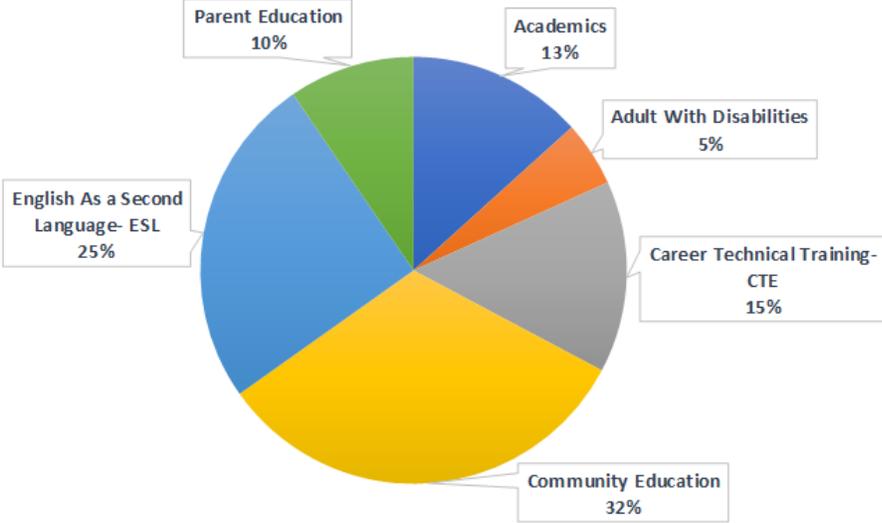
- English as a Second Language
- Citizenship
- High School Diploma (HSD)
- GED Preparation
- HiSET Preparation
- Community Education
- Parent Education
- Parent Leadership Academy
- Programs for Adults with Disabilities



Current Enrollment in Each Department

STUDENT ENROLLMENT 2024-2025		
Department	Total	Percentage
Academics	1256	13%
Adult With Disabilities	465	5%
Career Technical Training- CTE	1371	15%
Community Education	3058	32%
English As a Second Language- ESL	2383	25%
Parent Education	902	10%

ABC Adult School Enrollment



Summary Analysis of Learning Data (Program Years 2021-2025)

Over the past four years, our school has consistently monitored student learning outcomes using the National Reporting System (NRS). The reporting tools provided through NRS have helped us track measurable skill gains (MSGs), high school diploma (HSD) and equivalency (HSE) attainment, as well as non-NRS literacy milestones.

Completion rates for Adult Basic Education (ABE), Adult Secondary Education (ASE), and ESL were calculated using student-based data from NRS Table 4. Students who either advanced one or more Educational Functioning Levels (EFLs) through testing or earned an HSD/HSE were counted as having completed a level. This approach offers a more complete picture of learner progress, rather than focusing solely on post-tested students. Additional academic outcomes, such as total HSD and HSE completions, were gathered from the NRS Data Integrity Report.

We saw outcomes in program year (PY) 2023–2024 across all areas, with ASE achieving 8.24% growth over the previous program year. However, PY 2024–2025 showed a decline across most programs. This may be due to external social factors, including shifts in immigration policy, reduced post-testing rates, and overall student disengagement. Despite the decline, ESL performance remained steady, and HSD completions continued to be strong. Non-NRS literacy gains, such as course completions and exam milestones, also declined, possibly reflecting enrollment shifts and continued post-pandemic recovery.

Program Completion Data

Department	PY 2021-2022	PY 2022-2023	PY 2023- 2024	PY 2024 -2025 (current)
ABE % completing a level	47.69%	51.35%	56.89%	36.25%
ASE % Completing a level	47.22%	43.93%	52.17%	30.52%
ESL % completing a level	39.87%	44.67%	47.80%	42.26%
HSD Obtained	45	51	32	32
HSE Obtained	151	178	243	98
Literacy Gains (non-NRS Level Completion)	1747	2180	1854	1607

EFL Gain Rate for Pre/Post-Tested Students

Achieving EFL Gain			
Program Year	ABE (%)	ESL (%)	Grand Total (%)
2021–2022	55.93	52.29	53.07
2022–2023	55.08	53.23	53.62
2023–2024	52.67	52.02	52.15
2024–2025	47.33	60.51	58.35

Program year 2021 to program year 2024 have shown remarkable stability in ABC Adult School's Adult Basic Education (ABE) and English as a Second Language (ESL) level completion rates for pre- and post-tested students, consistently holding above 50%. Specifically, ABE completion rates have hovered between 52.67% and 55.93%, while ESL completion rates ranged from 52.02% to 53.23%. This sustained performance highlights persistent student achievement and effective program delivery, even amidst the post-pandemic fluctuations in enrollment, class modalities, and attendance hours.

However, for PY 2024-2025 year, a notable shift occurred: the ABE completion rate fell below 50%. In stark contrast, ESL completion rates jumped significantly above 60%, contributing to a 6.2% overall increase in the combined completion rate for that year. The overall consistency observed in previous years suggests that the instructional interventions and student support systems in place have effectively helped maintain learning momentum, though the recent dip in ABE warrants closer examination.

Section 2 -Response to ACS WASC’s Postsecondary Criteria

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile
Explain how the school's mission, culture, and schoolwide learner outcomes/completion profile impact student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

Mission & Vision

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. Our vision states, “Students will develop confidence and self-reliance as they aspire to reach their full potential in life-long learning. We will cultivate our students’ desire for learning, and encourage them to try new and exciting challenges by giving them a solid foundation to build on.”

ABC Adult School is proud to present a Mission Statement and a Vision Statement that explicitly express our broad educational purpose. They serve as the foundation of all our endeavors, clearly define our intended student population, and underscore our steadfast commitment to fostering high levels of student learning. Our mission and vision emphasize our dedication to supporting students in achieving success across a multifaceted spectrum of aspirations: career, academic, language learning, and personal goals. By explicitly addressing these varied areas, our mission and vision demonstrate a profound commitment to catering to the holistic needs of our student body, supporting both their immediate learning objectives and their long-term personal and professional growth.

At ABC Adult School, our mission and vision are central to our organizational planning and decision-making activities. They were collaboratively created and approved by our school staff, ensuring collective ownership and understanding. To ensure their widespread accessibility and transparency, our mission and vision are published both internally and externally. You will find our Mission Statement and SLOs displayed in our catalog of classes and included on course outlines and class syllabi. You will find the mission, vision, and SLOs on our school website.

Schoolwide Learner Outcomes (SLOs)

ABC Adult School's Schoolwide Learner Outcomes (SLOs) are crafted to ensure students acquire the necessary skills and proficiencies for academic excellence, professional readiness, and personal enrichment. The adopted Schoolwide Learner Outcomes (SLOs) of ABC Adult School prepare 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 judgment, perception, and inference.
 - Assess and fulfill their own needs by finding appropriate resources.
 - Apply knowledge of professional, technical and other real- life situations.

Further reinforcing our dedication to continuous improvement and student success, our annual review of schoolwide learner outcomes (SLOs) ensures that our institution remains adaptive to current educational standards, evolving student needs, and dynamic community expectations. This integrated approach guarantees that our educational endeavors directly support student success in academic and personal pursuits, extending well beyond specific vocational training.

Overall, ABC Adult School's mission, vision and schoolwide learner outcomes demonstrate a focus on high standards of student learning and well-being. Our evidence-based commitment to providing quality education for a diverse population provides meaningful programs to success across various student goals.

School Culture and Learning Environment

ABC Adult School cultivates a collaborative and inclusive school culture, prioritizing personalized learning to meet the unique needs of its diverse adult student population. This commitment is evident in our leadership team, which includes certificated and classified staff from all programs and departments, who collaboratively shape operational and strategic decisions. We provide an optimal learning experience for students through varied instructional options, including day, evening, in-person, and online classes. These flexible formats accommodate our diverse student body's schedules and learning preferences. Our classrooms are equipped with readily available technology, including interactive SmartTVs, document cameras, enhanced audio systems, and technology carts for individual student use.

ABC Adult School's dedication extends beyond our two main campuses, with fitness classes offered at the Cerritos Park East (CPE) Swim Center, and at senior centers in Cerritos and

Hawaiian Gardens. Additionally, we offer parent education classes at three District school-site locations, adults with disabilities (AWD) classes at a local senior living home and at two resident facilities, and an ESL class at the Helen Rosas Center to serve students in Hawaiian Gardens. This highlights our community engagement and responsiveness to the varied needs of learners, ensuring strong educational partnerships and accessibility for everyone.

The departments at ABC Adult School exemplify a collaborative spirit, working to guide students through their academic and career paths. This integrated approach is evident in how students can progress, from ESL programs to Academics, then to Career Technical Education (CTE) programs, leading to successful entry into the workforce, higher education, or as valuable members of the community. This interconnectedness demonstrates our commitment to a well-rounded educational experience. The Academics Department, in particular, excels at tailoring services to individual student needs and circumstances. A prime example of this is the personalized counseling provided by our Dean, who conducts one-on-one sessions to determine the most appropriate modality of instruction—be it in-person, online, day, or evening—based on the student's specific goals and their personal schedule flexibility. This individualized approach ensures that our educational programs are truly accessible and effective for each learner. As of July 1, 2025, the Dean was reassigned to another school within ABCUSD due to District restructuring. Therefore, we will need to pivot to find a way to continue to offer this high level of personalized support to our students.

ABC Adult School was one of seven adult schools selected to be featured in the California Adult Education Program (CAEP) May 2024 report, *Closing the Equity Gap for Adult Learners in California: 7 Promising Practices to Advance Student Outcomes*. The report found that the selected schools showed outcomes two or three times higher than the state average with results demonstrating higher student outcomes across CAEP performance and employment indicators. As indicated below, ABC Adult School’s outcomes in the following areas for students of color were well above the state average.

CAEP Performance & Employment Indicators	ABC Adult School	State Average	Difference
Students earning a postsecondary credential	30%	8%	↑ 22%
Students completing a CTE program	24%	10%	↑ 14%
Students earning a living wage	44%	29%	↑ 15%

Areas of Strength

1. **Commitment to Personalized Learning and Student Support:** ABC Adult School provides a highly personalized learning experience, exemplified by the one-on-one guidance offered by the Dean. This tailored support, along with diverse instructional modalities (day/evening, in-person/online) and technologically equipped classrooms, ensures students receive the tools and guidance needed to achieve their academic and career goals.
2. **Community Engagement and Accessibility:** ABC Adult School demonstrates a significant commitment to serving its diverse community by extending its reach beyond the two main campuses. Offering off-site fitness, parent education, ESL, and adults with disabilities classes, ABC Adult School fosters strong community and educational partnerships, ensuring broad accessibility to learning opportunities for learners.
3. **Collaborative and Mission-Driven Culture:** ABC Adult School fosters a highly collaborative culture, evident in its diverse leadership team. The mission statement clearly defines the educational purpose and commitment to high levels of student learning, promoting collective ownership and a holistic approach to student academic, career, and personal growth.
4. **Student Centered Approach to Education:** CAEP committee findings highlight that our school is student-centered, around a culture of care. Students are 100% satisfied with the support they receive at ABC Adult School, resulting in “an unusual level of happiness among the students.”

Areas of Growth

1. **Maintaining Personalized Academic Advising Support Post-Dean Reassignment:** With the Dean's reassignment, the school faces a critical need to pivot and formalize a strategy to continue providing the high level of personalized, one-on-one academic advising that has been instrumental in determining appropriate instructional modalities for students. Outreach to support and guide students wishing to transition between ESL, Academics, and Career Technical programs will also need to be adjusted with the loss of this position.
2. **Enhancing Digital Literacy and Technology Integration within SLOs:** While classrooms are equipped with technology, there's an opportunity to more explicitly integrate and assess digital literacy and advanced technology application skills across all programs, ensuring students are fully prepared for a technologically evolving world.
3. **Strengthening Systematic Review of Program Progression and Outcomes:** While collaboration between departments is evident in guiding students through programs (ESL to Academics to CTE), a more formalized, systematic review process could be implemented to track student progression through these integrated programs and evaluate long-term outcomes more explicitly against the broader goals of workforce entry, higher education, and community contribution.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

Explain how the governing board impacts student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School operates under the governance of the Board of Education of the ABC Unified School District. This board rigorously adheres to California Department of Education (CDE)

regulations and is responsible for formulating District policies that shape the school's mission, and strategic direction. The Board's policies, meeting dates, agendas, and minutes are transparently posted on the ABC Unified School District website, fostering community awareness and engagement. This strong governance framework provides the foundation for ensuring student learning, well-being, and equitable access to high-quality education and training.

ABC Adult School's clearly defined organizational structure drives efficient decision-making, ultimately enhancing student achievement and program effectiveness. Adult education operates under the direct supervision of the Superintendent, with support from Assistant Superintendents spanning Academic Services, Human Resources, and Business Services, as well as the Director of Secondary Schools. At the school level, the principal leads ABC Adult School, supported by three assistant principals, a financial aid coordinator, and an accounting technician. Each of these roles holds clear responsibilities for specific school programs or services. We are currently revising the school's organizational chart to reflect the recent reassignment of the Dean, and their duties will be systematically restructured and reassigned among other administrators and staff. Our commitment to transparent and effective leadership is further demonstrated by our regularly updated Organizational Chart, which is readily accessible to all staff and clearly delineates roles. We maintain clear lines of responsibility and support through our Teachers on Special Assignment (TOSAs), department chairs, administrators, and program secretaries, all complemented by comprehensive job lists. The principal's practice of transparently discussing budget issues at various organizational meetings further exemplifies our ethical leadership.

A collegial and collaborative atmosphere is cultivated throughout the organization, with school leadership and staff working together to promote shared responsibility and continuous improvement. This positive school culture provides the foundation for school-wide improvement efforts and contributes to high levels of achievement and success for students. The administrative team holds monthly meetings with the leadership team, support staff, the ABC Federation of Teachers (ABCFT), and the safety team. These meetings foster consistent messaging to all staff and provide the foundation for school-wide improvement efforts. The emphasis on collaboration is further demonstrated through regular department meetings, which ensure alignment between policy implementation and evolving student and program needs.

The collaboration between the ABCUSD governing board and ABC Adult School leadership is a vital component of the school's success. The school follows established District policies and procedures to maintain consistency, compliance, and quality across all programs. These include guidelines for curriculum development, student services, and professional development. While established procedures provide a strong foundation, we recognize the ongoing need for improvement, particularly in ensuring absolute consistency in accommodations and information provided to students, as we strive to ensure that all students receive equitable and clear guidance at all times.

The leadership of ABC Adult School provides the foundation for school improvement and high levels of achievement and success for students. Our administrators are dedicated to communicating clear expectations and vital information with staff, fostering a cohesive and informed team. School administration, teachers, and staff support the District's Four Pillars of

the ABCUSD instructional framework, which includes a focus on environment, engagement, empowerment, and evaluation of learning. ABC Adult School's selected area of focus is environment, ensuring students can articulate what they are learning. This focus is reinforced through our monthly leadership and support staff meetings, which serve as crucial forums for collaboration and strategic planning.

ABC Adult School is committed to investing in cutting-edge technology and resources, working closely with our IT Department to plan future projects that eliminate technological barriers and enhance the learning experience. We prioritize being communicative and available to all students, striving to ensure every student feels supported and can access the guidance they need. Beyond academics, we foster positive learning experiences through various school events, such as our monthly Community Coffee gatherings at our two main campuses. In the 2024-2025 school year we added monthly Community Coffee events for our evening classes as well. Additionally, we host a variety of annual events such as the Open House Craft & Fitness Fair, International Day, Career Fair, Parent Educations Mini-Olympics/Carnival, and Outstanding Student Awards. All of our work as a school is celebrated each year with a culminating, highly-celebrated, end-of-year graduation ceremony. All providing various ways to celebrate student achievements and success.

Areas of Strength

1. **Strong Administrative and District Collaboration:** ABC Adult School benefits from collaboration between its leadership and the ABC Unified School District. The direct supervision by the Superintendent, support from various Assistant Superintendents, and regular administrative team meetings ensure consistent messaging and a unified approach to school-wide improvement. This strong partnership provides a solid foundation for student learning and success.
2. **Clearly Defined Organizational Structure and Transparent Leadership:** The school operates with a well-articulated organizational structure, clearly outlining roles and responsibilities from the principal to program secretaries. This, coupled with the commitment to transparent and ethical leadership, demonstrated through open budget discussions and a readily accessible Organizational Chart, ensures efficient decision-making, clear lines of responsibility, and effective program implementation to enhance student achievement.
3. **Proactive Investment in Technology and Student Experience:** ABC Adult School demonstrates a strong commitment to student success by investing in cutting-edge technology and actively collaborating with its IT Department to eliminate technological barriers. Beyond academics, the school cultivates positive learning experiences through various inclusive events like Community Coffees and annual celebrations, fostering a supportive environment where students feel valued and engaged.

Areas of Growth

1. **Addressing the Impact of the Dean's Reassignment:** ABC Adult School needs to carefully plan and implement how the Dean's critical one-on-one personalized support and other responsibilities will be absorbed and sustained by other administrators and staff to ensure continued high-level student support.

2. **Consistency with Information:** While established procedures provide a strong foundation, there is an ongoing need for improvement, particularly in ensuring consistency in information provided to students, striving to ensure that all students receive equitable and clear guidance at all times.

Criterion 3: Faculty and Staff

Explain how faculty and staff impact student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School is dedicated to employing highly qualified faculty and staff whose education, training, and experience align with its mission and schoolwide learner outcomes to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals. The school employs credentialed professional teachers with expertise in subject areas like English as a Second Language (ESL), Adult Basic and Secondary Education (Academics), Community Education, Parent Education, and Programs for Adults with Disabilities. Their experience directly aligns with the school's mission and schoolwide learner outcomes to provide quality education to our diverse community with meaningful opportunities for success in career, academic, and personal goals. ABC Adult School instructors bring years of experience in adult education and workforce training, directly ensuring students acquire the knowledge and skills necessary for their career, educational, and personal goals.

Additionally, the classified staff are integral to maintaining cohesive programs. They work closely with certificated staff and administrators to ensure smooth operations and effective support for students. Beyond education and expertise, personnel emphasize an empathetic approach, ensuring students, particularly those from diverse and minority backgrounds, feel respected, supported, and guided through processes they may find challenging, such as enrollment for ESL classes. This collaboration among faculty, staff, and administrators fosters an inclusive learning environment that directly impacts student success and well-being.

ABC Adult School has transparent and clearly communicated personnel policies and procedures, and a Staff Responsibilities document. The principal maintains and shares documents with staff at the beginning of each school year. She revises, updates, and shares them again as needed. This contributes to effective faculty and staff performance and ultimately enhances student learning and well-being. Additionally, the school follows District procedures for the hiring process and is marked by clear communication regarding job descriptions, required qualifications, and the skills expected for each position. This comprehensive approach ensures that new hires are well-informed and capable of fulfilling their roles effectively, aligning with the school's educational objectives.

New employees receive dedicated training to familiarize themselves with departments and confidently address student needs and inquiries. These training opportunities minimize errors and ensure smooth departmental operations, directly benefiting students through consistent and reliable support. Procedures for the selection of personnel are transparent and align with District and programmatic needs. Furthermore, ongoing personnel policies and procedures are clearly

communicated, fostering a productive and positive work environment. Employees demonstrate a strong understanding of their daily expectations, which enables them to organize tasks efficiently and perform their roles effectively. This framework of clear communication, from hiring to daily operations, ensures that faculty and staff are well-equipped to uphold the school's mission and positively impact student learning and well-being.

The school leadership at ABC Adult School assures the effectiveness of both faculty and non-teaching support staff by aligning to the District's systematic evaluation process, providing consistent direction and support for their professional growth, which directly enhances student learning and well-being. The evaluation process for certificated staff includes formal and informal classroom observations, pre- and post-evaluation meetings, and opportunities for feedback and self-reflection. This ongoing process allows leadership to identify areas of strength and growth. Additionally, it is an opportunity to document teachers' application of knowledge and skills learned from professional development. Teachers and administrators engage in ongoing discussions regarding best practices, instructional strategies, and student engagement techniques, ensuring valuable feedback enhances teaching effectiveness while maintaining alignment with student learning outcomes. This systematic approach to evaluation and professional development directly benefits student learning and the overall quality of educational programs by ensuring a highly effective and responsive staff. Permanent certificated and classified staff are formally evaluated every two years following the District's evaluation procedures.

ABC Adult School is committed to providing personnel with appropriate professional development opportunities and implementing processes to measure their impact on student learning and well-being. Teaching staff have participated in individual professional learning opportunities through CALPRO (California Adult Literacy Education Professional Development Project). CALPRO offers online professional learning courses. Participants receive a certificate upon completion of the course. Twelve instructors have participated and earned certificates in these courses. In order to positively impact student learning, the application of the skills and knowledge gained from these courses is measured as part of teachers' formal evaluation process. ABCUSD offers an annual districtwide summer learning symposium for teachers. Although this symposium is not required, last year 26 teachers attended and a similar number of teachers plan to attend this year. Staff members have attended conferences for CCAE, COABE, CASAS, CATESOL, TESOL, and OTAN's Technology and Distance Learning Symposium. Staff members who attend conferences share the information gained with applicable departments and staff upon return. While professional development opportunities are widely available, continued efforts are needed to foster collaboration among teachers across multiple locations and with varying schedules. Encouraging greater engagement in collaborative discussions and shared best practices will enhance professional growth and strengthen instructional quality.

Cross-training opportunities occur during monthly Support Staff meetings. Each month a selected support staff member provides an overview of their job responsibilities, steps, and procedures to their peers. This allows staff members to gain knowledge of systems outside of their assigned role or department. This has empowered staff members to feel confident in responsibilities outside their immediate scope, therefore creating a more supportive learning

environment for students. ABCUSD provided the Classified Employee Professional Learning (CEPL) day, which 17 classified staff members from ABC Adult School attended. CEPL included a keynote speaker and a multitude of workshops for employees to attend, ultimately keeping adult school classified staff aligned with the greater overall vision of the District.

Areas of Strength

1. **Highly Qualified and Empathetic Staff:** ABC Adult School excels by employing highly qualified and empathetic faculty and staff whose expertise and collaborative efforts directly align with the school's mission to foster student success and well-being through inclusive education.
2. **Transparent Policies and Strong Onboarding:** The school maintains transparent personnel policies and onboarding processes, ensuring new hires are well-informed and supported, which contributes to consistent and reliable assistance for students.
3. **Systematic Evaluation and Professional Growth:** A systematic evaluation process coupled with extensive professional development opportunities assures staff effectiveness, leading to enhanced student learning and overall program quality.

Areas of Growth

1. **Enhancing Cross-Departmental Teacher Collaboration:** While professional development is available, enhancing structured collaboration among teachers across multiple locations and varying schedules is needed to further strengthen instructional quality.
2. **Strengthen Professional Development for Support Staff:** Increase support staff engagement in professional development opportunities and ensure all staff participate in school and District training opportunities. Increase the attendance of support staff to various state-level professional development offerings specific to adult education.

Criterion 4: Curriculum

Explain how curriculum impacts student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School provides a current and thorough curriculum that outlines courses of study necessary for students to achieve their goals, fulfill requirements, or complete program expectations. This comprehensive curriculum is carefully selected from a state-approved list and undergoes annual School Board approval. Each program's courses are detailed in a course catalog published annually in August and accessible online. The curriculum across all programs, including its online components, is designed to be rigorous, relevant, and coherent, with clearly defined learner outcomes stated in course outlines, which are reviewed and updated every two years. Teachers maintain up-to-date syllabi for each class, integrating the school's mission, clear teacher expectations, and current school policies.

The school implements a regular curricular review cycle to ensure content is accurate, relevant, and meets community needs, maintaining curricular integrity. This includes an emphasis on student input and continuous professional development for faculty, particularly in technology integration. The school also assesses the curriculum, including its online components, by

analyzing key outcomes such as Educational Functioning Level (EFL) completions, High School Diploma and High School Equivalency obtainments, and other literacy gains across classes, demonstrating a data-driven approach to high-quality learning.

The curriculum for the Academics program is designed to guide students towards academic success. We leverage the online courseware programs Edmentum for our High School Diploma students, and Aztec for our High School Equivalency (HSE) and Pre-HSE students, both of which are accessible 24/7 to provide flexible learning opportunities. Students may enroll in our in-person classes or work independently online from home using the Edmentum and Aztec platforms. Additionally, the HSE program incorporates the IXL Learning Platform and other GED/HiSET preparation material for supplemental content support and practice. Learner outcomes focus on passing scores on assigned work, successful class completion, earning a high school diploma, or successfully passing high school equivalency tests, the HiSET (High School Equivalency Test) or GED tests.

The ESL curriculum is structured to achieve specific benchmarks, facilitate increased language proficiency levels, and enhance citizenship skills. We offer leveled classes starting at Beginning Literacy (Level 100A) to Advanced (Level 500), and a Conversation and Citizenship class. Skills classes are offered for each level from Listening & Pronunciation (Level 100A) to Movies & Vocabulary (Level 500). Core course materials include the Stand Out (4th edition) textbooks series with the Spark online platform, ensuring alignment with CASAS Competencies, English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Supplemental texts include Azar grammar books, Form & Function books, and resources such as Project Success, News for You, and CNN 10. To foster digital literacy skills, we utilize the online distance learning platform, Burlington English, and have evening ESL & Technology Skills classes that integrate essential life skills with digital literacy, incorporating the use of iPads, Chromebooks, and desktops. Learner outcomes include preparing students for the CASAS and EL Civics assessments, achieving Measurable Skills Gains (MSGs), increasing student Educational Functioning Levels (EFL), and obtaining US citizenship.

Parent Education course offerings include classes for parents of 1 to 10-year-old children. Classes are offered during the day and evening, both in-person and online. Classes include Growing Together: Parent & Child, Kindergarten Ready, Homeschool Academy, and Extra-Curricular classes such as Sensory in Bloom. The curriculum is designed with learner outcomes aimed at fostering increased positive parent interaction with their children, leading to observable improvements in child health, fitness, intellectual growth, and ultimately, increased school success. Parent Workshops are offered throughout the school year and are free to ABCUSD parents. These workshops are open to all parents and caregivers in the ABCUSD community, providing valuable information and resources to help support K-12 students' learning and well-being. Workshops cover a wide range of important parenting topics, including College is Coming, and Student Well-Being. These workshops support K-12 student success throughout the ABC Unified School District.

The Adults with Disabilities curriculum is designed to provide students with an educational foundation, skills to manage their personal care and hygiene, and to help students gain problem-

solving and critical thinking skills necessary to operate in the workplace and other social environments. Learner outcomes emphasize the attainment of practical skills such as life skills, work skills, and functional academic skills, along with the successful completion of projects, empowering students with valuable skills and abilities.

The Community Education program includes painting, arts, crafts, sewing arts, music, health and fitness classes, and more. Classes are available day and evening, with some classes offering an online option. The measurable outcomes include practical achievements such as the attainment of course-specific skills, and the successful completion of class projects. For example, health and fitness class outcomes are measured by increased balance and mobility, or weight loss.

ABC Adult School offers a diverse and rigorous curriculum across multiple programs designed to help students achieve their personal and educational goals. The school maximizes class options by way of distance learning platforms to provide flexible educational opportunities. These platforms, along with in-person instruction, and adopted course texts, ensure students receive up-to-date content that aligns with state standards and prepares them for future success, whether it is earning a high school diploma, gaining English language proficiency, developing parenting skills, acquiring life and work skills, or pursuing personal enrichment.

Areas of Strength

1. **Comprehensive and Documented Curriculum:** ABC Adult School has a well-documented curricular plan with bi-annual reviews, clear syllabi, and defined learner outcomes across all programs, ensuring transparency, consistency, and alignment with student and community needs.
2. **Online Learning Accessibility and Support:** The school provides a rigorous and accessible online curriculum utilizing platforms like Edmentum, Aztec, and Burlington English, complemented by dedicated teacher office hours and new ESL & Technology skills classes that integrate digital literacy, ensuring student success in virtual environments.
3. **Data-Driven Curricular Assessment and Continuous Improvement:** ABC Adult School employs a systematic assessment of its online curriculum, analyzing NRS level completions and other literacy gains, and actively reviewing student work for authenticity to uphold academic rigor. This process, coupled with regular curricular review cycles informed by student, faculty, and District input, ensures ongoing relevance and integrity.

Areas of Growth

1. **Further Integration Technology Best Practices:** There is an opportunity to leverage technology effectively as a learning tool to go beyond basic technology use and strategize how technology can deepen learning across all subjects, not just in dedicated technology classes. This means helping teachers find innovative ways to use technology to boost critical thinking and engagement for every student.
2. **Expanded Inter-Program Curricular Alignment:** While programs are mentioned, there could be a focus on enhancing explicit cross-program curricular alignment to create even clearer progression routes for students transitioning between programs (e.g., ESL to vocational). Furthermore, the loss of the Dean of Students position will necessitate a

review of which out-of-classroom personnel could best support the counseling of student program transitions.

Criterion 5: Teaching and Learning

Explain how the school's continuous improvement process impacts student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School is dedicated to fostering teaching and learning through research-based instructional strategies that deeply engage adult learners, equipping them for success in their academic, career, and personal lives. The instructional team consistently refines its teaching methodologies to ensure that all programs and courses offer high-level instruction, characterized by appropriate breadth, depth, and rigor, thereby ensuring student success. Learning experiences at ABC Adult School connect directly to students' lived experiences and content, fostering self-directed, active, experiential, and collaborative learning.

The school supports students with diverse backgrounds and abilities by providing differentiated learning opportunities and instructional approaches that promote inclusivity. For instance, in Academics, the approved curriculum, Edmentum, ensures high school diploma students are prepared for graduation. Meanwhile, the Aztec curriculum supports high school equivalency students with passing HiSET/GED tests, demonstrating its instructional rigor. Students taking in-person Academics classes have the added support of caring instructors who get to personally know their individual students' academic strengths and weaknesses and adapt instruction based on outcomes and needs.

The English as a Second Language (ESL) program exemplifies a high level of rigor through its department-wide curriculum based on CASAS Competencies, ELPS, and CCRS standardized textbook usage, regular testing of student EFLs, and continuous improvement goals in language acquisition. To remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning, ESL conducted a pilot program with the three daytime teachers at the Cabrillo Lane campus during the 2023-2024 school year. Stand Out (4th edition) textbooks and resources were purchased for the participating classes. Teachers received direct training from Cengage staff on the use of the Stand Out textbooks and materials, which include the classroom presentation tool (CPT), Spark online learning component, supplemental resources, and teacher resource materials. In addition, the pilot teachers participated in the 4-week CALPRO professional development course, Effective Lesson Planning. This course takes teachers through the process of lesson design and provides an opportunity to create a lesson plan using the OTAN Online Lesson Plan Builder. Participants learn up-to-date strategies for planning lessons using a combination of the WIPPEA stages (warm-up, introduction, presentation, practice, evaluation, application) and backward design. Knowledge gained from these professional development opportunities was documented and evidenced on the ABC Unified School District Certificated Employee Evaluation Report Form for the pilot teachers during the 2024-2025 school year. Unfortunately, we saw a lot of change during the 2024-2025 school year leaving only one of the original three pilot teachers at the Cabrillo Lane campus. The formal pilot was paused. However, it led to increased interest in other teachers across both

campuses. Many ESL teachers have chosen to utilize the Stand Out textbooks and resources without having received all of the formal training opportunities. A goal of the ESL Department is to continue with these opportunities at both campuses for the 2025-2026 school year.

The Adults with Disabilities (AWD) instruction utilizes COAAPs to connect literacy with students' personal lives and experiences. This approach enables students to explore social issues through community research projects, where they collect and interpret information, thereby linking classroom learning with personal knowledge and community experiences. AWD students apply their learned skills by participating in school events, enrolling in Academics, CTE, and/or Community Education classes, or by engaging in volunteer work in the local community, such as at voting polls.

In Community Education, instructors ensure student success by providing skill-specific information and encouraging engagement in school and community events like craft fairs and exhibits to showcase talents and learned skills. Examples of this engagement include calligraphy students' displays at community venues such as the Sam and Alfreda Maloof Foundation Art Museum. Additionally, health & fitness instructors encourage students to engage in wellness activities which extend beyond the classroom by encouraging mindfulness, healthy eating habits, and participating in the yearlong "Do Anything but Nothing" challenge to help students meet their personal fitness goals.

School leadership and teachers at ABC Adult School utilize various approaches to stay current with research-based professional knowledge, applying this knowledge to enhance teaching and learning for older students and adults. Teachers received initial training on the use of the TE Portal with ongoing support during department meetings. Certificated staff members regularly attend seminars and conferences in their fields, sharing newly acquired knowledge during department meetings. The Academics program holds quarterly meetings, participates in professional development, which includes regular textbook and software training, as well as District training focused on State Standards, and recently sent staff members to the COABE conference. The ESL Department holds monthly TNT (Training and Networking Together) meetings to explore and implement new resources such as internet-based tools and interactive television training, providing innovative learning avenues. The school also provides monthly professional development training for the ESL Department, including technology workshops, teacher presentations, and training from professional organizations like OTAN, CALPRO, and CASAS. Additionally, ESL staff are offered opportunities to attend professional conferences such as the EL Civics, CCAE, and CATESOL Conferences. The Community Education, Parent Education, and Adults with Disabilities departments receive in-house technology training on classroom technologies. All TOSAs and Department Chairs are offered the opportunity to attend local and statewide conferences.

School administration invited teachers schoolwide to participate in various 4-week CALPRO online courses. Teachers were compensated for their time to complete these courses. Specifically, some ESL, Community Education, CTE, and AWD teachers elected to complete one or more CALPRO courses. Courses completed by instructors include Effective Teaching for Adult Educators, Managing the Multilevel ESL Classroom, and Effective Lesson Planning (as

previously mentioned for the ESL pilot). Effective Teaching for Adult Educators builds teachers' capacity to identify the skills and knowledge required for excellent teaching as presented in the Adult Education Teacher Competencies, evaluate in which areas participants are strong and in which areas professional development could support improvement, and plan for increasing the

effectiveness of instruction. The course, Managing the Multilevel ESL Classroom, identifies how to meet the needs of ESL students in a class with skill levels ranging from beginning to intermediate to advanced. This course presents strategies for planning lessons for learners of widely varying language skills. Teachers found these courses highly beneficial to their instruction and to student learning. However, feedback from teachers indicated that the time demand of each course was intensive, and many chose not to continue to complete additional courses.

ABC Adult School supports its faculty by providing updated software, textbooks, and professional subscriptions, equipping them with essential tools for diverse instructional approaches. A culture of continuous professional collaboration, including peer coaching, exists among the faculty, where they exchange ideas and knowledge to collectively enhance personalized learning experiences and offer effective alternative instructional options, enabling every student to achieve their educational goals.

The school is actively engaged in integrating technology into instruction and monitoring its effectiveness. This integration is supported by various professional development opportunities, including technology workshops, and the adoption of the Stand Out textbook series for the ESL Department, which includes online and digital resources. Staff are receiving ongoing training on the use and implementation of these resources. Site administrators identify desired and needed areas of growth to improve programs and increase staff and student support. ABC Adult School employs diverse strategies to ensure all students can access and succeed within its rigorous, standards-based curriculum, developing personalized learning approaches and alternative instructional options.

Areas of Strength

1. **Ongoing Professional Development and ESL Pilot Program:** The ESL pilot program, with direct training and participation in CALPRO's Effective Lesson Planning course, demonstrates a strong commitment to professional development and the application of research-based knowledge to improve teaching. The positive impact of this pilot led to the adoption of Stand Out textbooks and resources by ESL teachers, showcasing effective technology integration and instructional improvement.
2. **Differentiated and Inclusive Instruction:** ABC Adult School effectively supports diverse learners through differentiated learning opportunities and inclusive instructional approaches, as seen in the use of specific curricula like Edmentum and Aztec. The Adults with Disabilities (AWD) program further exemplifies this by connecting literacy with students' personal lives and fostering community engagement.
3. **Collaborative and Supportive Faculty Environment:** A culture of professional collaboration, including peer coaching, exists among the faculty. This collaboration

enables instructors to personalize learning experiences and offer effective alternative instructional options, thereby fostering student success and well-being.

Areas of Growth

1. **Sustaining and Expanding the ESL Pilot's Work:** Despite the positive outcomes, the pause of the ESL pilot due to staffing changes presents an area for growth. The goal to continue these professional development opportunities for all ESL teachers in the coming years indicates a clear need to fully realize the pilot's potential across the entire department.
2. **Addressing Time Demands for Professional Development:** Teacher feedback indicated that the intensive time demands of some CALPRO courses deterred continued participation. Exploring alternative professional development formats or integrating training more flexibly could increase engagement and ensure more teachers benefit from valuable learning opportunities.
3. **Expanded Measurable Outcomes for All Programs:** While some programs, such as Academics and ESL, have clear metrics, the school could further develop and track specific, measurable outcomes for all programs, particularly AWD and Community Education. This would allow for a more comprehensive assessment of the impact of instructional rigor on student achievement across the entire school.

Criterion 6: Assessment and Accountability

Explain how assessment and accountability impact student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School utilizes a comprehensive assessment system to measure student progress, guide instructional decisions, and support organizational planning. The instructional staff employs a variety of formative and summative assessments to ensure students are meeting learning goals, progressing through their courses, and preparing for academic or career programs. Learning goals are intentionally developed with measurable outcomes, enabling both students and instructors to track progress and define success.

ABC Adult School systematically gathers, disaggregates, and analyzes learning data from various sources to inform recommendations for change. Student performance is comprehensively assessed using data such as CASAS scores, EL Civics testing (based on COAAP units), in-class formative and summative assessments, coursework, hours attended, High School Diploma (HSD) credits, and High School Equivalency (HSE) progress. Further insights are gained through formative and summative classroom assessments, project-based learning, and collaborative learning experiences, including those aligned with EL Civics. Key reports utilized for analysis include CASAS student tests, EFL completion levels, CASAS persister reports, department persister reports, and CAEP reports. Ongoing training and support for navigating the TE Portal and its available reports will continue in the upcoming school year with the eventual goal of having students access the Student Portal as well.

Assessment results play a pivotal role in informing organizational planning and continuous school improvement at ABC Adult School. The data gathered from various assessments, particularly CASAS, is a critical resource for various strategic processes. The results from assessments are disaggregated and analyzed by the leadership team, including the principal and assistant principals. This analysis leads to data-informed recommendations for updating the school's action plan. Changes are communicated to all staff, ensuring collective awareness and alignment with updated strategic goals, thereby supporting our mission of continuous improvement. Assessment results also play a pivotal role in informing resource allocation decisions, ensuring resources are aligned with student needs. Data helps us align resource allocation with identified program priorities and student needs. Attendance data drives decisions such as adding or closing classes, as well as making decisions to hire or reduce staffing. For example, assessment data revealed a challenge in math skills among HSE students. As a result,

we allocated resources for additional support, adding the Math Lab and Night Math Lab, and hired extra personnel. With the implementation of an Adult Basic Education (ABE) program in the 2025-26 school year, students in the AWD program can be assessed via CASAS to determine their current math and reading abilities. This data will allow for recommendations to enter the HSD/HSE programs or start with ABE to support long-term success in the Academics programs. Students with this insight inform future planning for streamlined student programs and necessary resource investment. Assessment results directly inform decisions about investing in new curriculum programs or providing professional development for staff in areas where student performance indicates a need for enhanced instructional strategies.

By consistently using assessment results for organizational planning, action plan revision, and resource allocation, ABC Adult School ensures decisions are data-informed and directly contributes to our commitment to continuous improvement and the successful fulfillment of our school's mission.

Areas of Strength

1. **Comprehensive Data Collection:** The school gathers learning data from multiple sources, including CASAS scores, attendance, credits, and various assessments (formative, summative, EL Civics, project-based learning), providing a holistic view of student performance.
2. **Data-Informed Organizational Planning:** Assessment results are disaggregated, analyzed by the leadership team, and directly inform action plan revisions, ensuring data-driven strategic goals and continuous improvement.
3. **Strategic Resource Allocation:** Assessment data guides resource allocation decisions, allowing for targeted support (e.g., Math Lab), informing program development, and directing investments in new curriculum or professional development based on student needs and performance.

Areas of Growth

1. **Enhancing Student Awareness of Assessment Importance:** While assessments are used, there's an opportunity to further educate and engage students on the direct benefits of assessments for their individual learning progress and goal achievement.

2. **Increasing Post-Testing Completion Rates:** Efforts could be strengthened to increase the number of students completing post-testing across all programs to more comprehensively measure learning gains and overall program effectiveness.
3. **Streamlining Data Reporting and Feedback to Students:** While data is collected and analyzed internally, developing more consistent and accessible methods for reporting individual student progress and having students access the Student Portal could further empower students.

Criterion 7: Student Support Services

Explain how student support services impact student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

Student Support Services at ABC Adult School are comprehensively designed to foster a supportive learning environment, ensuring student access, progress, learning, and success. The school systematically assesses student support priorities by gathering input from faculty, staff, and students, alongside other relevant measures, to continually enhance effectiveness.

ABC Adult School offers a wide array of support services to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile. New student orientations are held monthly at both campuses, providing information for students wishing to enroll in Career and Technical Education (CTE) courses. The Parent Leadership Academy is available to all District parents, covering various topics related to parent education. Transition services, including teacher-led tours for ESL students visiting CTE classes, help students explore different departments and courses offered. The PAACE program, in conjunction with the consortium, assists academic students transitioning to Cerritos Community College.

Our Secondary Dean of Students provides academic advising and support to students entering the Academics program or general inquiries about the Career Technical Education programs. A Financial Aid Coordinator is also on staff to assist students with understanding and navigating the financial aid process. Support services also include department TOSAs and state-of-the-art classrooms with updated equipment, technology, and software. The school ensures students receive current textbooks, course materials, and supplies. The Academics staff utilizes a spreadsheet to track student progress, including classes needed, completion, graduation status, and CASAS assessment completion. The Dean meets with Academics students before they begin their programs to establish the courses needed to complete their high school diploma or high school equivalency certificate options. The Job Development Specialist operates the Career Center, providing workshops, networking opportunities like Job Days, and an annual Career Fair.

ABC Adult School supports students from recruitment to the completion of their goals or graduation and transitions to ongoing education or employment opportunities. Marketing efforts include school marquees, the course catalog, community newspapers, Facebook, Instagram, X, and word of mouth. In an increased effort to recruit new students, grow enrollment in all programs, and increase our marketing efforts, ABC Adult School contracted with a marketing team, Video Vision Production, beginning in the 2023-2024 school year. Video Vision Production is increasing our marketing outreach by building our YouTube channel and creating

promotional videos for our social media profiles, which has increased our online visibility and presence. We also decided to expand our marketing presence by contracting with Lamar and Vector Media advertising agencies to run promotional campaigns on Long Beach Transit and Orange County Transit buses during the summer and fall semesters. Additionally, we have digital and static billboards on high-traffic areas of our local freeways, major boulevards, promotional signs at local bus shelters, and aired radio advertisements on local Spanish language stations owned by Univision media. We have a full-page advertisement in the 2025 Leisure World Community Guide & Telephone Directory, ran a 4-week ad in their LW Weekly publication, and will run a weekly ad in the same publication from July through December 2025. We have contracted with Spectrum Cable to run geo-targeted commercial advertisements on local Spectrum cable service areas. Another strategic change made this past school year was

partnering with the ABCUSD's Communication Officer. His ability to reach families en masse has increased our visibility and recognition with parents across the District that may not have been aware of the services we offer to adults.

In addition to our increased marketing campaign, course catalogs are mailed to strategic zip codes and distributed at community Chambers of Commerce, the District Office, and site offices. Our Annual Open House Craft & Fitness Fair showcases our Community Education classes and encourages new student enrollment in the Community Education Department. Teachers are encouraged and supported to promote their classes. Administrators, teachers, paraeducators, and the Job Development Specialist participate in various District and community programs to provide information and recruit students.

Admission policies and procedures are detailed in the course catalog, Student Handbook, on the school website, and in hard copy upon request. The Mission Statement, Vision Statement, and SLOs guide the creation and revision of these policies. Individual classroom policies are listed on syllabi and explained at the beginning of each course. School policies are listed and revised on the website as needed.

Students beginning the High School Diploma program meet with the Dean to discuss credit requirements and course options. Students interested in CTE programs meet with the department TOSA to discuss options, course commitments, and required hours and costs. Students seeking financial aid meet with the Financial Aid Coordinator to discuss applications, Pell Grant eligibility, full or part-time enrollment options, as well as program costs, the financial aid disbursement structures, and general FAFSA information. Students have the opportunity to meet with the Financial Aid Coordinator at the end of each grading period to discuss their program progress and required program hours. During orientations, she recommends students to the Job Development Specialist for job preparation assistance. The Job Development Specialist offers career counseling, plans and organizes an annual career day, and hosts ongoing resume workshops. For ongoing support, the Job Development Specialist maintains a current list of agencies and refers students for additional support services such as childcare, mental health, food, and housing based on the analysis of student needs. Students can access the school-provided Job Board for current job postin.gs.

Department TOSAs, the Dean, and the Financial Aid Coordinator offer advising and guidance to help students select an appropriate course of study. In the Academics program, teachers collaborate with the Assistant Principal and Dean to determine Academics course offerings and modifications throughout the year. Academic staff review individual student transcripts and progress to determine their educational plan (HSD vs. HSE) as well as any additional support that may extend beyond the scope of academics. In addition to the established curricula/digital courseware of Edmentum and Aztec, teachers utilize supplemental resources, including books and online materials, to support student learning and success. A quiet space, known as the Academics Lab, is available for students to study, work on assignments/courseware, take final exams, or receive content support during their instructor's preparation hours or night lab.

In ESL, the Assessment Center administers a Locator test and oral interview for level placement. Teachers conduct needs assessments at the beginning of each trimester to understand learners' goals (e.g., job acquisition, career training, GED, family), learning styles, and backgrounds. Teachers also use informal interviews, observations, and class assessments to help understand student goals, personalities, and learning styles.

Teachers implement equitable practices such as differentiation, modifying texts to target levels, cooperative learning, and flexible pacing. They ensure students have opportunities to speak, lead, and engage. Lessons include diverse perspectives, such as holidays, food, and traditions. Teacher scaffolding techniques include visuals, word banks, pre-teaching vocabulary, activating background knowledge, modeling, and clarifying before students complete or practice, which builds student confidence. Lessons, activities, and assignments are designed to be relevant to student goals (workforce prep, family life, higher learning), incorporating examples like job applications, medical dialogues, and bargaining scenarios, and are aligned with student goals and ELP, CASAS, and CCR standards to encourage regular attendance and progress. Teachers integrate technology tools such as Burlington English, Quizlet, and Kahoot to allow students to practice at their own pace.

Administrators are also available to help with student support services through an open-door policy. The District provides links to services for homeless students. All teachers are informed of these services to direct students as needed. A free health clinic in Hawaiian Gardens is available to all students. Student Intervention Assistants (SIAs) are available to direct students and to provide campus security. Office staff help students with registration and inquiries about programs, courses, and schedules. The Career Center, staffed by a full-time Job Development Specialist, offers services such as job search assistance, resume writing, interview preparation, and training on basic professional skills. The Dean connects students to other higher educational institutions, should they wish to pursue associate's or bachelor's degrees or Career Technical programs not offered at our adult school. This also includes advising students on how to pursue potential licensing in fields they may have practiced in their home countries, should they be international students. The Pearson Vue authorized testing center (Assessment Center) provides standardized tests required for state regulations or industry certifications. The Assessment Center offers appointments with certified testing assistants.

Free and well-lit parking is available on both campuses, which also feature clean restrooms, comfortable, climate-controlled classrooms, and vending machines. Students receive identification cards for access to the Cerritos Library and community discounts. The IT Department ensures the functionality and availability of all adult school computers for staff and student use. Computers for student use in online programs are available in the online office or the Learning Center Lab. Prior to COVID, ESL offered a language lab staffed by a teacher or paraeducator. Support staff assist students with online registration in the main offices if needed. The school team as a whole provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests. Student support services are listed in the Student Handbook, course catalog, and on the website. Information is also disseminated during orientations, in display boxes on campus, on the school's social media accounts, through in-class announcements, and email blasts. While efforts are made to inform students, a better effort is needed to ensure students are fully aware of the services provided.

Areas of Strength

1. **Comprehensive and Diverse Support Services:** ABC Adult School offers a wide array of support services, from academic advising and financial aid to basic needs referrals, creating a comprehensive environment for student success and well-being.
2. **Strong Emphasis on Transition and Career Readiness:** The school excels in preparing students for their next steps, providing extensive career counseling, workshops, job fairs, and college transition programs that directly link learning to future opportunities.
3. **Proactive Recruitment and Outreach Efforts:** ABC Adult School demonstrates a strong commitment to expanding access to education through aggressive and multi-faceted marketing campaigns, ensuring more potential students are aware of and can benefit from their programs and support.

Areas of Growth

1. **Ensuring Full Student Awareness and Utilization of Services:** Despite numerous services, the school needs to improve how it ensures enrolled students are fully aware of and actively utilize all available support resources.
2. **Systematic Tracking and Follow-up for External Referrals:** While the school refers students to external agencies for critical needs, a more systematic process for tracking whether students access and benefit from these referrals would enhance support effectiveness.
3. **Maintaining Effective Student Supports:** Following the Dean's reassignment, ABC Adult School must formalize a strategy to sustain the personalized academic advising and seamless program transition support crucial for student success and well-being. This will ensure continued high-level student support despite the change in staffing.
4. **Reestablish the ESL Language Lab:** Prioritize staffing efforts to designate a teacher or paraeducator to reopen the ESL language lab for students.

Criterion 8: Resource Management

Explain how resource management impacts student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School demonstrates strong financial integrity and transparency, as evidenced by financial statements and monthly trial balance reports from the District Chief Financial Officer (CFO), consistently staying within budget for the past four years. Sufficient funds are available to support the school's programs and educational improvements, derived from new State laws funding adult education and allocations distributed through the PAACE Consortium via direct funding to ABCUSD. In the event of a shortfall, the ABC Unified School District will cash flow the adult school until State funds become available.

The school maintains a strong management system with appropriate control mechanisms. The Financial Aid Coordinator attends regular training to stay current on the US Department of Education practices regarding financial aid funds, ensuring financial integrity and working closely with the School Accounting Technician to implement a system of checks and balances for disbursements. This role is crucial for maintaining Title IV eligibility. The school is required to submit annual audits to demonstrate proper financial management.

Transparency is further ensured through various channels:

- The principal discusses the budget at department, union, and staff meetings.
- Yearly budgets are shared with all staff at Back-to-School meetings, allowing staff to question the school budget and expenditures at any time.
- Budget, policies, and practices are discussed at Leadership, Support Staff, and Union meetings. The accounting technician's presence at these meetings facilitates rapid implementation of any needed changes.
- Financial updates and decisions are reported through department meetings, Advisory meetings, Leadership meetings, and Support Staff meetings, with minutes shared with all stakeholders.

The ABC Unified School District conducts annual audit procedures covering the entire District. Any audit findings necessitate documentation and clear plans for timely remediation, with proper procedures followed by the District CFO, who reports to the School Board. The District maintains reserves, and the adult school adheres to State guidelines mandating a 3% minimum statewide reserve. Grants are incorporated into the budget and overseen by the accounting technician under the guidance of the District CFO. All contractual relationships are under the direction and control of the District and are Board-approved, with all procedures and guidelines strictly followed.

Organizational planning at ABC Adult School is grounded in a realistic assessment of current financial resources and incorporates long-range strategic planning for financial stability. When considering new programs, the school thoroughly assesses the employment outlook in conjunction with the associated costs to determine the worthiness of offering such programs to the community. This proactive approach ensures that new initiatives are financially viable and meet community needs.

The needs for improved or additional facilities are identified through staff and student surveys, meetings, and an analysis of program and course requirements. These needs are then assessed and prioritized through yearly analysis of student completions and earned benchmarks. Planning for additional facilities occurs as program and community needs arise and as the budget allows.

ABC Adult School prioritizes student safety and comfort by providing clean, safe, and well-maintained facilities that foster an effective learning environment. A monthly Safety Committee meeting ensures that any safety issues are immediately addressed and corrected. The school Leadership Team, including administrators, collaborates with custodians and SIAs to identify and rectify potential safety concerns. An SIA is consistently on campus to enhance school security.

Both the Cuesta campus and the Cabrillo Lane campus are fenced. An administrator is always on duty and accessible via two-way radio or cell phone for student or classroom issues or emergencies. PAL (Partnership with Administration and Labor) workshops train support staff on positive student interaction, contributing to a welcoming environment.

Our campuses benefit from a custodial staff, a general maintenance employee, and weekly gardening services to ensure the campus remains clean and well-maintained. Highlights of our well-maintained facilities include:

- Maintaining clean spaces and classrooms
- Freshly sealed and painted parking lots
- Newly marked fire lanes
- The recent addition of a new fence around the Cabrillo Lane Campus
- Renovated staff restrooms at the Cabrillo Lane Campus
- The removal and replacement of a storage shed at the Cabrillo Lane Campus
- Daily campus walks by administrators for safety and overall campus checks

The school is actively addressing facility improvements. We have identified the need to update our PA system and emergency bells. We are working with the District's transportation department to relocate the bus lane at the Cabrillo Lane Campus to provide increased safety for all students. Daily cleaning protocols are performed by on-site custodians, and work orders are handled by general maintenance personnel. The school takes pride in collaborative efforts to maintain a clean and safe campus, allocating and prioritizing attention and resources to ensure productive and welcoming facilities.

Discussions regarding facilities and equipment occur at monthly safety committee meetings. Maintenance, Safety, and Operation Reports for the two campuses and all off-site District locations are submitted monthly and reviewed by the Safety Committee. If repairs are needed, they are discussed, and work orders are placed accordingly, with follow-up and completion addressed by support staff and the administrative team. Every effort is made to ensure that swift action is taken for all repairs and work orders. However, the District Maintenance and Operations team cannot always meet work requests and demands, leading to some project delays due to scheduling availability. Additionally, ABC Adult School has been allocated Measure BB

funds, which are bond measures that will provide our students and community with improved and upgraded school facilities that are safe, secure, and modern, though the scheduling for these funds is not yet clear.

ABC Adult School operates two campuses, Cuesta and Cabrillo Lane. The Cabrillo Lane campus is shared with District special education, BRIDGES Academy, Adult Transitions Program, and STEP/PATH/STAY. The dedicated Cuesta campus has proven highly successful. Despite being a shared campus, Cabrillo Lane maintains a positive working relationship among all three programs, and students and faculty do not perceive the shared environment as an impediment to achieving SLOs and course objectives.

Areas of Strength:

1. **Strong Financial Integrity and Transparency:** The school consistently operates within budget, undergoes annual audits, and maintains stable financial management systems. Transparency is ensured through regular reporting, staff meetings, and stakeholder engagement, reinforced by the Financial Aid Coordinator's diligent practices.
2. **Proactive Safety and Facilities Maintenance:** ABC Adult School demonstrates a strong commitment to student safety and a clean learning environment through monthly Safety Committee meetings, daily administrative checks, dedicated custodial staff, and ongoing efforts to improve critical systems like the PA and emergency bells.
3. **Strategic and Responsive Program Planning:** The school's approach to new programs involves a thorough assessment of employment outlook and associated costs, ensuring that new initiatives are financially viable and directly address community needs, reflecting a forward-thinking and responsible planning process.

Areas of Growth:

1. **Dependence on District Maintenance and Operations Capacity:** The District Maintenance and Operations team cannot always meet work requests and demands, leading to occasionally delayed projects due to scheduling availability.
2. **Uncertainty in Measure BB Funding Schedule:** While funds are allocated through Measure BB for future improvements, the scheduling for these funds is not clear, thus hindering long-term planning and the timely execution of significant projects.

Criterion 9: Community/Educational Partnerships

Explain how community/educational partnerships impact student learning and well-being. Use the indicators to analyze and explain how the evidence supports your findings and response.

ABC Adult School maintains fruitful collaborations with local businesses and organizations. We invite them to share employment opportunities with our school and connect them with our skilled student body. Business representatives participate in our monthly Job Day events, while our school representatives actively engage in local business expos, resource fairs, and networking meetings with groups like the Collaborative Community Network (CCN) and local chambers of

commerce. We work extensively with key workforce development entities, including local One-Stop Career Centers, Workforce Investment Boards, GAIN/CalWORKs offices, the Department of Rehabilitation, the Department of Labor, and the Employment Development Department (EDD). Our inclusion on the EDD's Eligible Training Provider List (ETPL) allows us to partner with regional workforce development boards such as Southeast Los Angeles County (SELACO), South Bay, and Pacific Gateway in Long Beach, providing vital training for individuals re-entering the workforce.

Communication of our program goals is comprehensive and multi-faceted. Our annual class catalog is widely distributed via mail, social media, and on our school website. Session registration dates are also publicized across social media, our website, and on our school's static and electronic marquees. We leverage various media platforms, including Facebook, Instagram, X, local bus ads, billboards, radio, and television, to reach the broader community. The ESL Department plays a crucial role in promoting students' career development, informing them about additional opportunities in our Academics program, CTE programs, or Community Education classes. ESL classes incorporate job training curricula and career-focused textbook lessons. Students develop essential digital literacy skills through the integrated use of Chromebooks and iPads. We provide monthly orientations for prospective students, offering detailed information about our CTE programs and financial aid opportunities, with dedicated staff increasing outreach to ensure financial barriers do not hinder attendance, highlighting aid opportunities like the Pell Grant.

Our strong reputation in the community often leads to direct job offers for students who complete our internship, externship, or apprenticeship programs. We are also a proud member of the Partnership for Adult Academic and Career Education (PAACE) consortium, collaborating with Cerritos College, Norwalk La Mirada Adult School, Downey Adult School, and the Bellflower Adult Education Center to create a seamless educational system. We actively promote student transfer opportunities to Cerritos College; students completing their GED or HiSET at ABC Adult School are eligible for Cerritos College's Two-Year Promise grant program, and our Academics Department maintains a strong partnership with Cerritos Complete. Our support staff attends District and community events to enhance our visibility.

Our Job Development Specialist is instrumental in fostering these connections, working with agencies like the South Bay Workforce Investment Board (SBWIB), SELACO Workforce Development Board, and EDD to facilitate student enrollment and refer them for necessary services. The Job Development Specialist also cultivates professional relationships with local employers to host Job Days and organize our annual Career Fair, which is open to the entire community. These events offer invaluable career counseling, interview and resume workshops, and job search skills.

We actively invite our partners to engage directly with students through a variety of enriching activities. Business representatives regularly present at our monthly Job Day events, providing industry insights and networking opportunities. Medical assistant students participate in local health fairs, promoting our school and offering complimentary blood pressure checks to the community. Our qualified IT technician students gain practical experience through a computer

repair program offered to the community and a partnership with the District to repair Chromebooks for K-12 students; both initiatives have successfully led to employment opportunities for our students. Students can access affordable salon services through our Cosmetology program, helping them look their best for job interviews without the high cost.

We offer comprehensive campus tours of our career technical programs, allowing prospective students to explore our facilities. For example, our Dental Assistant program hosted a special open house specifically for ESL students, featuring an informative presentation and hands-on activities in our fully equipped dental lab, highlighting the high demand for bilingual dental assistants. These engagements help students develop crucial skills such as communication, professionalism, and problem-solving, preparing them for the workforce while boosting their confidence and overall well-being.

Our Adults with Disabilities (AWD) program partners with local resident facilities to offer classes at their locations, removing transportation barriers for students. Additionally, students in the District's Adult Transitions Program (ATP) at Cabrillo Lane are fully integrated and supported, participating in Workability opportunities on campus to gain valuable job skills. ATP students also operate the Dreams Café on the Cabrillo Lane campus, a program enthusiastically supported by Adult School students and staff. This has generated increased interest among ATP staff and students to pursue opportunities at the adult school after they exit their program.

ABC Adult School frequently hosts community events, inviting School Board members, District Cabinet members, and local political officials. These include annual events such as the Open House Craft and Fitness Fair, Parent Leadership Conference (Community Expo), Holiday Craft Fair, Career Fair, International Day, Parent Education Mini-Olympics/Carnival, Outstanding

Student Awards, and graduation. We also hold ongoing events like Parent Leadership Academy workshops and Monthly Community Coffee. We celebrate Heritage Months with campus banners, social media, and website postings, and engage students with celebrations through Trivia Tuesdays. Our Community Education classes, covering Health and Fitness, Arts and Crafts, Music, and classes for Adults with Disabilities, have a direct and positive impact on student well-being.

Areas of Strength

1. **Extensive Community and Educational Partnerships:** The school demonstrates a wide array of strong partnerships with local businesses, community organizations, workforce development agencies, and educational institutions, providing diverse opportunities for students.
2. **Comprehensive Career and Workforce Development Focus:** ABC Adult School places a significant emphasis on preparing students for the workforce through comprehensive job placement assistance, career counseling, workshops, and direct engagement with employers.
3. **Strong Community Engagement and Outreach:** The school actively engages with the broader community through various events, open houses, and widespread communication channels, involving local officials, board members, and families.

Areas of Growth

1. **Quantifiable Outcomes of Partnerships:** The school could strengthen its reporting by providing more quantifiable data on the direct impact of its partnerships, such as the number of students placed in jobs or specific enrollment increases.
2. **Documenting the Impact of Engagement:** The school should aim to develop a system for documenting how student engagement activities lead to specific, measurable outcomes in skill development or career progression.

Section 3

Schoolwide Strengths and Growth Areas and Action Plan

ABC Adult School demonstrates several key strengths and has identified specific areas for growth, along with a plan to address these areas.

Schoolwide Strengths

1. **Commitment to Personalized Learning and Student Support:** ABC Adult School offers a highly personalized learning experience, including one-on-one guidance, diverse instructional methods (day, evening, in-person, online), and technologically equipped classrooms. This ensures students receive the necessary tools and support to achieve their academic and career goals.
2. **Community Engagement and Accessibility:** ABC Adult School is deeply committed to serving its diverse community by extending its educational reach beyond its two main campuses. This includes offering off-site fitness, parent education, ESL, and Adults with Disabilities classes, fostering strong community and educational partnerships that enhance accessibility to learning opportunities for all learners.
3. **Collaborative and Mission-Driven Culture:** ABC Adult School promotes a highly collaborative culture, evident in our diverse leadership team. Our school's mission statement clearly outlines our educational purpose and dedication to high levels of student learning, encouraging collective ownership and a holistic approach to students' academic, career, and personal development.

Schoolwide Growth Areas

1. **Enhancing Digital Literacy and Technology Integration:** Although classrooms are equipped with technology, there is an opportunity to more explicitly integrate and assess digital literacy and advanced technology application skills across all programs. This will better prepare students for a technologically evolving world.
2. **Increase Student Enrollment and Outcomes:** While inter-departmental collaboration is evident in guiding students through educational programs (from ESL to Academics to CTE), a more formalized and systematic review process is needed. This would track student progression more closely and evaluate long-term outcomes against the broader goals of workforce entry, higher education, and community contribution.
3. **Maintain Personalized Student Support Post-Dean Reassignment:** Following the reassignment of the Dean, ABC Adult School needs to develop and formalize a strategy to ensure the continuation of personalized, one-on-one academic advising. This support is crucial for guiding students in selecting appropriate instructional modalities and facilitating their transition between ESL, Academics, and Career Technical programs.

Schoolwide Action Plan

ABC Adult School has thoroughly reviewed its schoolwide strengths and growth areas, integrating insights from past WASC recommendations and the school's ongoing commitment to student success. The identified strengths—personalized learning, commitment to community engagement, and a collaborative, mission-driven culture—underscore the foundational elements that contribute to a supportive and effective learning environment. Simultaneously, ABC Adult School recognizes needed areas for growth that require strategic initiatives to further enhance student outcomes and operational efficiency.

The school's action plan focuses on addressing these targeted growth areas with specific strategies and resources:

- **Digital Literacy and Technology Integration:** ABC Adult School is committed to further embedding digital literacy and advanced technology skills in the ESL and ABE/ASE programs. To achieve this, we will find and integrate new online curriculum and platforms to enhance instruction and learning. We will remain committed to providing staff development to increase instructor knowledge on online curriculum. We will align any new curriculum with standards. Staff will regularly assess student learning outcomes, track improvements, and adjust instructional strategies as needed based on data analysis.
- **Student Enrollment and Outcomes:** ABC Adult School will continue strategic marketing efforts to increase enrollment and student learning outcomes by identifying programs and potential demographics in need of growth. We will continue targeted marketing campaigns (bus, radio, billboard, etc.) tailored to attract specific student populations. Our school will collaborate with community organizations, local businesses, and educational partners to promote ABC Adult School. Staff will provide regular assessment of student learning outcomes, track improvements, and adjust instructional strategies based on data analysis.
- **Student Support and Transitions:** ABC Adult School will aim to increase the percentage of ESL, ABE/ASE, and CTE students who transition to employment, training programs, or post-secondary education by aiming to systematically reviewing program progression and transitions. Staff will offer students targeted academic advising and career program guidance. The school will create a goal to incorporate career exploration and pathway mapping into the Academics and CTE curriculum through classroom activities and presentations.

By implementing these strategies and maintaining a consistent monitoring process, ABC Adult School aims to close achievement gaps, improve student learning, and prepare students for continued success in their academic, career, and personal lives.

Appendix A

Schoolwide Action Plan

Target Area	Focus	Strategies and Resources	Persons/Staff Responsible	Timeline
Digital Literacy and Technology Integration	Embed digital literacy and advanced technology skills in the ESL and ABE/ASE programs.	<ul style="list-style-type: none"> Find and integrate new online curriculum and platforms to enhance instruction and learning. Provide staff development to increase instructor knowledge on online curriculum. Align new curriculum with standards. Regularly assess student learning outcomes, track improvements, and adjust instructional strategies as needed based on data analysis. 	<ul style="list-style-type: none"> Administrators TOSAs Department Chairs Instructors Data Accountability Team IT Staff 	2026-2029
Student Enrollment and Outcomes	Continue strategic marketing efforts to increase enrollment and student learning outcomes.	<ul style="list-style-type: none"> Identify programs and potential demographics in need of growth. Continue targeted marketing campaigns (bus/radio/digital marquee advertisements) tailored to attract specific student populations. Collaborate with community organizations, local businesses, and educational partners to promote ABC Adult School. Provide regular assessment of student learning outcomes, track improvements, and adjust instructional strategies based on data analysis. 	<ul style="list-style-type: none"> Administration TOSAs IT Staff Marketing Company Partners District Communications Officer Support Staff 	2026-2029
Student Support and Transitions	Aim to increase the percentage of ESL, ABE/ASE, and CTE students who transition to employment, training programs, or post-secondary education.	<ul style="list-style-type: none"> Aim to strengthen the systematic review of program progression and transitions. Offer students targeted academic advising and career program guidance. Create a goal to incorporate career exploration and pathway mapping into the Academics and CTE curriculum through classroom activities and presentations 	<ul style="list-style-type: none"> Administrators TOSAs Instructors Department Chairs IT Staff Support Staff 	2026-2029

Appendix B



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.

VISION STATEMENT

Students will develop confidence and self-reliance as they aspire to reach their full potential in life-long learning. We will cultivate our students' desire for learning, and encourage them to try new and exciting challenges by giving them a solid foundation to build on.

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

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Appendix C

