SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

FREMONT ADULT AND CONTINUING EDUCATION

4700 Calaveras Avenue

Fremont, California 94538

October 29-31, 2018

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Raul Parungao
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Debbie Ashmore
Assistant Superintendent Instruction

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Assistant Superintendent Human Resources

Greg Bailey
Director of Secondary Education

Contents

Preface

Fremont Adult and Continuing Education began the Self-Study Process during the 2015-2016 school year and continued it in 2016-2017 school year with the inclusion of all stakeholders, including collecting information from students via surveys and involving all employee unions in focus groups and department WASC meetings. During 2017-2018, students were again surveyed and all stakeholder groups were involved in the Self-Study, reflecting on the strengths and areas for growth of the entire program. Students were surveyed to gain information about their experiences and perceptions of the school. In addition, all staff were surveyed to collect information that would reflect both successes and concerns they might have. District office personnel, the Superintendent, and Board members were made aware of the progress of the Self-Study Process, and appraised of the Action Plan goals, and each given a copy of the entire Self-Study for review and input.

The School's Mission and Schoolwide Learner Outcomes were revised collectively through several WASC staff meetings and communicated and clarified through various means. After revisions were made based on their feedback, all staff was given an opportunity to vote on the version they believe best reflects our school, through an online survey. Our Mission Statement and Schoolwide Learner Outcomes are available via FACE website, in FACE brochure, and in various materials and posters in every classroom. Teachers work diligently to incorporate lessons and activities that help students achieve the Schoolwide Learner Outcomes and focus on our Mission to foster student growth through college and career pathways, career advancement skills, and lifelong learning opportunities.

During the Self-Study process, special emphasis was placed on evaluating student achievement data to determine how well FACE is meeting its Mission, the Schoolwide Learner Outcomes, and the ACS WASC Postsecondary Criteria. The student achievement data in Chapter 1 was reviewed during two All Staff WASC meetings, and key issues were identified as a result of this work. The Action Plan addresses the need to continue to focus on improving the assessment process and to analyze the results of a variety of assessments to inform and improve instruction. The thorough review of the staff written responses to the Postsecondary Criteria led to several key issues, which were grouped into four categories of utmost importance and potential impact on school improvement. These four categories were developed into the Schoolwide Action Plan.

The Schoolwide Action Plan includes specific steps, timelines, and persons responsible for accomplishing various tasks. The Action Plan goals will become the school goals for each year, and will be reviewed regularly with all staff. Staff meetings and professional development will be geared to the Action Plan, as will all decisions regarding expenditures and other resources. The Action Plan is a living document that will be amended and enhanced as the steps are accomplished and new priorities develop. The degree of the Action Plan implementation will be assessed regularly as well. Data and documentation will be collected to inform all staff of the progress made towards successful achievement of the Action Plan goals.

Self-Study Report Timeline

The Fremont Adult and Continuing Education WASC Team is led by Heidi McFadden and co-chaired by Yelena Zimon, ESL Lead Instructor, and Janette Bauchou, AWD Instructor.

Every staff member has been informed and invited to become involved with the WASC process. Communication was distributed electronically, posted on our website, and discussed at regularly scheduled meetings keeping all staff and stakeholders up-to-date with the process.

The following table outlines the timeline and process undertaken for the WASC Self-Study.

Task	Date	Completed
WASC Mid-Term Visit completed	April 2015	✓
WASC Committee findings discussed at department meetings	May 2015	✓
WASC Committee findings and Action Plans discussed at the Back-to-School All Staff Meeting	August 2015	✓
Instructions for revising the current Mission Statement distributed and discussed	August 2015	✓
Template for revising School Wide Learner Outcomes distributed and discussions started	August 2015	✓
Mission Statement revision process started at department meetings	September 2015	✓
Introduced process to revise Schoolwide Learner Outcomes (SLOs)	September 2015	✓
ABE/ASE, AWD, ESL, CTE, PE departments work on their respective Student Learning Outcomes	October 2015 – December 2015	✓
Finalizing Departmental SLOs	January 2016	✓
Addressing Technology and Transitions Action Plans	February – April 2016	✓
Leadership Team meets to evaluate work done in 2015-2016	May 2016	✓
Draft Student Survey	May 2016	✓
Draft Staff Survey	July 2016	✓
Revisit Mission Statement	August 2016	✓
Revisit Schoolwide Learner Outcomes	August 2016	✓
Leadership Team reviews WASC Self-Study Manual	September-October 2016	✓
Leadership Team revises student and instructor surveys	November-December 2016	✓
Change in school leadership	January 2017	✓
New Leadership Team established and trained	February 2017	✓
Priorities reviewed, new plans charted, Focus Groups formed, responsibilities assigned	February-March 2017	✓

Chapter 3 Criteria and pertinent indicators discussed, narratives created by focus groups in regular monthly meetings	February – April 2017	✓
FACE Mission Statement and SLOs finalized	May 2017	✓
Focus Groups work and narratives reviewed by the Leadership Team	May - June 2017	✓
Chapter 1 reviewed, work plan discussed	April-May 2017	✓
New Leadership Team meets and discusses plans forward	June-July 2017	✓
Current Action Plans discussed at the Back to School Meeting	August 2017	✓
WASC Self-Study Department Teams and Schoolwide Meetings Calendar established	September 2017	✓
Work on Chapter 3 Criteria Continued	September – November 2017	✓
Evidence Checklist and templates distributed	November 2017	✓
Evidence Collection Started	December 2017	✓
Schoolwide Self-Study Meeting	December 14, 2017	✓
Evidence Collection Continues	December – May 2017	✓
Criteria 1- 3 reviewed	January 2018	✓
Student WASC Survey taken and preliminary results shared	January-February 2018	✓
Criteria 4-6 reviewed. Action Plans reviewed	February 2018	✓
Criteria 7- 8 reviewed. New Action Plans brainstormed	March 2018	✓
Criteria 9-10 reviewed. Action Plans discussed further and first draft presented to the leadership team.	April 2018	✓
Collected evidence reviewed. Chapters 1 and 2 drafts reviewed.	May 10, 2018	✓
Leadership Team meets and revises FACE WASC report. Action Plans drafted based on key issues identified by staff.	June – August, 2018	✓
On the Back-to-School Day, all staff identify step to implementing the new Action Plan.	August 30, 2018	✓
Leadership Team finalizes FACE WASC Document. The document is sent to the Visiting Committee members. The document is reviewed by all staff.	September, 2018	✓
Final evidence check. WASC Committee Visit October 29-31.	October, 2018	✓

Self-Study Committee Members

Leadership Team

Heidi McFadden
Principal

Tracey Levy
Assistant Principal

Yelena Zimon
ESL Lead Teacher
Co-Chair

Janette Bauchou
AWD Instructor
Co-Chair

Original Team

Susan Anderson ....ESL Secretary

Nathan Champion........................... CE Instructor
....(left position 2017)

Joan Guerra...................................HSD Instructor
....(retired 2017)

Kausaliya Sri Indran..................... Data Specialist

Michele Sullivan...........................AWD Instructor
....(retired 2018)

Donna Upchurch............................... Accountant

Pamela Weiss-Barr....................... ESL Instructor

Fremont Adult and Continuing Education Staff

Support Staff

Susan Anderson	ESL office Clerk
Monique Edwards	School Secretary
Roshni Easley	AWD Office Clerk
Heather Hyde	ASE/GED/ABE
Matthew Samaniego	Front Office Clerk
Nelly Thein	PE Office Clerk
Donna Upchurch	Accountant

Custodial Team

Gary Brower	Lead Custodian
Elsa Miu	Custodian
Jeff Williams	Custodian

Campus Security

Felix Guzman	Campus Security
Bruce Jay Pickell	Eve Security Supervisor
Kerry Salzer	Eve Security Supervisor

Data Department

Edith Chiang	Data Specialist
Kausaliya Sri Indran	Data Specialist

Technology Department

Kim Valencia	Systems Specialist
JB Youngberg	Technology support

Adult Basic Education (1)

Chien Mei Cram	Teacher
Heather Hyde	Office Clerk

Adults with Disabilities (3)

Janette Bauchou	Teacher
Eric Debus	Lead Teacher
Roshni Easley	Office Clerk
Wendy Himenes	Teacher
Tanyasia Hudson	Para educator
Deborah Johnstone	Para educator
Lorraine Leen	Para educator
Lori Rauscher	Para educator
Larisa Rodriguez	Para educator
Walter Wang	Para educator
Yina Wu	Para educator

Career Technical Education (3)

Michelle Branner (JVS)	Teacher
Chuck Castagnolo	Teacher
Ammar Latif	Teacher

Community Education (16)

Janette Bauchou	Teacher
Lynda Benoit	Teacher
Henry Costa	Teacher
Lowell Fletcher	Teacher
Nancy Flores	Teacher
Dmitry Grudsky	Teacher
Thomas Helper	Teacher
Alexander Ip	Teacher
Maura Magsakay	Teacher
Michael Quebec	Teacher
Matthew Samaniego	Teacher
Kate Seubert	Teacher
Kausaliya Sri Indran	Teacher
Yina Wu	Teacher

English as a Second Language (18)

Susan Anderson	Office Clerk
Teresa Boardman	Teacher
Elisabeth Braley	Teacher
Elsie Chandler	Teacher
Ellen Chavez	Para educator
Lillian Choi	Teacher
Chien Mei Cram	Teacher
Gigi Dornfest	Teacher
Sandy Gould	Para educator
Sandy Gonzales	Testing
Joan Guerra	Teacher
Christine Kennedy	Teacher
Ji Lee	Teacher
Dianne Neaves	Teacher
Rochelle Oral	Teacher
Asha Pathania	Teacher
Svetlana Pesochinskiy	Para educator
Bama Ramanathan	Babysitter
Philip Roache	Teacher

Cynthia Rotter	Teacher	**High School Diploma (5)**	
Homa Rouhipour	Babysitter	Chien Mei Cram	Teacher
Sridevi Sabbella	Babysitter	Joan Guerra	Teacher
Shazia Sayyid	Para educator	Heather Hyde	Office Specialist
Grace Shergill	Teacher	Asha Pathania	Teacher
Therissa Thien	Babysitter	Grace Shergill	Teacher
Sherrie Tillman	Teacher	Margaret Torres	Teacher
Maria Weston	Babysitter		
Loraine Wang	Para educator	**High School Equivalency (1)**	
Pamela Weiss Barr	Teacher	Bruce Jay Pickell	Teacher
Linisa Wey	Para educator	**Parent Education (3)**	
Karen Yagi	Teacher	Brenda Banchieri	Lead Teacher
Hwei-Chu Yeh	Paraeducator	Carrie Hollingshaus	Teacher
Yelena Zimon	Lead Teacher	Sharon Morgan	Teacher
		Nelly Thein	Office Clerk

Student Committee

Delfino Garcia	High School Equivalency
Florencio Gerrero Perez	Adult Basic Education
Namrata Gupta	English as a Second Language
Ivan Titkov	English as a Second Language
Katherine Pei Ying Tseng	English as a Second Language, Career Technical Education
Yu-Ting Wang	English as a Second Language
Marzieh Zarouni	English as a Second Language

Focus Groups

Note: These lists represent the original members of each focus group which changed over a period of time. Some employees either retired (R) or no longer work for Fremont Adult and Continuing Education (L). Newly hired employees joined the focus groups more recently (N).

Focus Group 1 Curriculum		
Joan Guerra (Leader R)	ASE	• APEX College & Career Prep • APEX US History 1 & 2
	ESL	• Burlington English
Jay Pickell	HSE/GED	• GED Test Preparation Lab
	ASE	• APEX Information Technology Applications
Lillian Choi	ESL	• EL Civics • ESL Beg Literacy/Beg Low • ESL Beginning High • ESL Int High/Advanced
Sherie Tillman (Leader N)	ESL	• Burlington English • EL Civics Citizenship
Rochelle Oral	ESL	• Family Literacy Facilitator • EL Civics Resource • ESL Communication Skills Intermediate • ESL Computer Basics • ESL Literacy Beginning
Margaret Torres	ASE	• High School Learning Center
Elsie Chandler	ESL	• Burlington English Online
Janette Bauchou	AWD	• Independent Living Skills • Socialization Skills
	ASE	• APEX Mathematical Reasoning
	CTE	• EDP: Microsoft Office Suite Essentials • Excel Level 1 & 2
Teresa Boardman		• ESL Listening & Speaking Advanced • VESL Business Communication Strategies & Customer Service Skills • VESL Business Writing • VESL Early Childhood Studies
Svetlana Pesochinskiy	Classified	• ESL Aide
Jonna Carlile (L)	PE	• Parent/Child 2-3 Years
Hwei-Chu Kay Yeh (N)	Classified	• ESL Aide
Dianne Neaves (N)	ESL	• ESL Beg High/Int Low • ESL Int High/Adv

Focus Group 2 Instructional Program		
Gordon Chun (R)	ABE	• Basic Study Skills
Chien-Mei Cram	ASE	• APEX Business Math • APEX Literature 2 • APEX Personal Finance
	ESL	• Burlington English • EL Civics • ESL Intermediate Low
Monique Edwards	Classified	• School Secretary
Chris Kennedy	ESL	• ESL Core Beginning Low • Burlington English • EL Civics • ESL Communication Skills Beg High • ESL Grammar Review • ESL Multilevel High Listening/Speaking • VESL Intermediate High/Advanced
Ji Lee (N)	ESL	• ESL Family Literacy Multi-Level
Barbara Mendes (R)	AWD	• Independent Living Skills • Socialization Skills
Sharon Morgan	PE	• Parent/Child 18-24 Months • Parent/Child 2-3 Years • Parent/Child 3-5 Years
Asha Panthania	ESL	• Burlington English • Distance Learning
	ASE	• High School Learning Center • Math for ESL • Pre-College Bridge Math
Philip Roache	ESL	• ESL Literacy Beginning • ESL Family Literacy – Multilevel
Loraine Wang	Classified	• ESL Aide
Pamela Weiss-Barr (Leader)	ESL	• Burlington English • Distance Learning Facilitator • EL Civics • Project Success
Donna Upchurch	Classified	• Accountant

Focus Group 3 Assessment		
Brenda Banchieri	PE	• Parent/Child 18-24 Months • Parent/Child 2-3 Years • Parent/Child 3-5 Years
Nathan Champion (L) (Leader)	CE	• Basic Office Skills • Excel Level 1
Ellen Chavez	Classified	• ESL Aide
Eric Debus	AWD	• Independent Living Skills • Socialization Skills
Gigi Dornfest	ESL	• EL Civics • ESL Communication Skills – Beg Low • ESL Intermediate High • ESL Pharmacy Technician Preparatory course • VESL Beg High/Int Low
Ellen Grossman (R)	ESL	• EL Civics • ESL Int/Adv • ESL Intermediate Low • ESL Multilevel High Listening/Speaking • ESL Vocabulary Builder
Shazia Sayyid	Classified	• ESL Aide
Grace Shergill	ASE ESL	• APEX English Composition 1 & 2 • APEX Literature 1 • Distance Learning • EL Civics • ESL Beginning Low • ESL Family Literacy – Multilevel • ESL Writing Class
Kausaliya Sri Indran (N)	Classified	• Data Specialist
Nelly Thein	Classified	• Parent Education Office Clerk
Linsia Wey	Classified	• ESL Aide
Karen Yagi (N)	ESL	• Family Literacy ESL Multi-Level

Focus Group 4 Student Support Services		
Susan Anderson	Classified	• ESL Office Clerk
Julie Aragon (R)	CE	• Yoga
Lisa Braley	ESL	• ESL Advanced Low • ESL American Pronunciation &b Idioms • POST-Secondary Transition Support • VESL Communication Skills - Advanced
Edith Chiang (N)	Classified	• Data Specialist
Susan Damas (R)	ESL	• EL Civics • ESL Beginning High • ESL Intermediate Low
Roshni Easley	AWD	• Adults with Disabilities Office Staff
Sandy Gould		• ESL
Heather Hyde (N)	Classified	• HSD/HSE Office Clerk
Kerry Salzer	Classified	• Instructional Lab Tutor
Mathew Samaniego (N)	Classified	• Front Office
Michele Sullivan (R) (Leader)	AWD	• Independent Living Skills • Socialization Skills
Cynthia Rotter	ESL	• ESL Family Literacy Multi-level

CHAPTER 1
INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS
INSTITUTION'S MISSION AND SCHOOLWIDE LEARNER OUTCOMES

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

1. Narrative Description of the School

Fremont Adult and Continuing Education (FACE) serves diverse adult learning needs in the larger Fremont area. Adult Education exists to provide education and training opportunities, including career pathways and college readiness skills, for adults so that they may be effective citizens, workers, family members, and consumers. FACE serves over 5,000 students annually in a variety of programs.

Our Adult Basic Education (ABE), GED, and Adult Secondary Education (ASE) programs provide the academic instruction and support necessary for adults to complete their high school education and advance to post-secondary endeavors.

The Adults with Disabilities (AWD) program is a caring learning environment serving approximately 60 students with varying disabilities. This program nurtures the whole student via academic support, physical fitness, community service, social skills, and job skills training.

The Parent Education Program is a model for similar programs teaching important parenting skills and learning strategies to parents of pre-school-aged children.

The largest program at FACE is the English as a Secondary Language (ESL) program, which offers a variety of ESL and Vocational ESL courses to immigrant students. The ESL Department provides a strong program of core ESL classes, citizenship, family literacy, VESL, and a number of special interest courses.

FACE is adding new opportunities for college and career pathways for its students in various ways, including, phlebotomy, medical assisting, JVS BankWork$ training, Pharmacy Technician Preparatory course, Early Childhood Education Preparatory Course, and the Pre-College Bridge Program. FACE is unique not merely because it is one of the largest adult schools in Alameda County, but because of its dedicated staff who constantly seek new and innovative ways to reach the academic and/or job training needs of adults in the community.

2. Fremont Adult and Continuing Education (FACE) Sites

The majority of Fremont Adult and Continuing Education classes are offered at the main campus. Additional Family Literacy courses are offered at satellite locations listed below.

Main Campus
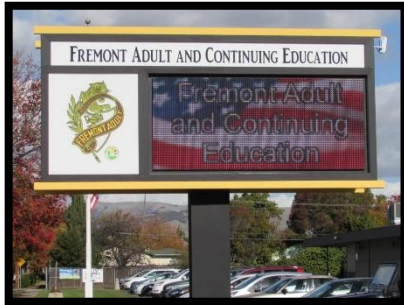
Fremont Adult and Continuing Education (FACE)

4700 Calaveras Avenue
Fremont, CA 94538
P: (510) 793-6465
F: (510) 793-2271
http://www.face.edu

Branch/Satellite Locations

Centerville Library

3801 Nicolet Avenue
Fremont, CA, 94536

Glenmoor Elementary School
4620 Mattos Drive
Fremont, CA, 94536

Grimmer Elementary School

43030 Newport Drive
Fremont, CA, 94538

Robertson High School

4455 Seneca Park Ave
Fremont, CA 94538

3. History of the Institution

Fremont Adult and Continuing Education was first established in 1934 as Washington Union High School for Adults. The first education classes were offered at Washington Union School to the residents of Washington Township, in the following five small communities: Centerville, Irvington, Mission San Jose, Niles, and Warm Springs.

These communities later incorporated into the City of Fremont. The area was largely a Portuguese farming community, so the first classes were held in the evenings and served about 200 students. Classes were limited to typing, bookkeeping, auto shop, woodworking, gym, and Portuguese.

In the 1940s, welding was introduced to the evening curriculum, which reflected the country's need for skilled workers during World War II. After the war, high school diploma classes were added to address the needs of service men and women whose education was interrupted by the war.

During the 1950s adult education continued to be an evening only program centered at one high school site. In 1964, the present school district unified and became the Fremont Unified School District. The adult education program continued as part of the unified school district and became Fremont Adult School.

Since 1974, Fremont Adult School has occupied the former Mowry Elementary School site in a residential area of central Fremont. It is the only adult school in Fremont, and it serves a diverse student population.

Fremont Adult School applied for and received accreditation by the Western Association of Schools and Colleges on March 30, 1981. The philosophy of adult education, as evidenced in the May 1985 Teacher Handbook, was similar to the mission of adult education today:

> *The philosophy of the Fremont Adult Education Program rests upon the belief that learning is a life-long activity, that society is enhanced by adults who pursue a continuing education, and that adult education must be dynamic in fulfilling its obligation to the community.*

Since the 1980s, adult education has undergone numerous changes, including a move from the average daily attendance funding with revenue limits to AEBG and WIOA based revenue sources. In 2009-2010, severe budget cuts dramatically impacted the number and scope of programs that FACE was able to offer. Education courses for Senior Adults are no longer offered as distinct courses; however, older adults often attend and find academic success in a variety of other programs including ESL, ABE, and GED. There continue to be fewer instructional, support, and administrative staff as a result of the reductions in funding.

FACE staff continues to promote advances in adult education. They actively participate in and contribute to educational reform. Through their work in Professional Learning Communities, teachers have unpacked the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) and have designed

curriculum and assessments to address the standards. The staff has worked diligently to implement a variety of changes to improve instruction and course content. The emphasis on creating post-secondary education and career pathways requires us to be dynamic in addressing not only the new standards and content, but in developing new courses to prepare students for future careers and academic endeavors.

4. Significant Developments that have had a major impact on the school

There have been two major areas where significant changes have occurred – Funding and Administrative changes.

Funding Changes

Since the last WASC full Self-Study in 2012, there have been some funding changes that have had a major impact on FACE. The Local Control Funding Formula (LCFF) was eliminated in 2015. The new AEBG requirements (MOE and AB104) were more restrictive and required increased staff reporting and data tracking. The new WIOA II also requires quarterly reporting, which created the need for additional staff time and effort. While the reporting requirements have increased, the revenue over the past six years has steadily declined, requiring creative strategies to fund all programs thoroughly. New mandates to develop college and career pathways have not always included additional funding for implementation and sustainability. Adults with Disabilities has been vendorized and is primarily funded by the Regional Center.

Administrative Changes

Over the course of the past six years, the leadership of FACE has undergone several changes. Mr. Steve Guidici retired after serving as the principal for several years. The principal who replaced Mr. Guidici left the position in the middle of the 2016-2017, and an interim principal filled the position until a permanent replacement could be found. Our new Principal, Heidi McFadden, has been here since April 2017. The uncertainties involved with these administrative changes created a difficult working environment for FACE staff, yet they remained steadfast and resilient throughout. They have been and continue to be strongly committed to serving adult learners' diverse learning needs.

The change in administration also contributed to fiscal ramifications for a short period of time due to lack of continued oversight. At the end of 2016-2017, there was overspending that encroached on the budget reserves. Ms. McFadden worked closely with the district and with FACE staff to address this overspending, and ensured that the budget was balanced by the end of 2017-2018 School Year. Budget considerations continue to be the top priority with mostly stagnant and often changing revenue sources.

5. Specific Changes in programs since the last visit

Family Literacy Site Changes

Family Literacy (FL) ESL classes are offered at offsite locations in Fremont, commonly at various K12 sites, to support and accelerate English Language acquisition of parents whose children attend the schools, as well as for other ELL community members who live in the area. FL classes are offered where there is demonstrated need evidenced by parent surveys and requests from site principals; FL classes are maintained as long as there is funding and space available, and student enrollment and persistence are stable. Since the last visit, we have lost some day time classes due to overcrowding at Ardenwood (September 2015) and Blacow (September 2016) elementary school sites. The class at Ardenwood was moved to the Centerville Library location (November 2015); most Blacow FL students were transferred to the morning FL section at Grimmer Elementary that was opened there in addition to the evening section in October 2016.

There have also been some closures and additions to the evening FL program. Due to low enrollment, we canceled evening FL classes at Brier Elementary (Spring 2015), Vallejo Mill Elementary (Winter 2016), and at Durham Elementary School (November 2018). The FL Class at American High School was closed due to the teacher leaving the position in the Fall Quarter 2017. Saturday morning FL class at Irvington High School closed in the Winter Quarter 2018 due to the teacher retirement and budget constraints. Every effort was made to absorb the affected students at different Family Literacy sites or in the core ESL program, and a new evening FL class was opened at Glenmoor Elementary School in the Winter Quarter 2018. Another new evening FL class has been offered in the Fall Quarter 2018 at Robertson Continuation High School.

FACE Family Literacy ESL Program has a high reputation in Fremont Schools and in the Fremont community overall.

New Courses Offered at FACE

The courses described below have been developed and offered at FACE since it entered Southern Alameda County Consortium for Adult Education (SACC) in 2014-2015 School Year.

Pre-college Bridge Program

The Pre-College Bridge (PCB) Program began in the Spring Quarter 2015 as a partnership with Growth Sector @ Ohlone and FACE. The PCB Program teaches ASE and Advanced ESL students mathematics and English courses that focus on foundational skills necessary for entrance into Ohlone or other community colleges. The goal is to help students improve their outcomes on community college placement exams. Marina Gonzalez from Growth Sector has provided very important assistance to students from counseling and assessing them during registration into the PCB Program to helping them register for college and applying for financial aid. The support the students received was the essential ingredient for their success in the program and their smooth transitions to

community college. In 2017-2018 and in the current school year, Ohlone College has partnered with FACE to finance the English instructor for the PCB Program. Growth Sector no longer has the grant to pay for the transition counseling that Ms. Gonzalez was able to provide, so FACE has contracted independently with her for these services for the Fall-Winter 2018-19 cohort. The program has been a resounding success, with strong community support and continued student enrollment.

ESL Bridge Class: Pathways to College

ESL Bridge Class: Pathways to College was first offered to students in summer 2015. Since then, it has been offered every summer. This five-week course was designed to prepare adult school ESL students for successful study in the for-credit ESL Program at Ohlone College. It includes practice in all language skills, academic technology, and study skills. The curriculum was developed by Martha Kehl, adjunct ESL Professor from Ohlone College, as a result of her collaboration with colleagues in the SACC ESL workgroup led by Yelena Zimon. The goal of the course is to accelerate ESL student transitions to college and to foster a culture of student achievement at FACE and the other SACC adult education agencies (New Haven Adult School in Union City and Newark Adult School in Newark). Themes and topics cover goal setting and time management in college, college life and academic culture, career choices, and college application process; some examples of the technology tools that students learn and use in the course for research, reading, writing, and oral communication skills are MS Word, Google Docs and Slides, Voicethread, and English Central. In addition to five hours of classwork, students are expected to put in up to ten independent work hours per week. The course wiki features its syllabus with the course objectives, the links to online materials, course assignments, and student work. The course has been taught by several Ohlone College adjunct professors and supported by a para-educator. Graduates of the course have demonstrated impressive learning outcomes. They either continue in the Advanced/Transitional to College ESL course at FACE or transition directly to Ohlone ESL program at higher levels; some place in regular English courses. They also enroll in other community colleges and take career certificate courses.

ESL Labs

Each core ESL class traditionally includes up to 1 - 2 hours per week of scheduled practice in the ESL software lab or in the online lab. Since 2013-14, ESL Program has developed several Open Computer Labs in order to provide more practice time to ESL students out of class. Currently, two software labs are offered four days a week 12:00 pm – 1:00 pm and 6:00 pm – 7:00 pm. Additionally, an online lab was offered before the evening core classes in the Fall 2016 to assist students with their online projects, to help them utilize online ESL resources, and to provide more practice time for Distance Learning students who have limited access to the internet.

Early Childhood Studies (ECS) Preparatory Class

Early Childhood Studies (ECS) Preparatory Class is another successful SACC venture that was spearheaded by the FACE ESL Department in spring 2016. The course was developed to address the identified ELL community demand in the Tri-Cities for childcare workers and services and the need for additional preparation and support for students entering Ohlone ECS program, which experienced a high dropout rate, especially among its ELL students. After FACE leadership and ESL staff met with Ohlone College ECS faculty in January 2016, Christine Kennedy, in collaboration with the late ESL teacher Sharon Ram and Yelena Zimon, developed ECS Preparatory curriculum designed to bridge students from ESL, ABE, and ASE programs into college ECS classes. This free non-credit 12-week, 60-hour course, first successfully taught at FACE in the Fall Quarter 2016, has since been offered twice every school year. The curriculum was shared statewide at the CCAE State Conference in May 2016. It helps lay a strong academic foundation and hone study skills necessary to pursue a career in Early Childhood Education. The course is supported by a para-educator, and includes practical observations in the Parent Education Department. Students can leave their 2-11 year-old children in the FACE babysitting room during class time.

Pharmacy Technician Preparatory Course

In 2017-2018, FACE partnered with Mission Valley Regional Occupational Program (MVROP) to design a bridge class in order to assist students in meeting the entrance requirements for the MVROP Pharmacy Technician course. MVROP administration had recognized the need to support adult English Language Learners (ELLs) taking the course with the language skills necessary to enter it and to achieve successful completion. The Pharmacy Technician Preparatory Course curriculum was designed by FACE ESL instructor Guiana Dornfest in collaboration with MVROP CTE faculty. It was offered in the Spring Quarter 2018; ten students who completed the entire course passed the MVROP entrance exam and were guaranteed admission to the program. Seven out of the ten students enrolled in the program. During the current school year, FACE will continue to provide simultaneous support for all the adult ELLs enrolled in the MVROP Pharmacy Technician course. This IET career preparation course combines ongoing ESL instruction, geared to the content and terminology in the career training program at MVROP, with IELC soft skills instruction preparing students to enter the workforce.

Math for ESL

ESL Department introduced a year-round Math for ESL Course in September 2017. It meets Monday through Thursday 12 – 1 pm between morning and afternoon core ESL Classes. The rationale for developing the course included the CCRS mandate to improve ELL's numeracy skills that are hindered by lack of vocabulary and terminology, as well as the need for skilled workforce in the hi-tech industry and ELL parents' numerous requests for resources to be able to support their children in school. This popular multi-level course for Beginning High – Advanced ESL students with a variety of educational backgrounds

and math skill levels offers instruction in basic math, Pre-Algebra, and Algebra 1 & 2, as well as Geometry. It is taught by Asha Pathania, an experienced ASE Math instructor who has also taught ESL students. The course, funded by AEBG, is part of academic and career pathways for ESL students.

ESL Writing Program

The FACE ESL faculty has focused on ESL students' writing skills since 2004-2005 Self-Study Action Plan, which included Writing Across ESL Curriculum. The ESL faculty work has found its implementation in ESL Department policies, curriculum materials, formative and common formative assessments, and in a variety of program offerings. The evening Advanced ESL Grammar and Writing Course developed in 2009 has evolved during the reporting period into a research-based technology-infused course for advanced ESL learners who are still facing multiple challenges expressing themselves in writing at work, or those who are preparing for college or for qualification tests that require writing skills. The course objective is to provide a strong grammar foundation for writing. Students apply grammar skills they learn and practice in class in various writing projects that they complete in shared folders on the class Google Drive. The instructor provides detailed feedback, and projects undergo multiple revisions, including peer feedback. Final versions are presented and drafts are "workshopped" in class.

In the Fall Quarter 2017, in response to the popular demand by daytime students, we were able to offer an afternoon support writing class for High Beginning through High Intermediate ESL students (Monday/Wednesday 12:30 – 2:00 pm) and a Writing Lab on Tuesday/Thursday afternoons. The class was effective, but very few students used the lab. This year, as part of the Integrated Education and Training design, we have started an afternoon Business Writing Class for Intermediate High-Advanced ESL students on Tuesday/Friday afternoons. The objective is to give a business career preparation option for ESL students who are participating in the Bankwork$ Career Training Program and for other college and career bound ELLs. Students are learning workplace writing communication skills, such as emailing, reporting, providing constructive feedback, responding to customer complaints, etc. The other Writing Class, still offered on Mondays and Wednesdays, has been adjusted to address the specific learning needs of Beginning and Intermediate Low ESL students.

Our ESL Writing Program continues to evolve as we strive to integrate English Language Proficiency Standards in all the core ESL classes. In Winter/Spring 2017-2018, the ESL Professional Learning Community (PLC) unpacked Writing ELP Standard 4 and developed common formative assessments, which were implemented and assessed in all core ESL classes.

ESL Distance Learning Program

During the reporting period, the ESL Distance Learning Program has shifted from paper and pencil activities to online courses. Burlington English, piloted in the Fall Quarter 2014, has grown into a popular online program with 150 licenses per year used by up to 500

students. Approximately 60% of enrolled students complete at least one BE course per quarter; many BE learners complete two or more courses in one quarter and persist through the program year. With fifty English courses for different ESL levels and for various careers, Burlington English has become the most popular online offering in the ESL Distance Learning Program.

Project Success My English Lab was added to the ESL Distance Learning curriculum in January 2018. This video-based career-oriented five-level online course is currently taught by two online instructors to 50-60 ESL students.

ESL Distance Learning is starting a new pilot in September 2018 offering APEX Online Foundations Course to advanced ESL and ABE students in order to accelerate their transitions to secondary and post-secondary education.

JVS Bankwork$ Partnership

In 2017-2018, FACE partnered with JVS Bankwork$ to provide career training for FACE students that prepares them for entry level positions in the banking industry. JVS Bankwork$ offers an intensive eight-week program that includes job training, job placement, placement assistance, and ongoing coaching for career advancement. Since Spring 2018, the program has graduated two cohorts, who have been very successful in finding jobs at local banks. FACE has now begun to provide simultaneous IET courses in Business Writing and Business Communication Strategies & Customer Service Skills to support ELLs in improving their English language and soft skills to be prepared for the banking industry. FACE and JVS Bankwork$ are in ongoing discussions to create a more in-depth financial services pathway that would prepare students for more advanced careers in the industry with a variety of entry and exit points.

ASE/ABE Course Reductions

The ASE/ABE program has experienced a steady decline in student enrollment over the past six years. Due to the limited number of actively enrolled students, Ms. McFadden decreased the overall number of courses offered in 2017-2018. Instead of offering a separate independent study course, a stand-alone economics course, and numerous hours of High School Learning Center instruction, the ASE program offered all high school diploma content solely through the HSLC for a reduced number of hours. The ABE program was also reduced from both an evening and a morning section to a morning only section. GED hours were also reduced, but only slightly to support continued student enrollment. At the beginning of the current school year, ABE and HSLC have been combined into one classroom with both morning and evening options for students.

Several factors have contributed to the decreased enrollment, including a healthy economic environment in Fremont. There are few unemployed workers who are seeking a GED for hiring purposes. In addition, the demographic makeup of Fremont has changed significantly over the past several years. The graduation rates in the district have also considerably improved. Such demographic trends may have contributed to declining

enrollment in the Bay Area programs designed to assist adults in completing their high school diplomas or equivalencies. In comparison, the ESL program at FACE continues to see increased enrollment from year to year. This may also be comparable to the overall district demographic trends.

The ASE/ABE Department is working to identify ways to meet current student needs, to streamline enrollment procedures and to provide a welcoming and hospitable environment.

APEX Learning Online in ASE

APEX Learning Online was first adopted by FACE ASE Department with concurrent students in 2013-2014. In 2017-2018, Ms. McFadden identified the need for the HSLC curriculum to be more aligned with the College and Career Readiness Standards (CCRS). In order to move in this direction, and to address the needs of adult ASE students, APEX Learning Online was utilized as the core curriculum for the High School Learning Center. Since APEX had already been used at FACE for concurrently enrolled high school students, some of the HSLC teachers had been trained in the content and structure of the courses. The Assistant Principal, Ms. Levy, worked closely with the ASE Office Specialist and instructors in the HSLC to revise the course requirements to align with the APEX online courses. Adult learners can now access the curriculum online, either at home or in class with their teachers. APEX Learning Online has not only high school content-areas curriculum, but also college and career preparatory curriculum, as well as targeted intervention courses.

AWD Vendorization and Job Skills Development

The Adults with Disabilities (AWD) Program - Noll Center is a unique education day program for adults with developmental disabilities. The program strives to develop each student's maximum potential independence. The curriculum is comprehensive and individualized in order to meet each student's needs and capabilities. The program offers a variety of classes designed for adults with disabilities.

In 2012, FACE partnered with Fremont Education Foundation (FEF), to raise funds for the Noll Summer Program. Due to budget constraints, the program had experienced cuts in staff and hours. The summer program went from five days a week to four, Monday through Thursday. The instructional program only offered twenty-five hours a week with only three part-time teachers and four part-time aides.

In September 2014, the process of becoming vendorized began. As a result, FACE AWD funding increased, allowing us to serve more students and to hire more staff. Our student population grew from forty to sixty students, and the students to staff ratio went down to 8:1. There is now braided funding between RCEB and FACE to support a 5-day per week program. There are three full-time and one part-time instructors, four full-time and two part-time para-educators, and one full-time clerical staff.

In 2015-2016, the AWD program spent the year reconnecting and identifying key issues to address. The most important area of improvement required making connections to employment opportunities and providing employment coaching for AWD students. In 2016, the funding focus with FEF shifted to help purchase a much needed new van. New courses were developed to help deal with conflict management including Safe Happy Place (SHP), women's group, and men's group. The students developed a public service announcement, and a new class was added to the curriculum to teach cooking skills. Job skills classes continued with an emphasis placed on appropriate job behaviors and desirable employee standards. There was an additional focus on job development through the implementation of two partnerships with local businesses that allowed students to participate in job development skills two times a week off campus.

In 2017/2018, through PLC collaboration time, a much need Student Assessment Tracking Form was developed and is being used to assist staff in identifying which students need intervention or enrichment activities. In 2018/2019, the priority is to consolidate the Regional Center goal setting information and AWD assessment forms into a central database in order to make tracking student progress easier. After assessing a different set of skills each month, staff meetings will be utilized to choose two students from each class for intervention or enrichment. Staff will discuss and agree to use specific strategies to address these students' needs.

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

Student Ethnicity
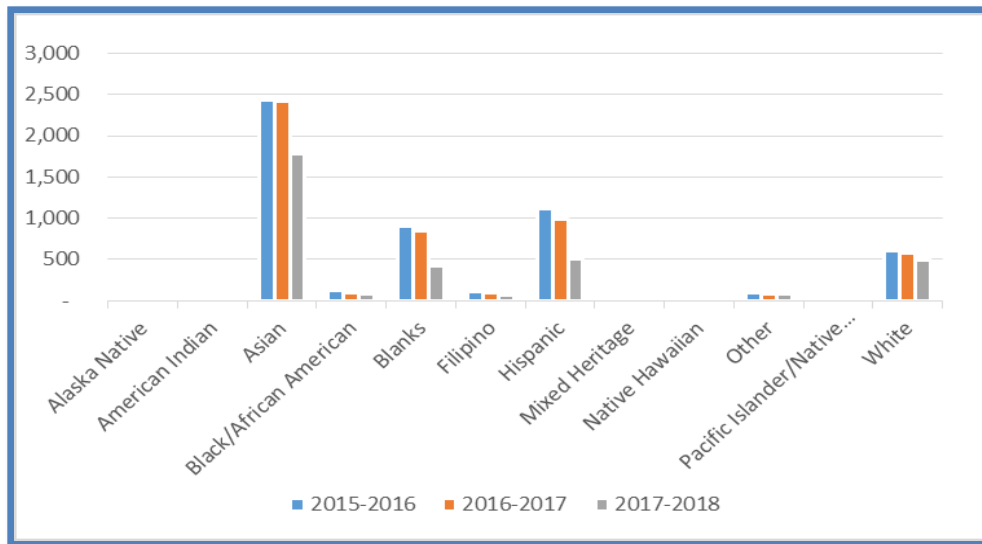
2017/2018 Student Gender
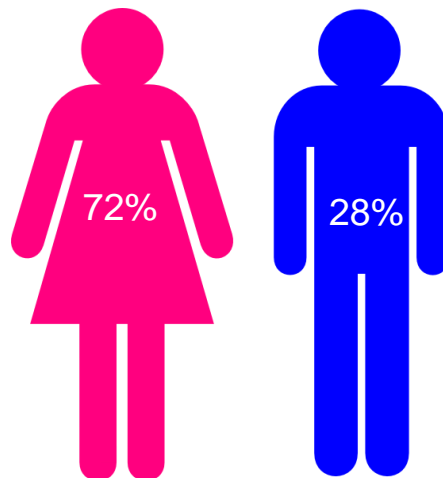
Student Native Languages

Native Language	2015-2016	2016-2017	2017-2018
Arabic	1%	1%	**1%**
Burmese	1%	1%	1%
Cambodian	<1%	<1%	<1%
Chinese/Cantonese	1%	1%	1%
Chinese/Mandarin	**9%**	**20%**	**14%**
Dari	<1%	<1%	<1%
English	**18%**	**16%**	**19%**
Farsi	3%	4%	5%
French	<1%	<1%	<1%
German	<1%	<1%	<1%
Gujarati	<1%	<1%	<1%
Hindi	4%	4%	4%
Japanese	1%	1%	1%
Korean	1%	1%	1%
Laotian	<1%	<1%	<1%
Other	4%	4%	3%
Portuguese	<1%	<1%	1%
Punjabi	2%	1%	1%
Romanian	<1%	<1%	<1%
Russian	1%	2%	1%
Spanish	**15%**	**15%**	**15%**
Telugu	1%	1%	<1%
Tagalog	1%	1%	1%
Tongan	<1%	<1%	<1%
Ukrainian	<1%	<1%	<1%
Urdu	1%	1%	1%
Blanks	31%	22%	27%
Vietnamese	2%	2%	2%
Total	**100%**	**100%**	**100%**

Student Labor Force Status
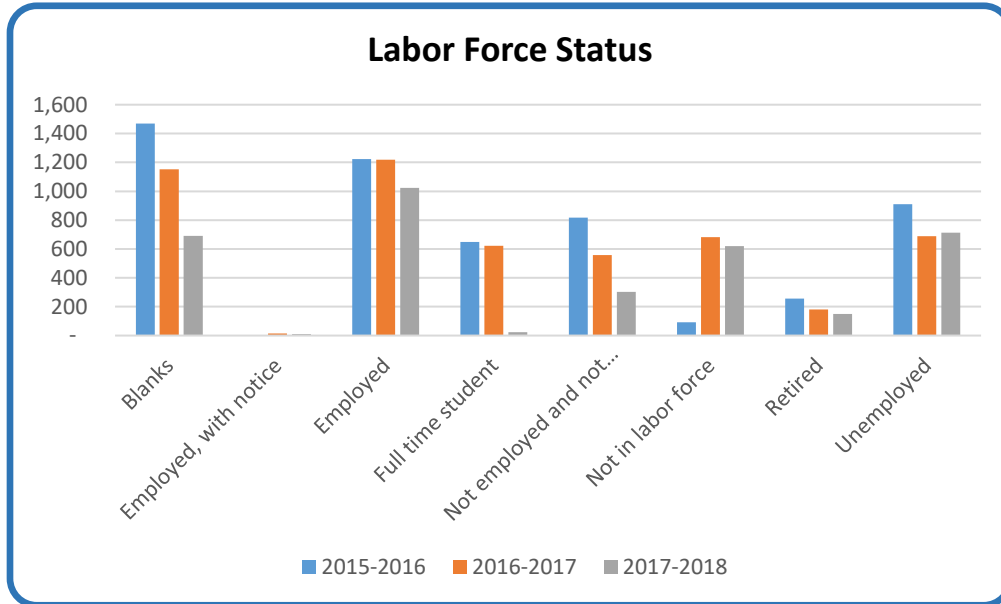
Enrollment Patterns

The total enrollment for Fremont Adult and Continuing Education dropped each year since 2012. This drop can be attributed to the reduction in funding, the state of the economy, and the changes in administration. In 2017/18 school year, the enrollment increased by 4.8% due to the stability in our funding and to restructuring of classes.
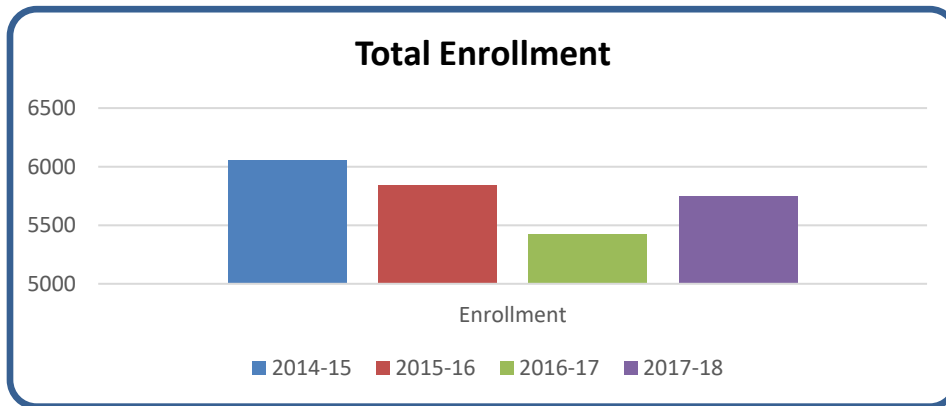
	2014-15	**2015-16**	**2016-17**	**2017-18**
Enrollment	6,057	5,837	5,419	5,751
Source: ASAP Data Collection Program				

Student Enrollment Patterns per Department

The student enrollment patterns reveal several things. ESL continues to be the strongest program showing a consistent increase in enrollment. Community Education is the second biggest program with a downward trend in enrollment with the exception of the 2017-2018 School Year. The ASE program has steadily declined, which is consistent with statewide trends. Due to funding cuts, we no longer offer classes for older adults.

Enrollment Patterns
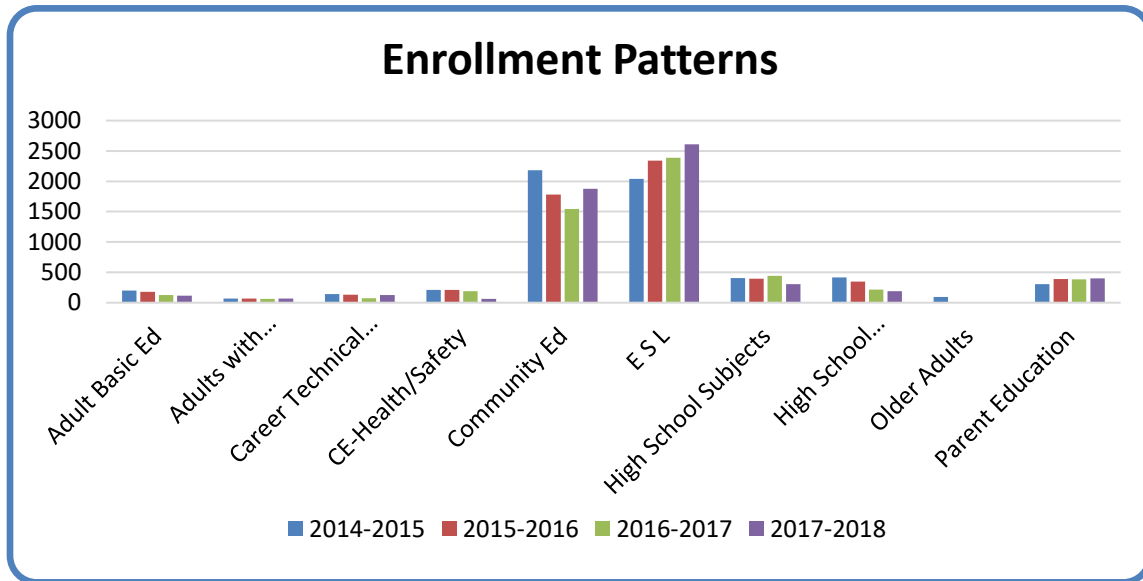
Department	2014-2015	2015-2016	2016-2017	2017-2018
Adult Basic Ed	200	181	126	116
Adults with Disabilities	69	70	63	69
Career Technical Education	140	129	71	124
CE-Health/Safety	211	208	188	61
Community Ed	2,182	1,781	1,546	1,877
E S L	2,038	2,340	2,385	2,609
High School Subjects	406	395	441	307
High School Equivalency	414	346	216	189
Older Adults	92	0	0	0
Parent Education	305	387	383	399
Totals	**6,057**	**5,837**	**5,419**	**5,751**
Source: TopsPro AEBG Data Integrity and ASAP Data Collection				

Student Barriers (AEBG Data collected since 2016-2017)

Item Description	2016-2017		2017-2018	
	Item Count	Item %	Item Count	Item %
19. Learners with at least one Barrier to Employment	1,784	55.87% (+55.23%)	2,246	73.52% (+17.65%)
19a. Learners with Multiple Barriers to Employment	378	11.84% (+11.84%)	220	7.20% (-4.64%)
19b. Learners with No Barriers to Employment	1,270	39.77% (-52.40%)	809	26.48% (-26.08%)

Highest Degree or Level of School Completed
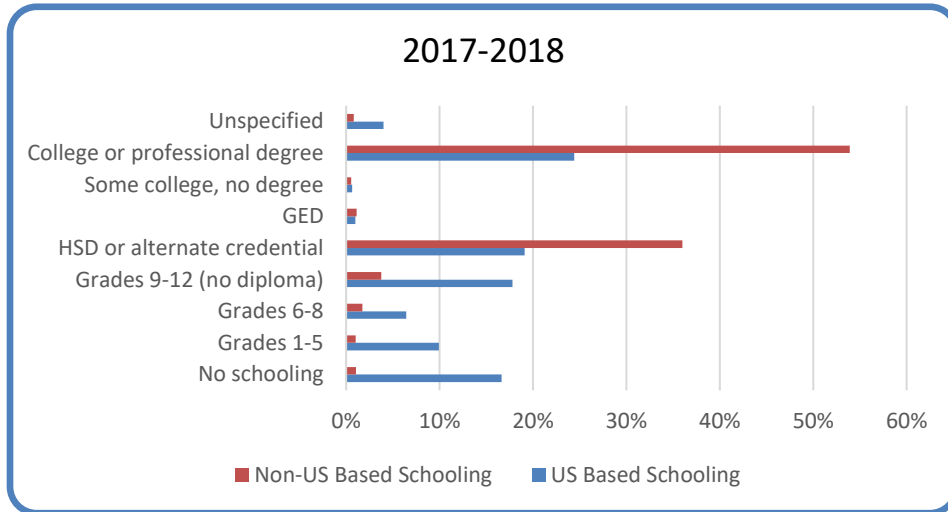
Level Of Schooling		
	US Based Schooling	**Non-US Based Schooling**
No schooling	17%	1%
Grades 1-5	10%	1%
Grades 6-8	6%	2%
Grades 9-12 (no diploma)	18%	4%
HSD or alternate credential	19%	36%
GED	1%	1%
Some college, no degree	1%	1%
College or professional degree	24%	54%
Unspecified	4%	1%

7. Governance Structure of the Institution

The Fremont Unified School District (FUSD) provides educational services to approximately 35,000 K-Adult students within the 90 square miles making up the incorporated areas of the City of Fremont. The District operates under a locally-elected five-member Board form of government and provides educational services to grades K-Adult. The District operates 29 elementary schools (grades K-6), five junior high schools (grades 7 and 8), five comprehensive high schools (grades 9-12), one adult school, one continuation school, one independent study school, and a charter school.

The five elected members of the FUSD Board of Education adopt policies consistent with Federal and State mandates that are in compliance with the California Education Code. The Board further authorizes the Superintendent of Schools to establish an administrative body that implements effective instructional programs and oversees district operations and support services. The federal, state, and district policies are implemented through memoranda, as well as through trainings and meetings with site administrators and staff. Instructional and administrative policies are accomplished in a similar manner.

The Superintendent delegates authority and responsibility for the effective operation of schools. The Principal of FACE oversees administrative, operational and outreach programs. The Principal also monitors classes offered during the day, such as Adults with Disabilities (AWD), English as a Second Language (ESL), and Parent Education (PE) classes. The Assistant Principal supervises the daily functioning of the school including Concurrently Enrolled Students (CES), General Educational Development (GED), High School Diploma (HSD), and Community Education classes. The Assistant Principal helps to guide students in academic and career planning. FACE's administrative team ensures that the mission statement is implemented schoolwide and works with the instructors to ensure that the Schoolwide Learning Outcomes are achieved through classroom instruction.

8. Schoolwide Learning Outcomes (SLOs)

Mission Statement

Fremont Adult and Continuing Education is committed to student success and community enrichment. Our goal is to provide accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of growth through college pathways, job training, career advancement skills, and lifelong learning opportunities.

SET GOALS

Students will assess their needs and identify their academic, career, and/or personal goals.

- With guidance, develop and communicate plans to achieve goals.
- Be self-directed learners who learn independently and collaboratively in a diverse environment.

ACHIEVE SKILLS

Using a variety of methods, technology, and resources, students will acquire knowledge and skills.

- Develop and apply effective communication and critical thinking skills.
- Build academic, career, life skills, and workforce readiness skills.

DEMONSTRATE LEARNING

Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education, training, and/or employment.
- Contribute to personal enrichment and to the community.
- Demonstrate 21st century skills, including digital literacy.

9. The Total Number and Types of Programs Offered and the Number of Students in Attendance

There are a total of eight programs offered at Fremont Adult and Continuing Education. These programs include:
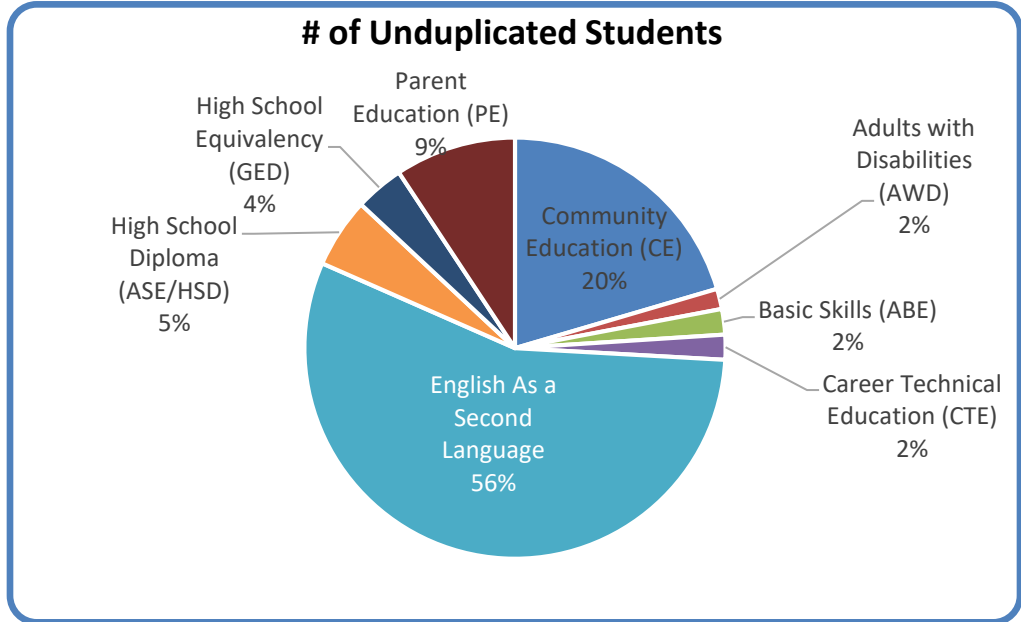
# of Unduplicated Students

- Parent Education (PE) 9%
- High School Equivalency (GED) 4%
- High School Diploma (ASE/HSD) 5%
- Community Education (CE) 20%
- Adults with Disabilities (AWD) 2%
- Basic Skills (ABE) 2%
- Career Technical Education (CTE) 2%
- English As a Second Language 56%

Department/ Programs	Courses	Department/ Programs	Courses
ESL Core Courses	Beginning Literacy	**Parent Education**	18 to 24 Month Olds
	Beginning Low		2 and 3 Year Olds
	Beginning High		3 to 5 Year Olds
	Intermediate Low	**Adults with Disabilities**	Independent Living Skills
	Intermediate High		Socialization
	Advanced Low	**ABE/ASE**	Morning/Evening ABE
	Advanced/Transitional to College		HSLC (AM)
	Literacy/Beginning Low		HSLC (PM)
VESL Core	Beg. High/Int. Low		GED/Test Prep
	Int. High/Advanced		Concurrent High School Students
	EL Civics Citizenship Preparation Beg High -Adv.		Pre-College Bridge – Math
Family Literacy	Centerville Library		Pre-College Bridge - English
	Grimmer Elementary	**Community Education**	
	Glenmoor Elementary	**Arts and Crafts**	Discover Watercolor and Acrylic Painting
	Fremont Adult (Saturdays)		Mosaics
ESL Special Interest Classes	Beginning Low Communication Skills		Watercolor and Oil Painting
	Beginning High Communication Skills	**Computer Education**	(Employment Development Program) Microsoft Office Suite Essentials
	Intermediate Communication Skills		Amazon Online Sales
	Advanced Communication Skills		Basic Office Skills 1
	Int/Adv Vocabulary Builder		Excel Level 1
	Int/Adv Listening Speaking		Keyboarding
	Int/Adv Grammar Review		Web Design 1

Department/ Programs	Courses	Department/ Programs	Courses
ESL Special Interest Classes Continued	Advanced ESL Listening & Speaking	**CPR/First Aid**	Basic First Aid
	Advanced ESL Grammar & Writing		CPR/AED
	ESL Writing Class		Healthcare Provider CPR/AED
	Math for ESL	**Dance**	Big Band Era Swing
	ESL Computer Basics for Life, Education & Work		Jitterbug Swing (Beg, Int./Adv.)
	ESL Comp Basics for Life, Education & Work		East Coast Swing and Rockabilly Jiving
	ESL Software Computer Lab		Line Dance (Beg., Int.)
	ESL Online Lab		Social Ball Room Dance (Beg., Int.)
	Early Childhood Studies Preparatory Class	**Health and Fitness**	Bootcamp
	Pharmacy Technician Career Preparation Class		Hit to Stay Fit: Fitness Kickboxing
	Business Communications Strategies and Customer Service Skills Class		Yoga-Hatha Yoga
ESL Distance Learning Program	Burlington English		Preschool Yoga
	Project Success My English Lab		Zumba
	Apex Learning Online Foundations Pilot	**CTE**	
Summer ESL Bridge Class	Taught by Ohlone Faculty	**Accounting**	Account Clerk, Part 1
			Account Clerk, Part 2
			Account Clerk, Part 3

Department/ Programs	Courses	Department/ Programs	Courses
Other Programs Offered on Campus (District/Charter Funded)	Center of Independent Learning Charter School	**Languages**	Spanish (Beginning and Intermediate)
	K-12 Young Adult Program (18-22 year-old moderate to severe disabilities)	**Music**	Guitar
	Native American Studies Program		Music Appreciation
	State Preschool	**Partner Programs on Campus**	**Courses**
	Kidango Preschool	**CalRegional**	Phlebotomy Technician
			Clinical Medical Assistant
		Jewish Vocational Services	Bankwork$ (8-week banking industry training)

ACADEMIC CLASSES

Adult Basic Education (ABE)

Title	# of Classes	# of Students	Average
Basic Study Skills	5	108	22

Adult Secondary Education (ASE)

Title	# of Classes	# of Students*	Average
APEX English Composition 1	1	22	22
APEX English Composition 2	1	15	15
APEX Literature 1	4	33	7
APEX Business Math	4	35	7
APEX College & Career Prep	1	13	13
APEX Personal Finance	1	15	15
APEX US History 1	1	12	12
APEX US History 2	1	12	12
APEX World History 1	1	4	4
APEX World History 2	1	2	2
Totals	**16**	**163**	**10**

# of Students is a duplicate count

Adults with Disabilities (AWD)

Title	# of Classes	# of Students	Average
Independent Living Skills	2	60	30

High School Equivalency (HSE)

Title	# of Classes	# of students	Average
GED Test Preparation Lab	5	290	26

Adult Secondary Education (ASE)

Title	# of Classes	# of students	Average
High School Learning Center	10	87	8

English as a Second Language (ESL)

Title	# of Classes	# of Students*	Average
EL Civics Citizenship	5	100	20
ESL Advanced Grammar & Writing	3	87	29
ESL Advanced Low	4	167	33
ESL Advanced/Transition to College	5	145	29
ESL Amer Pronunciation & Idioms	3	98	33
ESL Beg High/Int Low	5	207	35
ESL Beg Literacy/Beg Low	4	138	35
ESL Beginning High	9	388	35
ESL Beginning Low-2	7	295	30
ESL Bridge Class	4	119	24
ESL Communication Skills-Beg High	5	224	45
ESL Communication Skills-Beg Low	3	117	39
ESL Communication Skills-Intermediate	4	99	25
ESL Distance Learning	5	31	6
ESL Distance Learning/Burlington English	22	599	27
ESL DL Project Success	2	36	18
ESL Family Literacy-Multilevel	20	430	20
ESL Grammar Review	3	81	27
ESL Int High/Advanced	5	189	32
ESL Int/Advanced	5	103	15
ESL Intermediate High	5	253	42
ESL Intermediate Low	10	376	31
ESL Listening & Speaking Skills Adv	4	132	33
ESL Literacy Beginning	8	237	30
ESL Multilevel High Listening/Speaking	7	180	26
ESL Vocabulary Builder	3	52	17
ESL Writing Class	3	119	40
Pre-College Bridge-English	2	34	17
Pre-College Bridge-Math	2	30	15
VESL Beg High/Int Low	4	73	15
VESL Business Writing	1	10	10
VESL Communication Skills-Advanced	4	157	39
VESL Computer Basics	3	49	16
VESL Computer Lab-ESL Software w/Rosetta	7	313	45
VESL Early Childhood Studies	2	27	14
VESL Intermediate High/Advanced	4	127	25
VESL Math for ESL	3	62	21
VESL Online Computer Lab w/BE	3	61	20
VESL Writing Lab	2	31	16
Totals	**200**	**5,976**	**26**

# of Students is a duplicate count

FEE-BASED CLASSES

Parent Education (PE)

Title	# of Classes	# of students*	Average
Parent / Child 18 - 24 Months	11	213	19
Parent / Child 2 - 3 Years	25	512	20
Parent / Child 3 - 5 Years	13	232	18
Parent/Child 2-4 Years	1	19	19
Totals	**50**	**976**	**19**

# of Students is a duplicate count

Community Education (CE)

Category	# of classes	# of Students*	Average
Arts & Crafts	21	183	9
Computer Education	13	121	9
CPR/First Aid	14	126	9
Dance	38	641	17
Financial	3	43	14
Foreign Language	7	64	9
Health and Fitness	81	712	9
Music	2	14	7
Total	**179**	**1904**	**11**

# of Students is a duplicate count

Career and Technical Education (CTE)

Category	# of classes	# of Students*	Average
Account Clerk, Part 1 Of 3	2	46	23
Account Clerk, Part 2 Of 3	2	38	19
Account Clerk, Part 3 Of 3	2	35	18
EDP: Microsoft Office Suite Essentials	2	18	9
Totals	**8**	**137**	**17**

# of Students is a duplicate count

10. Typical Class Size for Teachers

Student survey results reveal that the average class size for teachers is between 15 and 20 students**.** This class size is ideal for many teachers as it allows teachers to provide their students with more individualized attention. ESL teachers with larger class sizes of 35 or more students are provided with para-educators to assist them with instructional activities. GED classes are "drop-in" classes with fewer than 20 students attending at any given time. The biggest decline in enrollment can be seen in the GED, ABE, HSD, and OA programs. All the other programs have maintained enrollment for the past few years.

Average Class Sizes per Program
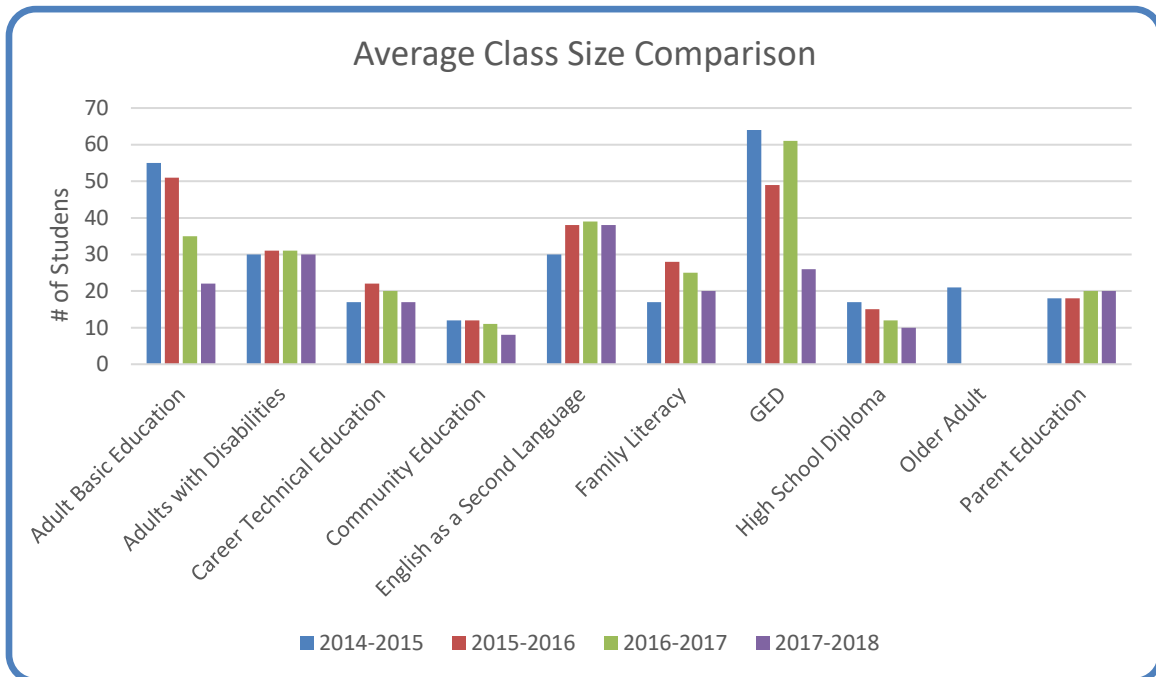
Program	2014-2015	2015-2016	2016-2017	2017-2018
Adult Basic Education	55	51	35	22
Adults with Disabilities	30	31	31	30
Career Technical Education	17	22	20	17
Community Education	12	12	11	8
English as a Second Language	30	38	39	38
Family Literacy	17	28	25	20
GED	64	49	61	26
High School Diploma	17	15	12	10
Older Adult	21	0	0	0
Parent Education	18	18	20	20

11. Types of Certificates Awarded

Successful student performance rates are monitored in the following manner:

Certificates of Proficiency and Completion for Community Education

	2014-2015	2015-2016	2016-2017	2017-2018
Community Education Classes				
Accounting	28	37	28	35
EDP*	15	36	16	18

ESL Graduation Certificates

	2014-2015	2015-2016	2016-2017	2017-2018
ESL Graduation Certificates	26	36	34	32

GED Pass Rates

Description	2014-2015	2015-2016	2016-2017	2017-2018
# of students in GED Class	421	358	421	264
# of students Passing GED Test	105	97	62	88
# of Students Passing Test who took class	24	7	10	12

High School Diplomas
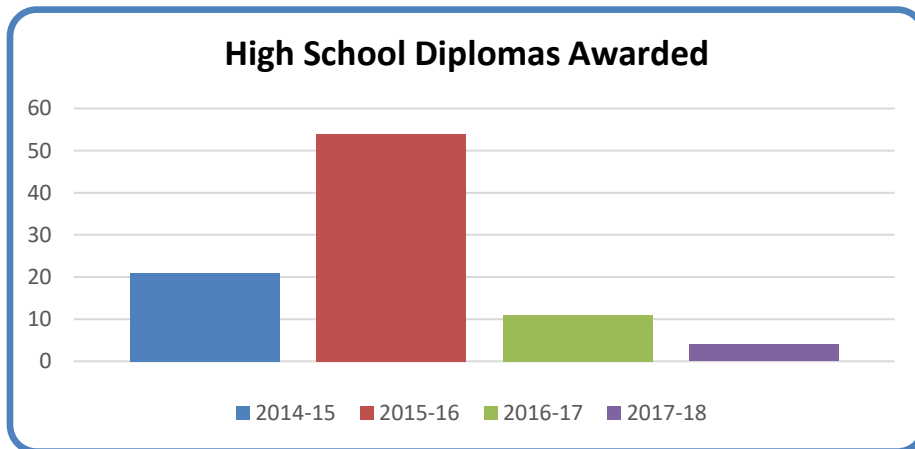
Description	2014-2015	2015-2016	2016-2017	2017-2018
High School Diplomas Awarded	21	54	11	4

12. Total Number of Administrative and Teaching Staff

In the reporting period and currently, the administrative staff is comprised of one full-time principal and one full-time assistant principal. There are 47 teaching staff members.

Type	# of Teachers	
Credentialed	40	85%
Community Ed Rep	7	15%
Total	**47**	

Status	# of Teachers	
Temporary	29	62%
Tenured	16	34%
Probationary	2	4%
Total	**47**	

# of hours	# of Teachers	
Part Time	38	81%
Full Time*	9	19%
Total	**47**	

*Full-Time is anyone who works 30 or more hours per week.

13. Calendar System Used

Academic and community interest classes are offered to students and members of the community on a quarterly basis throughout the year and include summer, fall, winter, and spring. Most academic courses are offered for 10 to 12 weeks, four days per week. Community Interest classes are offered on a six-week cycle, but on average meet two days per week. Adults with Disabilities Program is scheduled five days a week for eleven months.

14. Typical Load for Average Student

Adult school students often have work, family, and/or other responsibilities outside the classroom. The course load for each student varies depending on their personal goals. According to a student survey that was done by students, the results revealed that 60% of students enrolled at FACE take one class, 26% of students take two classes, 9% of students take three classes, and 5% of students take four or more classes.
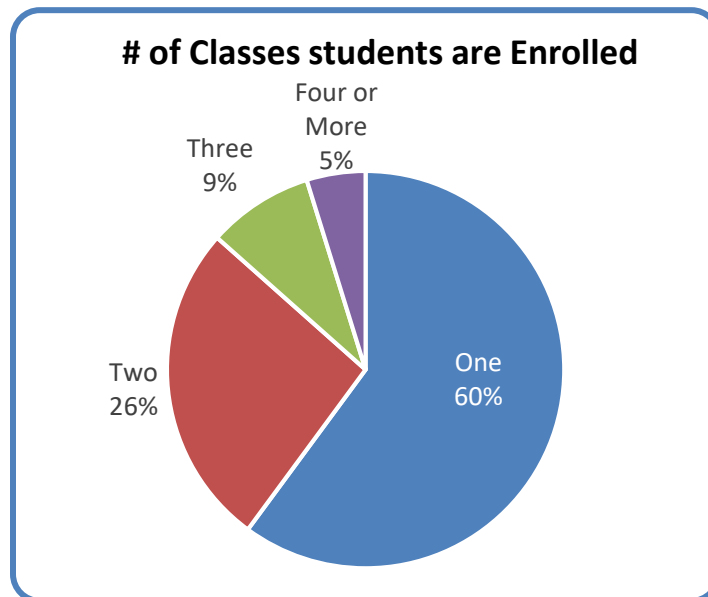
Source: Student survey issued.

Community Information

FUSD is located in the City of Fremont, a thriving international community. Residents come from countries across the globe to call Fremont home. Fremont citizens are proud of their diversity, their community, and their schools.

Educational excellence is valued by the multi-cultural, multi-lingual community. The staff at FACE is sensitive to the needs of our community, active in designing and implementing programs to meet these needs and interests, and is proactive in evaluating future trends.

Awards

Fremont is a city that just keeps winning! The following is a list of the recognitions and awards received throughout the years:

2018:
- Fremont Ranks No. 1 in the Nation for Happiest Cities
- Fremont Ranks No. 1 Most Inclusive City by the Urban Institute

2017:
- Fremont Named Best Place to Raise a Family in California
- Fremont Named Least Stressed City in America

2016:
- 4th Greenest City in America
- No. 17 "Best City in the U.S. to Find a Job"

2015:
- 6th Best Place to Start a Business in Northern California
- No. 1 Best City to Live in for Empty Nesters
- 3rd Safest City in the U.S.

2014:
- Top 10 City with the Highest Quality of Life
- 4th Best City for Working Parents
- 2nd Best City in the U.S. to Raise Children
- City Cultural Diversity Award Winner

Source: https://www.fremont.gov/2080/Awards

1. Description of Geographic Area

The City of Fremont is located on the southeast side of the San Francisco Bay in the northernmost part of the Silicon Valley. It is one of the largest cities in Alameda county and lies at the foot of Mission Peak. It encompasses an area of 90 squares miles and is intersected by two major freeways, I-880 and I-680. Fremont's location and close proximity to major cities, including San Jose and Oakland, as well as its accessibility via Bay Area Rapid Transit (BART) and the Altamont Commuter Express (ACE Train) have made it a very desirable residential location for Silicon Valley workers.
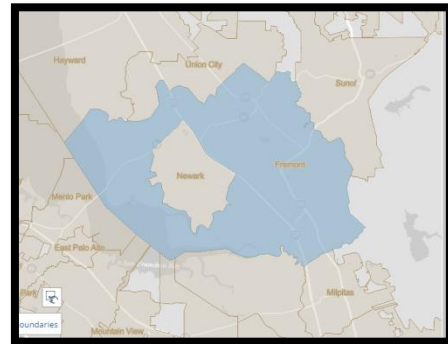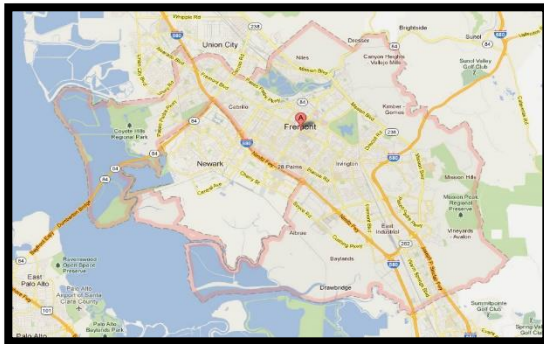
The city of Fremont is the fourth-largest city by population in the San Francisco Bay Area, and is California's 15th largest city by population. The ethnically diverse population of 231,644 has increased by 13.8% since 2000, and by 6% since 2010.
Source: www.city-data.com

Fremont is known as a Bay Area leader in advanced manufacturing and home to a growing cluster of over 40 clean tech companies such as Tesla, Imergy, Soraa, and Solar City. Other major companies include Lam Research, Delta, Seagate, Western Digital and Thermo Fisher Scientific.

Growing industries and employment sectors include:

- Power storage, Building systems
- Electric Vehicles
- Biotechnology and Life Sciences
- High Tech and Information Technology
- Logistics, Warehousing, Goods Movement
- Healthcare

Source: https://www.fremont.gov/DocumentCenter/View/6859/Community-Profile?bidId=

2. Population of Area Served by the School

The last measured population count for Fremont, California was 231,644 in 2017. Fremont has experienced an average growth rate of 1.92% from our first statistic recorded in 2009. If past trends continue, we can forecast the population count to be 247,221 by 2021.

Population of Fremont
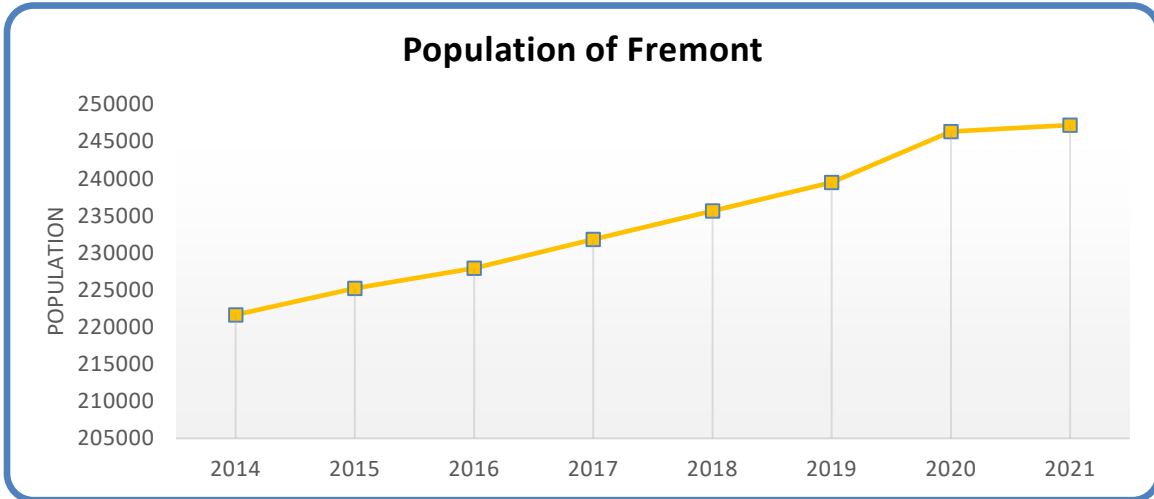
Source:
https://www.opendatanetwork.com/entity/1600000US0626000/Fremont_CA/demographics.population.count?year=2016

Fremont Community Profile 2017

Total Population 231,644
Total Households 76,000

Distribution by Ethnicity & Race

Fremont's Population by Ethnicity
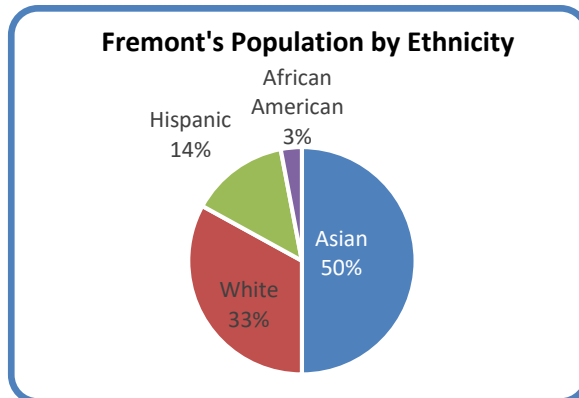
Asian 50%
White 33%
Hispanic 14%
Black/African American 3%

City of Fremont Age Distribution

Age of Population

- 6.60%
- 11.40%
- 17.10%
- 11.60%
- 6.70%
- 31.50%
- 15.10%

Legend:
- 65 years and over
- 55 to 64
- 35 to 54
- 25 to 34
- 18 to 24
- 5 to 17
- Under 5 years

Source: https://www.neighborhoodscout.com/ca/fremont/demographics

Employment Industries in Fremont

Employment Industries in Fremont

Industry	% of Residents
Professional, Scientific, and Technical…	20.9%
Manufacturing	16.2%
Healthcare	11.2%
Retail	9.1%
Education	6.8%
Accommodation	4.9%
Finance	4.5%
Other	3.8%
Information Technology	3.7%
Construction	3.4%
Administration	3.3%
Transportation	2.9%
Whoelsale	2.8%
Public Service	2.2%

% of Residents

3. Population Characteristics

Unemployment Rate – The unemployment rate in Fremont has declined significantly over the past eight years. It is down from 7.9% in July 2009 to 2.9% in September 2017. Comparative unemployment rates for cities in Alameda County for September 2017 are: Hayward- 5.2%, Union City- 3.4%, and Oakland- 4.6%.

Source: Bureau of Labor Statistics

Education – 49% of adults in Fremont hold a baccalaureate, graduate or professional degree. In 2016, Fremont boasted a 93% high school graduation rate compared to an 87.4% graduation rate in San Francisco and a California state graduation rate of 83.2%. 3.3% of the population did not finish the 9th grade in 2016.

*Source: https://www.opendatanetwork.com/entity/1600000US0626000-1600000US0667000/ Fremont_CA-San_Francisco_CA/education.graduation_rates.percent_high_school_graduate_*
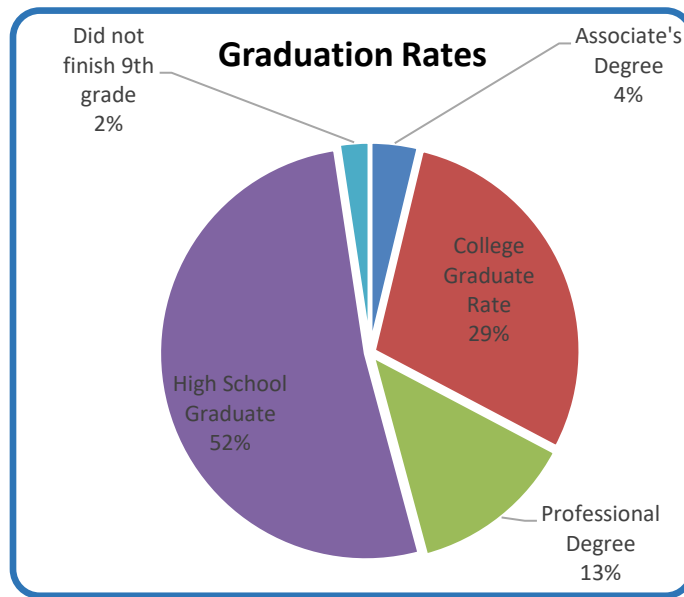
Source: Above charts are based on data from the U.S. Census American Community Survey | ODN Dataset | API –

Educational Attainment of Adults

Source: *https://www.neighborhoodscout.com/ca/fremont/demographics*
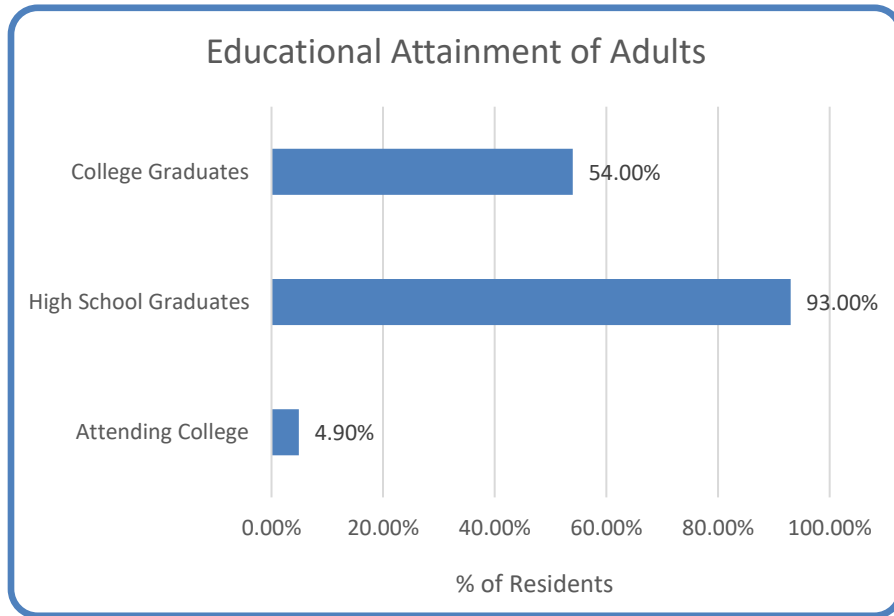
Income Profile

Average Household Income.......................................114,684

Average Household Size 3.0

Median Age .... 37 years

Housing and Real Estate Housing

Median Home Price (2015) $760,000

Average Monthly Rent (2 Br. Unit) $2,760

Source: *https://fremont.gov/DocumentCenter/Home/View/6859*

School Enrollment

The total school enrollment in the city of Fremont in 2016-2017 was 35,171.

K-8 enrollment .... 25,006 students (71%)

High School enrollment .... 10,165 students (29%)

Total for Fremont ....35,171 Students

Source:
https://data1.cde.ca.gov/dataquest/dqcensus/EnrGrdLevels.aspx?cds=0161176&agglevel=district&year=2016-1

College or graduate school .... 14,317 in 2016

Source:
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

4. Anticipated Changes in School Demographic Area

The Fremont Unified School District is currently experiencing growing pains due to the continued population increases in the City of Fremont. Measure E, a $650 million general obligation, was passed by Fremont voters in 2014. It provided much needed funding revenue for the district to improve existing facilities and to build new ones. A new elementary school is being built in South Fremont, junior high schools are adding 6th grade students to become middle schools, and several high schools throughout the district are expanding with new buildings. The district has numerous construction plans either underway or in the planning stages. In addition, there is a shortage of affordable housing units for new teachers and employees, making it difficult to fill vacant positions.

Fremont has already undergone some significant demographic changes from 2006-2007 to 2016-2017, with an 18% increase in the Asian student population and a 12.2% decrease in the White student population. The Hispanic student subgroup declined by .5%, and the African American student subgroup declined by 3.5%. *Source: Dataquest (https://dq.cde.ca.gov/dataquest.)* Due to the changing demographics, an increase in the local graduation rates, and an overall change in student needs, FACE has experienced a decline in the number of students needing ASE support and services and an increase in the number of students seeking ESL instruction.

These trends are predicted to continue, as is outlined in the report The Bay Area in 2040 (https://mtc.ca.gov/sites/default/files/2-The_Bay_Area_In_2040.pdf). Alameda County is projected to have a 32% growth in population between 2010 and 2040. Over this same time span, across the San Francisco Bay Area, "the population will become substantially more racially and ethnically diverse. Latinos will emerge as the largest ethnic group, increasing from 23 percent to 35 percent of the total population. The number of Asians also will increase, growing from 21 percent to about 24 percent of the population." Because Fremont is one of the largest cities in Alameda County, much of this growth can be predicted to occur within the city. The growth will continue to put pressure on the school district to provide adequate facilities for its students and to ensure that staff can find affordable housing.

The report also notes that employment growth will be the highest in "professional services, health and education, and leisure and hospitality job sectors." FACE staff will need to continue to research these market trends and to ensure that the educational services provided meet the needs of adults in the community.

Student Learning Data

Adult Basic Education (ABE) – is a skills development program designed to help students improve their reading, spelling, writing, and math to the eighth grade level. ABE classes are open-entry with placement appraisal utilizing CASAS. Students entering class are expected to have good speaking and listening skills in English. Students work individually and in groups based on their skill levels. Small-group, whole-group, and individual instruction are provided, along with a multisensory approach to incorporate different learning styles. Computer-assisted lessons are also available for basic reading and phonics, elementary through eighth grade reading comprehension, grammar, and math. The ABE program serves learners with no literacy skills or limited literacy skills below 8th grade level. Once a student's overall English skills improve to grade eight or above, he/she transitions to the ASE or GED preparation programs.

Based on the results of pre-testing, each student is assigned an entry Educational Functioning Level (EFL). A student's EFL is based on their pre-test score. The completion of at least one EFL within the program year is one of the federal core measures for which all academic programs are held accountable. Listed below is student achievement data for the ABE program for the past three years. Information was obtained from TOPsPro Enterprise and based on AEBG data requirements.

Student Achievement Data: Adult Basic Education (ABE)						
School Year	Total Enrollees	Number with Pre-/Post	EFL Gains Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved
14-15	168	124 (73%)	59 (35%)	97 (57%)	3	5
15-16	164	123 (75%)	60 (36%)	87 (53%)	0	2
16-17	106	95 (89%)	43 (40%)	47 (44%)	1	9
17-18	96	84 (88%)	56 (58%)	52 (54%)	1	4
Source: TopsPro Enterprise Data Integrity Report						

Educational Functioning Level Persistence Rates

Educational Functioning Level Persistence Rates includes students with a pre/post pair compared to all students eligible for federal reporting and reveals the percentage at each level who "persisted" in the program long enough to qualify.
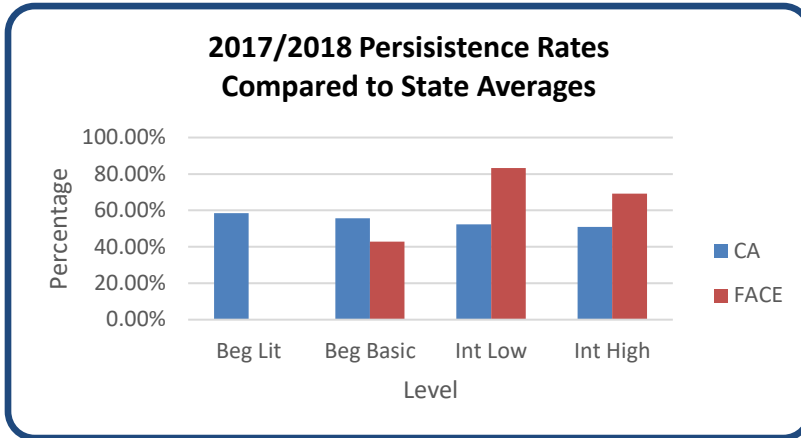
2017/2018 Persisistence Rates Compared to State Averages

Adult Basic Education (ABE)					
Name	**Program Year**	**Beg. Lit. Level 1**	**Beg. Basic Level 2**	**Int. Low Level 3**	**Int. High Level 4**
CA State Average	**2016-2017**	**58.4%**	**55.6%**	**52.4%**	**51.0%**
FACE	2014-2015	100.0%	44.4%	68.0%	50.6%
		(3)	(9)	(25)	(81)
FACE	2015-2016	50.0%	80.0%	54.2%	64.1%
		(2)	(10)	(24)	(78)
FACE	2016-2017	0.0%	42.9%	83.3%	69.2%
		(1)	(7)	(12)	(39)
Fremont USD	2017-2018	Data not available until end of calendar year			
Source: CASAS Data Portal					

Educational Functioning Level Completion Rates

The chart represents the performance levels achieved.
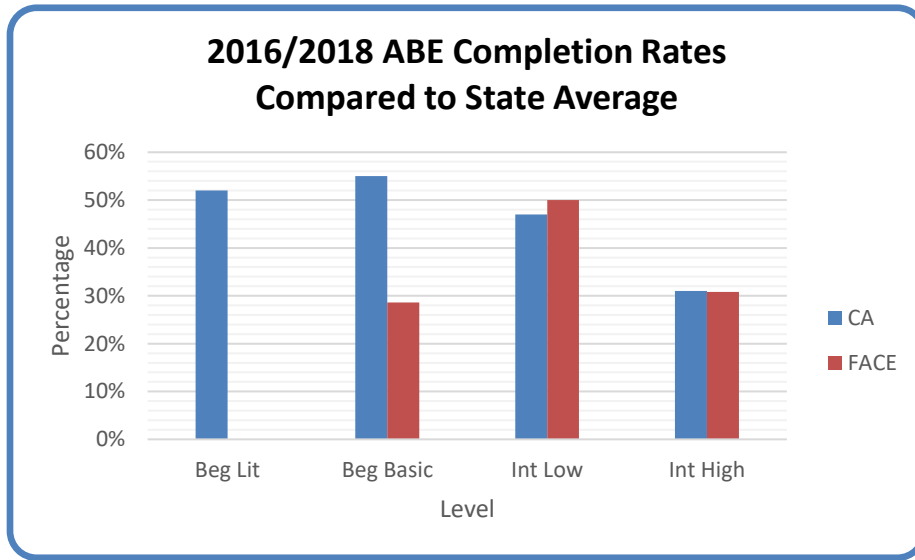
2016/2018 ABE Completion Rates Compared to State Average

Adult Basic Education (ABE)					
Name	**Program Year**	**Beg. Lit. Level 1**	**Beg. Basic Level 2**	**Int. Low Level 3**	**Int. High Level 4**
CA State Goal	**2016-2017**	**52.0%**	**55.0%**	**47.0%**	**31.0%**
CA State Average	**2016-2017**	**47.4%**	**49.4%**	**43.9%**	**33.7%**
Fremont USD	2014-2015	33.3%	33.3%	32.0%	12.3%
		(3)	(9)	(25)	(81)
Fremont USD	2015-2016	50.0%	50.0%	29.2%	16.7%
		(2)	(10)	(24)	(78)
Fremont USD	2016-2017	0.0%	28.6%	50.0%	30.8%
		(1)	(7)	(12)	(39)
Fremont USD	2017-2018	Data not available until end of calendar year			
Source: CASAS Data Portal					

Conclusions: The ABE program has shown steady increases each year in the number of students with Educational Functioning Level (EFL) gains at some ABE levels. These numbers, along with the percentage of students who have pre-/post-test results, indicate improvements in student learning in ABE. While students show learning gains, there is still a need to improve transitions into ASE, as the numbers of ABE students showing achievement in ASE are minimal. There has been little strategic focus to move students beyond ABE coursework into ASE. Employment numbers remained fairly steady over the past four years and transitions to post-secondary were low, as these students are still working on achieving College and Career Readiness Standards. There is a need to continue to monitor post-Adult Education pursuits of ABE students and to facilitate their successful transitions to and completion of ASE.

Recommendations to Address Identified Key Issues:

- ➢ Strategically monitor student progress through regular CASAS testing to inform and improve instruction to ensure academic preparedness for ASE.
- ➢ Continue to provide ABE scaffolding and structural support via new tutoring opportunities as needed once students transition into the ASE.
- ➢ Seek ways to improve monitoring the achievement of students who exit ABE, including job placements and/or academic pursuits.

Adult Secondary Education (ASE) – The ASE program is an adult high school program that provides an opportunity for students to earn a high school diploma or prepare for the GED test to obtain a GED certificate. Students who wish to complete their high school diploma requirements can attend the High School Learning Center (HSLC) during the morning or evening session, Monday through Thursday. Instruction in the HSLC is individualized and self-paced. The curriculum is provided through APEX Learning, which is CCRS aligned and designed to prepare students for college and career success. Students are encouraged to attend class as often as possible to promote learning and academic progress. The ASE program operates in a fall, winter, and spring quarter system, with a summer session. GED test preparation courses are offered Monday-Thursday from 12:15pm-3:00pm and again from 4:00pm-7:30pm. The GED test preparation course is an open-entry course that utilizes Lifetime Library and the GED Academy to assist students in preparing for success on the GED and other high school equivalency exams.

Charted below is student achievement data in the ASE program for the past three years for both high school diploma and high school equivalency students. Information was obtained from TOPSpro Enterprise based on AEBG data requirements.

ASE/HSD Achievement Data

Bar chart showing Percentage by Year with three series: Transitioned to Post Secondary (blue), Increased Wages (red), Employment (green)
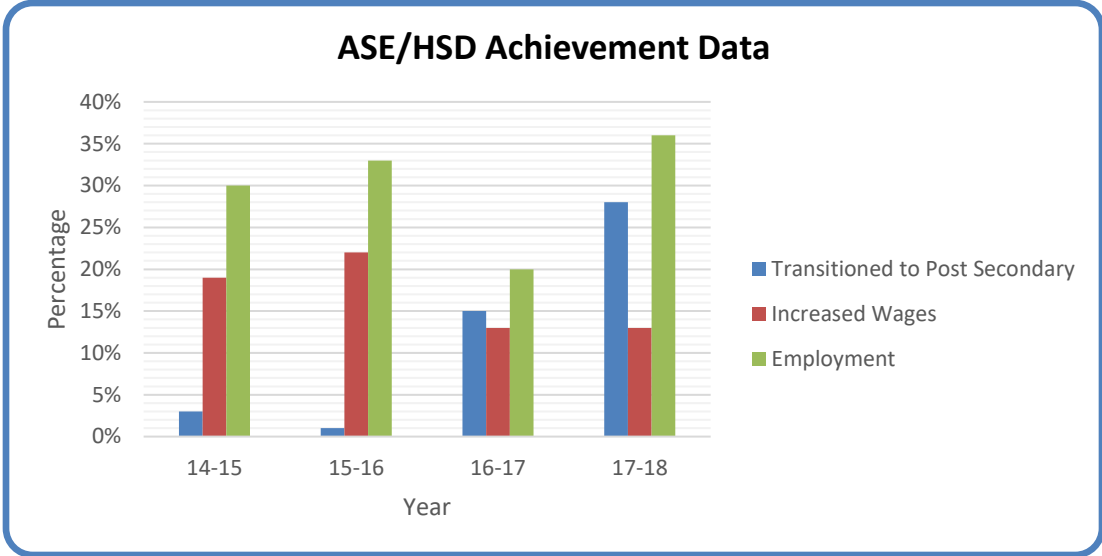
Student Achievement Data: Adult Secondary Education/High School Diploma (ASE/HSD)						
School Year	**Total Enrollees**	**Number with Pre-Post-**	**EFL Gains Achieved**	**Enter Employment Achieved**	**Increase Wages Achieved**	**Transition Post-Sec Achieved**
14-15	145	40 (28%)	25 (62%)	43	27	5
15-16	144	51 (35%)	27 (53%)	47	31	1
16-17	182	42 (23%)	23 (55%)	37	24	27
17-18	39	23 (60%)	14 (61%)	14	5	11
Source: TopsPro Enterprise AEBG Summary Report						
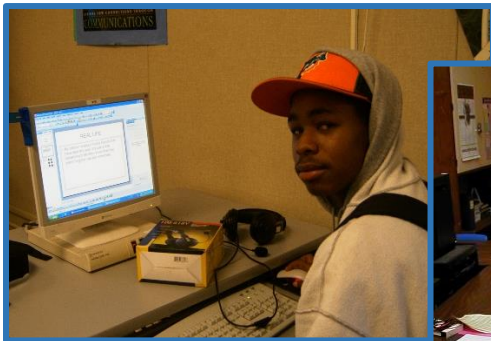
HSE/GED Achievement Data
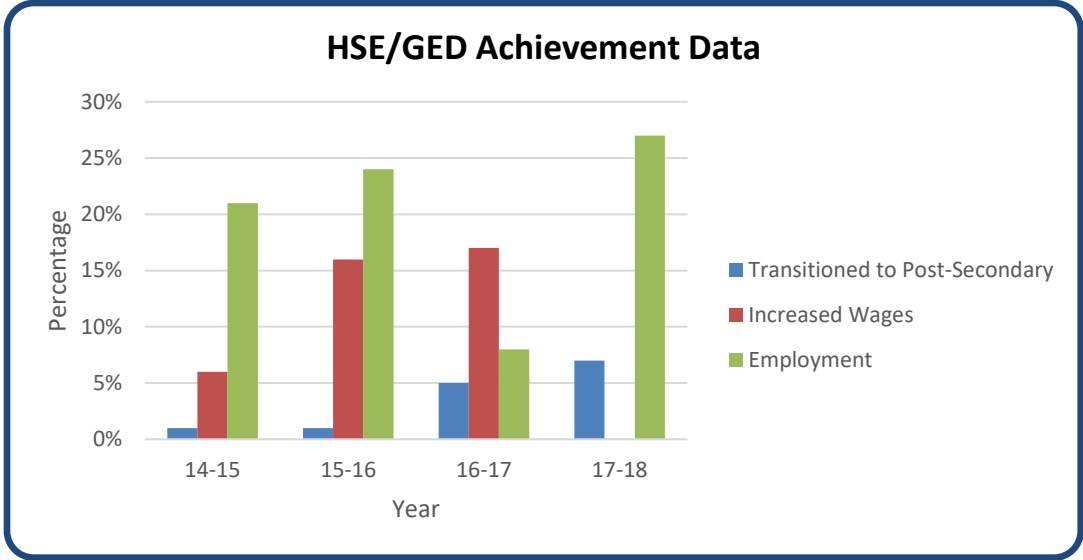
Student Achievement Data: Adult Secondary Education/High School Equivalency (ASE/HSE)						
School Year	**Total Enrollees**	**Number with Pre-/Post-**	**EFL Gains Achieved**	**Enter Employment Achieved**	**Increase Wages Achieved**	**Transition Post-Sec Achieved**
14-15	267	41 (15%)	18 (44%)	57	17	4
15-16	200	30 (15%)	16 (53%)	47	31	1
16-17	119	12 (10%)	8 (67%)	9	20	6
17-18	56	27 (48%)	18 (67%)	15	0	4
Source: TopsPro Enterprise AEBG Summary Report						

Educational Functioning Level Persistence Rates
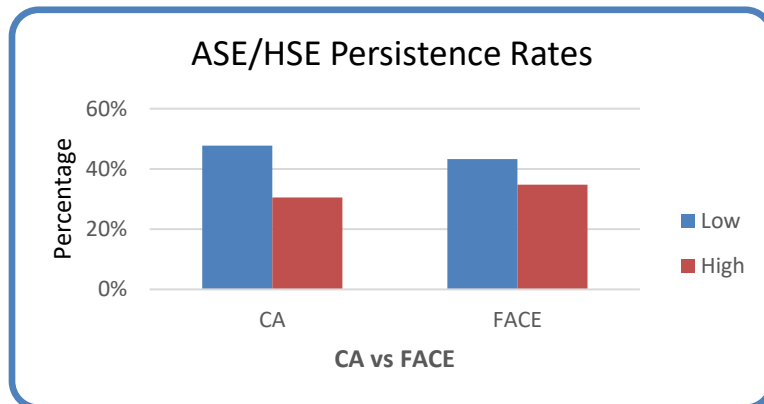
Adult Secondary Education/High School Equivalency (ASE/HSE)			
Name	**Program Year**	**ASE Low Level 5**	**ASE High Level 6**
CA State Average	**2016-2017**	**47.7%**	**30.5%**
FACE	2014-2015	50.0%	73.5%
		(40)	(49)
FACE	2015-2016	67.9%	85.3%
		(28)	(68)
FACE	2016-2017	43.3%	34.8%
		(30)	(23)
FACE	2017-2018	Data available at the end of calendar year.	

Educational Functioning Level Completion Rates

Adult Secondary Education/High School Equivalency (ASE/HSE)			
Name	**Program Year**	**ASE Low Level 5**	**ASE High Level 6**
CA State Goal	**2016-2017**	**35.0%**	**N/A**
CA State Average	**2016-2017**	**35.8%**	**21.3%**
FACE	2014-2015	30.0%	67.3%
		(40)	(49)
FACE	2015-2016	32.1%	77.9%
		(28)	(68)
FACE	2016-2017	30.0%	21.7%
		(30)	(23)
FACE	2017-2018	Data available at end of calendar year.	

Conclusions: Enrollment in ASE has decreased over the past several years. Fremont's changing demographics and increased K12 graduation rates may be a factor in the decreasing numbers of students who need to complete a high school equivalency or earn a diploma. Another traditional indicator of student enrollment in this program is the economic growth and job availability in the area. Over the past six years, the economy has steadily improved with more job availability for all income levels.

The data indicates a need to ensure that more students have pre-/post-test results. While less than 40% of enrolled students have pre-/post-test results, of those students, in almost every year in both HSE and HSD, more than 50% of the students who had valid paired tests had gains. There is also a need to identify ways to increase the total number of students who achieve either a high school diploma or GED. There is a need to monitor post-secondary achievement of all FACE students.

There has also been a recent shift in instruction in the High School Learning Center (HSLC) to CCRS aligned APEX online coursework. Teachers will need to adapt to different ways to bridge the gap between students' skill levels and APEX content levels. The administration is committed to regular and ongoing professional development to help teachers in this endeavor.

Recommendations to Address Identified Key Issues:

➢ Ensure that all students in ASE (ABE, HSD, HSE) are CASAS pre-and post-tested in order to collect more accurate and ongoing student achievement data.

➢ All GED students should be monitored for gains and should have ample opportunities to take the GED test at FACE. Improve instructional monitoring, and add additional GED testing times/days of the week to the calendar.

➢ More closely monitor the instruction in the HSLC, as well as the progress of HSD learners to ensure that all students who are seeking a high school diploma have the access and support necessary to achieve their goal.

➢ Seek creative ways to monitor the achievement of post-secondary students, including job placement and/or academic pursuits.

Concurrent High School Students (Credit Recovery)

Credit recovery classes are offered to students who are concurrently enrolled in district high schools. Students are able to make up deficient high school credit. APEX Learning is used as the curriculum for these courses, which meet either on Monday/Wednesday or Tuesday/Thursday afternoons. Approximately 75 students are served in three courses each quarter, including a summer term. These courses are paid through district K-12 funding resources and are in high demand across the district.

English as a Second Language (ESL)

The ESL Program offers a thorough curriculum and an effective learning environment to students for language acquisition, citizenship preparation, and job related English development. Students have a variety of course offerings to improve their English communication skills, including computer-based instruction, conversation classes, citizenship preparation, and seven levels of traditional Core ESL classes. The ESL program strives to empower students to become productive community members/workers, and self-directed life-long learners, through the mastery of the standards-based, data-driven instruction. Considerable effort goes into the task of creating real-life practice to produce both cultural and linguistic understanding. Students do not leave behind their lives as parents, family members, or employees when they enter FACE ESL classrooms. The ESL program focuses on learning experiences and activities that are immediate to student needs. FACE continues to utilize English Literacy and Civics Education (EL Civics) in the ESL program. Through the Student Needs Assessment process, students collaboratively discuss and select the EL Civics objectives and lesson topics for the school year. The top six EL Civics objectives are integrated added in each ESL course as a response to student and community needs. The EL Civics component has significantly contributed to our ability to teach community systems in the ESL Program. Since 2016-2017, the ESL program has been integrating the new

Integrated EL Civics component and striving to offer Integrated Education and Training (IET) models to ESL students on their pathways to careers.

FACE ESL instructors consistently focus on the use of data to evaluate student achievement toward successful learning results. Assessment results and reports are used to analyze student success and to determine areas of needed improvement. CASAS reading and listening tests, teacher evaluations, and EL Civics Additional Assessments facilitate the educational process. TOPSpro Update Records assess the effectiveness of the instructional program in preparing student transition to higher education or entry into the workforce.

Proper level placement of the ESL learner contributes to the individual growth of each student. Determination of the entry level for each ESL student is accomplished with the CASAS intake process that identifies the reading and listening comprehension abilities and speaking and writing skills of the new student, who is then placed in an appropriate level class. Instructors adhere to ESL curriculum correlated with defined CASAS Competencies and the new English Language Proficiency Standards, which correspond to CCRS. They keep abreast of research-based practices and utilize a variety of methods to deliver their lessons and meet individual student needs. Instructors introduce group interactions to facilitate critical thinking, problem-solving, and effective communication in realistic scenarios. For example, in a lesson with the objective of teaching students how to order from a menu, the classroom becomes a restaurant with realia (i.e. copies of menus from a local restaurant) and appropriate role-playing dialogs are initiated by both the teacher and the students. FACE utilizes a variety of resources to facilitate student learning, including core and supplemental textbooks and workbooks, technology, a variety of teaching strategies, guest speakers and presentations. The ESL staff recognizes that collaboration and sharing with colleagues is one of the most effective tools available for program development.

Student Achievement Data: English as a Second Language (ESL)						
School Year	Total Enrollees	Number with Pre-/Post-	EFL Gains Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved
14-15	1,755	1,223 (70%)	721 (59%)	769	2	36
15-16	1,996	1,386 (69%)	859 (62%)	853	1	58
16-17	1,989	1,311 (66%)	819 (62%)	745	0	48
17-18	1,919	1,454 (76%)	799 (55%)	697	26	27
Source: Tops Pro Enterprise Data Integrity Report						

Educational Functioning Level Persistence Rates

Educational Functioning Level Persistence Rates English as a Second Language (ESL)								
Name	Program Year	Beg. Lit. Level 1	Beg. Low/High Level 2/3		Int. Low Level 4	Int. High Level 5	Low Adv Level 5	High Adv Level 6	All
CA State Average	16-17	60.9%	60.7%	61.6%	61.3%	62.1%	61.1%	N/A	56.9%
FACE	14-15	80.9%	85.0%	84.1%	87.6%	79.2%	78.8%	N/A	79.5%
		(47)	(113)	(232)	(362)	(375)	(382)	N/A	(1718)
FACE	15-16	77.8%	79.0%	80.5%	81.9%	79.2%	75.7%	N/A	78.2%
		(99)	(138)	(257)	(398)	(467)	(419)	N/A	(1988)
FACE	16-17	65.9%	69.7%	77.0%	70.8%	72.7%	67.0%	N/A	70.0%
		(91)	(119)	(287)	(438)	(444)	(488)	N/A	(1979)
Fremont USD	17-18	Data will be available at the end of the calendar year.							
Source: CASAS Data Portal								

Educational Functioning Level Completion Rates

English as a Second Language (ESL)								
Name	**Program Year**	**Beg. Lit.**	**Beg. Low/High**		**Int. Low**	**Int. High**	**Low Adv**	**High Adv**
CA State Goal	**2016-2017**	**62.0%**	**63.0%**	**61.0%**	**53.0%**	**51.0%**	**26.0%**	**N/A**
CA State Average	**2016-2017**	**52.7%**	**54.5%**	**51.1%**	**43.8%**	**42.4%**	**23.6%**	**N/A**
Fremont USD	2014-2015	66.0%	69.9%	69.0%	55.8%	46.7%	22.8%	N/A
		(47)	(113)	(232)	(362)	(375)	(382)	N/A
Fremont USD	2015-2016	59.6%	66.7%	60.7%	55.0%	47.3%	29.8%	N/A
		(99)	(138)	(257)	(398)	(467)	(419)	N/A
Fremont USD	2016-2017	54.9%	56.3%	59.9%	46.3%	49.1%	27.7%	N/A
		(91)	(119)	(287)	(438)	(444)	(488)	N/A
Fremont USD	2017-2018	Data will be available at the end of the year.						
Source: CASAS Data Portal								

EL Civics Citizenship Preparation (231) Data

EL Civics
Passed Citizenship Interview Test

EL Civics
Passed Government and History Test
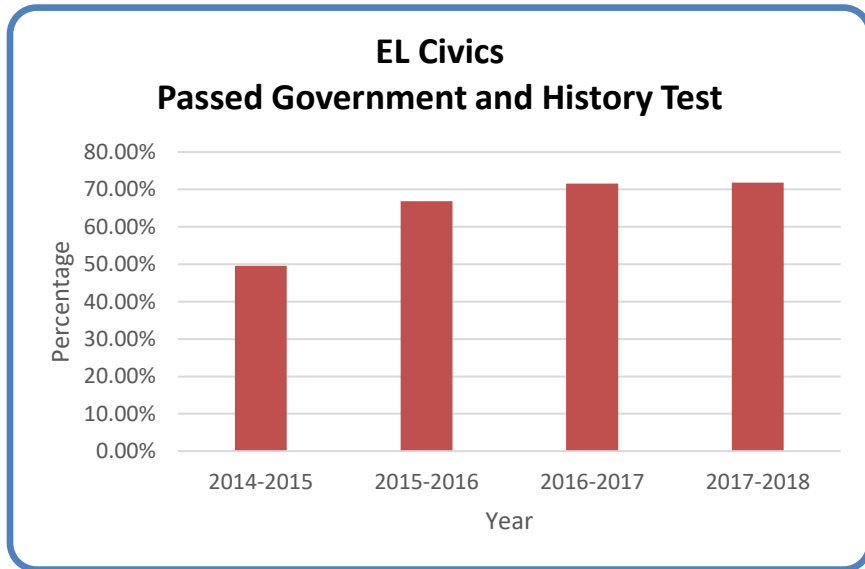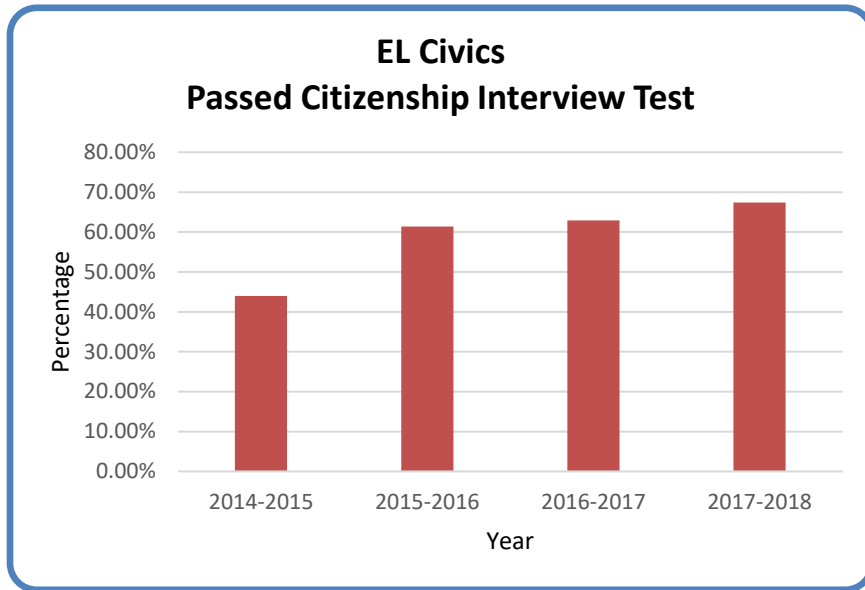
School Year	Passed Citizenship Interview Test	Passed Government and History Test
2014-2015	218 (44.0%)	246 (49.6%)
2015-2016	291 (61.4%)	317 (66.9%)
2016-2017	261 (62.9%)	297 (71.6%)
2017-2018	323 (67.4%)	344 (71.8%)

EL Civics 243 Data Integrated EL Civics (IELCE)

EL Civics 243 Data Comparison
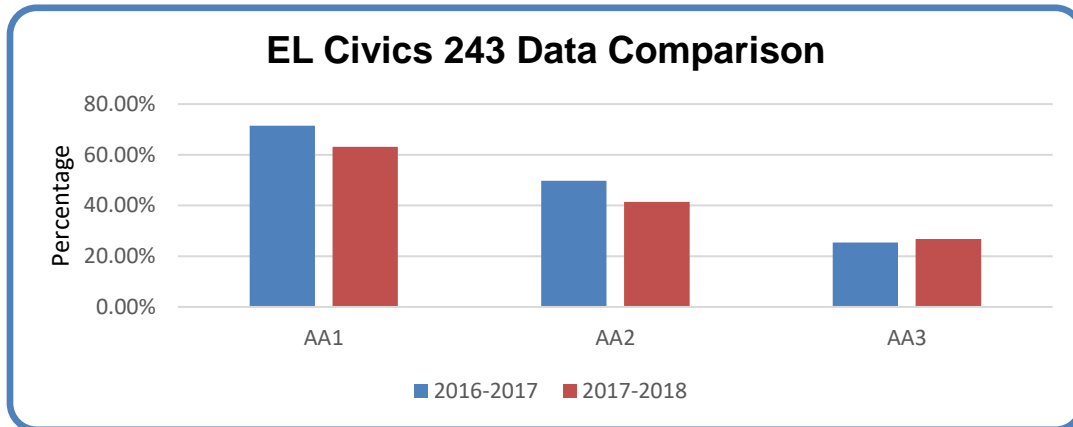
School Year	AA1	AA2	AA3
2014-2015	N/A	N/A	N/A
2015-2016	N/A	N/A	N/A
2016-2017	521 (74.4%)	348 (49.7%)	178 (25.4%)
2017-2018	692 (63.1%)	454 (41.4%)	294 (26.8%)

Conclusions: The ESL Department works diligently to ensure that students have pre- and post-test scores, although percentages have declined slightly at some ESL levels over the past three years.   Students across all levels of ESL have shown higher educational functional level completion and persistence rates than the state average. Both of these are strong indicators that ESL students are experiencing success in learning English and are progressing from beginning to more advanced levels of ESL. In addition, the number of ESL students entering employment is high, while the numbers of students who are pursuing post-secondary education remains relatively low. There is a need for more accurate data collection for students who have successfully graduated from the ESL program and are continuing in post-secondary educational pursuits. There is continuous growth in EL Civics citizenship preparation with larger percentages of students passing both the citizenship interview test and the government and history test each year.

Recommendations to Address Identified Key Issues:

➢ Create an exit process that requires all students to be post-tested prior to leaving the program in order to improve the number of students with pre-/post-test results.

➢ Find ways to collect data on students who have left the program to improve information on increased wages and post-secondary pursuits.

Pre-College Bridge Program Data

Four Year Impact - College Transfers/Jobs				
Cohort	**Program Accept**	**Program Start**	**Program End**	**Outcomes**
2015	14	13	8 down to 6 (46%)	3 Biotech at Ohlone College 1 Nursing at Chabot College 1 Integrative Biology at UCB 1 Job Promotion
2016	22	16	10 (62%)	4 Education/Social Science/Business 1 STEM at Ohlone
2017	18	18	14 (78%)	11 entered Ohlone College (1 Ohlone Math Gateway/STEM) 2 Undocumented Students 1 remained at Adult School
2018	15	14	12 (80%)	8 will enter Ohlone College (fall) 2 deferred registrations (until Spring 2019 -state residency status in process) 1 DeAnza College 1 BS Nursing

2018 Ohlone Placement Outcomes

Math*	# Students	English*	# Students
Calculus 1 (Math 101A)	3	Reading & Writing Composition (Eng 101A)	1
Pre-Calc (Math 188)	1	ESL Writing 184 - Level IV	2
Trigonometry (Math 181)	0	ESL Writing 183 - Level III	4
Algebra 2 (Math 152)	2	ESL Writing 182 - Level II	1
Pre-Algebra (Math)	1	Listening 183 - Level III	6
		Listening 182 - Level II	1

* Math and English score not available for 1 student
* Two students with residency status issues have deferred Exam-Sp 2019 enrollment
* One student pursuing BS Nursing program did not take exam

2017 Ohlone Placement Outcomes

Math*	# Students	English*	# Students
Calculus 1 (Math 101A)	4	Reading & Writing Composition (Eng 101A)	4
Pre-Calc (Math 188)	1	Intro to College Reading & Writing (Eng 151 RW)	1
Trigonometry (Math 181)	2	Fundamentals of Composition (Eng 151 B)	2
Algebra 2 (Math 152)	2	Developmental Reading (Eng 162)	1
Algebra 1 (Math 151)	1		

* Math and English score not available for 1 student
*Two students only took math assessment exam

Several of these students completed ESL programs prior to participation in the PCB program. All students placed above ESL level English into regular English class levels.

2016 Placement Outcomes

The four students who took the Ohlone placement test met the goal of math placement at Algebra II level or greater. The students who had completed ESL programs prior to participation in the PCB program, all placed above ESL level English into regular English class levels. All four students registered and began their studies at Ohlone College for the 2016 Fall Semester.

2015 Placement Outcomes

Five students took the Ohlone math and English placement tests. Four of these students successfully placed at the Algebra II level. All five of them enrolled at Ohlone for the 2015 Fall Semester. Two pursued BioManufacturing Certificates, and one chose an AS degree in BioTechnology. One female student attended Chabot College with the intent of entering into the Nursing Program after completing general education requirements. Another female student was accepted in UC Berkeley and pursued Biological Sciences.

JVS Bankwork$ Program Data

Cohort 12	Cohort 13
14 students completed course (May 11th)	16 students completed course (August 17th)
11 students placed in jobs	5 students placed in jobs
1 student promoted at old job	6 students have interviews
1 student has job offer but is traveling	3 students are applying for jobs
1 student is interviewing	1 student has a pending job offer
	1 student has a personal issue and will apply in 2 months

Pharmacy Technician Preparatory Course Data

Number of students originally enrolled:	19
Number of students who completed the course and took the final tests:	10
Number of students who passed the final exam and were eligible for enrollment to the MVROP Pharmacy Technician Certification Course:	10

Reasons for dropping the class

Work conflict:	1
Family illness:	3
Own illness:	1
Started too late in the term:	3
Unspecified:	1
At least three of the students who dropped expressed an interest in taking this course in the future.	

Written Exit Survey Responses

"Do you plan to attend MVROP Pharmacy Technician Certification Course in the Fall of 2018? Yes: 9   No: 0   Not Sure: 1*
"If yes, would you want a support class at ROP or FAS to help with your Pharmacy Tech studies during the coming year?" Yes: 8   No: 1   Not Sure:(depends on time)   1
Where? ROP: 2   FACE: 5   Either: 1
"Do you have a US or international high school diploma?" US: 0   International: 9   "I have a GED": 1
"If you don't plan to enroll in ROP this fall, how will you use your experiences from this class?" -- * "I will go to university in order to get master degree." (sic)

Additional Online School Programs and Course Description

Types of Online Instruction

APEX Learning - APEX Learning is used in the High School Learning Center to ensure that all students are receiving curriculum that is CCRS aligned. Prior to the 17-18 school year, the curriculum in the HSLC was not fully aligned to the CCRS. Outdated textbooks and other materials were being utilized. APEX was in use as the curriculum for the concurrently enrolled high school students.   The new administration purchased enough licenses to ensure that the HSLC teachers and adult students were able to access and implement APEX for all high school coursework. Additional newly adopted textbooks in mathematics and English were also provided for the HSLC teachers and students.

APEX is a web-based digital curriculum, aligned to the CCRS. Students are assigned courses and are able to complete the work both at home and in the classroom with teacher support. APEX provides online tutorials should students need additional support when they are not attending the HSLC.

Each student who is enrolled in the HSLC has a one-on-one counseling meeting with the Assistant Principal to review his/her transcripts and to determine the first course of study in APEX.   During this meeting, the HSLS schedule, attendance requirements, and learning expectations are reviewed with each student. Students are strongly encouraged to come to school regularly in order to ensure steady progress in the courses.

Students may either review the work they have completed at home with the teacher or complete their work in class with the teacher present. Students complete assignments that are reviewed and graded by their teachers. When the teacher determines that the student is ready, he/she can take quizzes and tests to assess mastery of the content. Teachers are available to provide consistent support for students in the HSLC Monday-Thursday, both in the morning and evening. Once the student has completed the assignments and all tests and quizzes for a particular course, the next course can be assigned.

Students who do not attend regularly receive phone calls, text messages, or e-mails from their teachers to encourage them to complete assignments, attend class sessions, and make progress. Intervention is provided by the HSLC teacher via tutorials, one-on-one review and a variety of other means to ensure student understanding of the material. Students who take advantage of the support provided by HSLC teachers have been successful in completing APEX curriculum.

APEX offers a wide-range of coursework for students, including remediation and intervention via tutorials, as well as college-readiness materials, including ACT, SAT and Accuplacer preparation. Each of their courses is fully aligned with the Common Core standards.

Because APEX is a new curriculum and teaching approach in the HSLC, all ASE teachers have been provided with an instructional coach who has worked with them to unpack standards and determine how to address specific skills that will provide leverage, readiness, and endurance.

GED Academy - In the GED lab, the students have access to the GED Academy web-based instructional tool that is fully aligned to the material on the GED. Much like the use of APEX in the HSLC, students are encouraged to attend the GED lab regularly and to access the GED Academy as much as possible both at home and in class. The instructor is available in the early afternoon and evening, Monday-Thursday to provide assistance and tutoring for all students. GED students also meet with the Assistant Principal before entering the program to review the policies for attendance and academic progress. Students who fail to attend class over an extended period of time are dropped from the program and must re-enroll when they are ready to return.

Burlington English (BE) - ESL students can access online coursework through Burlington English that is aligned to WIOA requirements, and provides both workforce readiness and academic English language instruction. Each quarter, there are five sections of Burlington English offered at FACE, which serve up to 150 students. Teachers monitor student progress and hold regular office hours for student support.

Burlington English offers a unique programmatic variety for English language acquisition, including the core 5-level Everyday English and English in America courses, 3-level English for Careers Courses, and a library of e-books. It combines face-to-face classroom activities – In-Class Lessons (ICLs) and state-of-the-art online interactive courses with any time-anywhere access. The Burlington English Speech Trainer helps students effectively improve their pronunciation and comprehensibility. The Burlington English suite of interactive online courses provides ESL students with the essential tools necessary to ensure WIOA success, actively engaging and preparing them for postsecondary education and job training, and ultimately, for success in their careers.

Project Success (PS) - A new online learning tool used in the ESL Department is Project Success My English Lab, a new standards-based, media-rich hybrid course that develops creative and critical thinking skills, promotes self-directed learning, and improves students' ability to communicate in social, educational, and professional situations. This six-level, four-skills series has a strong focus on workplace skills and 21st-century challenges. Project Success My English Lab online courses utilized in the FACE ESL Distance Learning Program combine video, audio, and voice-recording with reading, writing, and comprehension activities. Each level of PS My English Lab presents a different workplace setting. Students learn
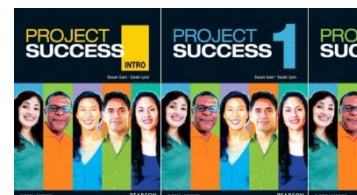
situational language, employment, and educational skills as they watch interactions with co-workers, customers, family, and friends in a variety of workplace and personal situations. As students move through the series, they learn about six important sectors in today's economy: food service, hospitality, healthcare, higher education, business, and retail. This practical focus enables students to learn and hone everyday life skills as well as critical thinking skills for the workplace and for further education.

Community Interest Programs/Fee-Based Programs

Computer Education courses are offered in a variety of formats and at various times throughout the day and evening. Some classes are presented as short one or two day classes, while others run five to 12 weeks in length. Computer courses help students attain computer and clerical skills necessary for the current job market. The Employment Development Program offers Microsoft Office Suite Essentials for those students who are seeking to improve their basic computer skills. Additional courses in Excel, keyboarding, and basic office skills are also offered to assist students in honing their work readiness skills or simply in becoming more computer literate.

One of the new computer courses offered at FACE is *Amazon Online Sales*, a course that teaches students how to successfully sell products on Amazon with an emphasis on marketing strategies and photo editing. *Web Design* is also offered to assist students in building a complete website and uploading it to a server. This course includes photo editing, coding, HTML, Dreamweaver and social networking.

Account Clerk is a three-part series of courses that is designed to teach students how to set-up the books of a sole proprietorship/retailing/corporation business. Students work with the accounting cycle that includes source documents, journal, ledgers, work sheets, financial statements, adjusting and closing entries and the post-closing trial balance. The major goal of these courses is to provide preparation for entry-level employment. Students are able to apply accounting procedures and concepts to real life applications in preparation for possible employment.

The *Art Workshop* class is project oriented. Instruction is self-paced and designed to allow beginning students to paint successfully and experienced painters to develop and refine their skills. Techniques are presented both by lecture and hands-on demonstration. Students frequently share techniques and help each other with specific skill development. Students are encouraged to work in the style of their choice. Ongoing assessment includes teacher feedback, peer and self-evaluation.

Additional art courses that are offered are *Discover Watercolor and Acrylic Painting, Mosaics, and Watercolor and Oil Painting*. These courses provide students access to a variety of techniques to create beautiful works of art. The classes are offered in the mornings and afternoons.

The *Country-line, Jitterbug Swing, and Ballroom Dance* classes are designed for adults who are interested in either learning how to dance or to refine their dance steps. Classes are available for new and experienced dancers.

Exercise classes, including Cardio-Kickboxing, Bootcamp, Yoga, Zumba, and others, are offered to the community for relaxation, fitness training, and weight loss. Classes are designed for adults and help bring balance to mind and body by reducing stress and restoring a sense of well-being. All classes are suitable for new or returning enthusiasts. Each class allows students to customize practices to their needs, challenges, and goals in a non-competitive atmosphere.

The *Spanish* class provides adult learners a working knowledge of Spanish for work or social situations. This course emphasizes skills that enable the student to conduct a simple conversation and answer questions. The instructor incorporates individual student requests when developing class lessons.

Music Appreciation and Guitar 101 are new community education courses offered for adults in the community to provide additional opportunities for personal enrichment.

Conclusions: Each class offered at FACE is part of a challenging, integrated and relevant curriculum that addresses the needs of the students and community. Classes provide a coherent progression of skill development, which enables students to meet the student learning outcome results. The Student Survey supports the conclusion that Adult School courses are meeting student needs.

The *Parent Education (PE)* program of FACE is dedicated to building parenting skills for parents of pre-school aged children. Parents are guided through the different stages of parenting as they learn about the developmental stages in children. Emphasis is made on the necessity for developing teamwork among parents and teachers in the child's educational experience. Parents are offered many opportunities to evaluate their own parenting approaches so they can raise people of character. The following questions and topics are among those explored during PE sessions:

- What developmental milestones should my child be achieving from 3 months to 5-years-old?
- How can I communicate better with my young child?
- How much TV and computer time should I let my child have?
- How can I set effective limits with my child's misbehavior?
- How can I help my children learn to share?
- What manners should I be teaching my children?
- What's going on in my child's brain when he is throwing a tantrum?
- How can I help my children think through their decisions?
- How can I use choices to guide my children's behavior?
- How can I pay more attention to my children's good behavior?
- What can I do when I'm stressed out and haven't parented the way I would ideally like to?
- How can I share the parenting role better?
- How can I have more fun and less stress with my children?
- How can I establish important routines for bedtime and mealtime?

During class time, parents participate in a number of activities and experiences that enable them to observe and nurture the cognitive/physical growth of their children as well as their social development. Activities offered to parents and their children include: dramatic play (dress up clothing, dollhouses, toy kitchen area and puppets), creative art (painting, gluing, cutting and weaving), cooking, manipulatives (puzzles and games), reading and literature appreciation, sand/rice/water play, coordination exercises (balance beam, parachute, and bean bags). Parents are given directions on how to interact with their children during these activities. Parents can use the prepared questions and helpful hints that are posted in classrooms to assist them in their interactions.

Schoolwide Learner Outcomes

Data Indicating the Achievement of Two Schoolwide Learner Outcomes

SLO#2: Achieve Skills

Using a variety of methods, technology, and resources, students will acquire knowledge and skills.

- • Develop and apply effective communication and critical thinking skills.
- • Build academic, career, life skills, and workforce readiness skills.

There are several indicators apparent in the data in this profile that demonstrate that students are achieving skills at Fremont Adult and Continuing Education. In the ESL Department, the Educational Level Persistence and Completion Rates are consistently higher than the state average and often meet or exceed the state goal. Over the past four years, 59%, 62%, 62%, and 56% of students who had pre- and post-test scores achieved gains. These numbers provide evidence that students are acquiring knowledge and skills in the ESL program. While there was a slight decline in 17-18 of the percentage of students who achieved gains, there was an increase in the percentage of overall students tested with 76% of students having paired results.

In ABE, the Educational Functional Level (EFL) Gains achieved have steadily increased over the past four years from 35% in 14-15 to 58% in 17-18. The Educational Completion Rates and Persistence Rates are also indicators that students are acquiring knowledge and skills.   Intermediate Low and Intermediate High students' Educational Level Persistence rates were consistently higher than the state averages and goals for the past several years. Their completion rates were close to or exceeding the state averages, as well. HSD students with pre-and post-test results continue to have strong EFL gains over the past four years, with 62%, 53%, 55%, and 61% of students with academic gains. The transition in the HSD program to APEX online learning did not negatively impact student learning; in fact, student gains improved by 6% compared to the previous year's data (55% to 61%). In the HSE program, similar results have occurred with 67% of students achieving EFL gains each year for the past two years, up significantly from 44% four years ago.

More evidence that FACE is helping students achieve skills is in the variety of course offerings across all programs (see pages 33-37). In the ESL Department, there are numerous courses that focus not just on English language acquisition, but on the development of computer-based skills, writing, critical thinking, mathematics, and advanced college-preparatory curriculum.   The HSD teachers use APEX online curriculum to ensure all students are able to meet the CCRS.

In Parent Education, the numbers of students who continue to enroll in courses for all age ranges of children provide reliable data that indicate a healthy and robust program supporting parents in their acquisition of knowledge. The AWD Program also continues to have a waiting list of students and has maintained its numbers at 60 students (8-to-1

student-staff ratio). The program has a strong reputation for enhancing all students' functional life and job skills.

FACE is actively seeking to provide students with career, life, and workforce readiness skills. This is evident in the development and expansion of partnerships with CalRegional, JVS Bankwork$, Growth Sector, and Ohlone College. The ESL Department proactively creates courses to support students' acquisition of English that prepares them to be successful in all career preparatory courses. The addition of the Pre-College Bridge Course, as well as the Pharmacy Technician Preparatory Course is another way in which we are helping students to achieve this SLO. The data from both of these courses is indicative of students acquiring knowledge and skills. Each year, a larger percentage of students who complete the Pre-College Bridge course are successful in completing the program and successfully transitioning into a variety of colleges. 80% of students who completed the course in 17-18 have or will enroll in college.

SLO#3: Demonstrate Learning

Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education, training, and/or employment.
- Contribute to personal enrichment and to the community.
- Demonstrate 21st century skills, including digital literacy.

There is considerable data that indicates that students are acquiring knowledge and skills helping them advance to post-secondary education, employment and training. The number of students who completed the advanced level ESL Program and earned certificates has remained steady over the past three years. These students typically transition to post-secondary endeavors or show improved employment outcomes. EL Civics Citizenship Preparation outcomes continue to improve each year with larger percentages of students passing both the Citizenship Interview Test and the Government and History test.

In 2018, 80% of the Pre-College Bridge enrollees successfully completed the program and transitioned to various post-secondary institutions. All students who took the final exam in the Pharmacy Technician Preparatory Course successfully achieved a passing score and were eligible to transition into the MVROP Pharmacy Technician course. Two eight-week JVS Bankwork$ cohorts have graduated, and 78% of the graduates from the first cohort have successfully achieved employment in the banking industry. FACE provides simultaneous support courses for the Bankwork$ students to ensure skill enhancement and training for improved employment opportunities.

The number of students enrolling in the ASE Program and completing a high school diploma has declined over the past six years; however, the data indicates that more students are transitioning to post-secondary opportunities and becoming employed in both the HSD and HSE programs. In the HSD Program, from 16-17 to 17-18, there was

an increase of 15% (13% to 28%) of students who transitioned to post-secondary opportunities, and a 16% increase (20% to 36%) of students who became employed. In the HSE Program, during the same time frame, there was a 2% increase (5% to 7%) of students who transitioned to post-secondary opportunities, and a 19% increase (8% to 27%) of students who became employed.

21st Century Skills are embedded in the curriculum as CCRS are integrated in both ESL and ASE programs. Teachers use a variety of technological tools to advance digital literacy skills, as well. Teachers use Google Drive to enhance and reinforce the use of digital tools in the classroom. New hardware, such as iPads and Chromebooks, are used regularly for evcertificateeeryday classroom activities. FACE's current Professional Development Plan includes onsite OTAN trainings on Google tools and Google Drive applications and on Chromebooks for Education.

CHAPTER 2
PROGRESS REPORT
ON KEY ISSUES SINCE THE PREVIOUS
SELF-STUDY

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

Mid-term Report Information

Procedures for the implementation and monitoring of the Action Plan:

Each year since the last full self-study, the administration has worked with leaders of the various departments to implement elements of the Action Plan. There were three major areas of focus in the original 2012 Action Plan: Postsecondary Transitions, Technology for Student Achievement, and Schoolwide Collaboration. Through the Mid-term Progress Report and subsequent visit, two additional areas were added to the Action Plan: Improve the Utilization of Measurable Student Learning Outcomes and Facilities. There has been much growth in these areas over the past six years with some work still to be accomplished. The site administration and department leadership have taken the lead on the implementation and monitoring of the Action Plan. Since the WASC Committee mid-term visit, FACE staff has continued to work on elements of the Action Plan, but have not had consistent site leadership to fully implement all aspects. With new and stable administration, it is important to note that the process for the implementation of the new WASC Action Plan will be conducted in the following manner: Each year, the administration will review the Action Plan and determine school-wide goals based on the steps in each section. Staff will work on completing the steps of the Action Plan, and progress of their work will be collected, documented, and shared. A yearly summary of progress towards completion of the Action Plan will be written at the end of the year to ensure that there is an ongoing record of progress, as well as to identify any problem areas or any steps that have not been thoroughly completed. This summary will be used to establish the next year's goals and steps. Any adjustments to the Action Plan or steps will be noted from year to year to ensure continuous reflection and improvement.

Since the WASC Committee mid-term visit, FACE has made considerable progress in meeting the following recommendations.

Action Plan #1: Postsecondary Transitions

Goal: Support student success by strengthening partnerships between adult school, community college, vocational training, and the business sector. Create pathways to assist students as they transition to post-secondary education, career training and employment. Improve tracking of program completers to document post-secondary outcomes.

Key Issues in Criteria 4, 6, 7, and 9

- Develop a committee and timeline to review and update existing course outlines and materials for all programs.

- Develop more partnerships with community based organizations to facilitate internships and job placement for our students.

- Develop post-secondary transition services for all students.

- Provide students with training and support for new computer-based testing (CASAS and GED).

- Explore ways academic and career advisement services may be expanded and improved for all adult school students.

- Institution must develop partnerships that support student post-secondary transition to employment and/or higher education.

- Institution must improve follow-up assessment of program completers to document measurable post-secondary outcomes.

- Tracking of student post-secondary achievement (training and employment).

- Need to develop more employment-related and transitional support.

Activity 1: Augment student transition activities to include transition to the workplace.

Progress: In 2015-2016, under AB86 – AB104 Initiative, FACE became an active member of Southern Alameda County Consortium for Adult Education (SACC). In collaboration with the other SACC members – two adult education agencies and Ohlone College - and with SACC partners – the Tri-Cities One-Stop Career Center, Mission Valley ROP, La Familia, International Rescue Committee, SparkPoint, Fremont Family Resource Center, Afghan Coalition, and others - FACE has made great strides toward augmenting student transitions to the workplace.

FACE established a strong partnership with the Tri-Cities Career Center. Since January 2016, the agency has maintained a strong presence on FACE campus through our joint venture - "One-Stop Career Corner". During the bi-monthly conveniently scheduled visits, a One-Stop Employment Advisor/Job Developer meets with job-seeking students for pre-scheduled 20-minute career advisement appointments. Over 200 students have received career advisement since this service was initiated. In 2017-2018, at twenty Career Corner sessions, 96 students received qualified help resulting in referrals to career workshops

and co-enrollments in WIOA Title I, and ultimately, to job placements leading to financial self-sufficiency.

Student transitions to the workplace have been augmented through new career preparation and career training opportunities that have been offered to them, such as Bankwork$ Career Training Program in collaboration with Jewish Vocational Services (JVS). At the end of this 8-week intensive class preparing bank tellers and personal bankers, graduates are interviewed by recruiters and representatives from local banks for immediate hire; they receive support during the class and for six months after job placement. The program is ongoing, with at least four cohorts graduating during the school year.

To meet one of the objectives of our Transitions Action Plan, Room 2 that was previously designated to serve as the CBET Library and over time became more of a storage room, has been converted into a Student Resource Room, where, among other services, employment advisors meet with students seeking jobs and needing career advice and coaching. Projection equipment will be installed for career training, and a Chrome Book cart has been purchased and made available for students to conduct job search and apply for jobs online.

Activity 2: Develop connections with local businesses to support student transitions.

Progress: Through our collaboration with Tri-Cities Career Center and the Fremont Chamber of Commerce, we have established stronger connections with local businesses. Employers and recruiters from Temporary Employment agencies use the Career Transitions Center for job interviews; we have hosted AT&T, FedEx, UPS, Home Depot, McDonalds, the Marriott Hotel, etc., and our students have benefited from these opportunities.

Fremont Unified School District is a major employer willing to hire our students as para-educators, babysitters, yard duty workers, food services, etc. Over the years, many FACE ESL students have been hired by the District as bilingual aides at different school sites, including Fremont Adult School. We are planning to strengthen this mutually beneficial relationship to meet the growing demand as FUSD is adding new school sites, and to provide more training opportunities to our students on their pathway to careers in Education.

Activity 3: For equity with the adult secondary program, provide a more focused career exploration component for the GED test preparation students.

Progress: There has been no formalized process to provide a more focused career exploration component for the GED test preparation students. Many students who take the GED at FACE are currently employed and are seeking job advancement opportunities. This may be a future area of focus to consider as more transition and post-

secondary opportunities are explored. A transition specialist position is being developed to address this recommendation.

Activity 4: Create a social networking presence to increase school's exposure to the community.

Progress: FACE online presence has been significantly expanded in the last three years. We have a well-developed and regularly maintained website www.face.edu that is visited not only by Fremont residents but known and liked state and nationwide, as well as internationally. FACE Facebook page is "liked" and "friended" by many people who visit it to get up-to-date information on school activities, schedule changes, upcoming workshops, etc. Students' comments on FACE Facebook and Yelp pages are overwhelmingly positive.

Action Plan #2: Technology for Student Achievement

Goal: Provide students and staff with the technology related skills necessary to support high student achievement and prepare students for successful post-secondary college and career training.

Key Issue in Criterion 5

- Insufficient technology support for instruction.
    - Training/Questions
    - Maintenance/Installation.
    - Hardware
- More staff collaboration time is needed.

Activities:

Activity 1: Provide staff development that includes training on TopsPro Enterprise for all lead teachers.

Progress: Staff development, including training on TOPSPro Enterprise (TE), has been provided and is ongoing for lead teachers, data specialists, and the WIOA coordinator. They attend specialized CASAS webinars, face-to-face workshops, and conferences, and consult CASAS tech support, when necessary. In the reporting period, the areas addressed included TOPSPro Basics, WIOA and AEBG data submission guidelines, CASAS Implementation and Accountability for New and Experienced Users, Local Assessment Policy, Data Integrity Report and other learning data reports available through TE. Additionally, in the Fall Quarter 2017, all FACE instructional staff was trained in ASAP Version 3.0 to take attendance, enter student goals, instructional levels, and student updates, which is required by WIOA and AEBG. It enabled transitioning from pencil and paper CASAS Entry/Updates collection to online data entry in ASAP, which is exported to TE on a monthly basis. CASAS e-testing is still in beta; its implementation has just started in ABE/ASE, with a testing coordinator and proctors already trained, and Chromebooks available; in the ESL program due to its large class sizes, it will be piloted in 2019-2020.

Activity 2: TopsPro Enterprise online for Administrators

Progress: In 2017, FACE migrated from the local version of TOPSPro Enterprise to the web-based version. User accounts were created for administrators, lead teachers, data personnel, as well as ESL, PE, HSE and HSD office clerks. Administrators are now able to access data and reports from TopsPro Enterprise and share them with faculty and staff.

Activity 3: Transition to ASAP, Version 3.0

Progress: In Summer 2017, FACE transitioned to ASAP v3, which is an online data collection system. In the summer, a dual system was used with a complete transition to v3 in the fall. There were several training sessions for staff and faculty who are now

required to take attendance online. Although the system tracks and registers students and records attendance, it is missing an efficient payroll component. There is an export feature which allows the data to be transferred and a spreadsheet to be generated where macros are created to calculate payroll, sick leave, year-to-date hours, and budget code reports. All required student tracking is now done online.

Activity 4: Improve Internet and wireless access to enhance instruction and improve student performance and productivity.

Progress: The Internet and wireless access has been updated, which has enhanced instruction and improved student productivity and performance. In the 2016-2017, the total district internet pipe was increased from a 1 Gig connection to a 10 Gig connection, and a higher end firewall/content filter that can more effectively handle that level of traffic was implemented.

Additionally, multiple projects are in the works that are expected to expand the capabilities of FACE dramatically:

A. Measure E upgrade has multiple phases, but phase 1 is nearly complete at FACE.

Phase 1 involves putting in entirely new cabling and network cabinets across the entire site.

- This ultimately replaces the current cabling that is typically 100 MB or, in some cases 1 Gig, with 1 Gig cat 6 cabling for all end user access ports, and 10 Gig cat 6A cabling for all Wireless Access Point drops, and 10 Gig fiber direct connections back to the site core (MDF).

Phase 2 involves installation of new networking equipment by a separate vendor to service the new cabling, including:

- New network switches that support 10 Gig fiber backbone connections to the site core.
- New Cisco wireless APs that support 100+ simultaneous connections and provide up to 5+ Gig total throughout both indoors and outdoors.

Phase 3 involves conversion of the entire site onto a new Cisco UCS server that will allow for better standardization and control of network resources including improved protection for students from content prohibited by CIPA and other legislation.

- The physical server is already built and deployed, but conversion of existing resources will take substantial man-hours.

Phase 4 will replace the existing phones and clock/bell/speaker units across the entire site with Cisco VoIP phones and compatible clock/bell/speaker units that integrate for improved emergency alert and communication.

B. There is also a Sunesys WAN upgrade project in the works to upgrade the connection from FACE/COIL to the District office from 100 MB on an aggregated circuit shared by all sites to a dedicated 10 Gib fiber circuit directly connecting the site to the district office.

- The district has already completed a project to upgrade the core infrastructure needed to accommodate these improved connections.
- The district is awaiting resolution between the City of Fremont and Sunesys/Crown Castle to allow installation of the remaining fiber to service our site.

Students and staff have benefited now that they are able to access the Internet by signing in to our guest-network using their own laptops and mobile devices. This has made it convenient for all users.

Activity 5: Update student and staff technology

Progress: A full time technology staff member was replaced by a 40% share of tech support. To leverage district resources and to accommodate the loss of the full time tech person, file servers are hosted by district and resources have been pulled together.

This person is responsible for the upgrade and maintenance of technology on campus. Staff workstations will be updated during 2018-2019 including hardware and software, including Windows 10, Office 2016, and Adobe CS6. Two Chromebook carts have been purchased along with 60 Chromebooks which have been deployed and are used for ESL instruction throughout the day and will soon be used for e-testing. Student workstations were updated in Room 10 by installing Windows 10 and Office 2016. Room 14 has been converted to a classroom from a resource center. It has 10 computers used by students for ESL and the Pre-college Bridge Programs. Additional mobile laptop carts have been purchased, and all three on campus are piloting Windows 10.

Software licenses have been purchased through the district allowing for increased use of web-based services. Some hardware upgrades were made including the installation of ceiling projectors in AWD (2), room 8, and room 12 (ESL Online Lab). We are currently in the process of phasing out servers which will be replaced with hypervisor allowing for a more direct connect and control by the district office IT department. Services, such as email for students and staff, authentication services for resources, such as email, computer, network and wireless logins, and Google accounts are handled by the district.

All staff are now required to use their district email accounts. Beginning in 2018-2019, students will be issued district gmail accounts.

Activity 6: Create a social networking presence to increase school's exposure to the community.

Progress: A Facebook page for the school was created and is monitored by one of our instructors. In addition, some teachers have created a Facebook page for their classes. Teacher Lisa Braley's Facebook page is one example and is used to communicate, inform and promote the program. To increase visibility in the neighborhood, a new electronic marquee was purchased and is used to promote new classes and various activities on campus.

The FACE website, www.face.edu, has also been updated to ensure that the community has a reliable resource for finding information and registering for classes as well as accessing learning and community resources.

Activity 7: District is researching and will implement a new website provider.

Progress: Switching to a new website provider is still a work in progress. There has been communication from the district and the transition is supposed to occur during the 2018-2019 school year.

Activity 8: Offer more online and Distance Learning classes for Career Development, ESL, ASE, and GED.

Progress: Burlington English (BE) was first offered in 2014. It has grown to fill 150 seats each quarter. There are over 400 students taking BE classes each year. BE offers many career courses including Nurse's English, Teacher's English, Doctor's English, Finance English, Accounting, Banking, Hi-Tech, etc.

In 2017-2018, a new online series called Project Success My English Lab for ESL students was introduced as part of our Distance Learning program. This series features videos focusing on work experiences in hospitality, higher education, retail, food service, and healthcare. There are five levels offered from Beginning through Advanced ESL. The series was piloted in the winter 2017-2018 quarter and opened to all online ESL students in Spring 2018. It will continue to be offered in 2018-2019 by popular demand. Project Success Level 4 work skills videos with grammar vocabulary activities were used in Intermediate High/Advanced Vocational ESL class, creating a blended style class. Students who took the VESL class could work online inside and outside of class.   In summer 2018, VESL teacher at Beginning High/Intermediate Low level also incorporated Project Success into the curriculum.

ESL EL Civics Program started incorporating digital literacy into additional assessments to meet CASAS guidelines. It introduced online assessments using Google Forms, Google Slides, and Google Docs. For example, instead of having students complete a paper voter registration paper form, they completed the form using Google Forms. Their answers were submitted to their teachers, who viewed the responses in a spreadsheet. Online EL Civics assessments were used for the government unit, the

employment unit, and the health unit. Another example is the Diversity EL Civics unit. For one of the assessments, students are required to create a presentation about their country/culture. Students used to make posters, cutting out pictures from magazines or printing pictures from the internet, but now they use Google Slides or MS PowerPoint to create and present their work. By incorporating digital literacy into our EL Civics instruction and testing, we expose out students to technology, which is preparing them for post-secondary education and for the workplace.

APEX Learning Online courses are now offered to both concurrent and adult high school students. They are able to make up credits as well as earn their High School Diploma completing CCRS-correlated coursework online. Due to the declining enrollment, we no longer offer face-to-face classes for our adult high school students, but support their progress in the High School Learning Center.

Activity 9: Provide hardware/software as appropriate to support transition to new computer-based testing (CASAS and GED)

Progress: The High School Learning Center now has 8 workstations allowing students to access APEX curriculum. The facilities where the GED test is administered have been updated to meet the testing requirements. There is a dedicated server for GED testing and 26 workstations were replaced with refurbished computers that support the software. Ongoing updates and patches are done to the server and workstations. Most of the monitors were upgraded to a larger size and wireless cameras were switched with hardwired ones to improve reliability which is required by Pearson Vue. All staff are required to participate in the annual renewal process for testing administrators.

Activity 10: Provide students with training and support for new computer-based testing (GED)

Progress: All students registered in the GED prep course have access to GED Academy online. They are assisted by the instructor to utilize this online curriculum in preparation for the GED test. Once students have prepared sufficiently and the instructor is confident they are ready to take the test, they can register online with Pearson Vue to schedule their test date and time. The GED testing is offered every Friday at FACE for both students and non-students.

Action Plan #3: Schoolwide Collaboration

Goal: Establish consistently structured institutional support for schoolwide staff collaboration that maintains a focus on student achievement and program improvement.

Key Issues in Criteria 2, 3, and 5

- Continue to develop and maintain consistent effective communication with all stakeholders

- Communication and collaboration must be improved

- More staff collaboration time is needed.

Activities:

Activity 1: Structured Institutional Collaboration Days

Progress: Over the past four years, Fremont Unified School District has worked closely with Solution Tree to develop a district-wide Professional Learning Community culture. The district developed yearly MOUs with FUDTA, the teachers' union. As a result, all teachers have been provided with 16 hours of paid collaboration time. At FACE, teachers work collaboratively in departments to answer the four questions of a PLC- "What should all students know and be able to do?" "How will we know when they know it?" "What will we do if they do not know it?" "What will we do if they already know it?" PLC meeting dates are established at the beginning of each school year, with one to two meetings scheduled each month.   Teachers have identified priority standards or areas of assessment and developed common formative assessments to collect data on student learning.

In Parent Education, the teachers developed a parent self-assessment form that addressed specific program learning outcomes, including language acquisition, modeling school behavior, and community awareness. The parents regularly assessed their own progress in these areas, and the teachers analyzed the results. They gained several valuable insights and now have data to enhance their program.

In Adults with Disabilities, the teachers defined specific skills they wanted to assess, and developed checklists and rating scales to do weekly informal assessments of all students' skills. The data was used to determine which students were making progress, and in what areas the teachers should focus more time on helping students improve. The assessment discussions were highly collaborative and helped ensure that the teachers and support staff were all evaluating similar skills.

In ESL, teachers unpacked essential English Language Proficiency Standards (ELPS), identified learning targets, and developed common formative assessments to address those learning targets. They administered the assessments and collaboratively graded

them with other teachers who taught the same or similar ESL levels. There was a high level of collaboration and a true focus on student achievement in the department. The outcomes of these PLC meetings were also shared with other ESL teachers from Southern Alameda County Consortium (SACC).

In the ABE/ASE/GED department, teachers met monthly with their colleagues in the SACC workgroup to identify common skills that they could assess across a range of curricular areas. They decided to focus on CCR standard 1.2 "read closely to make logical inferences from the text," as this standard would allow them to commonly assess students in a variety of subjects across the entire department. It would also allow students in ABE to begin working on important skill building that would transfer to ASE or GED. The teachers worked closely with an instructional coach who helped them identify particular targets and unpack the standard.

In addition to structured PLC collaboration time, each department has regular monthly department meetings in which a variety of issues are addressed. PLC and department meetings provide ample opportunities for teachers to collaborate and regularly communicate. These meetings are essential for ongoing growth and continuous improvement.

During 2017-2018, Ms. McFadden implemented monthly Office Staff meetings to improve collaboration and communication among support staff. Norms were created at the first meeting to ensure a positive and productive culture. The norms are reviewed each meeting, and notes are provided at the conclusion of each meeting. A variety of topics are discussed, including cross training opportunities and needs, customer service, communication, new staffing, office hours, brochure organization, etc. An emphasis is placed on providing a forum for ongoing communication.

Ms. Levy, Assistant Principal, also conducted regular meetings with SEIU custodial employees to clarify expectations and ensure ongoing communication.

Finally, in an effort to improve and enhance communication, Ms. McFadden sent out several all staff e-mails throughout the year, informing the staff regarding important information pertaining to progress towards achieving school goals and board or union decisions that impacted the school. The administration also has an open-door policy for all stakeholders. Anyone who needs to speak with an administrator is welcome to do so at any time without having to make a prior appointment, if the administrator is available. This open door policy ensures that stakeholders feel welcome and heard, and provides opportunities for the administrators to address issues immediately that might otherwise take needless time to resolve.

Activity 2: Cross train classified staff on mission critical positions

Progress: In 2017-2018, there was a large turnover of classified staff in the main office as the new administration came on board. Three of the office staff resigned or took positions at other schools. The new office staff have worked together to be cross-trained, learning various aspects of running the front office, as well as specific departmental roles. The new School Secretary, Monique Edwards, formerly worked as the Office Specialist in the ASE Department. She cross trained her replacement thoroughly and thoughtfully. In addition, all front office staff members have learned various aspects of the school that used to be solely the responsibility of one person. There are now a minimum of two staff members who can administer weekly typing tests, proctor the GED, understand all aspects of the ASE Program, understand the data specialist and payroll responsibilities, enroll students appropriately in ESL courses, and perform many other specific duties.

During monthly office staff meetings, Ms. McFadden reiterates the importance of cross-training roles, and has assigned more than one clerical staff person to various roles on campus. This work will be ongoing to ensure that all "mission-critical" roles can be completed by more than one person on campus.

Activities 3 and 4: Review of site safety and evacuation procedures, campus-wide emergency communication

Progress: In 2014-2015, a review of the Site Safety Plan, including COIL Charter School, was conducted with all staff. In 2017-2018, the Site Safety Plan was updated, together with COIL. A new staff handbook was created and distributed to all staff at the beginning of the current school year that includes all important safety drills and protocols. Assistant Principal, Tracey Levy, conducted a training prior to the start of the school year with all instructional staff on evacuation routes, emergency bells, and procedures for earthquake, fire, and lockdown drills. New emergency posters were made to ensure that all classrooms were properly equipped with current information.

Activity 5: Pursue additional funding for program stability and expansion.

Progress: From 2012-2014, Fremont Education Foundation supported the Adults with Disabilities (AWD) Program with $21,000 in additional funding. AWD has also become vendorized through the Regional Center, which provides most of the funding to sustain the program.

The current administration has partnered with outside agencies to provide vital career and technical education courses for FACE students at no cost to them, including JVS Bankwork$ and MVROP. CalRegional also provides courses in phlebotomy and medical assisting, but charges fees for tuition. The administration is also partnering with Ohlone College to provide courses on campus at no cost to students or to FACE.

Action Plan #4: Improve the Utilization of Measurable Student Learning Outcomes

Goal: Ensure that all student learning outcomes are measurable and have clearly defined rubrics.

Key Issue Identified by the 2012 Visiting Committee

Activities:

1. **Utilize structured institutional collaboration days and departmental meeting time to further refine student outcomes that are clearly measurable with defined rubrics.**

2. **Review and approval of all SLO measurement rubrics related assessments**

3. **Determine if any other specific data must be collected to accurately evaluate each SLO rubric**

4. **Monitor and align the data from measurable SLOs with regional (state?) developed and approved Adult Ed accountability system**

Activities 1-4:

Progress: Specific SLO meetings and departmental meeting time was used to revise the Schoolwide Learning Outcomes in 2015-2016. The staff worked to revise and improve the SLOs, making them more specific and measurable. Defined rubrics have recently been developed, but not implemented. Alignment of the SLOs to an approved adult education accountability system was not undertaken.

The new SLOs were informed by thorough research of the changing Fremont area demographics and adult student needs, as well as the new WIOA and AEBG mandates and College and Career Readiness Standards. The new SLOs are fully aligned with our new Mission Statement and are published, along with it, both internally and externally.

During the self-study process, the entire FACE staff participated in multiple SLOs revisions and voted to adopt the current version. The Schoolwide Learner Outcomes were adapted by each department to the particular needs of their students. It was reflected in the revisions of the course outlines and in the instructors' daily lesson planning.

Recently, rubrics were developed in order to thoughtfully measure the SLOs. Teachers have not yet begun to revise and implement the rubrics.

FACE Schoolwide Learner Outcomes are measured by the following rubrics:

SCHOOLWIDE LEARNING OUTCOMES	AS MEASURED BY:
SLO 1 Set Goals: Students will assess their needs and identify their academic, career, and/or personal goals. • With guidance, develop and communicate plans to achieve goals. • Be self-directed learners who learn independently and collaboratively in a diverse environment.	1. Students' stated and documented goals and plans 2. Project and course participation and completion 3. Teacher observation and evaluation of students' independent and group work 4. Documented goal monitoring activities.
SLO 2 Achieve Skills: Using a variety of methods, technology, and resources, students will acquire knowledge and skills. • Develop and apply effective communication and critical thinking skills. • Build academic, career, life skills, and workforce readiness skills.	1. Student mastery of skills evident through a variety of formative and summative assessments 2. Student completion of instructional levels in the National Reporting System (NRS) 3. Student achievement of stated goals and skills progression data as reflected in TE Updates.
SLO 3 Demonstrate Learning: Students will apply their acquired core knowledge and skills appropriate to their goals. • Advance to post-secondary education, training, and/or employment. • Contribute to personal enrichment and to the community. • Demonstrate 21st century skills, including digital literacy.	1. Data on student advancement to post-secondary education, training, and/or employment from TE Updates and student feedback and surveys 2. Student goal achievement data, satisfaction surveys, and testimonials 3. Achievement of CCRS and/or ELPS evidenced by students' performance on formative and summative assessments 4. Student mastery of current technology demonstrated by their completion of technology-infused activities, projects, and courses.

These rubrics were developed during the self-study process to serve as criteria for student achievement of the new SLOs, and they reflect the work our students do and the assessments we give them. However, we are still working on the full and systematic evaluation of the SLOs as measured by these rubrics.

Action Plan #5: Facilities

Goal: To provide adequate and appropriate instructional and support staff housing to meet the needs of the adult education and Fremont Unified educational programs located on the adult school campus

Key Issue (Criterion 8- Resource Management)

Activities:

Activity 1: Provide new classroom space dedicated to Parent Education classes.

Progress: Parent Education has three dedicated classrooms in the Hyman building in addition to a Parent Education Office and storage area. The classrooms are well maintained and highly functional for their use.

Activity 2: Dedicated COIL Learning Center

Progress: COIL has a dedicated office center in the Hyman Building, but utilizes many classrooms and portables in various areas around the campus. While this goal is ideal for both COIL and FACE, district support and funding would be required to remodel major portions of the campus to accommodate COIL's needs. Over the past year-and-a-half, the COIL principal and FACE administration have worked closely to ensure that both programs have adequate space. COIL is renting two classrooms from FACE this year. The administrative teams work well together to ensure that facilities around the campus are appropriately utilized to meet the needs of both schools.

Describe how progress on the key issues in the *Action Plan* has impacted student learning.

Progress: FACE has continued to show improvements in student learning over the past six years, as evident by a variety of student achievement data in Chapter 1. One of the greatest positive impacts on student learning is through Action Plan #3 - ensuring that there is regular and ongoing collaboration. The PLC collaboration time has allowed FACE instructors to focus on answering questions directly related to student learning. This collaboration will take place throughout each school year, and it is our intent to establish a vibrant school community culture in which continuous improvement focused on student learning is deeply embedded.

CHAPTER 3
SELF-STUDY FINDINGS
BASED ON THE ACS WASC POST-
SECONDARY CRITERIA

Chapter III. Self-Study Findings based on the ACS WASC Postsecondary Criteria

Under each of the ACS WASC Postsecondary Criteria, there are supporting "indicators" that break down the criteria into smaller parts. Schools should respond in narrative form to each indicator and provide a description that describes <u>to what extent the school meets or exceeds the indicator expectations</u>. Discussion questions are provided to help schools understand the exact intent of each indicator but <u>schools are not expected to necessarily answer each discussion question</u>, just a response to the indicator itself. Schools must comment on every indicator in their *Self-Study*.

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

Criterion: The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

- In what ways does the mission statement reflect the school's commitment to high levels of student learning?
- How does the school establish learning programs and services that are aligned with its mission and that match the needs of its student population?
- What documents does the school have that proves that the institution is legally authorized by the state or appropriate government agency to grant credits, certificates, or diplomas?

<u>The FACE Statement of Mission reads as follows:</u>

Fremont Adult and Continuing Education (FACE) is committed to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

FACE Mission Statement reflects the school's strong commitment to success of diverse adult learners by providing high quality education that is accessible, equitable, and innovative. The school establishes learning programs and student support services in alignment with its mission.

FACE serves over 2500 English language learners per year in the ESL Program. The program is designed to meet their needs depending on their English proficiency levels, communication skills gaps, learning styles, and personal, education, and career goals. The ESL curricula adhere to the English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS). The program is accessible to students of all abilities and accommodates busy schedules of adult learners. Classes are

scheduled from early morning till late at night Monday through Thursday as well as on Friday and Saturday mornings. Online courses are available as well through the robust ESL Distance Learning Program.

The ABE Program provides literacy and numeracy instruction to students working toward HSD/GED, targeting learners whose academic skills are below 8th grade level. ABE students have the opportunity to transition to our CCRS aligned ASE Program that offers in-lab and online instruction and support services to facilitate student pathways to successful graduation. GED Academy uses an individualized instructional model for GED candidates in the online lab environment.

FACE is an adult education agency legally authorized to grant credits, certificates, and diplomas. The Fremont Unified School District has established the academic and credit criteria for earning a high school diploma at FACE in its board policies and administrative regulations (AR6146, BP6146). FACE is a fully accredited institution that ensures that adult students earning a high school diploma meet California State Content Standards by completing required APEX courses. All teachers in the High School Learning Center have access to board approved Common Core curriculum in English and mathematics to provide support for adult learners. FACE ASE teachers continue to work on dissecting the College and Career Readiness Standards to ensure that students who earn diplomas are meeting these standards. FACE is fully licensed through Pearson Vue to provide GED programming and testing services.

FACE also serves adults with disabilities (AWD) providing them with basic life skills education and support services. In our popular Parent Education Program, parents of Pre-K kids learn the skills necessary to raise healthy children laying the foundation for their future success in the K-12 system. In the Community Education section, we offer numerous classes for community enrichment, including Computer Education, Foreign Languages, Arts & Crafts, and Fitness.

In accordance with AEBG and WIOA mandates, FACE has been developing new pathways to college and careers. As part of Southern Alameda County Consortium (SACC), FACE has conducted thorough research of job market trends and of employment and training needs of the adult population in the Tri-Cities area. Based on the data obtained and following the guidelines in the Alameda County Workforce Development Board (ACWD) Local Plan, the school has developed bridge programs leading to college and careers:

- Pre-College Bridge Program
- Bridge Course: ESL Pathways to College
- Early Childhood Studies Preparatory Course
- Pharmacy Technician Preparatory Course
- Business Communication Strategies and Customer Service Skills Course

The latter is a career preparation component of the IET program offered at FACE in combination with JVS Bankwork$ Career Training Course.

The free career and transitions services and the free babysitting service that support these classes make them accessible to diverse learners in the larger Fremont area.

Evidence: Mission Statement, FACE Brochure, FACE website, Program schedules, Course Outlines, Class Flyers, Bridge Course Outlines, Student Surveys, Data Reports, AR6146, BP6146

Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

- Who was involved in the development of the mission statement and how was it accomplished?
- How is the mission statement communicated to the institution's constituents?
- How often is the mission statement reviewed and revised in order to maintain relevancy and effectiveness?
- Who is involved in this review and revision process?

All FACE departments were involved in the development of the new mission statement, a process which included thorough revision of the old one with the view of the significant changes in the larger Fremont area demographics, new adult student needs, and the evolution of adult education under the mandates of WIOA and AEBG. As a result of the comprehensive revision process in 2015-16 and 2016-17 school years, several versions of the mission statement were developed and voted on by all staff. The current mission statement was chosen in May 2017 as the one that gained an overwhelming number of votes. It was approved by the FUSD Board of Education, and is communicated to all FACE constituents internally and externally. It is posted in all FACE classrooms and offices, published in the bi-annual FACE Brochure, and featured permanently on FACE website. In 2017-2018, self-study focus groups and the leadership team reviewed the mission statement again and found it relevant for our current students' needs and goals.

Evidence: Focus Groups Meeting Notes, Mission Statement reviews and voting results

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.

- How does the school consider its mission and SLOs in its planning and decision-making activities? What evidence does the school have to support the use of the mission statement and SLOs in planning processes?
- How is analysis and review of the institution's mission and achievement of SLOs related to the revision of the schoolwide *Action Plan* each year?

FACE mission is central to the development and implementation of the schoolwide Action Plan and to all planning decisions made by the leadership on a daily basis. It is evident from the variety of new programs developed during the reporting period that provide "accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college". The level of educational technology integration in daily instruction also attests to the school's adherence to its mission and the achievement of SLOs by all students.

During the self-study process we realized the need for stronger alignment of the new mission and SLOs with the ongoing revision of the current Action Plan. The new Schoolwide Action Plan was developed with the mission and SLOs as its guiding principles. The implementation of the new Schoolwide Action Plan will be guided by the FACE mission and SLOs, and the plan will be reviewed on a quarterly basis.

Evidence: The Schoolwide Action Plan; Pathways Charts and infographic; new course outlines.

Indicator 1.4: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

- How were the SLOs developed and how are they measured?
- How do faculty members integrate these SLOs into their lesson planning?
- How are all stakeholders connected to the SLOs?
- How is each Schoolwide Learner Outcome measured?

Following the recommendations made in the mid-term review, we accomplished a comprehensive revision of the old SLOs in our self-study process. The new SLOs were informed by thorough research of the changing Fremont area demographics and adult student needs, as well as the new WIOA and AEBG mandates and College and Career Readiness Standards. The new SLOs are fully aligned with our new Mission Statement and are published, along with it, both internally and externally.

During the self-study process, the entire FACE staff participated in multiple SLOs revisions and voted to adopt the current version. The Schoolwide Learner Outcomes were adapted by each department to the particular needs of their students. It was reflected in the revisions of the course outlines and in the instructors' daily lesson planning. Recently, rubrics were developed in order to measure the SLOs systematically. Teachers have not yet begun to revise and implement the rubrics.

FACE SCHOOLWIDE LEARNING OUTCOMES	AS MEASURED BY THE RUBRICS:
SLO 1 Set Goals: Students will assess their needs and identify their academic, career, and/or personal goals. -With guidance, develop and communicate plans to achieve goals. -Be self-directed learners who learn independently and collaboratively in a diverse environment.	-Students' stated and documented goals and plans -Project and course participation and completion -Teacher observation and evaluation of students' independent and group work -Documented goal monitoring activities.
SLO 2 Achieve Skills: Using a variety of methods, technology, and resources, students will acquire knowledge and skills. -Develop and apply effective communication and critical thinking skills. -Build academic, career, life skills, and workforce readiness skills.	-Student mastery of skills evident through a variety of formative and summative assessments -Student completion of instructional levels in the National Reporting System (NRS) -Student achievement of stated goals and skills progression data as reflected in TE Updates.
SLO 3 Demonstrate Learning: Students will apply their acquired core knowledge and skills appropriate to their goals. -Advance to post-secondary education, training, and/or employment. -Contribute to personal enrichment and to the community. -Demonstrate 21st century skills, including digital literacy.	-Data on student advancement to post-secondary education, training, and/or employment from TE Updates and student feedback and surveys -Student goal achievement data, satisfaction surveys, and testimonials -Achievement of CCRS and/or ELPS evidenced by student performance on formative and summative assessments -Student mastery of current technology demonstrated by their completion of technology-infused activities, projects, and courses.

These rubrics were developed during the self-study process to serve as criteria for student achievement of the new SLOs, and they reflect the work our students do and the assessments we give them. However, we are still working on the full and systematic evaluation of the SLOs as measured by these rubrics.

Evidence: Goal setting and goal monitoring activities; formative and summative assessments, samples of completed activities and projects, including technology based, data from TE and NRS tables, documented SLOs revisions.

Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

- What is the process used to evaluate current educational literature and integrate new ideas that address current and future student learning needs?
- What process is used to look at student learning data results to see what needs current students have and explore what new ideas might be useful to address these needs?
- To what extent does the regular review and revision of SLOs include discussion based on current educational research?
- How does the review of profile data impact the review and revision of the SLOs?
- How does the achievement of SLOs connect to the schoolwide *Action Plan*?

FACE faculty and administrators keep abreast of the current educational literature by engaging in ongoing professional development activities and discussions reflected in notes and recommendation from the staff meetings, PLC meetings, and SACC workgroup meetings. The staff read and share LINCS publications, CATESOL Journal and Language magazine articles, CALPRO and OTAN publications, WIOA and AEBG updates, etc. FACE collaborates with the other SACC members and partners to glean their perspectives on adult learners' needs in the Tri-Cities area. FACE teachers and administrators participate in the professional conferences and trainings hosted by CATESOL, CCAE, CASAS, CALPRO, and OTAN and share new ideas and methodologies with their colleagues at staff meetings and at FACE PD events. Student learning data is regularly reviewed and discussed, and research-based strategies to address emerging learning needs are integrated in the course outlines and implemented in the curricula and instructional strategies. Differentiated instruction and project learning with appropriate scaffolding are the two methods that have proved to be the most effective in helping all adult students to achieve the current SLOs.

Review and revision of the old SLOs included discussion of current research-based educational data, as well as FACE student profiles and learning data. Our goal was to ensure that our new broad, overarching SLOs are grounded in current educational research, relevant to our students' needs, achievable within reasonable time, and

measurable by student learning data. The achievement of SLOs during the reporting period, as evidenced by the learning data (see the rubrics in Indicator 1.4 and evidence), has informed the revision of the previous Action Plan and the development of the new Schoolwide Action Plan.

However, we realize that the described process has to be ongoing and include all FACE stakeholders on a regular basis in order to ensure stability and continuous improvement of all FACE programs.

Evidence: FACE PD Plan and staff participation records; PD materials and topics discussed; notes of meeting discussions and recommendations; correlation of data on SLO achievement with the new Action Plan.

Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

- How does the school use annual profile data to evaluate course and program offerings?
- To what extent does the school gather input from current students and the community at large to determine future course and program offerings?

The courses and programs offered by FACE are reviewed annually based on student profile data, including demographics and learning outcomes, and on current educational research. FACE departments work diligently to ensure that all academic courses meet current student needs and are in alignment with College and Career Readiness Standards. The results of student needs assessments, which are implemented at least twice per school year, inform change in course and program offerings. For example, the EL Civics and Integrated EL Civics needs assessments determine the choice of most relevant EL Civics Units taught in the school year and help to prioritize Integrated Education and Training courses that need to be developed. Additionally, each EL Civics Unit includes pre- and post-surveys, which provide "just in time" data on the content relevance and inform the necessary changes to be implemented. This practice has been most successful in the ESL department, with its large classes and structured programming. It needs to be further developed and adapted to guide improvement in the ABE and ASE curriculum.

Evidence: Course Outlines and Course Syllabi; curricula innovations; EL Civics needs assessments and pre- and post- survey results; student surveys and testimonials.

Additional Online Indicator

Indicator 1.7: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

- To what degree are the policies related to online instruction effective in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies?
- How does the school upgrade or update technology, develop acceptable use policies, CIPA policies, and policies to ensure internet safety?

FACE adheres to the FUSD policies regarding online instruction, as they apply to content standards and credit requirements. FUSD Board-approved APEX Learning Online was first used to assist high school students in credit recovery and later utilized in HSD program for adult learners. FACE online instructional practices and online student support methodologies are informed by FUSD policies and based on current research. Burlington English and Project Success online courses in the ESL Distance Learning are OTAN and CDE approved and used by ELLs statewide, nationally, and internationally. All the online programs that FACE uses are standard-based, SLOs- oriented, and aimed at achieving the school's mission to provide accessible, equitable, and innovative quality instruction.

In accordance with the Schoolwide Action Plan and the yearly Technology and Distance Learning Plan required by WIOA, we budget for annual technology upgrades and updates in numerous ways. We purchase new hardware, such as servers, workstations, tablets, mobile labs, network printers, LED projectors, etc., prioritizing the replacement of malfunctioning and most outdated technology. We access FUSD site licenses for latest server/desktop operating systems and office productivity suites (ex. Server 2012 R2, Office 2016, etc.) We migrate towards vendor application standards (ex. web-based CASAS TPE, ASAP v3, etc.) Concerning policies (CIPA/internet safety), our internet connectivity is filtered by the FUSD's web security appliance (Barracuda Networks).

Institution's Strengths and Key Issues for Criterion 1 (no specific number required)

Strengths:

1. The new Mission Statement demonstrates the school's commitment to provide accessible, equitable, and innovative quality education to diverse adult learners.
2. The new SLOs are relevant, measurable, achievable, and data and research based.
3. The new Schoolwide Action Plan is guided by the school's mission and SLOs.

Key Issues (Prioritized):

1. We need to monitor the Mission and SLOs achievement in all program areas on a regular basis.
2. We need to engage all staff in the review and revision of the Schoolwide Action plan based on the SLOs achievement in all program areas every year.

Criterion 2: Organizational Infrastructure and Leadership

Criterion: The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

Indicator 2.1: The school has clearly defined roles of governance that provides for ethical and effective leadership and results in ongoing improvement of the school.

- How do the organizational structure and job descriptions promote efficiency and impact school improvement?
- How does the governing body implement its requirements for membership and training?
- To what extent does the governing body handle policy issues and long-term planning while allowing the administrator/director to oversee the day-to-day operations of the institution?
- How does the governing body support the school leadership and hold them accountable without micromanaging them?
- To what extent does the governing body demonstrate honesty and integrity in its relationships with stakeholders, other institutions or agencies, and with its own local community members?

Fremont Adult and Continuing Education is a part of the Fremont Unified School District (FUSD), and as such is governed by its Board of Education and district-level administration. The FUSD Board of Education has a long history of supporting adult education. It provides appropriate fiscal, legal, and administrative guidance and monitoring to promote efficiency and school improvement. FACE is organized into departments that are aligned with state and federal funding mandates. The department structure distinguishes English Language Learner needs from Adult Secondary Education, etc. In each department, teachers and administrators collaborate during both monthly department and Professional Learning Community (PLC) meetings to strive for continuous improvement. The department leaders work closely with the administration in the planning and implementation of these meetings.

The district's Human Resources department and the FACE administration ensure that job descriptions accurately reflect work duties and promote efficiency.

In addition to the FUSD Board of Education, FACE is also a member of the Southern Alameda County Consortium (SACC). FACE administration works closely with Ohlone College and other Adult Education members of the consortium to create a joint plan for spending the AB104 resources and to ensure accountability to the plan.

The FUSD Board of Education through the district's Human Resources Department ensures that all staff are properly vetted and trained to perform their duties. Teachers must be credentialed and highly qualified, and classified staff is required to take and pass job-level qualification exams. Regular and ongoing trainings take place each year to provide opportunities for continuous improvement.

FUSD's Board of Education has clearly defined board policies that guide the day-to-day operations of FACE and the other schools in the district. The FUSD Board of Education oversees all district policy issues and conducts regular monthly board meetings to effectively monitor the day-to-day operations of the district as a whole. The Board, in conjunction with the Superintendent and other upper-level management, set board goals that guide both district and FACE goals. The FUSD Board goals guide the FACE administration in overseeing the operations of the institution. The way in which the administration chooses to implement the school goals is autonomous and supported by the district's Director of Secondary Education. Additional guidance in handling policy issues is provided through various departments at the district office, including Business Services, Human Resources, and Instructional Services. The FACE administration attends regular, monthly meetings with district-level administration to promote ongoing communication and collaboration.

FACE's school leadership is supported and encouraged by district leadership and the FUSD Board of Education. The administration has been trained in various board policies and participates in regular district-level meetings that focus on their ongoing implementation. Site leadership expectations and strategies are shared at these meetings, and follow up is provided by a Principal's coach and the Director of Secondary Education. The FACE administration works collaboratively with the district office and is not micromanaged. The FACE administration has autonomy to make strategic fiscal and programmatic decisions without interference from the district. The district monitors decisions via budget reviews and administrative evaluation and planning meetings.

The FUSD Board of Education is a very strong and dedicated group of people who work well with the Superintendent and other district-level administration. They have strong ties in the community, visit schools sites regularly, and focus heavily on communicating with all stakeholders. Their meetings are accessible on local cable access television, as well as on the district website. Regular board communications are e-mailed widely throughout the district and are posted on Facebook and other social media websites. The Board works closely with a number of community agencies to promote student success throughout the district. There is an open forum at each meeting for stakeholders to share concerns, highlight achievements, and provide information for the Board.

Evidence: FUSD Board Policies and Goals; FUSD Communications, SACC Meeting Notes

Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

- To what extent does the administrator/director effectively lead the school as both a visionary and academic leader?

- To what extent do school leaders effectively guide the school toward school improvement?

- What evidence exists to show that school leaders are trusted by the stakeholders?

- To what extent do the faculty and staff display that they are motivated by school leaders to bring focus to student learning and school improvement?

The FACE leadership has undergone several changes during the 2016-2017 School Year. Administrative oversight and vision was disrupted when the permanent principal left mid-year and was replaced by an interim principal. In April 2017, Heidi McFadden was appointed the new Principal of FACE. This turnover has caused a change in academic leadership and vision for FACE. At the beginning of the 2017-2018 school year, Ms. McFadden, after careful review of school needs, developed schoolwide goals that were presented to all staff and became the driving force of the work that has been taking place at FACE since then. The goals included working as a Professional Learning Community to answer the four essential questions, regaining fiscal stability, ensuring that all district and board policies are being followed, and ensuring a comprehensive WASC Self-study process. The goals provide a vision and focus on academic progress and continuous school improvement. Progress on the achievement of the schoolwide goals is shared regularly with all staff. The goals for the current school year are directly aligned with the new WASC Action Plan in Chapter 4 of this Self-Study.

In order to implement the goals schoolwide, Ms. McFadden has assigned department oversight responsibility to the Assistant Principal and herself. An administrator attends all PLC meetings and the majority of department meetings to collaborate with staff and provide instructional leadership. Ms. McFadden believes strongly that the most important role of a school principal is academic leadership and is committed to establishing an effective PLC culture across FACE.

Professional Learning Communities provide a foundation for academic goal setting and continuous improvement. Ms. McFadden has led the ESL Department in unpacking English Language Proficiency Standards (ELPS). The ESL faculty has continued the work of creating backwards designed unit plans and formative assessments. The principal is also working closely with the Adults with Disabilities Department to create meaningful assessments of student progress, and with the Parent Education Department. Ms. Tracey Levy, Assistant Principal, is working closely with the Adult Secondary Education Department (ASE) in their PLC. In the ASE Department, teachers are working on a deeper understanding of the Common Core standards, and have begun full

implementation of APEX Learning to ensure instructional rigor and the required depth and breadth of ASE curriculum.

A schoolwide PLC calendar was created and shared with the entire staff. The principal is working closely with the district's PLC coach to implement strategies in PLC meetings that create a culture of ongoing school improvement. The Assistant Principal also provides academic guidance in her department's PLC meetings.

Trust takes time and effort to establish. With the change in school leadership, it will take time to build a foundation of trust among all stakeholders. The department leads have established a long-term relationship of trust with their colleagues, and are working closely with the administration to build trust between the department staff and the administration. Ms. McFadden has an open door policy with all stakeholders to address any ideas, concerns, or other topics. The administration believes strongly in establishing and maintaining open communication, transparency, and healthy professional relationships which will foster trust by stakeholders.

In spite of the period of administrative instability that FACE faculty and staff had gone through prior to 2017-2018, they have upheld high academic standards and showed unwavering commitment to their students' success. Last year saw significant change in the school's operations, and FACE staff has demonstrated support for the new leadership, as well as willingness and ability to embrace change.

Evidence: FACE goals, Staff Survey, PLC Meeting Calendar

Indicator 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

- To what extent does the school include all stakeholders in the regular evaluation of the school as a whole?
- How do stakeholders have a voice in decision-making processes?
- How does the school widely communicate the results of regular evaluations and use them as the basis for school improvement?
- What process does the school use to evaluate its organization, governance structures, and decision-making procedures?

This summer, Ms. McFadden met with and received feedback and input from various stakeholders, including the Fremont Unified School District's Teachers Association (FUDTA), and the Classified School Employees Association (CSEA). She also met with district-level administrators and board members to solicit input. Ms. McFadden also openly invited all staff to meet with her personally to share what they love and what they would like to see changed about the school.

Students are regularly asked for feedback about programs and structures at FACE. FACE website features a survey on the homepage asking for community input about the types

of classes they would like to see offered at FACE. The administration also has an open door policy to hear concerns and input from all stakeholders.

The administration meets regularly with Southern Alameda County Consortium members, including a representative from Ohlone Community College to seek input on decisions affecting the entire school. In addition, FACE is a member of SparkPoint run through the Fremont Family Resource Center. SparkPoint is a collaboration of 25 different community organizations that work together to share resources to assist low income families. Feedback from the community is shared at all SparkPoint meetings, and a partnership has been established to communicate and organize a variety of county resources. In addition, FACE works closely with La Familia and other community-based organizations to provide educational resources and to elicit feedback on community needs.

Evidence: SACC Leadership meeting agendas and notes, students surveys, staff survey

Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

- To what extent does the school document its policies and procedures in a Policy Manual?
- How do written policies guide decision-making processes?
- How does the organizational infrastructure support all academic programs, activities, and events so that students are able to achieve Schoolwide Learning Outcomes?
- How often does the school review and update its Policy Manual?
- How do faculty, students, and staff members have established mechanisms for providing input into institutional decisions?
- To what extent is the creation of new policies as well as the decisions made based on current policies done in a transparent and ethical manner?

FACE has had written policies in a staff handbook that have been shared with staff members throughout the school. Last year, the administration was working to update the handbook which was shared the entire staff at the Back-to-School meeting on August 30, 2018. The handbook includes all departmental policies and procedures, applicable district and board policies, the school safety plan, organizational charts, phone lists, and other pertinent information that helps establish and maintain consistency for all institutional programs, activities and events. This information will be updated each summer and distributed via FACE Google Drive to all staff at the beginning of each school year. Important policy or procedural changes will be reviewed in August during the staff development day.

One of the FACE goals last year was to "abide by federal, state, district and school policies. (all board/district goals)." The administration focused on working with all FACE staff members to ensure that union contracts and board and school policies are followed.

Decisions that affect the programs and structures are made with written policies in mind. The administration has worked with individual staff members to ensure that policies are followed appropriately. Decision-making begins with policies in mind. Written policies were included in the updated staff handbook that was completed by the end of 2017-2018.

FACE is organized into departments that correlate to specific academic programs: ESL (English as a Second Language), ASE (Adult Secondary Education)/ABE (Adult Basic Education), PE (Parent Education), AWD (Adults with Disabilities), and CE (Community Education). The departments have lead teachers who help the administration to organize and disseminate information about academics, activities and events to students, teachers, and support staff. The ASE/ABE Department does not have a designated lead teacher, but works under the direction of the Assistant Principal to support these efforts. Departments meet regularly in Department and PLC meetings to ensure that the Schoolwide Learning Outcomes are being met. The administration attends the majority of department meetings and all PLC meetings to provide guidance and assistance in meeting the SLOs.

Last year, the staff handbook, or policy manual was updated. Staff input was sought and any training necessary on the policies is being offered to ensure understanding and implementation. The handbook will be updated each summer and new elements will be presented to the staff at staff development meetings in August. The office staff receives this information during their Office Staff Meeting in August, as well. Prior to the arrival of the current administration, the staff handbook or policy manual was updated every two years. It was last updated in summer 2018.

The administration has an open door policy, and welcomes faculty, students, and staff members to provide input at any time. More formally, there are various mechanisms for students to give ongoing feedback to the staff. There are surveys that are conducted regularly, as well as a website questionnaire that asks students for feedback on programs they would like to have provided at FACE.

Faculty and staff share ideas and discuss issues during department and staff meetings and make collaborative decisions regarding program implementation and other institutional decisions.

The administration has met with various stakeholder groups, including the teachers' union and office staff union, as well as district-level administration, students and outside entities. All input is taken seriously when making institutional decisions.

Evidence: FACE Manual, ESL Teacher Orientation Handbook, FACE Organizational Chart, staff meeting agendas and notes

Additional Online Indicator (if applicable)

Indicator 2.5: The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all online courses.

- To what degree do the processes and procedures involve the online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning?

FACE faculty and staff that provide and assist in online instruction have the same access to professional development activities as those staff members who deliver face to face instruction. Additionally, online teachers have access to the training resources of those publishers whose online learning courses we utilize, such as Burlington English, Project Success My English Lab (by Pearson), and APEX Learning.

School's Strengths and Key Issues for Criterion 2 (no specific number required)

Strengths:

1. FACE operates in accordance with the FUSD Board of Education goals and policies and has the support of district administration.

2. FACE leadership guides all aspects of the school's programs and maintains an open door policy to hear all stakeholders.

3. FACE staff is motivated to support its Mission and Schoolwide Learner Outcomes.

Key Issues (Prioritized):

1. The new administration has made great strides toward uniting FACE staff to achieve SLOs and implement the Action Plan. Work to build trust with all stakeholders needs to continue so that all staff members actively contribute to this goal.

Criterion 3: Faculty and Staff

Criterion: The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

To what extent are the school's personnel sufficiently qualified to guarantee the integrity of programs and services?

What methods does the school use to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission?

How does the school determine the number of faculty and staff members needed to meet the learning needs of all students?

FACE employs certificated and classified staff according to the FUSD Board of Education and FUSD HR policies and requirements. Job descriptions outline the specific qualifications for each position based on the needs of a particular adult education program. FACE upholds high standards for its staff. All teachers in academic programs are credentialed and teach subjects listed on their credentials. Four ESL teachers hold a TESOL certificate; 12 teachers have Master's degrees in the subjects they teach, and one ESL instructor holds a doctoral degree in Education. A few instructors have earned their advanced degrees during their tenure at FACE. All instructors are encouraged to participate in professional development activities organized by the school and the Southern Alameda County Consortium for Adult Education, and in workshops, training sessions, and conferences offered by California Department of Education through CALPRO, CASAS, and OTAN. Continuous professional development enables them to keep abreast of educational theory and practice and meet the evolving educational needs of the community in accordance with FACE Mission and Schoolwide Learning Outcomes.

All classified employees are required to pass qualification exams through FUSD's Human Resources Office based on specific job classifications. Once hired, they undergo yearly evaluations and participate in training activities offered by FUSD and by FACE. The number of faculty and staff necessary to meet the learning needs of all students is determined by close monitoring and analysis of each adult education program, including demographic and enrollment trends, scheduling and instructional delivery preferences, student goals and learning outcomes, special accommodations, etc. Every effort is made to remove barriers to learning for all students. New positions undergo a rigorous approval process by FACE and FUSD Administration and must be FUSD Board approved.

Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

- Who is involved in the hiring process and to what extent is there transparency in the advertisement for open positions?
- To what extent do job descriptions accurately reflect position duties, responsibilities, and employer expectations?
- By what means does the school verify the qualifications of applicants and newly hired personnel?

New teaching positions are first posted internally and made available to all appropriately credentialed faculty members. After completion of the internal interview process, unfilled positions are posted on https://www.edjoin.org/ through the FUSD HR Office. External candidates for new teaching positions in academic programs complete an extensive application process online that requires uploads of the credential, CV, references, and recommendation letters. Each candidate is vetted by the FUSD HR before they are granted a job interview by a FACE panel consisting of the principal, the assistant principal, and particular department leads. After the interviews, the panel meets to discuss the candidates' ratings. In case of a draw, the competing candidates may be called to the second round of interviews that may include a lesson demonstration.

In hiring classified personnel, FACE follows the FUSD and employee union policies. All classified employees must pass specific job skills tests. Once they pass the appropriate tests, they are placed on a ranked list of applicants. All positions are open first to transfers within the district. If there are no transfer candidates, HR sends the principal or hiring manager a list of the three top scoring candidates from the hiring list. The principal interviews all three candidates, does reference checks, and then makes a recommendation for hiring to HR.

Before any positions are awarded, the school administration verifies candidates' references.

Evidence: Certificated and classified job descriptions, teachers' CVs, EdJoin.com

Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.

- What processes and manuals does the school use to develop and publicize its personnel policies?
- How does the school ensure that it administers its personnel policies and procedures consistently and equitably?
- To what extent does the school have a written code for professional ethics for all personnel and communicate expectations to them?

- What are the school's provisions for keeping personnel records secure and confidential?
- How does the school provide employees access to their records?

All personnel policies are outlined in union contracts (FUDTA, CSEA, and SEIU), as well as in Board Policies and HR rules. In addition, FACE has developed a staff handbook that outlines specific policies, emergency procedures, and other information pertaining specifically to the school. The administration works closely with employees in all three unions to ensure that the employee/district contracts are being followed and that fair practices are implemented. Equity and consistency are important for the FACE administration. The Principal has an open-door policy for all employees to come and share ideas or concerns, or simply ask a question. FACE follows all district employee policies, including an employee code of conduct with students and FUSD Board policies outlining expectations for professional behavior (BP 0100- philosophy and goals).

Personnel records are kept at the FUSD's Human Resources department. Specific information necessary for completing monthly payroll is also kept in FACE's data specialist office. All employee records are kept in locked filing cabinets and remain confidential. Employees can access their personnel files by making an appointment with HR. Employees are also able to discuss payroll issues directly with the data specialists.

Evidence: Personnel Policies in union contracts (FUDTA, CSEA, and SEIU); FACE Staff Survey

Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

- To what extent does the school establish written guidelines for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities?
- How is the evaluation process built on a collegial spirit that fosters growth and improvement?
- By what methods does the school define "effective teaching" in its evaluation process? How is that effectiveness judged?
- Who does the annual evaluations of employees and are the results of such evaluations documented and shared in follow-up meetings with the employees under review?
- What process is in place to assure that evaluations lead to improvement in job performance?

The school follows the written FUSD guidelines for evaluating certificated and classified personnel. Certificated tenured instructors are formally evaluated every two years. If their performance is less than outstanding, they are placed on the two-year alternative evaluation plan; if performance is exceptional, the instructor may be placed on a five-year evaluation cycle with agreement from both the evaluator and the instructor. The previous

administration awarded the five-year evaluation cycle to numerous instructors, while the new principal strongly believes that regular evaluations are beneficial to all staff and to the program as a whole. In 2017-2018, seven teachers who were previously on a 5-year cycle got evaluated early, and will continue to go through regular evaluations.

The principal adheres to the evaluation schedule agreed upon by FUSD and FUDTA. Those teachers who are to be evaluated each year must attend a building-level meeting to review the evaluation process. This meeting takes place at the end of Back-to-School Day scheduled activities. Teachers are assured that the evaluation process is equitable and beneficial for their professional growth. "Effective teaching" is defined based on the California Standards for the Teaching Profession. Additional essential indicators that are used are 1) the alignment of instruction with the College and Career Readiness Standards (CCRS) in all academic programs and the corresponding English Language Proficiency Standards (ELPS) in the ESL program, 2) by the achievement of schoolwide learning outcomes (SLOs) in the program year, and 3) by the fulfillment of stated lesson objectives.

Classified personnel are evaluated based on the written guidelines agreed upon by FUSD and CSEA/SEIU. Evaluation procedures are outlined in each union's contract, and there is a specific evaluation form for the classified personnel that is utilized by the administration.

Evidence: Personnel Policies in union contracts (FUDTA, CSEA, and SEIU); FACE Staff Survey, Evaluation Forms

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

- What are the roles of teachers and other staff members in the development of SLOs?
- How often do faculty members meet to discuss SLOs and analyze student learning data to ensure that students are achieving SLOs?
- What are the measures used to show student attainment of SLOs and how are these measures monitored?

All teachers, para-educators, and administrators are involved in the development of SLOs. At monthly staff meetings teachers analyze student persistence and standardized testing data. They discuss students' needs and brainstorm strategies to overcome various barriers to the attainment of SLOs by all students. During the self-study period, all FACE faculty and support staff collaborated in meetings and on line to revise SLOs based on emerging student needs and the pressing requirement to facilitate adult learners' achievement of 21st century skills in order to prepare them for new challenges in further education pursuits and careers. Faculty and staff work together at monthly staff meetings, in the Professional Learning Communities (PLCs), and in the self-study focus groups to monitor and analyze student learning data, such as CASAS test scores and learning gains, level completions and advancements, pre- and post-unit student surveys and

testimonials, student career advancement, and other outcomes. These data are obtained from ASAP and TOPSPro reports and national Reporting Systems (NRS) Tables, as well as formative and common formative assessments and direct student feedback. Faculty and staff share the results of their inquiry across programs at quarterly all-staff self-study meetings. The principal reports on the attainment of SLOs in her yearly Back-to-School Address.

Evidence: NRS Tables, Data Integrity Reports, examples of student surveys and testimonials; common formative assessments; staff meeting agendas and notes; Self-Study Focus Groups Meetings agendas and notes.

Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.

- To what extent does the school plan professional development activities that are connected to student learning needs?
- To what extent does the school provide funding for professional development opportunities?
- How does the school ensure meaningful evaluation of professional development activities?
- What impact do professional development activities have on the improvement of teaching and learning? How does the school evaluate that improvement?

During the reporting period, FACE has expanded staff involvement in the planning and implementation of professional development activities. Professional development planning is based on careful evaluation of student learning needs from the learning data analysis (see above). Instructors participate in the yearly OTAN Technology Survey; the results attest to their strengths and areas of improvement and help the administration prioritize professional development needs in the area of educational technology. The yearly CDE Implementation Survey requires that FACE faculty and administration identify three areas in educational methodology and program management, including curriculum delivery and assessment of learning, for the following school year. The administration disseminates additional Professional Development (PD) Needs Survey at the end of the school year. All this information drives the development of the FACE PD Plan.

The school budgets for professional development activities. FACE pays each participating instructor for up to 16 PLC hours per school year. Professional development takes place at the SACC collaborative workgroup meetings and at SACC biannual summits that are paid for with AB104 funds. Two staff members are required to complete CASAS Accountability and Implementation Trainings each school year. These trainings are covered by WIOA funding. Staff is encouraged to attend and present at state and local professional conferences hosted by CCAE, CATESOL, OTAN's Technology and

Distance Learning Symposium, CASAS, etc. WIOA funds are budgeted for these PD activities as well. The WIOA Coordinator participates in monthly regional WIOA Network meetings and Integrated EL Civics Network meetings hosted by CASAS, and disseminates the information to all stakeholders.

Professional development is part of the California Standards for the Teaching Profession. Each teacher submits a list of the trainings attended during the school year. Ideas and materials are shared at the department staff meetings, SACC Collaborative workgroup meetings, and PLC meetings. Teachers are encouraged to demonstrate practical classroom applications of the PD trainings to their colleagues and solicit meaningful collegial exchange. Administrators note the adherence to high teaching standards or lack thereof during lesson observations and formal evaluations in the form of commendations and recommendations.

Evidence: Professional Development Plan, teacher PD Lists, conferences and presentations, meeting agendas and notes.

Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

- What process is in place for the regular evaluation of all non-teaching personnel?
- To what extent are job descriptions and duty expectations regularly reviewed and revised to meet the current needs of the school?
- How is the support staff included in meetings and processes (as appropriate) to engage them as important stakeholders in the learning programs of the school?

Additional Online Indicator All non-teaching staff members are regularly evaluated within contractual timelines and obligations. Job descriptions and duty expectations are clearly outlined by FUSD Human Resources, and regularly reviewed to ensure that support staff members are not working outside of their job classifications. The administration has worked closely with HR to ensure that classified job descriptions meet the needs of the school. Ms. McFadden has reorganized job duties in the main office, and worked closely with the Director of Classified Personnel in HR to guarantee that job descriptions and duty expectations more accurately meet the needs of the main office. There are monthly Office Staff Meetings, in which all office staff members are encouraged to provide input, share information, and become more organized as a team.

Evidence: Classified Jobs descriptions, Classified Staff meeting notes

Indicator 3.8: The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

- How effective are the school's supervision and evaluation procedures that promote professional growth of online instructional staff?

- To what degree are online staff evaluated according to their technological competencies, use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Most online teachers also provide direct classroom instruction and are encouraged to participate in all PD activities. Additionally, online instructional staff is required to go through specialized technology and online course training. In 2012-2016, when we used the Moodle online courses platform, all online instructional staff was trained in Moodle. When APEX Learning was introduced to ASE program in 2013-2014, all appropriately credential instructors were given the opportunity to get trained, and in 2016 retraining in APEX Learning was offered to both established instructors and to new trainees. When Burlington English (BE) was piloted in the ESL Program in September 2014, all ESL instructors were given the opportunity for multiple trainings. The program was pulled off the ground and became one of the stellar Distance Learning models in the state thanks to the leadership of its facilitators and to the online teachers' collaboration in meetings and on FreedCamp, an online project management tool, where teachers could share best practices and concerns and find solutions. Since then, new instructors have joined the BE Team after being trained by mentors in-home. Our contact with the BE Regional manager is strong and ongoing. She often visits FACE campus to keep us up to date on continuous innovations introduced by BE developers and to solicit FACE online instructors' and online students' feedback. A similar, if somewhat less involved learning process, was implemented in the Fall and Winter 2017-2018, when Project Success MyEnglishLab was adopted in the ESL Program.

Online staff gets evaluated based on the number of course completions per quarter and other indicators of students' persistence. Some students complete multiple courses and continue throughout the school year. Most online teachers demonstrate high completion and persistence ratio that is based in large measure on the quality teacher-student interactions.

Evidence: BE Training dates and agendas, BE Orientation materials; Freedcamp communications, BE Reports/Completions, APEX training evidence and completions.

School's Strengths and Key Issues for Criterion 3 (no specific number required)

Strengths:

1. The administration upholds high professional standards for instructional and non-instructional staff and is supportive of professional development.
2. The school has a transparent and equitable hiring process.
3. Staff is committed to work together for the betterment of the students and programs.

Key Issues (Prioritized):

1. We need to strengthen program implementation of PD activities to translate directly into student learning.
2. We need to involve all faculty members, without exception, in PD.

Criterion 4: Curriculum

Criterion: The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

- How does the school list all courses and provide course outlines and objectives for all stakeholder groups?
- To what extent does each course have clearly defined learner outcomes?
- How is institutional resource allocation connected to curriculum development needs?

FACE courses are listed in the bi-annual FACE Brochure and on the FACE website at www.face.edu. We share course outlines and objectives with all SACC stakeholders at workgroup meetings and in meeting notes, as well as in FACE course transition charts, which are regularly updated as new courses are being developed. Each department has a curricular map that features its courses offered. Each course outline has a set of objectives and clearly defined learner outcomes aligned with Schoolwide Learner Outcomes (SLOs). Teachers create and update quarterly course syllabi, which are shared with students at course orientations and published on teacher pages on the FACE website. Based on curriculum development needs, funds are allocated for curriculum development in the form of long-term and short-term special teacher assignments. For example, since 2001, FACE has been funding a position of EL Civics Curriculum Resource Teacher, whose primary responsibilities include researching and organizing EL Civics printed and online curriculum and designing performance-based alternative assessments. All EL Civics curriculum units are organized in ESL level appropriate binders, complete with CDE approved objectives and assessment plans, recommended weekly schedules, assessment scripts, pre-assessment practices, as well as core and supplemental teaching materials. Online EL Civics curriculum for each unit is provided and regularly updated on the FACE website under Resources; FACE was honored with the Promising Practice Award by CASAS/CDE for this online curriculum website, which is used by adult education agencies statewide. FACE has supported a few short-term curriculum development teacher assignments for new career preparation and transitional courses, e.g., Pre-College Bridge Program, Early Childhood Studies Preparatory Course, Pharmacy Technician Preparatory Course, and Business Communication Strategies and Customer Service Skills Course. It is also part of all department leads' responsibilities to research, share, and organize curricula for their programs, and to ensure course

alignment with the school's Mission and SLOs. Any changes to courses are discussed at staff meetings and PLC meetings prior to their approval and implementation. Para-educators in the ESL and ABE classes help teachers prepare instructional materials for students. However, curriculum development is not supported as additional contracted time for all teachers; rather, it is considered to be part of their professional responsibilities. Teachers collaborate and share materials on the department Google Drive.

In the High School Learning Center, APEX Online Learning was adopted in 2017-2018 because it provides a challenging, coherent, and relevant curriculum that gives all students the opportunity to reach SLOs. This CCRS-aligned curriculum provides additional intervention and extension materials to support struggling or exceling students. In the GED classroom, the GED Academy is used as the curriculum to help students learn the necessary content and skills for success on the GED exam. Lifetime Library is also utilized in the pre-GED lab to help struggling students bolster their basic skills. The ABE instructors are working to align the ABE English and Math curriculum to CASAS competencies in order to ensure that all students have the foundational level skills to be successful in transferring to the ASE or GED classrooms.

In both the Parent Education and Adults with Disabilities departments, teachers also work diligently to create courses that have clearly defined learning outcomes for students.

Evidence: FACE Brochures, FACE website; course outlines, course syllabi, course flyers, PLC and staff meeting notes; sample course units, EL Civics binders, APEX course outlines/descriptions, GED Academy (https://www.passged.com/) and Lifetime Library (http://www.learnandpassmath.com/LibraryHome/default.asp)

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

- To what extent does the school have a curriculum review cycle in place that includes as many stakeholders as possible?
- To what extent does the curriculum review process result in written conclusions that are used to make allocation decisions?
- What processes are in place to ensure that learning materials are providing accurate and up-to-date information to students?
- To what extent are all teachers involved in the curriculum development process?
- How does the curriculum reflect the school's mission and how does it connect to the school's SLOs?
- How often is the entire school curriculum evaluated for relevancy in light of changing student demographics?

Curriculum review is an ongoing process in all FACE departments. The updates must be formally documented in the course outlines at least every other year. The review process includes analysis of student learning gains and learning needs, consideration of teachers' feedback on the curriculum they teach, as well as discussions at staff meetings, PLC

meetings, and SACC workgroup meetings. Decisions about major curriculum innovations are reflected in the written proposals for new online and printed curriculum acquisitions that the department leads submit to the administration. Purchases are prioritized based on the budget availability. Some major curriculum acquisitions at FACE include online courses - *APEX Learning* in the ASE program (2013), *Burlington English* (2015) and *Project Success My English Lab* (2017) in ESL, as well as numerous printed materials, e.g., class sets of *Oxford English Picture Dictionary*, both mono-lingual and bi-lingual in many languages, and new *Ventures* and *Stand Out* series aligned with the ELPS and the new CASAS competencies. Additionally, teachers share new curriculum resources they research and take away from conferences and other professional development events. There is an ESL teacher workroom in the ESL office, well-stocked with up-to-date ESL books and other materials. Reproducible materials are collected in binders organized by the subject area and ESL level. Every effort is being made to ensure adequate mapping of curriculum and to provide continuity across ESL Levels.

In the past three years, FACE ABE/ASE and ESL departments have been working on the curriculum alignment to the College and Career Readiness Standards (CCRS). Additionally, since January 2017, FACE ESL department, in collaboration with FACE ABE program and with our colleagues in the Southern Alameda County Consortium (SACC), has been working to integrate the English Language Proficiency Standards (ELPS), which correspond to the CCRS. We have been working diligently in our Professional Learning Communities (PLCs) to ensure that ELPS become common curriculum content standards across ESL and ABE levels both at FACE and in other adult education agencies in our local consortium. This goal is the driving force of our ongoing work on curriculum.

Our work on the revision of the school's Mission Statement and the Schoolwide Learner Outcomes in the past three years has required a thorough review of the curricula in all program areas. In accordance with SLO1 *Set Goals*, goal setting and goal monitoring in learner-centric contexts have become essential components of courses in all subject areas. SLO 2 *Achieve Skills* that can only be attained through relevant curriculum content and delivery is reflected in our broad use of online curricula and advanced methodology, such as text-dependent questioning, cooperative learning, and project learning, including individual and group research. SLO 3 *Demonstrate Learning* is evident in the student-centric curriculum focused on 'learning to learn' and designed to develop 21st century skills, such as critical thinking, decision making, and working in culturally diverse environments. Demonstrating digital literacy, part of SLO 3, reflects the urgent demand of the local economy for strong technology skills and attests to the changing demographics of our student population. All materials at all levels need to be regularly updated as the life skills being taught quickly become obsolete with the advent of technology. They need to be appropriate for the more educated and tech savvy students who are currently enrolling at FACE. This SLO is evident in the integration of digital literacy activities in all academic curricula. For instance, in the past two years, our Integrated EL Civics Program has added an important Internet Safety Unit. The ESL

Department has established ESL Student Technology Learning Outcomes for each ESL level and revised the ESL curriculum in order to achieve them. Some examples of additions to the curriculum are email communication, social and professional networking, and Google Drive applications for writing assignments, surveys, and group presentations.

New courses that have been developed, including the Pre-College Bridge Course, Pharmacy Technician Preparatory Course, and Business Communication Strategies & Customer Service Skills, are all examples of FACE collaboration with various stakeholders. Ohlone College, Growth Sector, MVROP, and JVS Bankwork$ are the partners that worked closely with FACE faculty to ensure that the curricula for these courses were accurate, up-to-date, and relevant for the intent of the courses.

Evidence: FACE website; course outlines, course syllabi, PLC, SACC, and staff meeting notes; sample course units, EL Civics binders, samples of EL Civics pre- and post-surveys, ESL Technology SLOs.

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

- To what extent does the school provide texts and/or learning materials in a timely manner at the beginning of each semester?
- To what extent does the school provide sufficient library resources, or access to such resources, to support classroom instruction?
- How does the school make learning labs, computer labs, etc. available to students to support their learning needs?
- How does the school support the quality of its instructional programs by providing technology and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings?

At the last staff meeting of the year teachers in various departments review and discuss curriculum for the following school year. Each teacher is responsible for providing a course syllabus based on the course outline and the curriculum planned for the quarter. The syllabi are presented to students at the beginning of each quarter. Classrooms are supplied with class sets of textbooks, workbooks, dictionaries, and others materials used in instruction. For instructors who use the APEX curriculum, course outlines and materials are embedded in the online software. During PLC meeting the teachers review CCRS skills and content and discuss ways to commonly teach high endurance and leverage skills that are embedded throughout the content.

For each EL Civics Unit, ESL teachers receive a binder of instructional materials two weeks prior to instruction. To ensure timely access to instructional materials and seamless functioning of the program, EL Civics Units are scheduled on the ESL Department Calendar. Para-educators help teachers prepare reproducible materials that are handed out to students to work on and keep. All materials are available to students in a timely manner. ESL teachers use their webpages at www.face.edu to link students to

online and community resources and to post course syllabi and assignments. Students have access to computer labs twice a week during class time and, additionally, during open lab time. Some classrooms, especially for more advanced ESL levels, are equipped with laptop and Chromebook carts, which are available to teachers in other classrooms upon request.

Students in the ABE classroom/High School Learning Center have access to adult basic education materials designed to upgrade their math and English skills to the 8th grade levels. Since January 2018, the program has been going through a major curriculum revision. We are currently researching more software products for ABE students. Updated ABE curriculum aligned with CASAS competencies and CCRS will be purchased in the upcoming school year.

Students enrolled in the High School Learning Center (HSLC) have access to course outlines via APEX Online Learning. It provides effective digital curriculum aligned with CCRS. Course offerings include math, English, science, social studies, electives, and CTE. Students have access to all of the materials in their courses of study from any device that has internet connection, making it possible to work at a distance. Students are provided with online texts, primary source readings, practice and application exercises, and formative and summative assessments. In 2017-2018, teachers in the HSLC were also given district-adopted mathematics and English textbooks for student use, in case they prefer hard copy materials for these subject areas.

Students enrolled in the GED preparation course have access to three different software programs. The instructor can integrate learning from one or all of the software programs depending on the student's skills and goals. Instructional videos on essay writing and mathematics are available to students to help build these skills. Students also use GED practice tests to become familiar with different types of test questions and to build confidence in test taking skills.

Students in ABE, HSLC, and GED classes have access to computer labs in each classroom for their use of online courses. There are multiple computers stations with more than enough computers for every student.

Parent Ed Department's curriculum framework includes parenting topics, take home handouts that are validated by social and scientific studies, and session lesson plans. In addition to the learning opportunities with their children in the classroom setting, students enrolled in the Parent Education Program are provided with materials on core parenting topics, such as Child Development Milestones, Consistent Parenting, and Fine Motor Skills, as well as many others. These materials are prepared by the instructors and updated regularly. Students are also provided with internet links to activities for children and to other resources in the community.

AWD has course outlines for their academic-based English and mathematics courses. All students who take these courses have access to online and other materials to support their understanding of basic skills in these content areas.

Evidence: Samples of course syllabi, textbooks, videos, copies of worksheets and handouts; student enrollment data for APEX courses; syllabus for APEX courses; online student progress reports; list of software programs; samples of videos and worksheets; GED practice tests; parenting handouts; list of parenting internet links; a file of parenting topics with samples of handouts given to Parent Ed students updated in 2017.

Additional Online Indicators

Indicator 4.4: The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

- To what extent do the online curriculum/courses consistently meet state academic standards?
- To what degree is there effective integration of outsourced curriculum into the program?

APEX Learning is a comprehensive and sequential documented state-approved high school credit online curriculum offered to the High School Diploma students in the FACE ASE Program. It meets the Common Core Standards and College and Career Readiness Standards (CCRS). It is fully integrated; indeed, it is the only option currently offered to the High School Diploma students at FACE.

Burlington English **(BE)** Courses are approved by the state and aligned with CASAS Competencies, CASAS Content Standards, and EL Civics curriculum. BE focuses on instruction for English language learners in four skill areas: listening, speaking, reading, and writing. It includes a unique Speech Trainer feature which is able to analyze the pronunciation of an individual learner, set up a unique plan, and provide targeted practice to meet specific pronunciation needs. BE also includes robust dialogue and role play activities which help students improve their listening and speaking fluency. It utilizes blended learning approach that integrates facilitated classroom instruction with additional student online learning opportunities. *BE Everyday English* and *BE English in America* series provide seamless transitions from Basic ESL level to Advanced. While *BE Everyday English* is used at FACE only as a distance learning option, *BE English in America* is also used as a blended component in face-to-face instruction and as a supplement to EL Civics curriculum. Level adapted *BE Career Pathways* and *BE Career Extensions* are courses that meet the needs of career bound and working English Language Learners facilitating transitions to the workforce and upward career mobility, while the *Exam Preparation Component* enhances their test-taking skills. All BE Courses are fully integrated in the FACE Distance Learning Program; *English in America* is also partially integrated in some face-to-face ESL classes.

Project Success My English Lab, the recent addition to the online ESL curriculum funded by Fremont Education Foundation Innovative Grant, is a new six-level, four-skill series with a strong focus on workplace skills and 21st-century challenges. Geared

toward adults, this video-based program teaches English by immersing students in real-life professional situations. It provides video, audio, digital, and print materials to guide teacher-student interaction in the classroom or in distance learning formats. All materials are integrated for seamless blending of classroom and independent learning. Each level of _Project Success_ presents a different workplace setting. Students learn situational language as they watch interactions with co-workers, customers, family, and friends in a variety of workplace and personal situations. As students move through the series, they learn about six important sectors in today's economy: food service, hospitality, healthcare, higher education, business, and retail. This practical focus enables students to learn about jobs in these occupational clusters and hone everyday life skills, as well as critical thinking skills for the workplace and for further education.

Indicator 4.5: A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

- To what degree are their procedures that ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable?

- How does the school examine the demographics and situation of students throughout the class offerings?

- To what extent do the school's instructional practices and other activities facilitate access and success for special needs students?

APEX online curriculum ensures that all students have access to courses that meet the UC "a-g" requirements; however, there are very few students who complete the additional coursework necessary, beyond the 190 credit graduation requirement, to meet UC eligibility.

The demographics and situation of students is taken into consideration when making decisions regarding when to offer HSLC hours, GED preparation courses, and other course offerings. Students benefit from the flexibility of online coursework, as they are able to complete assignments at home at a pace that is comfortable for them. Students' individual situations are taken into consideration by their teachers, who work diligently to guarantee that their needs are met and they are able to continue to make progress in their courses. Teachers often identify students who are struggling with content and refer them for additional support to the ABE classroom. Intervention materials for students with special needs who struggle with the content are also available in APEX. While there are curricular materials available to assist special needs students, there is a need to implement instructional practices and activities that facilitate access for special needs students in the ESL and ASE programs. This need has been identified by teachers throughout the self-study process.

Indicator 4.6: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

- How does the school determine the effectiveness of its outsourced curriculum to maintain curricular integrity, reliability, and security?

Prior to adopting outsourced online curriculum, we do thorough research of available products by networking with other adult education agencies and consulting with publishers. The process includes preliminary online and/or face-to-face training. We usually follow up with a pilot to solicit both student and teacher feedback and to take preliminary learning outcomes into consideration. We opt for products with strong teacher management systems that allow for reliable and comprehensive data collection. The programs are run by the FACE program coordinators who are responsible for curriculum security and integrity. We meet yearly with online curriculum publishers to update resources and ensure sufficient licensing.

Indicator 4.7: Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

- To what degree are there effective opportunities within online instruction for real-world experiences and applications for the students?

The curricula in all the three online programs described above provide real-world experiences to students through videos, role plays, and various assignments drawing from and applicable to practical life situations. Online students have to use critical thinking skills and utilize multiple resources for creative assignments, including essay writing and problem solving. In 2018-2019, we are going to do an EL Civics pilot with students taking BE *English in America* courses, all of which are aligned with EL Civics Objectives. Students will apply in real life contexts the skills they have learned, which will be verified by performance-based assessments.

School's Strengths and Key Issues for Criterion 4 (no specific number required)

Strengths:

1. Strong ESL and EL Civics curricula, including Integrated EL Civics units.
2. Innovative curricula for new career preparation and college transitions courses.
3. Robust online courses in ESL and High School Diploma programs.

Key Issues (Prioritized):

- More time needed for curriculum research, collaboration, and development.

Criterion 5: Instructional Program

Criterion: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

- How does the school measure the quality of instruction in its classrooms?

- How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?

The school uses several criteria to measure the quality of instruction in the classrooms. Instructors are regularly observed and evaluated by the administration based on the rubrics in the Standards for the Teaching Profession. Course content and delivery must adhere to the College and Career Readiness Standards for Adult Education (CCRS). Lesson planning must be informed by the course outline, and each lesson's objectives/learning targets/expected learning outcomes must be posted on the board in student-friendly language so that students can see their progress and understand the lesson's logistics. Students' feedback about teaching and learning is solicited through surveys and reflections. Additionally, they can communicate their feedback directly to the administration by email, phone, or on the FACE website.

Faculty members work together in Professional Learning Communities (PLCs) and share best teaching practices and concerns at staff meetings. They participate as attendees and presenters at professional conferences hosted by CCAE, CATESOL, CASAS, OTAN, and other professional organizations and bring back ideas and materials to share with colleagues. The school has a Professional Development (PD) Plan that is designed to meet the needs of the faculty. Monthly PD sessions are scheduled at a time when no classes are offered. Teachers participate in face-to-face workshops, in which they are grouped by the area of expertise and have opportunities to share ideas for practical applications of research-based strategies and current methodologies. The PD Plan includes opportunities to attend webinars or take online modules on the priority topics selected by the faculty.

Evidence: Standards for the Teaching Profession; CCRS and ELPS standards; samples of PLC work on standards; course outlines; samples of lesson plans; student surveys and reflections; Professional Development Plan; teacher PD logs

Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

- What opportunities for dialogue are provided for faculty members to discuss student learning needs and pedagogical approaches?
- What teaching strategies and methodologies are commonly used?
- To what extent are teachers given support in developing differentiated teaching strategies to ensure that all students' needs are addressed?
- To what extent have faculty members discussed the relationship among teaching strategies/ methodologies and student performance?

Teaching methodologies are discussed at staff meetings, PLC meetings, Southern Alameda County Consortium (SACC) Workgroup meetings, at professional development sessions, including OTAN and CALPRO face-to-face workshops and webinars, and at conferences (CATESOL, CCAE, IELC, and DL Symposia) that the FACE administration sponsors teachers to attend. Information from professional development sessions is shared with all staff members to whom it may apply. ESL teachers also share materials, lessons, and ideas by collaborating on the ESL Department Google Drive. PE teachers read, share, and discuss articles related to early childhood education and parenting and utilize resources from National Association for the Education of Young Children (NAEYC). AWD teachers have discussions with students one-on-one; they consult IEPs and communicate with counselors, behaviorists, and case workers from the Regional Center, as they strive to meet the learning needs of special education students.

FACE ESL teachers use direct teacher instruction in student-centered classrooms, pairing students or placing them in like-ability or cross-ability groups. Cooperative learning allows small groups to practice teamwork and to develop individual accountability in structured activities. ESL instruction is project-based and performance-based, and student feedback is elicited at every step (e.g. pair & share). ESL instruction is infused with technology and multi-media. Total Physical Response (TPR) technique and a variety of visuals, including Google Images, are used, especially at beginning ESL levels. ESL teachers can supplement El Civics curriculum with the multiple modalities of Burlington English, as well as audio, video, and visuals. They also use online subscriptions to News For You and to Newsela to provide high interest reading and discussion materials for students.

ESL students in Core ESL classes have additional access to Special ESL classes designed to meet their particular learning needs, for example, to improve their pronunciation or to enhance their listening, speaking, or writing skills. These classes are also English proficiency level appropriate and allow for differentiated instruction in particular modalities and skills, which is achieved through the use of para-educators and technology assisting in independent and cooperative group projects that build on students' strengths and provide scaffolds to remove learning barriers.

ESL department is actively collaborating with Career and Technical Education (CTE) programs offered by FACE and by other SACC members and partners in order to develop viable Integrated Education and Training options. This goal requires creating career preparation VESL courses that have a single set of objectives with career training CTE courses. Career preparation VESL courses must provide adequate support to ESL students and taught simultaneously with career training CTE courses. The following new VESL Courses at FACE are designed to satisfy the IET requirement:

- Early Childhood Studies (ECS) Preparatory Course (to prepare and support ELLs in Ohlone College ECS Program)
- Pharmacy Technician Preparatory and Career Readiness Course (to prepare and support ELLs in Mission Valley ROP Pharmacy Technology Training Course)
- Business Communication Strategies and Customer Service Skills Course
- Business Writing Course

The last two courses prepare and support ELLs who participate in the JVS Bankwork$ Career Training Program offered at FACE or in our CTE Accounting classes.

In ASE, *APEX Learning* is the online independent learning platform that students use. This allows for differentiated approach, appealing to a variety of learning styles and language proficiency levels. In AWD, independent learning assignments and direct teacher instruction are common practice. Department meetings and PLC meetings allow for discussions of teaching strategies and their effect on individual students' performance.

Evidence: Staff meeting agendas and notes; PLC meeting materials (strategic lesson planning); PD materials and teaching strategies discussed at meetings; examples of lessons designed to deliver differentiated instruction; samples of student work.

Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.

- To what extent does the school have a team in place to review technology advances in instruction and how it can be adapted and used effectively in the school?
- To what extent does the school have policies in place to govern the acceptance of credits earned through outside online programs?
- How are faculty members trained to use technology more effectively in their own classrooms?
- To what extent does the school offer online learning options or virtual classroom experiences for students?

FACE has a technology team in place, including Principal Heidi McFadden, Assistant Principal Tracey Levy, ESL Department Chair Yelena Zimon, Distance Learning Facilitator Pamela Weiss Barr, Family Literacy Facilitator and EL Civics Resource Teacher Rochelle Oral, AWD Instructor Jan Bauchou, Technology Coordinator Kim

Valencia, and Technology Support JB Youngberg. The team collaborates to discuss and design the yearly Technology and Distance Learning Plan based on the needs of all FACE programs. As required by OTAN, our technology planning is guided by International Society for Technology in Education (ISTE) standards for education leaders, for educators, and for students. *Source:* https://www.iste.org/standards/

Budgetary decisions about hardware and software acquisitions are informed by the Technology and Distance Learning Plan and by the recommendations of the FUSD Technology Department. The instructional team members consult with the Technology Coordinator regarding technical issues and technology capabilities. In order to learn about new technology tools, they participate in professional development events and trainings offered by Outreach and Technical Assistance Network (OTAN), the CDE project that supports technology integration in adult education. Additionally, FACE instructional leaders attend the yearly OTAN Technology and Distance Learning Symposium to share ideas and to network with colleagues and technology experts across the state.

Training faculty members in the daily use of technology has been our priority during the reporting period. Each time new technology is introduced, the school offers training to all staff members who need to be able to use it. Since 2012, all FACE classes have switched to online attendance using ASAP, which first required that all instructional staff learn ASAP Version 2 and then Version 3 in August 2017. Now teachers complete TOPSPRO Enterprise updates and track CASAS testing results using the capabilities of ASAP Version 3. All teachers communicate by email with colleagues and with students using FUSD Outlook. Most teachers are proficient users of Microsoft Office Suite and are able to instruct their students in its basics as well. Some teachers commonly use Google Tools in their classrooms. According to instructors' feedback on the Technology Survey in May 2018 and in order to ensure that all instructors' skills in Google and Chromebooks Applications are up to par, the technology team has arranged that OTAN provide face-to-face workshops at FACE in September-November 2018. We have invited our colleagues from SACC agencies to the workshops.

During the reporting period most FACE classrooms were equipped with projection systems connected to instructors' computers. These are used daily in teacher and student presentations. Some ESL and CTE classrooms are equipped with smart boards. Four ESL classrooms house laptop carts or Chromebook carts, which are shared based on the program needs. ESL student in Intermediate High and Advanced ESL level classes use News For You and Newsela online subscriptions in class. These online programs are correlated with CCRS and greatly accelerate learners' communication skills bringing in high-interest reading and discussion topics correlated with EL Civics objectives. ESL also has two computer labs equipped with ESL Instructional Software, including Rosetta Stone (5 levels), Side by Side (4 levels), Access to English, Interactive Grammar (UUEG Interactive), Phonics Alive, Ultimate Phonics, Learn to Speak English, Live Action English, Citizenship, Future U.S. Citizens, Perfect Copy Classic, and Ultrakey 4.0 for Windows. In

order to help ESL students improve their computer skills, FACE has been offering a VESL Computer Course since 2010. The project-based curriculum won the CASAS Promising Practice Award in 2012. Since then the class has evolved into a course titled *ESL Computer Basics for Life, Education, and Work* that trains students in both computer and English language skills.

ABE and ASE classrooms are fully equipped with 20 or more PCs for student use. In the HSLC, students almost solely use APEX to complete their academic courses, requiring them to navigate online resources.

The GED class relies on software programs such as GED Academy and Lifetime Learning for independent individual instruction in a computer lab setting. Lifetime Learning has been eliminated at the beginning of the current school year, as it is no longer support by its parent company. There is a need to purchase software or online programming for use in the ABE and pre-GED courses for students who need support in learning K-8 content. The High School Learning Center is equipped with 15 computers. HSLC students can use them to access their online APEX courses.

Our Adults with Disabilities Program has integrated technology in a variety of ways in the classroom. Students create the yearbook, newsletter, blog, and AWD notices. During current events, teachers and para educators access information from the Internet by displaying it on a big screen via a projector. Discussions are centered around local and world news events. Many students are capable of using simulated programs including solitaire, ABC Mouse, and word processing applications. In the reading center, students have access to a variety of technology allowing them to practice writing their letters, play educational games to stimulate learning. A popular activity is playing Hangman online using the projector to help engage all students. During the 2017/2018 school year, a job training program was created in collaboration with two local businesses as well as within the program. Aegis of Fremont is a senior living facility located in Fremont. Students show up ready to work every Wednesday and learn job skills in hospitality. They wash windows, clean baseboards, wipe the tables in the cafeteria, and dust the stair railings. At the end of their shift, they enjoy homemade cookies. Many students from our AWD program spend time at the Cloverleaf Family Bowl. On Mondays, they practice their job skills by keeping the bowling alley clean. Some of their responsibilities include washing tables, walls, chairs, and windows. At AWD Program - Noll Center, students participate in campus cleanup, lunch prep, and the daily jobs board. Other responsibilities include office support where students fold brochures, file correspondence and label mailings in addition to gardening, recycling, and preparing daily lunches. To support students in developing their job skills they meet with a teacher and para educator to determine their goals and work on appropriate behaviors as well as work ethics. Some have learned to use Siri software for price comparison on student generated shopping lists to be more informed consumers. In the Jobs Skills class, students learn the appropriate skills and behaviors that will help them to be successful in the working world. Students are guided

through a variety of activities that will help them make choices about their lives, and how having a job and being a contributing worker will provide them with a sense of accomplishment and greater control over their lives.

FACE Distance Learning Program offers online learning options: Burlington English (BE) courses and Project Success (PS) My English Lab for Beginning Low to Advanced ESL students. BE has _Everyday English_ and _English in America_ courses, as well as 34 Career courses to choose from, 50 total courses. The _Advanced ESL Moodle_ online course, an OTAN course offering grammar and writing activities that we offered to advanced online ESL students until last year, was not sufficiently user friendly and has been replaced this year with _APEX Learning Foundation Course_ that can be used by higher level ESL and ABE students. This pilot started in September 2018. In 2016-17, ESL Department initiated a Blended ESL course using BE English in America units with integrated EL Civics content. Students were able to access BE units from computer labs at school or from their own computers at home. Since then, the course has evolved into a BE supported Beginning High-Intermediate Low Class, in which the instructor uses BE In-Class Lessons (ICLs) to enhance instruction with technology. In January 2018, the High Intermediate/Advanced VESL class added Project Success My English Lab content, which students can access in the lab. Friday Communication Skills Classes are using World Link Video Courses as their core curriculum. Students in FACE ESL Writing Courses use shared Google Drive folders to develop their individual writing projects, collaborate with their peers and receive feedback from instructors. They create e-portfolios to keep their online work and to perform self-evaluations of their writing skills.

Schoolwide, our classrooms and labs have become better equipped with technology hardware and software. Teachers tirelessly look for ways to learn and adapt technological advances in their instruction by accessing OTAN webinars, attending conferences, and sharing resources at department and SACC meetings. The FACE Technology Team envisions total technology access in each classroom in the next few years.

Evidence: FACE Technology and Distance Learning Plans; FACE hardware report; FACE software list; ESL Technology SLOs; technology as reflected in course outlines and syllabi; technology training sessions attended by staff; students' online writing projects and e-portfolios.

Additional Online Indicators

Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

- To what degree are teacher technology competencies assessed during online instruction?

- How are all students, regardless of background and ability, actively involved in the learning that is based on the Schoolwide Learner Outcomes and academic standards?

Teachers and administrators keep current in research-based knowledge and continuously upgrade their technology skills by attending professional development events and learning from colleagues at department meetings and SACC workgroup meetings. Online teachers are trained in the content, delivery, and management of the online courses they teach. The ESL Distance Learning Coordinator provides mentoring to online teachers and ensures that all online activities are coordinated. After Burlington English Courses were initiated in the fall of 2014, teachers collaborated on Freedcamp, an online project management tool, for three years. Program documents, including BE policies, manuals, schedules, teacher and student orientations and tutorials were posted on Freedcamp for easy access of all BE teachers. On the blog, they shared best practices, discussed technology related questions, and students' progress and issues. Now that most of the BE teachers have strong competencies, the coordinator trains and mentors new teachers individually. All BE teachers communicate with each other by email.

Online teachers' technology competencies are measured by the course outcomes. These include the number of course completions and the percentage of accuracy on all course tasks. BE students receive a certificate of completion for each BE course and each Project Success (PS) level if they achieved at least 70% accuracy in all activities. Online teachers keep abreast of any changes in the online courses and provide feedback to the course developers about technical glitches and content. FACE BE teachers have regular meetings with BE regional manager to discuss issues, share successes, and learn about new features and additions to BE courses.

Students of all backgrounds and abilities have access to the online courses offered by the school thanks to the convenient scheduling of ESL lab time and High School Learning Center. The courses are CCRS correlated and provide instruction of appropriate depth, breadth, and rigor. Teachers respond to students' questions by email, by phone, or in person during office hours. Many online students complete multiple courses and demonstrate learning gains on CASAS tests.

Evidence: Progress reports generated by APEX, Burlington English, and Project Success; examples of course work from the three online programs; course completion data and CASAS learning gains reports

Indicator 5.5: The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

- How is the effectiveness of the instructional strategies measured?

- How is the quality of direct instruction and student-teacher interaction evaluated?

- To what extent are the timelines and pacing guides effective for completing coursework for asynchronous online instruction?

The effectiveness of online instruction is measured by several criteria. Most importantly, online students have to complete all course tasks with at least 70% accuracy in order to earn high school credit (APEX) or course completion certificates (BE and PS). The second indicator of effectiveness is online student persistence demonstrated by their continuing with multiple online courses and moving up in the program. Thirdly, online students' progress is reflected in steady learning gains on CASAS tests and level completions on the NRS tables. Students' achievements attest to the effectiveness of direct instruction and student-teacher interactions during office hours and by email. Online course enrollments are done quarterly. Students are advised to spend at least 5-7 hours a week in order to complete a course in a 12-week quarter. Students' time commitment is monitored through course management systems and logged in the ASAP attendance. At registration, BE and PS students have to put down a $20 course deposit, which is fully refundable upon course completion within the quarter. Students who fail to log in to courses for a week get reminders from their teachers. Inactive students are dropped after three weeks, and the online seat is given to the next person on the waiting list.

Evidence: Records of face-to-face and online teacher-student interactions; written documentation of processes and policies; online student progress reports and certificates.

Indicator 5.6*: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.**

- To what extent is the reviewing of online student work effective?

- How does the school determine the degree to which online students are analyzing, comprehending and conducting effective research?

Online student work is regularly reviewed for accuracy and completeness. Online teachers solicit feedback from students about any problems they may encounter and find solutions by communicating with colleagues or with course developers, if needed. In February 2018, FACE BE teachers and students met with a visiting team of BE course developers. Students' feedback about BE courses demonstrated high degrees of comprehension and analysis; the team was impressed by their suggestions and applied them in course development.

Apex courses leverage technology to achieve learning. It is rigorous, CCRS aligned, digital curricula with unique features that allow students the flexibility and the opportunity

to accomplish their goals. It also offers challenging material that is motivating, engaging, and geared for development of critical thinking and research skills. Apex has features to ensure student success in advancement and completion of course material. In addition, Apex has grading policies and procedures as well as safeguards for academic integrity. After completing Apex courses, students are ready for college, work, and for the future.

Evidence: Online coursework samples; quizzes, tests, progress reports, documented teacher-student interactions demonstrating review of online work.

Indicator 5.7: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

- To what extent is there evidence that the processes and strategies are effective for incoming online students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success?

- To what degree does teacher involvement with all students promote inclusion and engagement of online students?

- To what extent are there processes for the regular review of student and schoolwide profiles that impact the use of interventions for online students?

Orientation sessions for incoming online students include explanation of courses and course requirements, as well as demonstration of course activities though video and hands-on practice. Students use laptops or Chromebooks to access the course; they receive full instructions as to the work flow and are given access codes, user logins, and passwords. Each BE teacher monitors a class of up to 30 online students per quarter; each BE student is signed up to an individual BE course. Teacher involvement with all the students is crucial to their academic success. Within the first week of the courses, teachers send a welcome email to all their students inviting them to ask questions and to share any problems. Weekly monitoring of student work and frequent teacher feedback help students stay on track and complete courses on time.

Evidence: Online course intake and orientation policies and materials; online coursework samples; quizzes, tests, progress reports, documented online student interventions.

School's Strengths and Key Issues for Criterion 5 (no specific number required)

Strengths:

1. Variety and flexible scheduling of ESL courses
2. Strong online programs for ESL and ASE students
3. Successful integration of technology

Key Issues (Prioritized):

1. Need to boost enrollment and enhance student persistence in ABE and HSD courses

2. Need to develop a viable IET delivery model

3. Need to strengthen the online component of ABE curriculum

Criterion 6: Use of Assessment

Criterion: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

- How are core competencies and specific learning outcomes developed for every course?
- How are courses regularly evaluated in regard to depth, breadth, rigor, and sequencing?
- What improvements to courses and programs have occurred as a result of analysis of learning data?

For the past three years, FACE academic programs have been working to implement College and Career Readiness Standards (CCRS). In addition, the ESL Department has been implementing the corresponding English Language Proficiency Standards (ELPS) in all course offerings. Teachers have been meeting in Professional Learning Communities (PLCs) and collaborating with partners in the Southern Alameda County Consortium (SACC) to unwrap the standards, identify learning targets/outcomes/objectives and implement them in the instructional delivery of their courses. The major aspect of this work is to evaluate the depth and rigor of each standard to ensure that the assessments and instruction are in alignment. ESL teachers have developed common formative assessments to evaluate individual students' learning outcomes; they implemented the assessments, and then analyzed and discussed results to see what their students have learned; they provided academic interventions, when needed. This is a work in progress that gained momentum when Principal Heidi McFadden, who prioritizes educational leadership, joined FACE. It will need to continue in the years to come as new teachers get hired and new courses are developed.

Some courses adopted by FACE, such as APEX Online Learning, Burlington English, and Project Success, are CCRS correlated; the new ESL textbook class sets, for example, new *Ventures* and new *Stand Out*, are correlated with CCRS and with new CASAS competencies. They all offer the depth, breadth, and rigor of instruction required to achieve expected student learning outcomes. All courses are evaluated every year; new materials are piloted and adopted to replace outdated materials. This process is driven by the analysis of learning data coming from teacher observations, student feedback, unit quizzes, common formative assessments, and standardized testing.

Evidence: Course Outlines, Student Learning Outcomes for Courses; examples of course correlations with CCRS and ELPS; samples of student assessments.

Indicator 6.2: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

- To what extent do the administration and faculty frequently meet to analyze student learning data and use results to improve the educational program of the school?
- What changes have faculty made in teaching methodologies or instructional strategies to improve learning as a result of learning data analysis?
- How does the school document the conclusions it reaches when analyzing student learning data so that recommendations can be made to address key issues?
- How are assessment results integrated into the school's teaching and learning process with a focus on individual student learning?
- How are the results of data analysis connected to the schoolwide *Action Plan* so that student learning needs are the driving force of the school?
- How are assessment results evaluated with school SLOs in view?

Monthly staff meetings and PLC meetings include discussions of student learning data from CASAS testing, EL Civics performance-based assessments, common formative assessments, unit quizzes, student pre- and post-unit surveys, and informal teacher observations. The school administrators attend most staff meetings and all PLC meetings. The discussions are informed by the learning data – from class and individual CASAS Competency Reports reflecting student performance on reading, listening, and math multiple choice tests to common errors in grammar and writing conventions gleaned from leveled grammar tests and written samples. There is a need in the ASE Department to focus more specifically on student achievement data to inform and improve instruction. The regular implementation of CASAS testing and data analysis will help with this endeavor.

Programmatic changes in curriculum, instructional strategies, and course offerings are linked directly to student learning data analysis and discussions. For instance, based on the identified ESL student needs, not only have grammar and writing tasks been integrated into each EL Civics Unit, but also special grammar and writing classes have been added to the ESL offerings. The need to strengthen ESL students' numeracy skills resulted in curriculum additions to relevant EL Civics Units and in the introduction of a new course titled *Math for ESL* in the Fall Quarter of 2017. The programmatic changes being introduced to our ABE course come directly from student learning data. ABE student goals and learning outcomes were thoroughly re-evaluated in the Fall Quarter of 2017, which led to significant changes in the ABE curriculum, instructional strategies, and assessments. ABE students are no longer TABE tested. Instead, they are assessed by CASAS tests, which give deeper insights into student competencies and instructional levels and reveal key issues that need to be addressed. In the 2019-2020, ABE program is going to implement the new CASAS GOALS test series for Reading and Math.

In both PE and AWD departments, assessments have been developed through PLC meetings. PE teachers provided their adult students with a self-assessment tool that aligned and measured how they were doing in achieving the department SLOs. Parents rated their progress and provided feedback to the teachers. The PE instructors have collected and analyzed the data and have received valuable feedback that they are using to continuously improve the program. The parents indicated that they wanted more support in vocabulary development. The teachers discussed having a "word of the day" implemented in their instruction, as well as providing parents with current research regarding how to best support dual language learning in children. Many parents used the self-assessment as a tool to remind them of better parenting behaviors, including keeping their phones off during class, avoiding side conversations, and fully participating in circle time. In the AWD program, the teachers developed an assessment tool that helps them monitor student progress on a variety of skills, including kitchen, computer, and social skills. Teachers and para-educators meet weekly to review the assessment tool and to collect observable data. They talk about the outcomes and discuss how they will intervene to support particular students. This year, they will continue to intervene to help students improve their skills, but they will also choose a few students who have already mastered certain skills to hone in on enrichment activities.

Conclusions from the analysis of student learning data are documented in the meeting notes, in the update emails sent to all staff, and in the local assessment policy. Staff recommendations result in important decisions that drive change and continuous improvement in program offerings, curriculum, and instructional methodology.

Assessment results are shared with all students. Each ESL student has a CASAS tracking sheet, which lists tests taken, dates they were taken, and test scores; the competencies students need to work on are discussed with the entire class and with individual students. This strategy has greatly improved student learning outcomes and persistence in the ESL Program; we are working to implement it in ABE and ASE programs as well. CASAS Competency Reports by Class and by Student are important indicators of student progress; they also reveal key issues that inform change in instructional strategies affecting whole classes, small groups, and individual students. Performance-based assessments that include oral and written EL Civics tasks, as well as students' questions and ongoing observation of their class work give teachers additional learning data that warrant adjustments in the curriculum and instructional strategies and provide opportunities for 'teachable moments' addressing student leaning needs.

The results of learning data analysis drive the Schoolwide Action Plan. It was apparent in the data and key issues from Chapter 3 identified in the self-study process that there is a need to ensure that CASAS testing is implemented fully in all academic departments, and that the results of all assessments, including formative and common formative, are used to inform and improve instruction. The Schoolwide Action Plan includes an entire goal to address this need. Student needs will be the driving force of the school, as the

Action Plan will guide all future efforts. Student assessment results will be regularly analyzed to inform and improve instruction.

Assessment results show the degree to which Schoolwide Learner Outcomes are attained by each student. Learning gains, level completions, and level advancements attest to the achievement of stated goals and demonstrate knowledge and skills.

Evidence: CASAS data, including CASAS Competency Reports; quizzes; formative and common formative assessments; examples of changes in instruction; class and individual student CASAS tracking sheets.

Indicator 6.3: Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

- How often do the administration and faculty meet to talk about student learning levels, assessment results, etc.?
- To what extent do faculty members use formative and summative assessment results to modify learning and teaching approaches?
- How has the analysis of learning data impacted the instructional program of the school and improved learning levels for students?
- How does the school use assessment results to evaluate the effectiveness of the programs and courses it offers?

FACE administration and faculty meet to discuss learning data at department meetings, PLC meetings, and self-study focus group meetings that are scheduled monthly. The WIOA Grant Coordinator works with the Data Specialists to provide timely test results to students and teachers. Comprehensive test reports are analyzed, and then shared and discussed with faculty and administration. All academic programs are working to ensure that all students complete at least one NRS functional level within a program year; however, they have not been equally successful in the achievement of this goal. During the reporting period, the ESL department has consistently functioned at or above the state goals and averages, as evidenced by the NRS Tables. This was achieved by: 1) implementing a consistent assessment policy that requires CASAS pre- and post-testing of each student within each academic quarter; 2) using an array of formative and summative assessments and student feedback to inform instruction; 3) modifying curriculum and instructional strategies and offering learning support options based on the learning data in a timely fashion. Within the same time period, the ABE program has considerably increased the number of valid paired CASAS tests and level completions within each program year. However, it relied more on the data from TABE testing that are much less specific and informative than CASAS competencies. It is our hope that the measures that have been underway since the last academic year - the departure from TABE testing, introduction of new curriculum, modification of instructional strategies, and implementation of consistent assessment of student literacy and numeracy skills, as well as the improved intake process - will bring about positive change in the ABE Program in

the near future. Our ASE program, including both HSD and HSE, has also discontinued the use of TABE testing. Whether to continue implementing TABE was a topic of discussion among SACC adult education agencies, and the administration of the other schools is supportive of eliminating TABE in favor of CASAS. Instead of TABE, FACE leadership made a decision to measure ASE students' readiness for High School Diploma or GED by their CASAS scores on ASE-level CASAS tests, in addition to attainment of HS credits and course completions. CASAS scores on secondary level tests are directly correlated to student readiness for GED in the TOPS Enterprise Reports. During the reporting period most HSD students were CASAS pre-tested; however, only a few of them were post-tested. The GED program started CASAS testing students in 2017-2018, and the available data shows learning gains. It is our goal, reflected in the Schoolwide Action Plan, to make regular CASAS testing a requirement in all sections of FACE ASE Program. With the full implementation of CASAS testing in all academic departments under WIOA II, regular PLC meetings and/or department meetings will include more comprehensive analysis of student achievement data with the goal of informing and improving instruction.

Evidence: Meeting agendas and notes; CASAS Competency Reports by Class and by student; NRS Tables 4 and 4b., FACE Assessment Policy.

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

- How often are student learning results reported to appropriate stakeholder groups, i.e. governing body, faculty, and community members? How is this done?
- What processes are in place to use learning data analysis as a way to identify students who require additional help?
- How are learning results reported to the community at large?

Student learning results are reported to the FUSD Board of Education every year; quarterly reports are submitted to FUSD Leadership and to the California Department of Education. SACC members and partners share their student learning results at monthly workgroup meetings and at bi-annual summits. FACE Principal delivers her state-of-the-school report to faculty and staff on the Back-to-School Professional Development Day before the school year starts. FACE faculty analyze student learning results and discuss them at monthly staff meetings. The community at large is informed about FACE students' learning results via bi-annual FACE Brochure, FACE website at www.face.edu and FACE Facebook page, as well as by word of mouth - the most reliable time-tested tool.

Students who require additional support are identified by multiple assessment measures. The initial appraisal and intake interview provide information about student levels. Any preliminary findings about learning barriers are documented and passed on to the instructors. CASAS pre-testing gives reliable data about student competencies that is used to confirm or correct placement in the program and modify teaching strategies.

Teacher observations of students' activities in class and the quality of their work help to identify struggling learners and to provide appropriate interventions and support.

Evidence: Student needs surveys, TOPSPro Pay Points Summary Reports, Learner Persistence Reports, Board Reports, Assessment and Accountability Action Plan, WIOA and AEBG Budget Reports; samples of staff, student, and community input and feedback

Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

- Who is involved in the institutional planning of the school? Are all stakeholders represented?
- How often is learning data analysis used to assess the relevance and appropriateness of course offerings at the school?
- To what extent does the governing body and administration make financial allocation decisions based on the analysis of learning data?
- In what way has the assessment of learning data resulted in the modification of the schoolwide *Action Plan*?

Institutional planning of the school involves all stakeholders. FACE leadership takes into consideration stakeholder input and feedback at different phases of this continuous process. It starts with the analysis of student learning data and student and community survey and needs assessment results; it is further informed by faculty and staff discussions and recommendations. The administrative decisions are made based on these data from students and staff, with the school's Mission and SLOs, as well as budget availability in view. Institutional decisions are discussed at SACC Leadership meetings and confirmed by FUSD leadership and FUSD Board of Education.

Learning data analysis informs evaluation of course relevance and appropriateness. Comprehensive course evaluation includes data on student enrollment and persistence, other student learning outcomes, and student and teacher feedback about course content.

Budgetary allocations are directly linked to student learning data. The WIOA II Grant is performance based, with pay points awarded if students complete instructional levels, as measured by CASAS post-tests, and/or if they pass EL Civics assessments. TOPSPro Pay Point Summary Reports demonstrate student learning outcomes by program, and the funds are proportionately spent in the programs that earned them.

Close analysis of the ASE student learning data, including educational level completions and achievement of stated student goals reflected in the number of high school diplomas earned and GED tests passed, has revealed the pressing need for improvement and driven the development of the Assessment and Accountability part in the new Action Plan.

Evidence: Student needs surveys, TOPSPro Pay Points Summary Reports, Learner Persistence Reports, Board Reports, Assessment and Accountability Action Plan, WIOA and AEBG Budget Reports; samples of staff, student, and community input and feedback.

Additional Online Indicators

Indicator 6.6: The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process.

- To what degree is the overall effectiveness of online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs measured?

Online assessment results in APEX, Burlington English, and Project Success courses, the number of course completions per instructional quarter/year and quality of student work, as well as CASAS test results, speak to the relevance of online courses and the effectiveness of online staff. Resources to support student achievement are allocated based on online learning data, for example, online teacher support time per student per week has been increased, more teacher office hours for face-to-face meetings with students have been added, and online teacher training opportunities and teacher collaboration time have been sponsored by FACE administration.

Evidence: Samples of APEX, BE and PS quizzes, data on CASAS learning gains for online students, evidence of online teachers' professional development and training

Indicator 6.7: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

- How is it determined if a student is prepared to advance to the next unit, course, or grade level?

- How is course mastery determined and what "steps" or "gates" are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated?

- To what degree are there procedures for grading online student work, whether it is done electronically or individually by the teachers?

- How do teachers ensure academic integrity and determine students are doing their own work in the online environment?

- To what degree are the results for state-mandated assessments and the high school exit exam used in decisions about student achievement and advancement and improving the instructional program?

All online courses used at FACE have embedded course completion criteria. High School Diploma Program students taking Apex Courses are allowed to advance to the next unit or level only when they have achieved mastery of the course work in the current unit. They must achieve it as determined by the instructor before progressing to the next activity. Teachers can set up their course settings using the Mastery-Based Learning (MBL) feature in Apex. Students must achieve the minimum score on computer-scored

assessments to unlock further content. For example, the MBL can be set to 70% which means this is the minimum score needed to unlock subsequent content, thus ensuring student mastery. Students cannot advance otherwise. This encourages students to work through the course content sequentially. Another related feature is that of a calendar, which helps the student to pace his or her work. Students can view their daily progress and performance in Apex which motivates them to complete the units; and so can the teacher. The teacher can thus oversee performance as well as progress and prompt the students accordingly. There is also the diagnostic summary feature which allows students to view their overall classroom performance. Lastly, the Question Feedback and Answer Review feature is useful because it informs students if their submitted answer is correct or incorrect. All of these features prepare students for a successful and challenging experience.

Each course contains a certain number of total points. A student's final grade depends on the total points completed at the end of the course. The Apex program then converts this total into a percentage. The teacher then gives the equivalent final letter grade to the student based on the Grade to Date percentage in the Apex grade book. This really helps the instructor in calculating grades. As far as grading is concerned, this course keeps the teacher relevant in the classroom because it allows for teacher-corrected assignments as well. Although Apex mostly has Computer-Scored Tests (CST), which are multiple choice, it also has Teacher-Scored Tests (TST). This feature allows students to turn in their work electronically or as a hard copy to the instructor. This strikes a nice balance with technology so that the instructor can also guide students and encourage them to succeed. Even extra activities can be created by the instructor in addition to the coursework in order to challenge learners. Apex also sets up standards for grading and follows the standard grading policy.

Teachers can ensure student academic integrity in several ways. Most importantly, they need to communicate to their students that they are responsible for doing their own work and explain what plagiarism and academic integrity mean. There is also a short animated clip in Student Resources section of Apex which addresses these important academic issues. If students are aware of this and teachers also show them how to incorporate ideas of others through proper citing, plagiarism is less likely to happen. However, sometimes students forget and may go down the wrong road resulting in negative consequences. As a way to avoid this, Apex also has some features which can facilitate academic integrity:

- Students can only use their password and username to access course and may not be logged in on more than one computer at a time.
- Each computer-scored assessment is designed with randomization so that no two students take the same test and any retakes of the test are also different.

- Teachers can disable concurrent access (ability to refer to the course material while in a test) and copy/paste - meaning they are prevented from copying answers from another web browser or other window while assessment is active.
- Teachers have "proctor" controls. This means that students will not have access to certain "high stakes" activities (unit tests and final exams) until the teacher unlocks the material or changes the date so that the student can access it if the student is working ahead of schedule.

Finally, and perhaps most importantly, the students must physically attend class where the teacher observes their work and progress. If the out-of-class progress does not match what is observed in class, it is a flag to the teacher. In addition, the final test that carries significant weight must be taken in class.

ESL online teachers agreed to accept at least 70% accuracy in the completion of all Burlington English and Project Success tasks as a "gate" opening to the next level or course in the programs. ESL students' online work is not graded, but rewarded with course completion certificates.

Evidence: Online course completion certificates, Apex Grading Sheet, records of BE and PS online student work

Indicator 6.8: A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.

- To what extent are examples of student work and other online assessments (formative and summative) used to demonstrate student achievement of academic standards and the Schoolwide Learner Outcomes?

Course assignments and practice activities that students complete online demonstrate their achievement of CCRS (in Apex) and ELPS (in Burlington English courses and Project Success), as these academic standards are integrated in the online curricula. BE students take unit quizzes during office hours. 70% accuracy standard is upheld in both BE and PS courses. Students' work and embedded formative and summative assessments demonstrate their achievement of SLOs.

Evidence: Examples of online student work and assessments.

School's Strengths and Key Issues for Criterion 6 (no specific number required)

Strengths:

1. Consistent and successful assessment practices in the ESL Program
2. Schoolwide Action Plan is driven by the assessment results

Key Issues (Prioritized):

1. Need to institutionalize CASAS testing in the ASE Program
2. Need to develop stronger correlation of ABE instruction with CCRS and CASAS Competencies

Criterion 7: Student Support Services

Criterion: The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

- What specific support services are provided to the students by the school?
- To what extent does the school offer financial aid counseling, learning resource assistance, academic counseling, personal counseling, technology support, and health services?
- By what means does the school assure the quality of its student support services?
- How does the school demonstrate that these services support student learning?
- How is information regarding student services shared with students so that they know all the options available to them?

The school provides the following support services to adult students:

1. **Main Office Services**   The Main Office, which is open 8:30 am – 8 pm Monday – Thursday and 8:30 am – 4 pm on Friday, is the first point of actual interface between FACE and community. The Main Office staff has been trained to provide quick and comprehensive information, referral, and registration services to a variety of clients who may be interested in ABE, HSD/HSE, and ESL at different levels of English proficiency, as well as Parent Education, CTE, and Community Education. The culture of the main office has greatly improved since 2016 thanks to the regular classified staff meetings with the administration and to their participation in the self-study process and ongoing cross-training. The administration emphasizes excellent customer service as the basic requirement for all staff. Office staff is regularly evaluated, and any issues are promptly addressed. The administrators keep open door policy and rend their help and support to the main office staff, when needed.

2. **ESL Office Services** This busy office is open 7:30 am – 4:00 pm Monday – Friday, and 6:30 – 9:30 pm on Mondays. The ESL Secretary Susan Anderson, who has been working in the department for twelve years, handles with poise and integrity numerous students' requests for information, referral, program transfers, babysitting, and other services, while helping ESL teachers and para-educators with their class needs, thus ensuring smooth program operation. Yelena Zimon, ESL Department Chair since 2004, provides academic advisement and counseling to ESL students, as well as translation

support for Russian and Spanish speakers. Chinese speakers are supported, as needed, by three bilingual para-educators; student volunteers assist speakers of other languages, as needed. Yelena Zimon also coordinates recruitment and enrollment of ESL students in career preparation and career training classes facilitating their Integrated Education and Training.

3. **Services for Refugees and CALWORKS Recipients** ESL Office staff provides academic appraisal, class placements, and case management services for refugees and CALWORKS recipients referred by Alameda County Employment Consortium, a group of community based organizations funded by a grant from Alameda County Social Services (ACSS). FACE established an MOU with La Familia, the consortium's fiscal agent, in July 2016. La Familia funds a FACE classified position of a program liaison, whose responsibilities include contacting and greeting clients referred by the consortium, implementing ESL appraisals, conducting intake interviews, placing the clients in the appropriate classes on an open enrollment basis, and monitoring their attendance and progress in accordance with ACSS guidelines. Kerry Salzer, a classified FACE employee who serves as our liaison with La Familia, has been trained in the program requirements and is providing excellent service to the vulnerable refugee and CALWORKS students. He also assists in placing their 2 – 11 year old children in babysitting.

4. **Babysitting** This free service was first established in the Family Literacy offsite classes. In 2012-13 it was extended to the evening program on the main campus. The facility located at the Hyman Learning Center, including a babysitting room that can accommodate up to 20 children and a spacious adjoining playground, was utilized for this purpose. By 2014-2015, the services had been offered during some afternoon slots, and in 2016-17 the current babysitting schedule 12 pm – 5 pm and 6:45 – 9:30 pm Monday – Thursday was implemented. FACE employs babysitters who are hired as at-will FUSD employees, and among them are several former FACE ESL students who provide bilingual services for parents and children. Free babysitting has proved to be a great asset giving access to many students who would otherwise be unable to partake of the educational opportunities offered by the school.

5. **Intake orientation and academic advisement** These services are offered in all academic departments at program entry. The ESL department schedules new student placement testing, registration, and orientation sessions approximately every six weeks, in coordination with the beginning and the end of EL Civics units. The schedule is shared with the community in the bi-annual FACE Brochure and on FACE website. ESL intake events are attended by 50-100 ESL applicants on average and are managed by a dedicated team of certificated and classified staff. Bilingual volunteers are recruited among advanced ESL students. Individual student orientation is an essential element of this one-stop intake process. Once new students receive their placement test score and review the ESL schedule and program rules, they are invited to meet with an ESL teacher one-on-one; family members or friends are often present to assist in making class

choices. This personal contact helps facilitate students' inclusion in the program, raises their comfort level and self-esteem, and increases their overall chances of success.

ABE students receive intake orientation and academic advisement from the Assistant Principal, Ms. Levy. All incoming students are given initial CASAS assessment to determine their academic readiness levels. Those who qualify for ABE meet with the Assistant Principal to review their scores and are placed at any point in the program.

ASE students who are interested in preparing for the GED test and qualify based on their CASAS scores, are enrolled directly into the GED preparatory class. ASE students who are interested in completing a high school diploma meet with Ms. Levy, who reviews their transcripts and informs them of their remaining academic requirements. Ms. Levy also discusses the High School Learning Center schedule, APEX curriculum, and expectations for work completion and attendance. During the self-study process, ASE instructors identified the need to develop better marketing techniques to highlight high school program courses and to implement changes in order to streamline the enrollment process and make it more user-friendly. High School/ABE supports should be more accessible to students for registration, schedule changes, transcript evaluations, graduation checks, and other student issues and questions. This is an area that the Assistant Principal and ASE Office Specialist have been working diligently to address his year. Several improvements have been made, including instant accessibility to CASAS appraisal assessments, immediate enrollment for qualified students into the GED and ABE courses, and faster appointments for transcript evaluation with the Assistant Principal. There is still a need to ensure consistency of implementation and to reevaluate the effectiveness of these changes.

College and Career Transitions Services have been provided by teachers on special assignment in ASE and ESL programs. FACE used to have an ABE/ASE teacher on special assignment who was in contact with counselors at Ohlone College and attended annual Ohlone College counselors' conference, and was also connected with ASE student support at other adult schools. An ESL advisor also partially supported higher level ABE students. Due to multiple barriers to academic and career advancement, it was found that ABE students require more individual attention, which will be achieved by introducing a new position of Transitions Advisor, as stated in the new Action Plan.

In 2012-13, Lisa Braley, the ESL teacher assigned to be a Transitions Advisor, developed a few workshops for ESL and ABE students who were interested in assistance furthering their education and careers. Since then the program has grown into a series of workshops that cover college application process, financial aid, college academic requirements, specific barriers for English language learners and ways to overcome them, community resources for academic success, etc. Ms. Braley has developed a Career Transitions Center (CTC) page on FACE website, which provides a variety of valuable resources for students on their pathways to college and careers. The CTC services also include Ohlone College campus tours for ESL and ABE students, which were organized first once and,

more recently, twice a year. When FACE entered Southern Alameda County Consortium in 2014-2015, students from New Haven and Newark Adult Schools were included in the tours and were invited to the career and transitions workshops.

FACE ASE Program has collaborated with Ohlone College Student Services to offer college placement testing and counseling at FACE campus once or twice a year. The teacher on special assignment also had office hours for individual ASE students seeking information on college and career transitions. These services were halted when the teacher retired in July 2017; when a new transitions advisor is hired, they will be resumed and enhanced.

6. **Information and Referral Services** These services are provided by administrators, teachers, and office staff based on the information disseminated by the FUSD schools, SACC members and partners, Fremont Family and Resource Center agencies, temporary employment agencies, and local businesses. The information is shared by posting flyers around campus, in all major offices, and on FACE website. Program leads and classroom teachers talk to students about various opportunities and services available to them. In order to augment adult students' access to community agencies, FACE programs organize guest speaker presentations by the Alameda County Library, Tri-City Health Center, recycling services, community police, Ohlone College, Upwardly Global, etc. FACE needs a transition specialist/counselor who would develop a more consistent access to services for all students.

7. **Learning Resource Assistance** FACE teachers maintain webpages on FACE website. They post their course syllabi and useful links to various learning resources for their students. They also post class projects, homework assignments, and examples of student work. The EL Civics pages under Resources are actively maintained by an ESL teacher on special assignment. ESL students have access to the most current information and practice activities on each EL Civics/Integrated EL Civics objective. As the site maps demonstrate, the EL Civics pages at www.face.edu are visited not only statewide, but nationally and internationally.

8. **Technology Support** for the school hardware and software is provided by the FUSD Technology Department and FACE Technology Specialists. Technology training for teachers is offered through OTAN and other organizations and publishers, such as ASAP, CASAS, Burlington English, Project Success, Apex, and GED Academy, whose software and online courses FACE is using. Technology support for students who lack the skills necessary for successful use of technology in education is provided through open computer labs, VESL Computer Class, online course orientations and office hours for online students. Community Education Program offers a variety of affordable Computer Education Classes.

9. **Employment Services** FACE housed Catholic Charities of the East Bay (CCEB) Employment Services Office and maintained an MOU with the organization from January 1994 to June 2015. The CCEB Site Coordinator/Employment Counselor referred

refugees and ELL CALWORKS clients to VESL classes and other programs at FACE and provided case management and job placement services for them while assisting other ESL students as well. Every year the program served more than a hundred clients, mostly newly resettled Tri-Cities area residents, referred by Alameda County Social Services. With over 60% job placement rate and 40% job retention rate, it helped hundreds of our most underprivileged students achieve economic self-sufficiency. Unfortunately, this mutually beneficial partnership was discontinued when CCEB Employment Services lost Alameda County funding. Since January 2017, FACE has partnered with Tri-Cities Career Center, one of SACC agencies affiliated with Ohlone College. Twice a month the counselor visits FACE campus and meets with 12 employment-bound ESL and ABE students for one-on-one 20-minute appointments managed by the ESL Office. Interested students are further referred to workshops at the Tri-Cities Career Center; a few have been co-enrolled in WIOA Title I employment services and received effective job search support that has resulted in successful employment. This year Tri-Cities Career Center Employment Advisors will offer a number of scheduled workshops and presentations at FACE followed by counseling sessions for interested students.

10. **Adults with Disabilities** This program has a separate facility and its own office at FACE campus. AWD students, who are mostly referred by RCEB, receive daycare services and instruction in life skills with access to the community. Under guidance and supervision, they participate in various projects, such as recycling, community garden, etc. The program uses technology preparing students for entry-level jobs.

11. **Parent Education** Located in the Hyman Learning Center, this program has its own office, several classrooms, and a shared babysitting facility. It provides excellent service to the community, educating adults to be better parents for their pre-school children. The program enjoys the support of para-educators and babysitters.

Evidence: Support programs' schedules and flyers; student surveys and testimonials

Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

- How does the school develop, implement, and evaluate counseling and/or academic advising?
- How does the counseling or academic advising program assist students directly with their transition to advanced educational opportunities or connection to employment opportunities?
- What professional development opportunities are provided to school counselors or advisors?

The school's academic advisement is developed based on the analysis of adult students' surveys and stated goals. Convenient scheduling, free access to services, and individual attention to each student are emphasized. However, during the self-study process, as a

result of careful evaluation, we concluded that the level of counseling and academic advisement we currently provide is not sufficient for meeting the needs of all types of adult students on their pathways to further education and careers. We realize that in order to support all students on their education and career pathways and to facilitate the achievement of SLOs, FACE needs trained professionals whose time and expertise would be solely dedicated to student counseling and academic advisement. This is clearly evident in the positive difference made by the counseling and academic advisement services provided by Marina Gonzales, a counselor from Growth Sector/Ohlone College, who has been recruiting students for the Pre-College Bridge Program (PCB) at FACE since 2014. Marina has been successful in reaching out to FACE college–bound ASE and ESL learners and other potential students in the larger Fremont area and coordinating a streamlined application, appraisal, and advisement service which has resulted in strong cohorts with excellent college transition outcomes. Another essential service component that she provides for PCB students during the semester is close monitoring of their progress that allows for addressing their barriers to success. The new Action Plan includes hiring one or two counselors who would maintain this level of service for all FACE students.

Evidence: PCB, CTC, and ASE data

Indicator 7.3: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

- How does the school address:
    - Marketing, community awareness, recruitment of new students?
    - Transitioning new students into the school?
    - Providing meaningful learning experiences for students?
    - Transitioning students into job placement or further education?
    - Assessment of success in years that follow to ensure that the students reach their desired outcomes?
- To what extent does the school have clear admission policies in line with its mission that guides student admission?
- To what extent does the school provide students with information on school policies and procedures that clarifies expectations that impact them?
- How are students given counseling regarding the completion of their program so that they stay on track and successfully meet their goals?

The school raises community awareness of its programs and services and recruits new students through its bi-annual brochure which is mailed to each Fremont household twice a year. FACE brochures are also available in all school offices and distributed to the other FUSD schools, to SACC members and partners, and to other CBOs and businesses where the community has access (Kaiser Hospital, Palo Alto Medical, local stores and restaurants). According to student surveys, FACE website is the most effective

information tool; the school also has a popular Facebook page. Another PR tool is the new digital marquee installed in 2015, which posts orientation dates, new classes, events, and services. Individual class flyers are distributed to the community via Tri-Cities Career Center, Fremont Main Library, and Fremont Family Resource Center.

The new students are transitioned into FACE programs in accordance with department intake policies that include skills appraisal and evaluation of student goals, face-to-face interviews, and review of previous academic records, if necessary. Once students enter classes, they also receive class orientation and course syllabi, and, with teacher guidance, set their short-term and long-term goals. Every effort is made to provide meaningful learning experiences for all students and to assist them in achieving positive learning outcomes. Differentiated instruction is implemented through various supports, including tutoring by para-educators and access to educational technology. Students are regularly informed by their teachers and through FACE website about CTE options and other educational opportunities available to them at FACE and regionally. Tri-Cities career advisors visit FACE twice a month to meet with interested students individually and to conduct informational workshops in the classrooms. FACE administration regularly receives information about available job opportunities and career fairs from Tri-Cities Career Center and local employment agencies and disseminates the information to all FACE instructors. Informational flyers are printed and posted in the school offices and around campus. FACE staff has made efforts to keep in contact with students after they leave school in order to track their success. However, the information that we have is obtained mostly by individual instructors, and there is no efficient system currently in place that would ensure strong connection with our school alumni. We hope to achieve this goal by hiring a transitions counselor.

FACE implements clear admissions policies. The school requirements and student expectations are guided by FACE Mission to provide accessible and affordable educational services. Students are informed about their options and deadlines and familiarized with FACE Mission and SLOs. At ESL intake events, new students sign a contract promising to attend at least 80% of class time and take all the required assessments. ESL program has clear graduation requirements for advanced students. Graduating students in ESL and ASE programs who are transitioning to college or training may qualify for a small scholarship toward their college tuition or books. The scholarship fund is maintained thanks to FACE fundraising efforts, community donations, and profits from the vending machines in the student lounge. The scholarship program has proved to be an important incentive for student success and their transitions to post-secondary education and training.

Evidence: Intake forms, transcript evaluation; student support schedule; Tri-Cities Career Corner schedules and outcomes; ESL Graduation Program Notes

Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

- How does the school research and identify the learning support needs of its student population and provide appropriate services and programs to address those needs?

- To what extent does the school offer appropriate extra-curricular and co-curricular programs (whenever possible) that meet the needs of its constituency?

- How are online services and services at off-site locations evaluated?

- How frequently does the school evaluate student support services and revise what is offered to meet current student needs?

FACE researches and identifies student needs based on their feedback obtained through student surveys and testimonials. We document and collect student statements about their needs during intake events in all programs. Teachers listen to students' concerns and share them with the department leads and administrators. They also learn from the best practices their colleagues from other adult education agencies share at professional conferences. Another important indicator of student needs is revealed by the analysis of student enrollment, attendance and persistence trends. Babysitting was offered at FACE as a result of analyzing this data.

Adult students have busy schedules that allow for limited extra-curricular and co-curricular program participation. The school encourages educationally valid field trips to regional parks and other places of interest. For example, ESL students have taken field trips to the Quarry Lakes and Dry Creek Regional Parks, to the Oakland Museum, to San Francisco Presidio, Mission District, and other SF neighborhoods. The Family Literacy Library on FACE campus used to be frequented by ESL students who checked out books and other materials for themselves and their children. It was recently converted into ESL Distance Learning Center because its popularity dwindled with the advent of technology. Another popular extra-curricular event – bi-annual Family Literacy Nights spearheaded by Family Literacy ESL Program in collaboration with Parent Education instructors - featured activities and performances for Pre-School through 3d grade children and their parents. The program was designed to increase family literacy and parent engagement in children's education. The last Family Literacy Night was organized in October 2017.

Online students need special support that is provided during office hours and online. Distance Learning office hours have been increased in the past three years since we adopted new online courses and more students started joining them. More supports are needed for struggling HSD students in APEX Online courses to increase the FACE graduation rate.

Students in off-site multi-level Family Literacy ESL classes require special support because they do not have access to all of the resources available at the main campus.

During the reporting period, all Family Literacy classes were assigned full time para-educators. Babysitting service is provided where needed and when feasible.

Student support services are evaluated on a regular basis, and changes are made to ensure continuous program improvement and achievement of SLOs by all students.

Evidence: Family Literacy Nights flyers and reports; Distance Learning Office Hours schedules and DL Orientation flyers

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

- How does the school publish and follow established policies for release of student records?
- To what extent are there institutional policies in place that govern the maintenance and security of student records?
- To what extent are all student records kept in a secure location and protected from fire damage or loss?

Students are asked to fill out a form requesting their records. We do not release student records or give out any information to anyone else without written permission from the student. If a student is a minor, the parent's name needs to match the name on the concurrent enrollment form, unless other written permission has been given. Transcript request forms are posted on our school website, and FUSD School Board policies regarding student records and state laws are posted on the FUSD website.

Prior to 2014, High School transcripts and GED records were kept in fireproof cabinets in a locked room, inaccessible to the public and non-essential employees. Since the inception of computer based Pearson-Vue GED testing in 2014, GED records have been kept by the Educational Testing Services (ETS). Current High School student records are kept in locked, fireproof cabinets in the High School office.

Student IDs are required when they request any copies of student records, particularly transcripts.

The district requires a data sharing agreement with any vendors of student information systems. This agreement mandates that the vendors are able to keep all student records secure and confidential.

Evidence: Copy of transcript request form, copy of board policies re: student records, copy of transcript request log sheet

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

- To what extent does the school provide a catalog for its constituents with precise, accurate, and current information?
- How does the school clearly identify where publications with policies and procedures can be accessed?
- How does the school assure that accepted students can benefit from the program they enter?
- How does the school document the accomplishment of the intended outcomes?

A brochure of class offerings and information is published twice annually and is mailed to Fremont residents. Every effort is made to ensure that the brochure information is accurate and up-to-date. Any new developments that occur after a brochure is published are announced on FACE website and in special flyers that are widely circulated in the community. Individual department class offerings are updated quarterly and posted on the school's website and sent to the local high schools. Each department and teacher maintains their own webpage to keep information current. Program updates are posted on FACE Facebook page. Students who "friend" us receive notifications. FUSD policies and procedures are posted on the FUSD webpage at www.fremont.k12.ca.us.

Incoming students attend placement testing and orientation, and meet with an ESL or ABE/ASE counselor prior to being placed in a class. We need to provide more materials translated into languages spoken by ESL students to ensure their clear understanding of school policies and expectations.

The accomplishment of the intended learning outcomes is documented by regular CASAS testing in a variety of modalities, careful collection of demographic data and reflection of student barriers in TOPSPro Enterprise (TE) entry records, as well as accurate documentation of student goal achievement in TE updates. The latter includes student level completion, graduation, college or training entry, job placement, retention, and/or improvement.

Teacher-student communication should be improved so that students who leave prior to the end of the quarter get tested in time and inform teachers when they have gotten a job or enrolled in college or job training.

Evidence: Copy of brochure, department schedules, screen shot of our Facebook page

Additional Online Indicators

Indicator 7.7: The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

- To what degree are the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction?

Online students have the same access to all the services the school provides as students who attend face-to-face classes. Online students are required to attend office hours and have the opportunity to communicate with their instructors directly or via email or phone; they have access to all school offices and to FACE website and brochure.

Indicator 7.8: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

- To what extent do the support services and related activities have a direct relationship to student involvement in learning?
- To what degree is there equity of access, availability of computers and internet for students in the online environment?

Support for online students is targeted at augmenting their involvement in learning. During BE and PS orientations, which are conducted by all online teachers, students receive detailed instructions and initial practice in the course. They are made fully aware of the course requirements and student expectations. Each teacher monitors a class of 25-30 students and troubleshoots any technical issues that may arise. Teachers communicate with students by email answering their course related questions and encouraging them to proceed in the course as planned. Students who have limited access to the internet can attend open computer labs at school or use computers in the library.

Indicator 7.9: School leadership and staff link curricular and co-curricular activities for online students to the academic standards and schoolwide learner outcomes.

- To what extent do the school's processes address the needs of socialization for the students and involvement in the school?

At least 70% of online ESL students also take at least one class on campus. Those adults who are unable to do so are too busy to participate in any other activities. We have attempted to introduce blogging and chatrooms for online learners, but very few students responded.

Indicator 7.10: The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.

- To what degree is there evidence regarding the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.?

Online students receive certificates of completion once they complete each course. A few BE students participated in a meeting with BE developers and provided valuable input about the program. Creating an online newsletter seems to be an interesting idea that our online program will consider exploring.

School's Strengths and Key Issues for Criterion 7 (no specific number required)

Strengths:

1. The school has a variety of student support services.

2. Strong and systematic intake and orientation services in the ESL Program promote the culture of success and SLOs achievement.

Key Issues (Prioritized):

1. Develop counseling services for all categories of adult learners served by the school.

2. Improve intake and orientation process in ABE and ASE.

Criterion 8: Resource Management

Criterion: Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

- Has the school stayed within budget for the past three years?

- What evidence is there that the school has sufficient revenues to support educational improvements?

- How does the school review its mission and goals as part of the annual fiscal planning process?

FACE has not continuously stayed within budget for the past three years. During 2016-2017, with the changes in administration, the school resources were overspent by $195,422. The overspending came directly from the budget reserve. Fortunately, FACE had a healthy budget reserve of $2,073,744.09, including approximately $173,300 in restricted local grants. This reserve should only be utilized in case of emergencies to sustain active classes. It is always imperative to remain fiscally solvent and not to rely on reserve funds to balance the budget. In order to address the issue and regain fiscal solvency, Ms. McFadden met with district office personnel, FACE staff, and the School Board to get input, share information, and gain a better understanding of the financial issues facing the school. In 2017-2018, one of the school goals was to have responsible fiscal stewardship and to not exceed incoming revenue. Many adjustments were made to reduce spending, including eliminating teaching hours in courses with very few students, not replacing courses taught by instructors who retired, requiring all additional duty hours to be pre-approved, reducing classified positions, and actively recuperating funds from other programs sharing the campus facilities. These efforts were effective, and the FACE budget at the end of 17-18 was fiscally solvent. There was a surplus of $200,000 of unrestricted funds from fees, facilities rentals and refunds, and an overall reduction in spending. In addition, there was a rollover of $75,000 in AEBG funding to be used during the current school year. The $200,000 will help replenish the budget reserves. Fiscal oversight continues to be a top priority for the administration.

Although major budget adjustments were made, there was still enough revenue to use for the addition of new courses to support career and technical education, provide important ESL support courses, such as mathematics and writing for ESL, and to purchase new technology, including Chromebook carts, projectors, screens, and desktop computers. The strategic oversight of the budget to eliminate unnecessary spending and

focus resources on student and site needs was effective and necessary to ensure ongoing stability. Educational improvements will continue to be supported through regular and ongoing fiscal oversight. The primary goal of fiscal management is to utilize incoming revenue to achieve the Schoolwide Action Plan and to focus on continuous school improvement. All expenditures will be made with the school goals and student needs in mind.

The administration reviews the school goals regularly and communicates progress made toward achieving those goals to all staff on a quarterly basis. At the beginning of the current school year, Ms. McFadden reviewed the new Action Plan and the budget with all staff, and reiterated that all budget decisions will be based on how expenditures align with the school goals. Ms. McFadden regularly reviews the status of the budget with the Account Clerk to ensure that adjustments can be made in case overspending is occurring.

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

- To what extent are clear financial operating procedures in place with appropriate checks and balances?
- What do the annual audit statements reveal about the integrity of the school's financial management?
- How does the school provide timely corrections to audit exceptions and management advice?
- To what extent does the school regularly review financial policies and practices and adjust to changing needs and conditions?
- How does the school report regularly to all stakeholders with financial updates and decisions?
- To what extent is there sufficient cash flow to maintain school programs?
- To what extent are there sufficient reserves in place to respond to emergencies and budget shortfalls?
- To what extent does the school have sufficient insurance?
- How does the school oversee financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets?

FACE operates with clear financial operating procedures and appropriate checks and balances. Prior to and after 2016-2017, the budget was appropriately balanced and there were no budget shortfalls or issues with financial management. The previous administration worked diligently to ensure a robust reserve fund, even when funding for Adult Education went through dramatic changes and serious budget cuts were required. The district Business Services Division provides financial oversight and regular auditing of the budget, as well as ongoing assistance and updated information regarding revenues

and expenditures. Ms. McFadden officially meets with the Business Services Division yearly to review the budget and discuss any needs or concerns. In addition, she is in regular communication with Business Services throughout the year to discuss various aspects of the budget. Any corrections that would be necessary due to audit exceptions or management advice are dealt with immediately by the school Account Clerk and Ms. McFadden, who make the adjustments in a timely manner. Escape Online budget system is used by the district and FACE for all budget expenditures, approvals, purchase orders, vendor transactions, and transfers. Updated budget reports and financial information are available through Escape, which is an additional tool that assists in budget monitoring.

AEBG resources are additionally monitored through the Southern Alameda County Consortium, with Ohlone College as the fiscal managing agency. The SACC consortium submits an annual plan to the state to ensure that AEBG funds are utilized properly. Ohlone provides additional budget oversight of these funds. Regular budget updates are required in California's new NOVA system to ensure that AEBG funding is spent appropriately.

There is sufficient cash flow to maintain school programs. All programs were fully funded in 17-18. There are also sufficient emergency reserves of slightly over $2,000,000. Sufficient insurance is maintained through Fremont Unified School District.

Grants are overseen by staff, the Account Clerk, and the principal. The school successfully performed in accordance with the requirements of WIA Title II and AEFLA grants, including EL Civics since its inception in 1999. In February 2017, it successfully applied and received the new Workforce Innovation and Opportunity Act - WIOA Title II - Grant. It is a federal grant managed by California Department of Education (CDE) via its projects – CASAS, CALPRO, and OTAN. FACE has consistently satisfied all the grant deliverables in a timely fashion, with quarterly reporting. The yearly pay points earned by NRS level completions, HS Diplomas and GED, and EL Civics COAAPs consistently amount to over $500,000.00. The funds are spent to support instruction and student services in the programs that earned them. Other, smaller grants are geared to specific curriculum resources. During the reporting period, ESL instructors won four grants from Fremont Education Foundation for innovative projects in their classrooms, including instructional software and hardware, and online curriculum.

Contractual relationships are all approved through the Associate Superintendent of Business Services. There is a specific review process for contracts, MOUs, and any other agreements that is required through the district's purchasing department. FACE follows all district procedures and policies to ensure that all agreements are legal and have prior approval.

Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

- To what extent does the governing body and administration receive regular reports on the financial condition of the school?

- How does the governing body and administration connect short-term and long-term financial planning with the schoolwide *Action Plan's* identified priorities?

- To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?

- To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?

The administration receives ongoing reports on the financial condition of the school through regular meetings with the Account Clerk. SACC Leadership Team also meets monthly and reviews the financial state of the consortium members. The FUSD School Board also receives yearly reports of all schools financial health through the Business Services Department.

The identified Action Plan priorities are the main focus when considering financial decisions. The administration makes budget decisions to support the achievement of the Action Plan. Some examples of this are providing resources for ongoing professional development and collaboration with a monthly professional development calendar, giving additional hours for teachers to fully implement CASAS testing in all academic programs, developing a new position with district support for a transition counselor, and creating new courses and support classes for college and career pathways implementation. Budget decisions to support these efforts take priority over decisions to maintain courses with low enrollment or to spend resources on lower priorities.

Institutional funds are also allocated strategically to support facilities improvements and purchase new materials. Several facilities improvements have been made on FACE campus over the past year, including a new wireless network, blinds in various classrooms, new murals, a main office renovation, and classroom renovations to free up additional instructional space. The district provided resources for the new wireless network and the blinds. FACE funding was used for the other upgrades. The FACE administration has worked closely with the district to ensure that the use of the facilities is reimbursed to the Adult Education budget. Ms. McFadden has rented classrooms to COIL Charter School, which has brought in additional revenue that has been utilized for these upgrades. New technology has also been purchased with the use of unrestricted funds collected from fees and rental revenue. Finally, new curriculum and support materials, as well as website licenses are all purchased within the constraints of the

budget. Strategic decisions will continue to be made from year-to-year to determine which purchases are most important and feasible in the current budget year.

The administration works closely with Business Services to ensure that long-term liabilities are taken into consideration when planning the yearly budget. Rising benefits costs and relatively stagnant revenue sources are a concern. The district provides frequent updates on the cost of benefits and the impact to the budget. The district also ensures financial assistance for building maintenance costs to help guarantee that district-owned facilities are well maintained.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

- To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?
- How is the learning environment enhanced by the facilities or how are the facilities an impediment to the successful completion of SLOs and course objectives?
- To what extent do the facilities provide a safe and nurturing learning environment for students that makes them feel welcomed?

Ms. McFadden annually reviews the facilities needs with input from various staff members. 1n 2017-2018, she identified that there were a few classrooms used for storage or previously used for libraries that needed to be cleaned out and recommissioned. Outdated curriculum, technology and other resources were recycled, and the classrooms were cleaned up and are currently in regular use. Improvements to the facilities are regular and ongoing to ensure a clean and orderly learning environment. The facilities are sufficient for the needs of the school. However, there are still technology upgrades needed in the computer labs throughout the campus. This is a funding priority and purchases have been made to address these issues. Not all technology can be replaced in one school year; however, new technology is being purchased on a priority basis to ensure that the most outdated hardware/software is replaced first.

There are no facilities impediments to the SLOs and course objectives. New college and career pathways are implemented with facilities constraints in mind; for example, a culinary arts program would not be feasible, as there are no appropriate kitchen facilities for such a course.

The facilities are safe and welcoming, although somewhat dated. The administration is working closely with the district to enhance the facilities. The main office renovation took place in 17-18 and during the current school year. The outside walls, shutters, and renovated classrooms all have new paint. Each summer, the classrooms are thoroughly cleaned, including carpet cleaning, floor waxing, and light bulb replacement. Teachers thoughtfully decorate their classrooms to provide instructional supports, showcase student work, and display school goals/SLOs and safety procedures. Every attempt is made to ensure that the classrooms are safe and welcoming for all students.

School's Strengths and Key Issues for Criterion 8 (no specific number required)

Strengths:

1. FACE has a considerable budget reserve.

2. Ongoing fiscal management has corrected budget shortfalls and ensured renewed financial stability.

3. Facilities upgrades, new curriculum, and new technology have all been funded with a balanced budget.

Key Issues (Prioritized):

1. Lack of financial oversight in 2016-2017 that led to a significant budget shortfall.

2. Increasing cost of benefits with stagnant revenue sources.

3. Aging facilities which will require financial investment to be maintained properly.

Criterion 9: Community Connection

Criterion: The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

- What connections with local businesses and organizations are currently in place?
- To what extent do community leaders come on campus for events and activities??

FACE has always been connected with the local community in a variety of ways, including partnerships with other educational agencies, community based organizations, and businesses. During the reporting period, FACE has made efforts to strengthen some of these connections and established new partnerships and collaborations.

The most noteworthy development occurred with the passage of AB86 that paved the way for the establishment of adult education consortia across the state. In 2014-2015, FACE entered Southern Alameda County Consortium that is comprised of four members – Ohlone College, Fremont Adult and Continuing Education, New Haven Adult School, and Newark Adult School - and a number of partners, including Alameda County Workforce Development Board (ACWDB), Tri-Cities Career Center, Mission Valley ROP, Alameda County Library, Fremont Family Resource Center, Sparkpoint, La Familia, Growth Sector, and other CBOs.

Our SACC membership ushered the era of new collaborations. Thanks to our partnership with Ohlone College, FACE has developed new bridge courses and career pathways for students, aligned FACE ESL curriculum with Ohlone ESL and English departments, and added new professional development opportunities for its faculty. FACE also established stronger ties with the other SACC adult education agencies in order to leverage our resources to benefit all adult students in the Tri-City area. The enhanced relationship with ACWDB and Tri-Cities Career Center brought about new services for our students. One-Stop Career Corner employment advisement has helped over 200 students to clarify their career pathways and obtain the necessary tools to seek and secure gainful employment.

Local community and business leaders visit FACE campus to talk to various student groups. FACE has enjoyed guest speakers from Alameda County Library, Fremont Police Department, Tri-City Health Center, Republic Services, and Ohlone College. Temporary Employment Services and companies, such as Balance Staffing, have held hiring events on FACE campus. We have also recently been in discussions with local businesses, such as Windsor Health Care and Walters and Wolf, to potentially provide ESL courses for their employees. We need to augment our partnerships with the Fremont business community in order to support our students on their career pathways.

Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

- What service or internship opportunities are currently in place for students?
- What evidence can be provided to indicate the reputation of the school in the community?
- What efforts have been made to connect the school with its community through service projects?

FACE encourages advanced ESL students to volunteer on call as interpreters in the ESL Office to provide much needed translation for non-English-speaking adults seeking information and assistance. FACE students also assist in organizing various school events, such as school parties, fundraising events, Earth Day activities, Memorial Garden project, etc. AWD students tend the community garden and raise money for their program through recycling efforts. The AWD students recycle for the City of Fremont and shelve books at the main library. They are well known and respected in the community.

FACE has provided community service opportunities for students from FUSD high schools. Under faculty and staff supervision, they volunteer in the classrooms and offices to learn more about the Fremont community. Most noteworthy is FACE staff's assistance to Quest candidates from Irvington High School, many of whom complete Quest project requirements in FACE classrooms to satisfy their high school graduation requirement.

This year FACE leadership will be working on a new project in collaboration with Tri-Cities Career Center to develop volunteer and internship opportunities for FACE students in local CBOs and businesses as part of student career pathways.

FACE has a good reputation in the community, which is evidenced by comments on FACE website, on FACE Facebook page, and on Yelp. Among people who seek classes at FACE are residents from greater Bay Area, including Pleasanton, Dublin, Livermore, Milpitas, Union City, Hayward, and San Leandro. FACE website provides a variety of resources for adult learners attracting online traffic state and nationwide. FACE has a good reputation among adult education agencies in California and with CDE thanks to its dedicated faculty and staff and the culture of sharing and progress that we foster.

Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

- How does the school use its profile (Chapter I of the *Self-Study Report*) to understand and connect to its community?
- How have students been successful in the community after leaving the school?
- What programs or processes are in place to connect the school to its community?

FACE informs the community about its mission and programs and listens to its constituents' feedback. The school recognizes the benefits of community support and strives to have up-to-date information about its educational needs and develop learning opportunities to meet these needs. FACE is responsive to demographic and economic changes in the area that drive the demand for new programs and services. FACE faculty and staff are proud of the many success stories that our current and former students have shared with us.

FACE leadership meets quarterly with representatives from a variety of community service agencies through its Sparkpoint membership. Sparkpoint members share resources, community connections, and advertise member programs to their clients. The Sparkpoint relationship led to the partnership with JVS Bankwork$ and a stronger connection with Ohlone College's Career Center. Other ways in which FACE is connected to the community are through its facilities use permits and overall openness to be a resource. Church groups, Toastmasters, cultural groups, and many other community organizations use FACE facilities to host various events. These positive connections help spread information about programs and courses offered at FACE to the broader community.

Additional Online Indicator

Indicator 9.4: The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/ co-curricular program.

- To what degree do the school's processes ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match?

It is FACE online instructors' responsibility to ensure that adult students understand the school's expectations to achieve CCRS/ELPS and schoolwide learner outcomes through the online curricular or co-curricular program they are enrolled in. Every effort is being made through online program orientations and ongoing teacher support that online students complete their courses in the allotted time with at least 70% accuracy.

School's Strengths and Key Issues for Criterion 9 (no specific number required)

Strengths:

1. FACE has strong working relationships with all SACC members and partners and with Sparkpoint.

2. FACE has a good reputation in the community.

Key Issues (Prioritized):

1. There is a need to develop internship opportunities for FACE students at local companies.

2. There is a need to build stronger ties with the business community.

Criterion 10: Action Plan for Ongoing Improvement

Criterion: The school uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

- To what extent does the *Action Plan* identify specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment?
- How is the *Action Plan* reviewed annually and how are revisions made to respond to changing conditions and current student needs?
- How does the *Action Plan* focus primarily on student learning needs?

The Schoolwide Action Plan specifies goals with action steps, responsible parties, resources needed, a timeline, and method to assess, monitor and report progress. The new Action Plan will be the driving force of all school efforts for the next several years. The Action Plan goals will be reviewed at the beginning of each school year, as well as throughout the year during Department meetings and any all staff meetings. Decisions regarding expenditures and allocations of resources will be made with the goals of the Action Plan in mind. The Action Plan addresses student learning needs specifically in the assessment and accountability goal, as well as throughout each of the four main goals. It identifies the need to improve counseling and outside resources, as well as internal transitions. There are also action steps to include a goal setting form for each student to monitor and track his/her progress. Student learning needs are at the core of the Action Plan.

Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

- How did the self-study process identify the key issues for the school?
- How have the key issues been prioritized by the school?
- To what extent have all stakeholders met to discuss the *Action Plan* and give input to its implementation?

Through the Self-Study process, FACE faculty and support staff responded to all the Indicators in Chapter 3 Criteria in Chapter 3. In addition, student input was solicited, as was information from our partnering agencies. Student achievement data was also collected and reviewed for Chapter 1. The conclusions from Chapter 1, along with the key issues identified in Chapter 3 were compiled into similar categories and the four Action Plan areas were created. There have been three meetings with all staff to collect

this information and form the Action Plan. Two of these meetings took place in 2017-2018, and the third meeting took place at the beginning of the current school year. Staff was asked specifically to discuss the data, key issues, and to determine overarching themes and steps to the Action Plan achievement. The themes were compiled into the four areas of the Action Plan. Staff then provided input for the Action Plan including specific steps to take to address each goal.

Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.

- For each *Action Plan* key issue, how has the school identified an individual or group responsible to implement the needed action steps to address the key issue?
- To what extent has the governing body and administration funded the activities or events needed to address key issues?
- What opportunities are provided for all stakeholders to have a voice in the regular review and revision of the *Action Plan*?

Each Action Plan key issue has a person and/or group assigned as responsible parties. The Principal made these designations based on current job assignments/descriptions. Funding for the Action Plan will be strategic, as resources will be allocated with the Action Plan in mind. FACE has sufficient resources to meet the goals of the Action Plan. The Principal will ensure that funding resources remain sufficient or are reallocated from other less critical areas to implement all aspects of the Action Plan. All stakeholders will be able to provide yearly input into the Action Plan revisions and updates prior to the start of each school year. The Principal will write a yearly summary of progress towards meeting the Action Plan goals. Stakeholders will receive this summary, and be asked to share their input and ideas as part of this process.

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

- How does the *Action Plan* specify how the improvement efforts will be monitored and who will oversee the process?
- How will progress be reported to all stakeholders?

The Action Plan specifies how each action step will be monitored, the responsible parties, and how evidence of the achievement will be collected and documented. Final oversight will be provided through the site administration with input from all stakeholders. Progress towards meeting the Action Plan will be reported yearly via a written summary of steps taken and necessary revisions.

Indicator 10.5: The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

- To what extent is the schoolwide *Action Plan* user-friendly and practical for all stakeholders' involvement?
- How does the governing body use the *Action Plan* in resource allocation discussions?
- To what extent does the school leadership use the *Action Plan* in its decision-making processes?

The Action Plan is user-friendly and practical for all stakeholder involvement. It clearly outlines specific tasks and timelines for implementation. It is concise and specific and will be used to drive school improvement. Yearly school goals will be based directly on the Action Plan, and resource allocation will be determined based on the achievement of those goals. This information will be shared with all staff at department and all staff meetings. The Action Plan will be the catalyst for all decision-making, goal setting, and resource allocation planning.

School's Strengths and Key Issues for Criterion 10 (no specific number required)

Strengths:

1. Action Plan is based on student achievement data and identified key issues.
2. Action Plan will be the guiding force of school improvement, goal setting, and resource allocation.
3. Stakeholders contributed to the creation of the Action Plan through the Self-Study process and specific meetings pertaining to the Action Plan.

Key Issues (Prioritized):

1. Due to several administrative changes, the previous 2012 Action Plan was not fully and strategically implemented to ensure that all growth areas were addressed.

CHAPTER 4
REVISING
THE SCHOOLWIDE ACTION PLAN

Chapter IV. Revising the School Action Plan

Prioritized Strengths

SLOs development and revision/Action Plan

- The school has a set of SLOs that were developed with input from all staff.
- Faculty and staff are striving to help all students achieve the SLOs.
- The Action Plan is based on student achievement results (impact on student learning).

Staff Cohesiveness and Focus on Student Success

- Staff is committed to work together for the betterment of the students and programs.

Comprehensive, Organized and Effective ESL Program

- Strong ESL and EL Civics curriculum, including Integrated EL Civics units
- Consistent and successful assessment practices in the ESL Program
- Variety and flexible scheduling of ESL courses
- Strong intake system and culture of success in ESL Program

Technology Implementation/Online Courses

- Robust online courses in ESL and High School Diploma programs.
- Strong online programs for ESL and ASE students
- Successful ongoing integration of technology

College and Career Pathways/Partnerships with Outside Agencies

- Pathways to post-secondary education and employment for students include several options
- Innovative curriculum for new career preparation and college transitions courses
- FACE actively pursues partnerships and has established collaborative links to other adult education agencies, community colleges, local Job Centers of America, CBOs, and businesses.

Financial Stability

- FACE has a considerable budget reserve.
- Ongoing fiscal management has corrected budget shortfalls and ensured renewed financial stability.
- Facilities upgrades, new curriculum, and new technology have all been funded with a balanced budget.

Leadership

- The new school principal has strong leadership and negotiation skills, and has made great strides in improving the school's infrastructure in a short time.
- The administration upholds high professional standards for instructional and non-instructional staff and is supportive of professional development.

Prioritized Key Issues

> **Blue Key Issues (Assessment and Accountability Action Plan, Goal #1)**
>
> **Red Key Issues (Professional Development and Collaboration, Goal #2)**
>
> **Green Key Issues (College and Career Pathways, Goal #3)**
>
> **Purple Key Issues (Student Support, Internal Transitions, and Counseling, Goal #4)**

1. SLO 1 "Set Goals" is supported by providing learners with course syllabi. This practice should be institutionalized because not all teachers make their syllabi accessible to students and/or connect them with SLOs.

2. Need to monitor SLOs achievement regularly in all FACE academic programs and classes.

3. The long period of leadership instability contributed to lack of administrative oversight and guidance (Summer 2015-Spring 2017). The new administrators need ongoing training to better understand the nature of adult education and diverse adult learners and staff.

4. Strengthen program implementation of PD activities to translate directly into student learning.

5. Involve all teachers, without exception, in PD.

6. More time needed for curriculum research, collaboration, and development.

7. More curriculum options needed for High School Diploma students in addition to APEX Learning online

8. Curriculum updates in ABE need to be implemented, as planned.

9. Improve instructional strategies and activities that facilitate access to the course content for special needs students in ESL, ABE, and ASE classes.

10. Need to boost enrollment and enhance student persistence in ABE and ASE courses.

11. Need to continue developing a viable IET delivery model.

12. Need to enhance the online component of ABE program.

13. Institutionalize CASAS testing in the ASE Program.

14. Develop stronger correlations of ABE instruction with CCRS and CASAS Competencies.

15. Develop robust Integrated Education and Training (IET) options and more career pathways for all students.

16. Develop counseling services for all categories of adult learners served by the school.

17. Improve intake and orientation process in ABE and ASE.

18. Develop volunteer and internship opportunities for students through stronger partnerships with Job Centers of America and local CBOs and businesses.

19. Lack of financial oversight in 2016-2017 that led to a significant budget shortfall.

20. Increasing cost of benefits with stagnant revenue sources.

21. Aging facilities which will require financial investment to properly maintain.

Assessment and Accountability

Goal: In order to support student success, all academic programs under the WIOA grant must follow federal and state assessment mandates. CASAS pre-and-post testing will be fully implemented and used to monitor student progress. This will include curriculum alignment with CASAS competencies in ASE/ABE.

The results from a variety of assessment data, including CASAS, Common Formative Assessments, formative assessments and summative assessments will be strategically analyzed in each academic department to inform and improve instruction.

Rationale: Only 23% of students in HSD and 10% in HSE had pre-post test results in 2016-2017. In 2017-2018, 48% of students in the HSE and 60% in the HSD had pre-post test results. While the numbers have improved, there is still a considerable number of students who do not have paired scores. The percentage of students with paired scores over the past four years has been consistently low in ASE with fewer than 40% of students with pre-/post test results.

Accurate assessment data collection is essential for informing instruction, monitoring student progress, goal setting, and evaluating overall program effectiveness.

Students should be aware of their academic standing and progress they have made towards achieving specific academic goals.

SLOs Addressed:

SET GOALS

- Students will assess their needs and identify their academic, career, and/or personal goals. With guidance, develop and communicate plans to achieve goals.

ACHIEVE SKILLS

- Build academic, career, life skills, and workforce readiness skills.

Assessment and Accountability Action Plan

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Develop a system for CASAS pre-testing students within the first week of enrollment and for post-test monitoring (ABE/ASE/GED).	- Assistant Principal - ABE/ASE/GED Department Teachers and Para-educators	- e-CASAS training for teachers/para- educators - WIOA revenue for training, e-CASAS coordination and proctoring expenses	Summer 2018→ ongoing	Assistant Principal of ASE/ABE Department will monitor implementation of CASAS testing and regularly address the topic in monthly department and PLC meetings.
Establish a CASAS testing center in the main office to support ongoing testing needs.	- Office Assistant - ASE Office Specialist - Assistant Principal - Para-educators	- Secure office space for testing/student monitoring	Fall 2018 → ongoing	Assistant Principal and Office Specialist will monitor CASAS appraisal of ABE/ASE students in the main office and completion of pre- and post-tests. Progress will be reported at monthly department meetings and through regular collection of student achievement data via ASAP and TOPSPro.
In ABE/ASE/GED, identify CASAS competencies from the new GOALS series and purchase new curriculum for ABE/ASE that is in alignment with those competencies.	- Principal - Assistant Principal - Department Faculty	- Funding for new curriculum - Time for research - CASAS assistance/ - professional development	Winter 2018 /Spring 2019	Principal and Assistant Principal will research and purchase curriculum aligned to the new CASAS GOALS series to provide additional essential resources for the ABE/ASE/GED Department.

Assessment and Accountability Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Use CASAS results to strategically monitor student progress in ABE to ensure transitions to GED or ASE.	- ABE Teachers - Assistant Principal - CASAS Coordinator	- Paid time for teachers - Collaboration time to monitor student progress	Spring 2019 → ongoing	The ABE/ASE department instructors will monitor student progress through CASAS scores and will ensure that ABE students are regularly monitored for improvement and transitions into ASE.
Across all academic programs, develop and implement student goal setting forms to ensure students are focused on their academic progress.	- Department Heads - Principal - Assistant Principal - Teachers - Students	- Paid time for teachers to develop goal setting forms - Collaboration time to train teachers in the use of forms	Spring 2019 → ongoing	Principal and Assistant Principal will meet with each department to develop and implement appropriate forms and will monitor their use to improve student achievement. Regular review of goal setting forms, aligned with CASAS results will take place in PLC and department meetings.
Develop Common Formative Assessments in academic programs based on content standards (CCRS, ELPs).	- Department Leads - Principal - Assistant Principal - ASE/ABE/ESL Teachers	- PLC collaboration time/funds	Fall 2018 → ongoing	Principal and Assistant Principal will work with Department Leads and teachers during PLC collaboration time to unpack standards and develop CFAs.

Assessment and Accountability Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Use the results of the Common Formative Assessments to inform and improve instruction in each department.	- Principal - Assistant Principal - Department Heads - Teachers	- PLC collaboration time/funds	Fall 2018 → ongoing	Principal and Assistant Principal will work with Department Heads and teachers to collaboratively grade the CFAs and analyze the results to inform and improve instruction.
(T) Implement and appropriately proctor e-CASAS assessments to support the testing process and the collection of data.	- Department Leads - Assistant Principal - ASE/ABE Office Specialist - Office Assistant - Para-educators	- eCASAS funding/licensing	Spring 2019 → ongoing	Assistant Principal will work with Department Leads and Office Specialist to ensure that e-CASAS is fully implemented in the ASE/ABE Department Principal and ESL Department Head will ensure e-CASAS is implemented in ESL Department.
Develop a process/calendar for regularly analyzing student assessment results in all academic programs.	- Principal - Assistant Principal - Department Heads - Teachers	- PLC/Department Meeting time	Spring 2019→ ongoing	Principal/Assistant Principal will work with Department Heads to ensure that PLC and Department meeting agendas regularly include the review of student assessment results.
(T) Improve tracking of student assessments (individualized ASAP reports)	- Principal - Data Specialists - Teachers	- PLC/Department Meeting time - Data specialist time	Spring 2019 → ongoing	Teachers will be trained by data specialists and department heads to view and analyze individualized ASAP data reports.

Assessment and Accountability Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Develop and analyze a greater variety of formative assessments (podcasts, portfolios, posters, etc.) to showcase student progress	- Teachers - Students - Department Heads	- PLC/Department meeting time - Paid time for teachers to develop formative assessments, rubrics and to collect data	2019/2020 → ongoing	Formative assessments and rubrics/grading scales will be developed by teachers. Student work from formative assessments will be collected and analyzed.
In Adults with Disabilities, computer assessment tracking software will be purchased to assist in the monitoring of student goals and skill development. (T)	- Principal - AWD Lead Teacher - AWD Instructors	- Expenditures for the purchase of hardware and software - Teacher training time - Para-educator training time	2019/2020	Software implementation and printouts of computer-generated assessments tools will be evidence of completion. AWD staff will work with Principal to ensure software and hardware are purchased and implemented to meet this goal.

Technology-related action steps are identified by a (T) next to the action item.

Professional Development and Collaboration

Goal: Regular, ongoing, and strategic professional development will be provided for all staff to assist them in continuing to meet the needs of the students in the 21st Century learning environment. Dates/Trainings will be embedded into the instructional calendar to ensure that everyone can meet for professional development/collaboration and will be compensated for their time. Professional Development will focus on helping students achieve the SLOs and pertinent areas of this Action Plan.

Rationale: In order for teachers, support staff, para-educators, and administrators to have the time and resources for professional development and collaboration, a strategic plan must be designed to meet these needs. This area of need was noted in several Chapter 3 Criteria.

SLOs Addressed: All SLOs - In order to help students achieve all SLOs, teachers, support staff, and administration must have the time and resources to collaborate and must partake in ongoing professional development.

Professional Development and Collaboration Action Plan

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Continue to schedule monthly PLC meetings in each department to grow the collaborative culture and to focus on student learning and continuous improvement.	- Principal - Assistant Principal - Department Heads - Teachers	- PLC teacher hours	2018 → ongoing yearly	Monthly department PLC schedules will be created at the beginning of each school year. Teacher attendance logs at PLC meetings will be filed. Student achievement data will be collected and analyzed for continuous improvement.

Professional Development and Collaboration Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
All teachers will be trained to interpret and analyze data to measure student achievement of SLOs and to communicate the results to students and community as appropriate.	- Principal - Department Heads	- Funding for professional development - CASAS training expenses - Paid time for teachers' hours	Spring 2019/Fall 2019	Professional development calendar/dates will be developed at the beginning of each year. Teacher sign-in sheets from all meetings will be collected. A variety of student achievement data will be analyzed and results will be communicated to various stakeholders. Meeting notes/next steps will be collected.
Administration will seek professional development opportunities to improve their understanding of Adult Education, including AEBG and WIOA requirements.	- Principal - Assistant Principal	- Professional development expenses	2018/2019 Ongoing as needed	Conference/Professional Development attendance sheets will be collected and archived. Staff meeting agenda items with AEBG/WIOA information will be collected and archived.
Each support staff member will be cross trained with at least one other support staff member.	- All Support Staff - Principal	- Staff time for training - Office staff meeting time	Spring/Summer 2019 → ongoing as needed	Monthly Office staff meeting agendas/notes will be kept as evidence of cross training opportunities. A chart of tasks and staff who are cross trained to complete each task will be developed and updated regularly.

Professional Development and Collaboration Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Support staff will attend at least one training opportunity each year pertaining to their specific jobs.	- All Support Staff - Principal	- Staff training time - Funds for trainings	2019 → ongoing as needed	Monthly Office Staff meeting agenda item/notes will be collected and archived as evidence. Attendance logs of job-alike trainings will be collected and archived as evidence.
Teachers will have professional development time embedded into their work day and contracts at times that are accessible to all teachers.	- Principal - Department Heads	- Staff training time - Paid time for teachers' hours	September 2018 – April 2018 → Ongoing each year	A yearly professional development calendar will be developed and distributed to all staff. Attendance logs at all professional development sessions will be collected and archived.
Teachers, para- educators, and administrators will be trained to implement the new CASAS GOALS series.	- Assistant Principal - Department Heads - Teachers - Para- educators	- CASAS training expenses - Paid time for teachers' hours - Paid time for para- educator hours	Spring 2019 – Fall 2019	CASAS pre- and post-test results will be evidence of implementation. Training certificates will be collected.

Professional Development and Collaboration Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
ABE/ASE teachers will be trained to use new curriculum to address CASAS competencies.	- Assistant Principal - ABE/ASE Teachers	- CASAS training expenses - Paid time for teachers' hours	Spring 2019 – Fall 2019	Training attendance logs will be collected as evidence. CASAS pre-post test results data will be evidence of implementation.
Para-educators will be included in trainings pertaining to assessment and instruction.	- Principal - Para-educators	- Para-educator paid time for trainings Training expenses	2019 → Ongoing for new para-educators	Training attendance logs will be collected as evidence.
A professional development calendar will be created and distributed at the beginning of the school year and updated quarterly for all staff members.	- Principal - Department Heads	- Professional development expenses/cost of trainings - Paid time for teachers' hours	Fall 2018 → Ongoing yearly	Principal will create yearly PD survey for all staff and use student achievement results to determine the topics of the yearly PD. Principal will work with Department Heads to determine appropriate dates/times for yearly PD calendar
(T) Technology-related professional development will be included on the professional development calendar and will be strategically designed to assist teachers in implementing the various Action Steps in this plan.	- Principal - Department Heads	- Professional development expenses/cost of trainings - Paid time for teachers' hours	Fall 2018 → Ongoing yearly	Principal will create yearly PD survey for all staff and use student achievement results to determine the topics of the yearly PD. Principal will work with Department Heads to determine appropriate dates/times for yearly PD calendar

Professional Development and Collaboration Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Develop and implement a formal training process for newly hired teachers.	- Principal - Assistant Principal - Department Heads/Lead Teachers	- Paid time for Department Heads'/Lead Teachers' hours - Time to develop new teacher training process/content of training	Fall 2019 → ongoing as new teachers are hired	Principal will work with Department Heads/Lead Teachers to develop and implement a new teacher training day. Training agendas and attendance logs will be collected as evidence.
Provide funding for off-site conferences for teachers in all departments and seek to increase participation. Conferences must align with goals in Action Plan and include a process for teachers to report research-based strategies and practices at PLC and Department Meetings.	- Principal - Account Clerk - Teachers	- Conference expenses - PLC/Department meeting time for teachers to report new information	Fall 2018 → ongoing	Conference attendance forms will be collected and archived. Department meeting agendas will be collected as evidence.

Technology-related action steps are identified by a (T) next to the action item.

College and Career Pathways

Goal: In order to meet both AEBG and WIOA requirements, as well as to provide students with 21st Century, workforce readiness skills, new college and career pathways will be created and existing ones will be strengthened. Partnerships with Ohlone College, community agencies, and local businesses will be enhanced and new relationships will be sought to achieve this goal.

Rationale: In order to meet state and federal mandates, as well as student needs, Adult Education needs to develop programs that promote student success in post-secondary endeavors.

SLOs Addressed:

SET GOALS
Students will assess their needs and identify their academic, career, and/or personal goals.

- Be self-directed learners who learn independently and collaboratively in a diverse environment.

ACHIEVE SKILLS
Using a variety of methods, technology, and resources, students will acquire knowledge and skills.

- Build academic, career, life skills, and workforce readiness skills.

DEMONSTRATE LEARNING
Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education, training, and/or employment.
- Contribute to personal enrichment and to the community.

College and Career Pathway Action Plan

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Work with current school and business partners to develop new bridges and support courses to assist students in successful transitions to college/career pathways.	- Principal	- Principal time	2019 → ongoing	Course lists will be collected and archived as evidence of completion. A bridges/pathways map will be created and updated regularly to define course options for all stakeholders.
Work with current partners to develop new career pathways that meet the needs of students and businesses.	- Principal - Representatives from MVROP, Ohlone, and JVS Bankwork$	- Principal time - Teacher pay for course development - Possible recruitment of new staff	2018 → ongoing	Course lists will be collected and archived as evidence of completion. A bridges/pathways map will be created and updated regularly to define course options for all stakeholders.
Ensure that Integrated EL Civics (IELCE) courses are developed that allow students to take ESL coursework that is integrated with career/college pathways.	- Principal - ESL Department Head - IELCE Instructors	- Paid time for teachers' hours to develop new courses - Expenditures for instructional hours for new courses	2018 → ongoing	IELCE Course lists will be developed and updated regularly. A bridges/pathways and IET map will be created and updated regularly to define course options for all stakeholders.

College and Career Pathway Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Strengthen the partnership between FACE and Ohlone College's Tri-Cities Career Center to share resources and information and to work together to develop appropriate courses at FACE that lead to career opportunities provided by the center.	- Principal - SACC Committee Members - Ohlone College Career Center staff	- Principal time - SACC meeting time - Paid teacher hours to develop new courses - Expenditures for instructional hours for new courses	2019 → ongoing	Agenda items from SACC meetings will be collected and archived. Course lists will be developed and collected as evidence. Post-secondary Data from FACE graduates will be collected as evidence.
Hire and train a transition specialist to assist students in determining appropriate college/career pathways that meet their needs.	- Principal - FUSD Human Resources Classified Staff Director - FUSD School Board - HR Staff	- Expenditures for new position	Spring 2019	Transition Specialist hiring date/paperwork will be collected as evidence. Transition Specialist job description will be collected and archived.

College and Career Pathway Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Across all academic programs, develop and implement student goal setting forms to ensure students are focused on their future career/college goals.	- Department Heads - Principal - Assistant Principal - Teachers - Students	- Paid time for teachers to develop goal setting forms - Collaboration time to train/implement teachers in the use of forms	Spring 2019 → ongoing	Principal and Assistant Principal will meet with each department to develop and implement appropriate forms and will monitor their use to improve student achievement. Regular review of goal setting forms, aligned with CASAS results will take place in PLC and department meetings.

Technology-related action steps are identified by a (T) next to the action item.

Student Support/Internal Transitions/Counseling

Goal: In order to provide **all** students with the skills and resources necessary to achieve the SLOs, as well as to be successful in post-secondary endeavors, a student support plan will be developed to include students' academic learning needs, internal transitions, and outside counseling resources.

Rationale: Teachers have identified that students who have possible learning disabilities are not receiving the academic support services necessary to succeed in class.

Internal transition counseling is needed to assist students in identifying appropriate courses to take at FACE in order to make academic progression towards post-secondary advancement.

Students often have external issues that interfere with their academic progress at FACE. There is a need to provide easier access to outside resources to address these issues.

SLOs Addressed:

SET GOALS
Students will assess their needs and identify their academic, career, and/or personal goals.

- With guidance develop and communicate plans to achieve goals

ACHIEVE SKILLS

Using a variety of methods, technology, and resources, students will acquire knowledge and skills.

- Build academic, career, life skills, and workforce readiness skills.

DEMONSTRATE LEARNING

Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education, training, and/or employment.
- Contribute to personal enrichment and to the community.

Student Support/Internal Transitions/Counseling Action Plan

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Hire and train a Transition Specialist to work with students from all programs to assist with smooth transitions in ASE and ESL.	- Principal - FUSD Human Resources Classified Staff Director - FUSD School Board - HR Staff	- Expenditures for new position	Spring 2019	Transition Specialist hiring date/paperwork will be collected as evidence. Transition Specialist job description will be collected and archived.
Across all academic programs, develop and implement student goal setting forms to ensure students are focused on their academic progress and their future career/college plans.	- Department Heads - Principal - Assistant Principal - Teachers - Students	- Paid time for teachers to develop goal setting forms - Collaboration time to train/implement teachers in the use of forms	Spring 2019 → ongoing	Principal and Assistant Principal will meet with each department to develop and implement appropriate forms and will monitor their use to improve student achievement. Regular review of goal setting forms, aligned with CASAS results will take place in PLC and department meetings.

Student Support/Internal Transitions/Counseling Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Ensure that there is smooth transitioning between ABE and ASE through a coordinated curricular and instructional focus so that students are aware of what skills/knowledge they must have in order to progress from one course to the next (CASAS implementation with identified skills and test levels).	- Assistant Principal - ABE Instructors - Transition Specialist - ABE/ASE Office Specialist	- Paid time for teachers to monitor student goals/progress	Spring 2019 → ongoing	ABE student goal setting forms with CASAS test result tracking will be developed and collected as evidence. Data of the number of students moving from ABE to ASE will be collected as evidence.
Develop an internal referral system for teachers to refer students for academic concerns or social/emotional counseling needs.	- Department Heads - Principal - Assistant - Fremont Family Resource Center	- Time to develop referral form	2019/2020 (after new counselor/ special education specialist is hired)	Principal will work with Department Heads to develop internal referral form for teacher use

Student Support/Internal Transitions/Counseling Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
(T) Create a systematic and confidential way of communicating among teachers about students with learning disabilities (ASAP system identifiers)	- Principal - Assistant Principal - Department Heads - Teachers - Data Specialist	- Time to create a confidential coding system - Data specialist assistance for ASAP coding	2019/2020	Learning disabilities codes will be created and ASAP screen shots of these codes will be collected as evidence.
Determine a system of support for students who have been referred by teachers/staff to include who receives the referrals, which services are recommended, and how follow up services for students are implemented.	- Principal - Office Staff	- Time for staff to contact outside counseling resources and ensure contact with student is made - Office staff hours for making referrals and following up with students	2019 → ongoing	Principal will work with the Fremont Family Resource Center and other outside agencies, such as La Familia to develop referral connections for students

Technology-related action steps are identified by a (T) next to the action item.

Student Support/Internal Transitions/Counseling Action Plan (Continued)

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	METHODS TO ASSESS/MONITOR/REPORT PROGRESS
Hire a counselor/special education specialist to provide assistance to adult students with learning disabilities, as well as to assist classroom teachers by providing special education resources/training and push-in support.	- Principal - FUSD Human Resources Classified Staff Director - FUSD School Board - HR Staff	- Expenditures for new position	Fall 2020	Special education instructor hiring date/paperwork and special education instructor job description will be collected as evidence.

Technology-related action steps are identified by a (T) next to the action item.

Appendices

Appendix A - Acronyms

ABE	Adult Basic Education	FL	Family Literacy
ACSS	Alameda County Social Services	FUDTA	Fremont Unified School District's Teachers Association
ACE	Altamont Commuter Express	FUSD	Fremont Unified School District
ACWDB	Alameda County Workforce Development Board	GED	General Education Development
AEBG	Adult Education Block Grant	HSLC	High School Learning Center
ASE	Adult Secondary Education	ICLs	In-Class Lessons
AWD	Adults with Disabilities	IELC	Integrated EL Civics
BART	Bay Area Rapid Transit	IET	Integrated Education and Training
BE	Burlington English	LCFF	Local Control Funding Formula
CCAE	California Council for Adult Education	IRC	International Rescue Committee
CCEB	Catholic Charities of the East Bay	MVROP	Mission Valley Regional Occupational Program
CCRS	College and Career Readiness Standards	OA	Older Adult
CDE	California Department of Education	OCTCCC	Ohlone Tri-Cities Career Center
CE	Community Education	OTAN	Outreach and Technical Assistance Network
CES	Concurrently Enrolled Student	PCB	Pre-College Bridge
COIL	Circle of Independent Learning	PD	Professional Development
CSEA	Classified School Employees Association	PE	Parent Education
CST	Computer Scored Test	PLC	Professional Learning Community
CTC	Career Transitions Center	PS	Project Success
CTE	Career Technical Education	SACC	Southern Alameda County Consortium
EBAC	East Bay Agency for Children	SEIU	Service Employees International Union
ECS	Early Childhood Studies	SHP	Safe Happy Place
EFL	Educational Functioning Level	SLO	Student Learner Outcomes
ELL	English Language Learner	TABE	Test for Adult Basic Education
ELPS	English Language Proficiency Standards	TE	TOPSPro Enterprise
ESL	English as a Second Language	TST	Teacher Scored Test
ETS	Educational Testing Services	VESL	Vocational English as a Second Language
FACE	Fremont Adult and Continuing Education	WIOA	Workforce Innovation and Opportunity Act

Appendix B - Community Partners
SOUTHERN ALAMEDA COUNTY CONSORTIUM (SACC)

Members
1. Fremont Adult and Continuing Education (FACE)
2. New Haven Adult School (NHAS)
3. Newark Adult School (NAS)
4. Ohlone Community College (Fiscal Agent)

Partners
1. Alameda County Workforce Development Board (ACWDB)
2. Bankwork$
3. Growth Sector
4. Jewish Vocational Services
5. La Familia
6. Mission Valley Regional Occupational Program (MVROP)
7. Ohlone College Tri-Cities Career Center (OCTCCC)

SPARKPOINT Fremont
Core Partners
1. America's Job Center, EDD Fremont
2. Bay Area Legal Aid, Inc.
3. City of Fremont (Lead Partner)
4. Community Child Care Council (4 Cs) of Alameda County, Inc.
5. Fremont Adult and Continuing Education (FACE)
6. Ohlone College Tri-Cities Career Center (OCTCCC)
7. Project Sentinel, Inc.
8. Union City Kids' Zone
9. United Way of the Bay Area

Affiliate Partners
1. Alameda County Social Services Agency
2. Growth Sector
3. Mission Asset Fund, Inc.
4. Tri-City Volunteers Food Bank and Thrift Store

Other Community Partners

1. AEGIS of Fremont
2. Afghan Coalition
3. Alameda County Social Services
4. Asian Community Mental Health Services
5. California Department of Rehabilitation (Fremont Branch)
6. Campo di Bocce of Fremont
7. Cloverleaf Family Bowl
8. East Bay Agency for Children (EBAC)
9. Fremont Family Resource Center (FFRC)
10. Fremont Healthy Start
11. Fremont Main Library
12. Fremont Senior Center
13. International Rescue Committee (IRC)
14. Kidango
15. La Familia Counseling
16. Regional Center of the East Bay (RCEB)
17. TriCed
18. Tri-City Health Center
19. Upwardly Global
20. Washington Hospital

Appendix C - 2017/2018 Self-Study Calendar

JUNE 2017
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	**10**
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	**26**	27	**28**	29	30	

10 Last day of school
26 Summer Session Begins
28 WASC Leadership Team Meeting

JULY 2017
S	M	T	W	T	F	S
						1
2	**3**	**4**	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	22	16
23	24	25	**28**	29	30	31

3 Staff In-Service with WASC Focus
4 Independence Day Holiday
14, 28 WASC Leadership Team Meetings

AUGUST 2017
S	M	T	W	T	F	S
		1	2	3	**4**	5
6	7	8	9	10	11	12
13	14	15	16	17	**18**	19
20	21	22	23	24	25	26
27	28	29	30	**31**		

4 Summer Session Ends
4, 18 WASC Leadership Team Meeting
31 Staff Back-to-School Day with WASC focus

SEPTEMBER 2017
S	M	T	W	T	F	S
					1	2
3	**4**	**5**	6	**7**	**8**	**9**
10	11	12	13	**14**	15	16
17	18	**19**	20	21	**22**	23
24	25	**26**	27	28	**29**	30

4 Labor Day Holiday
5 Fall Quarter Begins
8, 22 WASC Leadership Team Meetings
14 ESL WASC Meeting
19 PE WASC Meeting
26 AWD WASC Meeting
29 ABE/ASE WASC Meeting

OCTOBER 2017
S	M	T	W	T	F	S
1	2	3	4	5	**6**	7
8	9	10	11	**12**	13	14
15	16	17	**18**	19	**20**	21
22	**23**	**24**	25	26	27	28
29	30	31				

6, 20 WASC Leadership Team Meetings
12 ESL WASC Meeting
18 PE WASC Meeting
23 ASE WASC Meeting
24 AWD WASC Meeting

NOVEMBER 2017
S	M	T	W	T	F	S
		1	2	**3**	4	
5	6	7	8	9	**10**	**11**
12	**13**	14	15	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	29	30		

1 PE WASC Meeting
3, 17 WASC Leadership Team Meetings
10, 11 Veteran's Day Holiday Weekend
13 ASE WASC Meeting
16 ESL WASC Meeting
18 Fall Quarter Ends
20-25 Thanksgiving Break
27 Winter Quarter Begins

DECEMBER 2017
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	**8**	9
10	11	12	13	**14**	15	16
17	18	19	20	**21**	22	**23**
24	**25**	**26**	**27**	**28**	**29**	**30**
31						

1, 8 WASC Leadership Team Meetings
14 WASC All Staff FG Meeting
23-31 Winter Break

JANUARY 2018
S	M	T	W	T	F	S
	1	**2**	**3**	**4**	**5**	**6**
7	8	9	**10**	11	**12**	13
14	**15**	**16**	17	18	19	20
21	22	**23**	24	**25**	**26**	27
28	29	30	31			

1-7 Winter Break
10 PE WASC Meeting
12, 26 WASC Leadership Team Meetings
15 Martin Luther King Day
16 ASE WASC Meeting
23 AWD WASC Meeting
25 ESL WASC Meeting

FEBRUARY 2018
S	M	T	W	T	F	S
				1	**2**	3
4	5	6	7	8	**9**	10
11	12	13	14	**15**	16	**17**
18	**19**	**20**	21	**22**	**23**	24
25	26	**27**	28			

2, 9 WASC Leadership Team Meetings
17-19 Presidents' Day Weekend
20 PE WASC Meeting
22 ESL WASC Meeting
23 ASE WASC Meeting
27 AWD WASC Meeting

MARCH 2018
S	M	T	W	T	F	S
				1	**2**	3
4	5	6	7	**8**	9	**10**
11	**12**	**13**	14	**15**	**16**	17
18	**19**	**20**	21	**22**	23	24
25	26	27	28	29	**30**	**31**

2, 16 WASC Leadership Team Meetings
10 Winter Quarter Ends
12 Spring Quarter Begins
13 PE WASC Meeting
19 ASE WASC Meeting
20 AWD WASC Meeting
22 ESL WASC Meeting
30 Non-instructional Day
31 Spring Break Begins

APRIL 2018
S	M	T	W	T	F	S
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	10	11	12	**13**	14
15	16	17	**18**	19	20	21
22	**23**	**24**	25	**26**	**27**	28
29	30					

1-7 Spring Break
9 Spring Quarter Resumes
13, 27 WASC Leadership Team Meetings
18 PE WASC Meeting
23 ASE WASC Meeting
24 AWD WASC Meeting
26 ESL WASC Meeting

MAY 2018
S	M	T	W	T	F	S
		1	2	3	**4**	5
6	7	8	9	**10**	11	12
13	14	15	16	17	**18**	19
20	**21**	**22**	23	24	25	**26**
27	**28**	29	30	31		

4, 18 WASC Leadership Team Meetings
10 WASC All Staff FG Meeting
21 ASE WASC Meeting
22 AWD WASC Meeting
26-28 Memorial Day Weekend

JUNE 2018
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	**9**
10	11	**12**	13	14	15	16
17	18	19	20	21	22	23
24	**25**	26	27	28	**29**	30

1 ASE WASC Meeting
1, 29 WASC Leadership Team Meetings
9 Spring Quarter. Ends
12 AWD WASC Meeting
25 Summer Session Begins

JULY 2018
S	M	T	W	T	F	S
1	2	3	**4**	5	6	7
8	9	10	11	12	**13**	14
15	16	17	18	19	20	21
22	23	24	25	26	**27**	28
29	30	31	1	2	**3**	

4 Independence Day
13, 27 WASC Leadership Team Meetings
8/3 Summer Session Ends

Appendix E - Sample Grading Scale

Apex Learning
Virtual School™

Grading Scale
Part Time Student

Apex Learning Virtual School Grading Scale

Students enrolled in courses taught by Apex Learning Virtual School (ALVS) teachers are awarded a midterm and final grade. ALVS teachers provide a recommended letter grade and percentage based on the performance and progress within the Apex Learning curriculum and course.

Calculation

A student's midterm and final grade are calculated as a percentage: Points earned on activities due by the deadline / Points possible for all activities due by the deadline.

Scales

Midterm and final percentages are converted to a letter grade using a grading scale and are then recorded by the teacher in the Grade Book.

Letter Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	65-69
D	60-64
E	0-59
LP	Lack of Progress*

*Lack of Progress: A letter grade of LP will be assigned to all students who fail to progress in their course. In a traditional school setting, these students would be withdrawn. An LP should be assigned as a final grade for all students who complete less than 50% of their courses.

Teachers should refer to the Teacher Reach Out (TRO) report, Column P, to determine which students should receive an LP as their final grade (Note - this column will reflect a final grade of LP for most of the course. It is only to be applied after the Last Due Date.)

Appendix F - Mission Statement Survey Results

After four different opportunities to participate in the writing of the Mission statement, a survey was distributed electronically to all Adult School employees. They were asked to rank the 4 Mission Statements listed below in the order of their preference. Forty-five employees indicated their responses below.

The Mission Statement revision from March 2017 received 23 1st place votes.

Please rank the following Mission Statements in the order of your preference by dragging each Mission Statement to the box on the right.

Answered 45, Skipped 0, Response Total 45 (selections, % among question responses, % among all responses)

Revised Mission Statements	Rank 1	Rank 2	Rank 3	Rank 4
(2012) Fremont Adult and Continuing Education, an integral part of the Fremont Unified School District, will offer lifelong educational opportunities and services to address the unique needs of individuals in the community. Our goal is to teach adults the skills necessary to participate effectively as citizens, workers, parents, and family members. Instruction will be accessible and convenient, and will address the diversity of learning-styles, cultures and educational backgrounds.	8	6	6	23
(Oct 2016) Fremont Adult and Continuing Education, an integral part of Fremont Unified School District, offers lifelong educational opportunities and services reflecting our unique community needs. Our goal is to teach adults the essential skills necessary to participate effectively as citizens, workers, parents and family members. Instruction will be accessible and practical, and address student's educational and cultural backgrounds and learning styles.	5	8	29	2
(Jan 2017) Fremont Adult and Continuing Education, an integral part of Fremont Unified School District, offers lifelong educational opportunities and services reflecting our unique community needs. Our goal is to teach adults the essential skills necessary for effective contribution as citizens, worker, parents, and family members. Instruction will be accessible and practical, and will address the student educational and cultural backgrounds and learning modalities.	9	21	6	8
(Mar 2017) Fremont Adult and Continuing Education is committed to student success and community enrichment. Our goal is to provide accessible, equitable and innovative quality education and support services to diverse adult learners in pursuit of growth through college pathways, job training, career advancement skills and lifelong learning opportunities.	**23**	9	3	10

Appendix G - Surveys

The following are Surveys that were distributed to Staff and Students and downloaded as pdf files.

Staff Survey with Demographics

Staff Survey without Demographics

Student Survey

Professional Development Surveys

ESL Roadmap

Appendix D - ESL Career Pathways

Fremont Adult and Continuing Education
Member of Southern Alameda County Consortium

Adult Education and Literacy Activities						
Core ESL Classes	**Transitional ESL Classes**	**Vocational ESL Classes**	**Special Interest ESL Classes**	**Citizenship Preparation Classes (ELC)**	**Family Literacy ESL Classes**	**Distance Learning ESL Classes**

↓

Workforce Preparation Activities				
Pathway to HSD/GED	**Pathway to Post-Secondary Degrees**	**Pathway to Health Careers**	**Pathway to Careers in Education**	**Pathway to Business Careers**
- Math for ESL Class - Writing Class and Lab - ESL Computer Class and Labs - ABE - High School Learning Center - GED Academy	- Math for ESL Class - Writing Class and Lab - ESL Computer Class and Labs - ESL Pathways to College Class @ FACE - Pre-College Bridge Program @ FACE - Health Science Essentials Class @ NHAS	- Math for ESL Class - Writing Class and Lab - ESL Computer Class and Labs - Pharmacy Technician Preparatory Class @ FACE - Burlington English Career Courses: Dental Assistants, Nursing Assistants, Pharmacy Technicians, Orthopedic Technologists; Caregivers' English, Doctors' English, Nurses English; - Health Science Essentials Class @ NHAS	- Math for ESL Class - Writing Class and Lab - ESL Computer Class and Labs - Microcomputer Applications Classes @ FACE - Early Childhood Studies Preparatory Class @ FACE - Burlington English Career Courses: Childcare Workers, Teachers' English	- Math for ESL Class - Writing Class and Lab - ESL Computer Class and Labs - Microcomputer Applications Classes @ FACE - Accounting Classes @ FACE - Burlington English Career Courses: Bookkeepers, Retail Salespeople, Accounting English, Banking English, Business English, Finance English, Office English, Relocation English

↓

Workforce Training Activities		
- Ohlone College Early Childhood Studies Program @ Ohlone - Associate of Arts in Business - Other programs leading to post-secondary degrees @ Ohlone	- Pharmacy Technology Program @ Mission Valley ROP - Phlebotomist and CNA Cal Regional Classes @ FACE - Residential and In-Home Caregiver Training @ NHAS - AH-110 Medical Terminology @ Ohlone - AH-151 Applied Clinical Pharmacology @ Ohlone - Physical Therapist Assistant @ Ohlone - Registered Nursing @ Ohlone -Respiratory Therapist @ Ohlone	- Pharmacy Technology Program @ Mission Valley ROP - Phlebotomist and CNA Cal Regional Classes @ FACE - Residential and In-Home Caregiver Training @ NHAS - AH-110 Medical Terminology @ Ohlone - AH-151 Applied Clinical Pharmacology @ Ohlone - Physical Therapist Assistant @ Ohlone - Registered Nursing @ Ohlone -Respiratory Therapist @ Ohlone

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