FRESNO ADULT SCHOOL

Fresno Unified School District

SELF- STUDY REPORT

WASC

ACCREDITING COMMISSION FOR SCHOOLS

FRESNO ADULT SCHOOL

CÉSAR E. CHÁVEZ

SELF-STUDY REPORT

2500 E Stanislaus St.

Fresno, CA 93721

Fresno Unified School District

WASC Accreditation Self-Study 2023

FRESNO ADULT SCHOOL MISSION STATEMENT

Preparing ALL Students to Achieve their Educational and Career Goals

FUSD Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Schoolwide Learning Outcomes

College and career readiness skills will demonstrate…

Critical Thinking:

- Employing problem solving strategies through the process of analyzing, evaluating, engaging, and applying concepts in a rigorous environment

Effective Communication:

- Applying literacy skills to effectively express thoughts, comprehension, ideas, learning, and challenges across disciplines

Citizenship:

- Applying knowledge of American democracy through civic and community engagement

Leadership:

- Using management skills while engaging in collaboration with empathy, inclusivity, and cultural proficiency

Board of Education

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Fresno Adult School
Administration

Principal

Rodney Branch

Vice Principals

Keda Buttles, ASE, HSE, HSD

Gary Schlueter, CTE, Community Ed.

Teresa Zamora, ESL/Citizenship

Counselors

Cornell Cotton

Clarissa Banuelos

Project Manager

Mai Her

Office Manager

Ana Bustamonte

Fresno Unified
School District

WASC Leadership Team
Focus Groups

Curriculum Lead: Tommie Martinez	Teaching and Learning Lead: Erin Blesse	Assessment Accountability Lead: Tom Filer	Student Support Services Lead: Phonekham Douangmala
Vang Moua, Anthony Soto, Jovana Lopez-Vega, Sola Ogbeide Rackieta Hardeman, Carol Senatin, Tommy Chang, Socorro Luna, Angel Vang, Gabriel Bautista, Domingo Ramirez, Marcelo Moreno, Steven Daley, Pang Vangyi, Annaket Saechao, Bamidele Akindele, Yaritza Guzman-Hernandez VP Zamora	Samuel Belman, Michael Weimer, Cassandra Puga, Michelle Holguin, Pang Mouanoutoua, Mai Vang, Yang Moua, Andrea Moreno Sandra Person, See Vang, Rick Lyons, Nhoua Yang, Kathy Hernandez Mato Kuwapi-Parker VP Buttles	Elaine Gutierrez, Reina Lopez, Stacey Caha, Vasquez, Rebeca Razo, Sally Rivera, Christina Galvez, Thoua Lee, Blanca Ledesma, Jerry Provencio, Lenora Chavez, Yesenia Quintanilla, Say Xiong, Guimel Cruz-Sanchez Sherri Watkins, Luz Newell VP Schlueter	Eugene Pitchback, David Alvarado, Destiny Olmos, Brandon Pescado, Tyler Luis, Calli Dixon, Sylvia Sanchez, Tim Her, Farid Castaneda, Zoua Vang, Mai Her, Cornell Cotton, Lee Vang, Eileen Lopez, Annaket Saechao, Ana Bustamante, Ruben Rosas, Stephanie Vang Alex Palmer, Clarissa Banuelos, Huoy Trang, Oscar Hinojosa, Mai Kao Vang Sarah Pritchard Principal Branch

**ACS WASC Adult School/ROCP Focus on Learning Continuous Improvement Guide
2022 Edition**

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Introduction

Fresno Adult School at a Glance

Welcome to Fresno Adult School, part of Fresno Unified School District, the fourth largest school district in California. Located in central California, the city of Fresno is the county seat of Fresno County and is California's leading agricultural center.

Fresno Adult School's main campus, Cesar E. Chavez was completed and invited students in January of 2000. Fresno Adult School has successfully functioned within the Fresno Unified School District for over 100 years. Over these years, Fresno Adult School has grown and expanded its educational and career training programs to the benefit of Fresno area residents. Each year, Fresno Adult School serves over 7,000 students in English as a Second Language, Adult Secondary Education, and Career Technical Education. Many students are enrolled in multiple programs and classes. Students are encouraged to share and celebrate cultures to connect. Students build on English by connecting and sharing information about their families, cultures, languages, interests, and values. Students participate in a safe and welcoming community that respects and honors all voices. We celebrate culture by inviting students to participate in a wide variety of activities in classes and school functions that authentically promote community building.

Current Locations

César E. Chávez Adult Education Center (Main Campus)
2500 Stanislaus, Fresno, CA 93721
Cesar E. Chavez Annex
1522 N Street, Fresno, CA

Description of Programs

Direct instruction in the traditional classroom setting is offered in most program areas and online instruction is available in some, as well. Our high school program also offers Edgenuity, where students can learn in a lab-based setting independently with the support of a teacher. All programs integrate computer technology and a variety of internet web site resources.

English as a Second Language courses incorporate civics, life skills, citizenship and academic competencies in English language communication skills, such as, listening, speaking, reading, and writing. This program is offered in different levels at the Chávez site and in a multi-level format at satellite locations. The Comprehensive Adult Student Assessment System (CASAS) provides the competencies, and assessments for the ESL program. In addition, the College and Career Readiness standards guide teachers in lesson planning. The USCIS grant supports the Citizenship program: https://vimeo.com/217250549/6829c0a044

Adult Basic Education / Adult Secondary Education focuses on language arts and mathematic skills. The goal is to prepare students for the GED ® or HiSET ®exam, which earns students a high school equivalency certificate, or to earn credits to earn a high school diploma. The Common Core State Standards and College and Career Readiness standards frame the curriculum. Online instruction is offered via Zoom and Google Meet, for language arts and mathematics, and in increased access to Aztec Learning in a blended model.

High School Diploma includes individual high school diploma courses, a computer / internet based program called Edgenuity, an independent studies program. Students integrate all options to complete their diploma.

Concurrent High School provides direct instruction in individual courses for credit recovery and computer online courses for FUSD district high school seniors that need additional credits, in order to graduate on time with their class. Students who successfully complete coursework and requirements are able to participate in their high school graduation ceremonies.

Career and Technical Education (CTE) programs are offered in four pathways: Service, Health, Education, and Business. Successful completion of prerequisite courses and capstone (last class in the series) classes lead to employment opportunities and career ladder advancement in FUSD and the community.

Community Education is a fee-based program on the Chavez campus. Classes are also offered at other community and district sites. Courses include Tai Chi, Ballroom Dance, Physical Fitness, Computer Skills, and Line Dancing.

Adult Transition Program serves FUSD special education students who are 18 -22 years old with varying learning disabilities and/or handicaps. These programs are Special Day Classes and the

Resource Specialist Program. The focus of the curriculum is on basic level academic and career skills. Some of the students are transferred to the regular high school diploma program and participate in the adult school's annual high school and adult education graduation ceremony.

Adapting to the Needs of Our Students The faculty and staff at Fresno Adult School value our students. We strongly believe that by getting to know our students, we can best serve them. We meet regularly analyze data related to student persistence and achievement, and student anecdotal data. We collectively analyze and discuss student successes and areas for growth in small and large groups. Our team works together across disciplines and staff to implement plans and services to advocate for their success. We have perpetual contact with stakeholders such as transitional specialists and counselors. We stay abreast of current issues and participate in professional learning to be keenly aware of trends in education. We listen to our students and discuss strengths and areas for growth in our bi-monthly Professional Learning Communities. We adapt our methods and individualize, based on technology trends and socio-emotional needs of students.

Self-Study Process: Fresno Adult School (FAS) is in the fourth WASC accreditation cycle. The first WASC self-study was completed in 2003/04. The second self-study took place over an eight-year time span, which was successfully completed the in the 2012 self-study and WASC visit under principal Sally Fowler. The mid-term report was completed in May 2015 under the next new principal Andre Pecina. The previous WASC leadership team, under principal, Raine Bumatay, initiated the self-study for the August 2016 cycle. At that time, focus groups were formed and meetings were held during the bi-annual district 'Buyback' days (district-wide days devoted to professional training). The mission statement was reviewed and the descriptors for the Student Learning Outcomes were updated with staff input. In addition, during the 2016/2017 school year, professional learning days included WASC focus group meetings. Our third accreditation was granted in 2018.

This year's 2023/2024 WASC self-study cycle is under the direction of principal Rodney Branch. Staff has collectively analyzed and refined our mission statement and our *Student Learner Outcomes* address the current need and vision for our students. A mid-cycle report was conducted in the spring of 2021 and submitted in June of 2021. Our whole staff meeting in June, August and October 2023 met and reviewed data. We met in focus groups to review and update school information such as our Mission Statement and Student Learner Outcomes to reflect our current learner outcomes based on our current student and culture. Our stakeholders from the Adult Education Consortium, participated in our all-staff October 2023 Buyback day, Monday, October 9, 2023.

Chapter 1: Progress Report

Significant Developments/Program Updates:

Since 2018, Fresno Adult School has seen many changes. In March 2020, we shut down and shifted completely online due to Covid-19 through the 2020-2021 academic year. In 2021-2022, we resumed classes online and in-person. During this year, Covid continued to have a major impact on Fresno Adult School's enrollment but also hi-lighted gaps in student needs. This pushed us to implement new instructional modes and increased the embedded use of technology schoolwide. Teachers embedded technology instruction into their curriculum and modes of instructional delivery in support of increased student engagement and computer literacy. We also met this need by offering Computer Literacy classes to all students—not just CTE students.

Curricular Developments:

The use of on-line curriculum has become embedded in some programs. Burlington English is being piloted in several ESL classrooms and all ESL teachers have access to utilize the curriculum in their classroom. Aztec has been adopted by the ASE department to serve as a support to the HSE classes and to add ABE supports for some of our most struggling students, as it has k-12 content that supports both literacy and the high school equivalency test prep in all core content areas.

Administration, New Staff / New Assignments:

Principal: Rodney Branch   Vice-Principal: Teresa Zamora

Project Manager: Mai Her Classified Training Director: Tamara Neeley

Counselors: Cornell Cotton, Clarissa Banuelos

Office Manager: Ana Bustamante

Vice Principal Rodney Branch became principal in the 2020-2021 school year. Teresa Zamora came on board with the ESL department as Vice Principal.

Enrollment Process:

In 2022-2023, we streamlined our enrollment process to be more efficient and student friendly. FAS offers an updated enrollment process where students sign in electronically and students see their name on a screen, the order in which they will be served, and which window to go to when their name is called. It has improved our enrollment process and customer service to students.

Facilities:

Rooms (Lobby, Transition Center, Student Lounge, Staff Lounge): Our Main Office has been remodeled with contemporary furniture and office space after 23 years. Like any remodel, we discovered more than we bargained for and included the need for all new wiring for all our communication systems due to rodent damage. The timing for an office remodel could not come at a better time as our experience with the pandemic helped us to design a safer environment for students and staff. Classrooms and shared spaces have been painted our school colors and furniture

has been upgraded. Additionally, we're in the first phases of classroom upgrades. Updated seating, desks, technology, and paint scheme to modernize student spaces.

Technology:

In the 2021-2022 school year, FUSD District leadership supported FAS with upgraded technology to support a Computer Loaner program. With district support, we were able to upgrade the technology labs and use 200 laptops for a computer loaner program. This has allowed us to upgrade our computer labs and provide loaner laptops to students who have on-line courses.

Implementation & Monitoring of Schoolwide Action Plan/Alignment of CIP Goals: Our student achievement data, WASC Action Plan/CIP Goals are reviewed at school-wide meetings, and with other stakeholders, as needed. A review of the above data and goals takes place at the first school-wide staff meeting each August and at monthly all staff huddles. We review student achievement data, focus areas, and current progress on WASC Action Plan/CIP goals and pertinent data. Our Admin team/Instructional Leadership team reviews and amends our Action Plan/CIP goals to assess progress and make amendments quarterly. If amended, an update on Action Plan items is provided at the next school-wide meeting. Since 2019, we have been asked to align our CIP goals with our WASC Action Plan. The two are generally aligned but will be more specifically aligned for 2023-2024, as our WASC goals have been broader than our most recent CIP goals, which are very data specific. Since our last Self-Study, we have had difficulties reaching some of our goals due to a variety of reasons that will be reviewed throughout this self-study.

Summary of Progress on Schoolwide Action Plan:

Key Issue 1: Common Measurements of Schoolwide Learning Outcomes and Successes

We found a need to determine ways to measure students' achievement of the Schoolwide Learning Outcomes beyond the standardized measurement tools associated with each program.

Target/Measurement: Teacher created and implemented common measurements of SLOs. Use Continuous Cycle of Review to refine and improve during PLCs throughout the year consistently.

Progress: Since our 2018 WASC Review, we have seen many changes and some stagnation. During 2018-2019 & 2019-2020 (until March 13, 2020), PLCs worked to vertically/horizontally align curriculum, build common formative assessments, and strengthen instructional strategies through extensive professional learning in the ELD standards/Frameworks, and through a deep dive into Disciplinary Literacy to build rigor in the classroom and deepen teacher andragogy. With Covid, we pivoted to on-line learning, so our PLCs and common measurements were put on hold. As we returned from covid to in-person and some on-line learning in 2021-2022, the impact of declining enrollment, the teacher certified bargaining agreement (CBA), and a transition in

leadership, took our focus off aligning our common measurements for our SLOs. The work that was done in the previous three years was also impacted as we worked on increasing enrollment, building up programs, and technology training to meet the needs of on-line leaning and learners and worked within union and CBA guidelines. 2022-2023 was the first year we were able to get back to the work of strengthening our instructional strategies and program goals alignments/measurements, building teacher capacity, and expanding our programs. As of 2023-2024, we are still refining how we measure the SLOs. We are also refining the SLO's to align with the need of students Post COVID. We have found a lot has changed and the need to refine the SLO's is necessary. Once we finalize the SLOs, we will need to revisit the work of reviewing/revising how the new SLOs will be measured.

Key Issue 2: **Communication**   Changes are constant; therefore, a need to develop and improve communication strategies within programs and across programs and to the community and school district is vital.

Target/Measurements: Clear concise communication to all stakeholders across all programs:

- Student progress reports and goal setting with teacher and counselor
- common grading system
- student achievement data
- internal communications regarding student support services
- changes in processes
- teacher handbook for processes
- expand external communication to support student services/decrease duplication of services

Progress: There have been many improvements with this key issue. We have improved our website, weekly staff newsletter, bi-weekly/weekly department meetings, monthly school-wide huddles, monthly Instructional Leadership Team meetings, weekly administration and co-admin meetings, regular walkthroughs and feedback of instructional strategies to teachers, etc. We use these venues to communicate information between and amongst stakeholders. Teachers are implementing quarterly progress reports to support student goal setting and student achievement growth. We have opened a counseling center where students can meet with counselors regarding career or college questions. A Fresno City College counselor is there every Monday to support the FCC classes we have on campus and to support transitions for students interested in attending FCC. We also have two consortium counselors here once a week who help students with resources to support transitions outside of the school. We have created and posted a Staff Handbook with basic school information to support teacher and student questions. The handbook is available on

the FAS website. Our office manager keeps our enrollment and assessment teams informed of changes in procedures or the enrollment process.

Key Issue 3: Data Collection The WIOA, CAEP, Carl Perkins, and USCIS grants require student data collection on demographics, assessments, and goal attainment. Future grants may also require data collection. Therefore, all staff will need ongoing training and updates on their roles and responsibilities with respect to data collection.

Target/Measurements: Use Continuous Cycle of Review to improve:

- program implementation
- assess quality and effectiveness of programs and processes in orientation and information sessions
- measure effectiveness of marketing
- track outcomes of student transitions and career placement of students, and timely, relevant student achievement data for instructional planning
- improved data collection to ensure accurate data for submission for state and federal funding and grants.
- CIP Goals of increased completion rates, measurable skills gains, persistency, progress reports, increased/improved analysis of data to inform instruction

Progress: We have had some good growth in this key issue area; however, it will always be a goal area we will work on to improve the processes. Covid created obstacles to getting all the WIOA data needed to increase our payment points. Our data shows steady upward progression and a large drop during covid. Our ability to pre/posttest was severely impacted by covid restrictions. Although covid set us back with data collections when we went remote, we are working to get back to our pre-Covid success with data collection. To continue improving in this area, we have consistently reviewed our data collection processes, and we continue to use the Cycle of Continuous Improvement to review our progress. We continue to create processes to streamline in all areas: Updated enrollment process, Tops Updates Cheat Sheets to support teacher data input, updated attendance system where teachers are supported with submitting data within 30 minutes of class starts has increased the accuracy of our attendance data submissions. We continue to revise and improve how we collect transition data and student needs data. Upon entry, students complete a needs survey that informs our planning. We work closely with our transition partners—especially FCC by offering FCC classes and having an FCC counselor on site once a week. have a close partnership with our transition partners who collect and share data weekly, our consortium collects transition data in a common data system to share between stakeholders. We will continue our focus/goal of using data to inform instruction, as it has been an area we need to improve in. As mentioned, covid and other obstacles limited our ability to progress in some of our CIP and WASC goals.

Key Issue 4: Funding /Budgeting The most recent changes in WIOA funding pose a possible funding risk (a reduction in funds). Other funding resources or revised budgets should also be considered, developed, and secured. (Additional partnerships, new grants, budget revision, reducing other costs)

Target/Measurement: Increase grant awards and funding sources to allow for improved and expanded programs.

Progress: We continue to work on this key area, but consistently apply for and receive the following funds: Perkins Grant-application completed (annually), USCIS Grant 2021, & 2023 awarded to FAS and SJCL (bi-annually), WIOA Grant application 2023-2027 submitted and rewarded, Continued funding through CalWORKs ADA annual funding for participation, and FUSD LCAP funding for Parent Participation and Recovery Credit programs, and in discussion and planning stages with State Center consortium to receive a funding for an ESL Health Career Pathway. We continue to build new pathways for students via IELCE pathways, SB554 classes with FCC, Dual Enrollment for CTE nursing students receive FCC credits for several prerequisite classes. These pathways provide additional funds to support students in these pathways and allow us to continue building programs and strengthen our relationship with State Center Adult Education Consortium (SCAEC) and FCC partners.

Key Issue 5: CTE Program Development Career training needs to be more closely aligned to district needs. In addition, integrated EL Civics units need to be developed to increase all students' access to the career programs.

Target/Measurement: Expand nursing program, solidify and expand existing pathways (paraprofessionals, Office Assistant, Food Service, and Custodial Arts) to align with FUSD jobs. Increase IELCE course offerings and communicate CTE Pathway transition options to FAS students and potential students.

Progress: Hiring of nurses continues to be difficult after teacher movement resulted in difficulty expanding the nursing program prior to 2023, but we continue to offer our nursing pathway and have partnered with Fresno City College (FCC) to offer medical prerequisite that will count for college credit and for our LVN program. We have yet to offer a night option for CNA or LVN due to the availability of nursing instructors, but we will begin an ESL health career pathway for EL students interested in the CNA program beginning in December 2023. We have also expanded the paraprofessional program to offering both a day and a night option. Additionally, we now offer several Fresno City College classes on our campus for all students: ASE, CTE, and ESL. Additionally, we also continue to expand our business, education, and service pathways through building and expanding our relationship with FUSD. Since 2019-2020, we have had the district

administrator in charge of classified professional development on our campus training FUSD employees who want to build their skills to move up in the district and to support FAS students who are in the Business or Paraprofessional pathway to builds the skills needed to apply for these positions in FUSD. Since her arrival, we have been able to expand and train over 1000 students for different FUSD career options. Training these students allows us to count these FUSD employee/students in our data to CAEP and receive funding to help pay for teachers and expand the program. We continue to expand and bridge our pathway offerings to FUSD jobs—making us invaluable to our district and community in supporting training and entry into jobs with medical, benefits, and opportunities to move up the ladder.

Key Issue 6: Access to Technology (Additional Key Issue- added after the VC visit) There is a need to increase access to technology at satellite sites.

Target/Measurement: More access to computers on satellite sites. Computer Literacy course offered at satellite sites.

Progress: Since March 13, 2020, when we were forced to go to remote instruction due to covid, we have not returned to as many satellite sites as we had previously. At the time of this writing, we only have six satellite sites and we no longer have classes at Manchester Center. Satellite site teachers can request technology for their sites, and our technology technicians will service and deliver the requested laptop to them. We continued to offer and expanded our computer literacy class offerings on site. Each department (ASE, CTE, ESL) has computer literacy class options. We continue to offer a laptop loaner program to support computer literacy and to support students who have web-based curriculum or on-line classes.   We have added 4 new mobile labs and 12 Promethean boards for teacher/classroom use. The following labs have been upgraded: 105, 115, 208, 210, 211, 212, 221, 223, 224, & 225 along with teacher desktops have been replaced with newer models. We annually review our technology and budget for upkeep to make sure we stay current with our technology. FUSD tri-annually updates teacher laptops.

Major Student Learning Needs Progress:

Critical Learner Needs Based on 2021 Mid-Cycle Progress Report:

1. Distance Learning Classes available
2. Access to technology: Computer Loan Program
3. Access to Technology: Computer Literacy Class in all departments
4. Increased CTE Offerings and Transitions from ASE & ESL to CTE pathways

Our previous major student needs have been at the forefront of our goals since the last visit and had laser focus during covid. We were completely remote during covid but continue to offer several on-line classes to students. We now have a computer loaner program to support students and we offer computer literacy classes in all departments. We will continue to work on major student need 4 (Increased CTE offerings & transitions). Although we have added classes and expanded by adding several Fresno City College classes, we know we can provide more to students. Areas for growth progress have been discussed in the previous section.

In the 2018 full Self-Study, the visiting committee asked us to work on the rigor in our independent study program. Since then, we have eliminated our previous independent student program and Edgenuity has taken its place.

 Prior Accreditation Findings:

The WASC process supports our process of the cycle of continuous review. It also supports our yearly review of our SLOs and analysis of student and program data. The WASC Action plan is aligned with our CIP and supports in focusing on prioritized needs in PLCs, ILT, and sitewide.

Chapter 2: Data

Develop a clear profile of your school and students using data and information. Include the following:
• Provide data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
• Include job placement rates or military enrollment rates, ESL promotion data, CASAS benchmark data, licensing exam pass rates, GED pass rates, and other relevant program data.
• Ensure the updated School Profile addresses the following:
– Three years of data, if available
– Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings
– Include links to related profile materials at the end of the report
– Determine implications of the data, noting trends and patterns
– Identify two to three major preliminary student learner needs based on the data

– Determine two to four important questions to consider in focus groups that have been raised by the analysis of student performance and demographic and perception data.

Additional Online School Program and Course Description

• Provide a succinct summary of all types of online instruction and specialized programs offered.

• For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc.

Note: Some of this data may be referenced as part of schoolwide data.

Schoolwide Learner Outcomes

• List the schoolwide learner outcomes/completion profile

• Using data generated in this profile describe to what extent the programs/courses are connected to the schoolwide learner outcomes/completion profiles and to what extent these are being achieved.

City Of Fresno Community Characteristics

Since the last self-study was completed in 2018, Fresno city's population has grown. Currently, the population is 515,986. Fresno is at the heart of the San Joaquin Valley, a leading agricultural area of the United States, and the largest inland city in California.

Fresno continues to have a diverse population. The breakdown in races as provided by www.city-data.com follows: Hispanic 50%, White 26%, Asian 14%, Black 6%, with the remaining 4% in American Indian, Native Hawaiian / Pacific Islander, or Other.

Education levels as reflected in 2021 city data are as follows: For those 25 years and older, 80% have a high school diploma or higher, 26% have a bachelor's degree, 8% have a graduate or professional degree. The unemployment rate was 6 % in 2021. Large employment areas include education, public administration and agriculture, health care / social services and retail in that order. Other major industries with a significant share in the labor force include food services, manufacturing, construction, transportation / warehousing, finance / insurance, construction and

mining. Occupations in computer systems and healthcare related jobs are projected to grow the fastest. (Source EDC, the Economic Development Corporation serving Fresno County, www.city-data.com)

California continues to have the highest percentage of Lawful Permanent Residents in the United States, at 25% of the total, according to Department of Homeland Security estimates. Over 3,310,000 LPRs live in California, 2,440,000 of whom are eligible to become citizens. The five counties of Fresno, Kings, Madera, Merced, and Tulare (as of 2014 estimates) represent 5.2% of the population of California. Thus, at least 126,880 LPR's in the five-county area are eligible to naturalize, including 61,000 in Fresno County. These five counties continue to be some of the most poverty-ridden in the United States (LPR Population Estimates | Homeland Security (dhs.gov)

School Characteristics

The chart below shows ethnicities for Fresno Adult School: **FAS Student Demographics: 2022/2023 School Year (Source: ASAP Enrollment Report Summary)**

African American / Not Hispanic Origin	1805 (.07%)
American Indian or Alaska Native	132 (.005%)
Asian	2848 (12%)
Hispanic or Latino	17405 (78%)
White, Not Hispanic origin	1567 (.06%)
Other	439 (.02%)

The chart above shows ethnicities for Fresno Adult School. The largest ethnic group by far is Hispanic or Latino followed by Asian.

Fresno Adult School Staff

Fresno Adult School employs both full-time and part-time certificated and classified staff. In addition, Community Education instructors are hired on supplemental contracts. The chart below reflects the staff totals for the following program areas: ESL, ABE/ASE, Concurrent, and CTE programs.

	2020/2021	2021/2022	2022/2023
Administration	8	8	8

Certificated F/T	21	18	18
Certificated P/T	29	29	30
Classified F/T	36	36	36
Classified P/T	2	3	3
Total*	**96**	**94**	**95**

Data Analysis Staffing: For the past 3 years, the program staffing has remained relatively steady. With a recent drop in our WIOA funding, we've had to be very purposeful with our planning around staff and staff assignments. We continuously apply for available grants and funding sources to enable us to continue to offer quality, viable courses for adult students. Our continuing focus for the past three years is to strengthen and expand our existing programs.

Program Enrollment (Duplicated) Source: ASAP Program Enrollment Reports 2022-2023, 2021-2022, 2020-2021

Program (Total Enrollment)	20/21	21/22	22/23	Notes
ASE	4811	6325	8067	
CTE	3273	5243	6507	
ESL/Cit	3597	6387	9618	
Total	**11071**	**16488**	**21799**	

Program Enrollment (Duplicated w/12 or more hours) Source: TE Reports CAEP Summary 2022-2023, 2021-2022, 2020-2021

Program	20/21	21/22	22/23	Notes
ASE	686	1342	1670	
CTE	127	235	428	
ESL/Cit	616	1061	1438	
Total (Duplicated)	**1457**	**2752**	**3852**	
Total (Unduplicated)	**1113**	**1714**	**2364**	

Data Analysis-Program Enrollment (*Please note this is enrollment data and not attendance data):* During the prior three years, our enrollment has been severely impacted by Covid.

However, there is an obvious upward trend starting with 2020-2021. During 2021, Fresno Adult School was a remote only school where students attended classes via Zoom or Teams. Our enrollment suffered as it was difficult to enroll, assess, and place students in classes remotely. To support understanding of our data areas of strength and areas for growth, note that the following years were impacted by the following delivery models:

2020-2021 academic year was entirely remote. Students took classes via Zoom, Teams, or Google Meet. CASAS testing was severally impacted as we were only able to test remotely and that was painstakingly done one student at time--one to one students and testing technician. Our data reflects the limited ability to CASAS test when we were remote only.

2021-2022 academic year we began to return to campus for direct instruction, however, some classes remained remote: all ASE classes and Citizenship classes. This again impacted our ability to test remote students. Student persistency has been a goal in our Continuous Improvement plan (CIP) for the past few years and it will continue to be as that was a contributing factor to our decreases in persistency.

2022-2023 academic year was the first full year return to in person classes. However, we did continue to offer some remote classes: High School Diploma via Edgenuity, High School Equivalency, and High School Equivalency in Spanish were all offered remotely.

CASAS TOPS Federal Table 4 Measurable Skills Gains / NRS (National Reporting System) Level Completions (ABE/ASE)
Source: NRS Federal Table 4--2022-2023, 2021-2022, 2020-2021

Program	ABE 1	ABE 2	ABE 3	ABE 4	ASE 5	ASE 6
FAS 20/21 Completion % (total enrolled)	23.1% (13)	36.4% (44)	24.5% (94)	35.5% (138)	36.7% (90)	15.4% (91)
FAS 21/22	30.8% (26)	33.6% (128)	41.3% (184)	32.6% (230)	32.3% (65)	21.2% (33)
FAS 22/23	54.76% (42)	34.67% (148)	37.78% (265)	43.73% (353)	42.47% (146)	13.19% (91)

Data Analysis Table 4 ABE/ASE : The above table 4 shows learners who entered the program at one instructional level and completed the year at a higher level. ABE students who score below ABE Level 2 are generally referred to other programs (Library) for basic literacy services, but we've recently added a math ABE teacher who was able to teach the lower level ABE 1 & 2 class instead of combining the classes into a multi-level math class or sending student to the library for literacy level support. In addition, we've added several Aztec ABE classes to our schedule. Aztec offers k-12 level instruction/suports for literacy in language arts and math, and supports 7th gradel level through 12th grade level HiSet and Ged preparation in langauge arts, math, science, and history.

Since our 2020-2021 Covid year of complete remote instruction, our completion rates have steadily increased. As mentioned previously, our ability to test remotely severely impacted our ability to gather accurate data for the years impacted.
In general, completion rates rose steadily year to year. Last school year, students in ASE levels 3 and 4, and ABE 1 had the highest completion rates, and increased the number of students completing over the last 3 year period.

Most levels showed a steady increase in completion rates since 2020-2021, however, ABE 2 growth was flat and ASE 6 increased in 2021-2022 and slid back down even lower in 2022-203. This forces us to look at what classes we are offering and the ability of ASE 6 to show increases when at the highest NRS level.

**CASAS TOPS CAEP Table 4 Measurable Skill Gains/NRS Level Completions (ESL)**
Source: NRS Federal Table 4--2022-2023, 2021-2022, 2020-2021

Program and Level	ESL B.Lit.	ESL B. Low	ESL BH	ESL IL	ESL IH	ESL Adv.
FAS 20/21 Completion % (total enrolled)	30.77% (13)	7.84% (51)	31.65% (79)	35.63% (160)	21.39% (202)	21.97% (132)
FAS 21/22	39.29% (28)	51.92% (52)	43.01% (193)	33% (297)	37.67% (216)	24.66% (223)
FAS 22/23	46.48% (71)	51.46% (103)	50.87% (287)	39.27% (382)	36% (277)	21.56% (269)

Data Analysis Table 4 ESL: The above table 4 shows learners who entered the program at one instructional level and completed the year at a higher level. Students scoring in the ESL Advanced level are encouraged to enroll into the ABE AZTEC program, ASE language arts/math, Fresno City College classes and/or an IELCE class other CTE pathways when they reach that level (236+) on CASAS.

Comparing the last three year's ESL levels, the highest completion rates were at the Beginning Literacy, Beginning low, Beginning High, and Intermediate high showing the highest growth rate. Intermediate Low and Advanced ESL showed incremental or flat growth rates. Knowing that lower-level ESL classes generally show the most growth with some flattening in learning as we get to the advanced levels of ESL, gives us some insight into what this data might reflect.

Educational Functional Level Gains Summary (source: CASAS.org Federal Table 4)
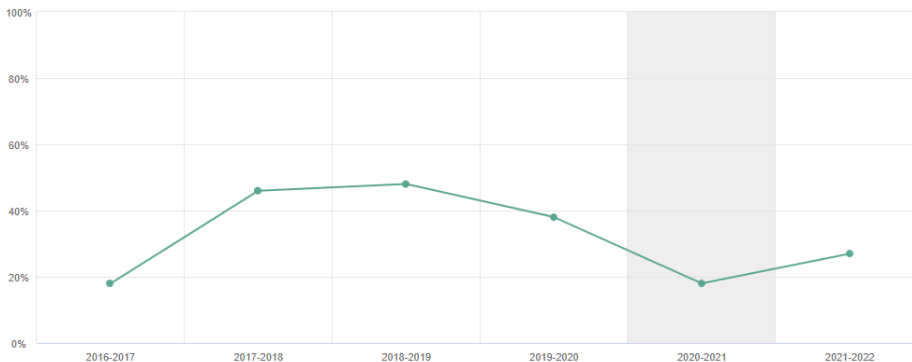
2020-2021: 18% of 1470 students improved one or more educational functioning levels
State Average: 26.4% FAS Average: 21.4%

2021-2022: 27% of 2010 students improved one or more educational functioning levels
 State Average: 35% FAS Average: 31.4%

2022-2023: 39% of 2434 students improved one or more educational functioning levels
   State Average: N/A *as of of 10-2023 FAS Average: 39%*

The above data is a snapshot is an overall summary of the state average EFL levels gains compared to FAS average EFL gains over the last 3 years. The data follows the general trend mentioned throughout this self-study. In 2020-2021 Covid remote instruction and testing impacted our ability to enroll and to collect testing data and is indicated by the lower than state average students moving one of more educational functional levels. 2021-2022 follows suit with a similar data comparison, as FAS was transitioning back from Covid remote instruction, but was still partially impacted by covid, remote instruction and our ability to test remotely, as opposed to on-site. The

2022-2023 academic year was our first year back with almost all direct instruction, however we still offered some remote instruction. Over the last 3 years our enrollment increased, and our on-site testing became available and offered more consistent testing of students. One challenge was getting remote students to come in and posttest, which affected our data.

CASAS TOPS Federal Table 4b Measurable Gains / Completions ASE & ESL (Pre/Post tested participants)

CASAS TOPS Federal Table 4b Measurable Skills Gains / NRS Level Completions
Source: NRS Federal Table 4b--2022-2023, 2021-2022, 2020-2021

Program	ABE 1	ABE 2	ABE 3	ABE 4	ASE 5	ASE 6
FAS 20/21 Completion % (total enrolled)	66.7% (3)	45% (20)	45.5% (44)	59.7% (62)	61.8% (35)	N/A% (0)
FAS 21/22	66.67% (12)	55.71% (70)	67.29% (107)	65.38% (104)	45.16% (31)	N/A% (0)
FAS 22/23	88.33% (24)	62.03% (79)	64.96% (137)	68.47% (203)	54.76% (84)	N/A% (0)

CASAS TOPS CAEP Table 4B Measurable Skill Gains/NRS Level Completions
Source: NRS Federal Table 4B--2022-2023, 2021-2022, 2020-2021

Program and Level	ESL B.Lit.	ESL B. Low	ESL BH	ESL IL	ESL IH	ESL Adv.
FAS 20/21 Completion % (total enrolled)	100% (4)	40% (10)	73.53% (34)	52.83% (106)	39.39% (99)	23.81% (84)
FAS 21/22	64.71% (17)	81.25% (32)	71.79% (117)	50% (190)	49.32% (146)	25.33% (150)

FAS 22/23	86.84% (38)	88.33% (60)	81.56% (179)	56.49% (262)	52.11% (190)	24.71% (174)

Federal Table 4 & 4B Overall Summary:

Table 4/% EFL Gain	20.66%	26.73%	32.68%
Table 4B/% EFL Gain	43.92%	53.26%	58.65%

Comparison of table 4 and 4b Data Measurable Gains/Completions ASE & ESL

Table 4b shows the same level advancement information as table 4 but includes only those who completed a valid pre- and post-test. Comparing the two completion rate tables (Table 4 and 4b), we notice that completion rates are higher for those students who have a paired pre and posttest on CASAS.

Data collection on students to obtain the paired pre and posttests has been a challenge since Covid. Our previous increases in student persistence were highly impacted by Covid and now we're working our way back to our previous successes in ASE and ESL paired scores. However, there have been steady improvements in ABE 1 through ABE 4 with a 7.04% overall decrease in paired scores over the last 3 year in ASE 5. Most ESL levels showed solid gains in paired scores from 2020-2021 through 2022-2023 with only Intermediate Low and Advanced showing incremental growth and flat growth, respectively. Advanced ESL levels are difficult for students to score beyond.

Data Collection Challenges: The enrollment and testing procedures continue to be refined and updated to streamline and improve processes using the Cycle of Continuous Improvement. Our previous successes on improving the accuracy of our data will guide us as we work back to better data gathering through a focus on enrollment and assessment of processes.

Note: As described earlier, 2020-2021 & 2021-2022 were severely impacted by covid, remote instruction, and our ability to test on site. We were not able to do any on-site testing, so the only testing done was remote. That was a laborious process that could only be done one student at a time. Thereby severely affecting our ability to test and collect accurate data.

NRS Persistence Report Summary
Source: TE Reports CAEP Summary--2022-2023, 2021-2022, 2020-2021

 2020-2021 Persistency All Programs2021-2022 Persistency All Programs

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	616	349	152
ABE	349	144	67
HSD	213	82	85
HSE	124	69	32
CTE	127	71	28
Workforce Preparation	6	1	0
Pre-Apprenticeship	0	0	0
Adults supporting K12	22	22	11
Adults w/Disabilities	0	0	0
N/A			
Total	1,457	738	375
Students in 2 or more programs	290	180	82
Total unduplicated students	1,113	513	269

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	1,061	683	346
ABE	573	276	157
HSD	345	225	151
HSE	425	249	160
CTE	235	104	53
Workforce Preparation	87	22	13
Pre-Apprenticeship	0	0	0
Adults supporting K12	21	13	6
Adults w/Disabilities	5	2	1
N/A			
Total	2,752	1,574	887
Students in 2 or more programs	715	402	231
Total unduplicated students	1,714	990	536

2022-2023 Persistency All Programs

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	1,438	928	545
ABE	798	464	272
HSD	409	246	188
HSE	463	281	176
CTE	428	245	127
Workforce Preparation	53	21	14
Pre-Apprenticeship	0	0	0
Adults supporting K12	183	143	72
Adults w/Disabilities	80	55	33
N/A			
Total	3,852	2,383	1,427
Students in 2 or more programs	1,151	732	415
Total unduplicated students	2,364	1,450	881

Measuring Persistence:

Column C / Column B= Persistence Rate

Good Persistence = 70% or more

2020-2021	**46% Unduplicated**
2021-2022	**58% Unduplicated**
2022-2023	**61% Unduplicated**

Persistence Analysis:

Our persistence data follows growth aligned to the rest of our data: steady growth from Covid impacts, with very modest gains between 2021-2022 and 2022-2023. Using 2022-2023 as our first year with a return to near pre-covid enrollment numbers, we see trends we can use to plan towards increased student improvements.

As mentioned earlier, enrollment and testing procedures that were in place prior to covid helped us improve our student persistency greatly. As indicated by the data, we are working our way back to our pre-covid persistency upward trend. Until we achieve our increased persistency again, we must look at the fact that in 2022-2023, we were only at 61.85% persistence with our students. As a site, we know that means students attending classes and post testing before they leave. Based on this data, our Action Plan will need to include plans to streamline and solidify our enrollment and testing procedures and our communication and supports of students, to enable increased student persistency.

WIOA: Payment Points Source: TE Reports: Payment Point Summary

	2020-2021	**2021-2022**	**2022-2023**
ABE	44	66	140
ESL/CIT.	123	309	501
ASE	167	284	404
EL CIVICS	188	284	107

CITIZEN. PREP	138	163	109
EL CIVICS	217	423	1252
IELCE w/ IET	67	57	75
TOTAL	944	1,586	2,588

Data Analysis Payment Points: The data shows a trend of increased payment points in most programs each school year since recovery from our covid year in remote instruction where we saw enrollment and CASA testing drop dramatically. To be sure we are funded at the maximum amount possible, we've diligently worked to improve our data collection to the maximum allowed for each student via payment points and accurate data collection. With maintained funding, we are able to continue to solidify and expand our existing programs during years of potential decreased funding. The CTE and ESL departments are in the process of applying for the IELCE Healthcare Pathway funding that was released this year. These departments are working with State Center Adult Education Consortium members to build an ESL pathway to the CNA program and eventually the LVN program. This will increase our funding for those departments. Additonally, we consistently apply for the WIOA Grant and activly search for additional funding sources that align to our purpose and need.

Adult Secondary Education Graduates Source: TE Reports: Payment Point Summary

Year	High School Diploma	GED/HiSet
2020-2021	62	4
2021-2022	80	27
2022-2023	99	41

Data Analysis Adult Secondary Education: Fresno Adult School has seen a steady increase in graduates in both the High School Diploma (HSD) and in High School Equivelency (HSE) programs. This follows the schoolwide upward trend in graduates since 2020-2021.
 Since our return from covid, our enrollment has steadily increased with our current year approaching pre-covid enrollment numbers.
Our high school diploma enrollment is always significantly higher than our high school equivelency enrollment.   In 2020-2021 the Edgenuity program became our main HSD program as covid forced us to go remote, however we are opening more in-person high school diploma classes because we know that is how students learn best

Career and Technical Education Completion Rate Data
Source: ASAP 3.17b

In order for students to successfully complete a CTE program, they must have passing scores high attendance rates, and pass performance skills tests. Course completion rates for the CTE classes are recorded below.

CTE Completion Rates by Program Year

CTE Department	2020-21			2021-22			2022-23		
Program	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
CNA	63	46	73%	48	48	100%	38	38	100%
Custodian	25	30	120%	93	93	100%	88	88	100%
Bus Driver				121		0%			
Office Assistant	92	80	87%	125	125	100%	127	91	72%
Paraprofessional	95	44	46%	161	61	38%	125	123	98%
Head Custodian	19	17	89%	0	0	0	18	17	94%
LVN	22	19	86%	24	17	71%	24	24	100%
Food Service	40	35	88%	52	48	92%	98	71	72%

Data Analysis CTE: Our CNA & LVN program completion rates have steadily climbed since Covid. Our custodial program continues to be a robust program and is now an IELCE program. Our Office Assistant program has showed a steady decline since Covid. To refocus our efforts with the CTE program, we've teamed with FCC to offer dual enrollment classes where students can get a city college certificate in addition to completing our program. Since teaming with FCC, we've seen a steady uptick of enrollees. One of our main focuses is to expand the CTE department offerings.

Ch. 2 Data Implications:

Persistence: Bases on enrollment and attendance trends in all programs, a schoolwide focus needs to be placed on student persistency and clean data collection. Our enrollment and assessment process may be impacting our ability to get back to the payment point levels in the past. We have increased enrollment and attendance post Covid but will need to continue to improve in this area.

Completions/MSG: measurable Skills Gain in ASE (ABE 2, & ASE 6), and ESL (IL & Adv.) are flat in these groups. We must look at reasons why this might be happening—what trends are in the data and what curricular and instructional supports are in place. What instructional moves can support growth in these areas.

Enrollment vs. Attendance: This is a challenge in most adult schools. At FAS, we have historically seen ASE have approximately 50% higher enrollment than attendance. However, even ESL is seeing the trend post-covid. We need to look at our practices, scheduling, enrollment processes and external factors to see what we can do to flip that data. Our data shows that students who have higher levels of persistency show increased EFL level gains. Our enrollment has steadily increased, but our retention needs problem analysis.

Payment Points: We struggled to maintain accurate data and making sure to get posttests from students who were considered "remote" during the 20-21, 21-22, & 22-23 academic years. Although we have tried to learn from covid by offering more remote classes, we've struggled to get posttest data from these students. We need to look at the best balance between offering a variety of schedules and remote instruction with our ability to post test.

Student Engagement: based on enrollment vs, attendance (all programs: ASE, CTE, & ESL) and the number of students with less than 12 hours of attendance, we will need continue to look at ways to support student engagement. This could be through changes in enrollment and scheduling, and through students supports, instructional supports, transition supports, social emotional supports, etc.

Transitions: We have a continued need to collect transition data and continue to build student transition supports from ESl transitions to FCC transitions. Processes we've tried in the past have not been successful.

*The first four implications are related and interdependent. Student engagement has a significant impact on the first four implications, as well.

Chapter 3: Self-Study Findings

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

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.

Findings	Supporting Evidence

The Mission of the Fresno Unified School District (FUSD) was revised in 2021 with stakeholder input and is:
 	
We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.
 	
As a Fresno Unified school, Fresno Adult School's work is guided by a sense of being part of the system to achieve this mission. In fall 2023 the mission statement was reviewed by FAS staff, and it was agreed that the mission statement remains relevant to all programs and is reflective of the broad mission of the school; however, staff felt the Schoolwide Learner Outcomes needed revision to reflect current student needs.
 	
The Fresno Adult School Mission Statement reads as follows:
 	
   Mission Statement
 	
     Preparing Students to Achieve their Educational and Career Goals
 	
The mission statement reflects a commitment to achieving student learning goals as the focus. The mission statement also reflects a commitment to higher education and career training.
 	
The mission statement together with the schoolwide learning outcomes were reviewed and commented on by all stakeholders in late spring of 2023 and again in fall of 2023. The mission statement still holds true to our mission; however, the schoolwide learner outcomes were
	➢ *FUSD Mission Statement:* is We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.
	
	➢ Fresno Unified Website: www.fresnounified.org
	
	➢ *FAS Mission Statement: Preparing Students to Achieve their Educational and Career Goals*
	
	➢ *Mission Statements & Schoolwide Learner Outcomes posted in ALL classrooms*
	
	➢ Fresno Adult School website: www.fas.edu

modified to reflect current student needs-this will be discussed later in the self-study. Each classroom has the mission statement and Schoolwide Learner Outcomes of the school posted on the bulletin board.	

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. 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.

Findings	Supporting Evidence
The current FAS mission statement was approved by the governing board in 2018. While the mission statement has not changed since then, the descriptors for the Schoolwide Learning Outcomes began the revision process, with input from all staff, in the spring of 2023 during a professional learning day. The process was continued with teachers in early 2023 and then again brought before the entire faculty and staff for more feedback. The ILT team completed the final refinements and then presented the final SLOs to all staff in early fall 2023. The revisions were made to reflect current educational research about learning and literacy skills and to reflect needs that came to light during Covid. The school created new posters for the Mission and SLO statements, which have been published throughout the school and on our website during the fall of 2023. The mission statement and SLOs are reviewed at the beginning of the school year with all staff and stakeholders. The review process for the school Mission and newly revised SLOs will be conducted annually by all stakeholders.	➢ FAS Mission Statement ➢ FAS Schoolwide Learner Outcomes ➢ Fresno Adult School website: ➢ www.fas.edu ➢ Training day Agendas & materials ➢ Buy Back Agendas & materials ➢ ILT Agendas & materials

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Findings	Supporting Evidence
The center of all decision making at FAS is based on student success at FAS and starts on a student's first day. At FAS when a student completes their registration and assessment process, a counselor is available to meet with them to provide information on employment resources or other support services. Students are referred upon enrollment or during a scheduled counselor meeting using Unite US (a referral website) after completion of their student career plan and it is communicated that they can sign up to see a counselor at any time during their attendance. FAS Staff have bi-weekly department meetings and Professional Learning Community (PLCs) meetings. Additionally, we have monthly Instructional Leadership Team(ILT) meetings and monthly Schoolwide Huddles. The focus of all of these different meetings is student and student data focused. At department meetings, general department information is dispersed and discussed. The meeting content is always based on current students/school needs and schoolwide/department data. PLCs are teacher instructional meetings that include looking at common formative assessment data to inform instruction and make corrective instructional moves in support of student needs. These meetings are meant to support each student's individual learning needs and impacts how teachers plan for differentiated instruction. Instructional Leadership Team meetings (ILT) are comprised of all lead teachers from each department and administrators. The lead teacher represents the respective departments. This team makes the major instructional decisions for the school. The lead	➢ Registration & Enrollment process ➢ Counseling Center ➢ Resource Website ➢ Department Meeting o Agendas/notes/materials o PLC Agendas/notes/materials o ILT Agendas/Notes/materials ➢ Schoolwide Huddle oAgendas/notes/materials ➢ Student Data Derived from or aligned to: o CASAS data o FAS Student Progress Reports, o HSE Test data, ➢ Edgenuity credit attainment, o Traditional class credit attainment o Employment/Earnings Survey

teacher then takes back the information to departments for further discussion, dispersal to teachers. This information always aligned to/incorporated into PLC work that impacts student outcomes. Staff Huddles are comprised of all faculty and staff. At Huddles we share schoolwide information, review schoolwide data, discuss schoolwide issues, and make schoolwide decisions. Huddles are meant to support all staff with keeping them up to date with changes and to inform all staff of data that helps us make schoolwide decisions-- instructionally and structurally. All of the above-mentioned collaborative structures are driven by student need and student data and aligned to the College Career Ready Standards and the corelating adult ed standards (see evidence column).	o Teacher anecdotal data o CCRS o Adult English Language Proficiency o Standards (aligned to CCRS) o CTE Standards

Indicator 1.4: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Findings	**Supporting Evidence**
Although the FAS mission remains the same, in the spring and fall of 2023, FAS staff updated SLO statements, came to consensus on the revisions and then created new posters that are posted in each classroom. The biggest change in the SLO descriptors is that they have been updated to reflect current research in approaches to instruction via disciplinary literacy, and pre/post covid impacts revealing gaps in student needs. They were also refined to support student success when making schoolwide and instructional decisions. Each class and program provide opportunities for students to demonstrate the SLOs in a variety of ways.	**College and Career Ready students will demonstrate:** **Critical Thinking:** Employing problem solving strategies through the process of analyzing, evaluating, engaging and applying concepts in a rigorous environment. **Effective Communication:** Applying literacy skills to effectively express thoughts, comprehension, ideas, learning and challenges across disciplines **Citizenship:** Applying knowledge

These are measured by Common Formative Assessments (CFAs) created by teachers/PLCs, in combination with teacher created rubrics /individual classroom lesson planning. FAS is in the process of further refining schoolwide measurements & rubrics that will measure the success of students for each revised SLO.	of American democracy through civic/community engagement **Leadership:** Using management skills while engaging in collaboration with empathy, inclusivity, and cultural proficiency ➢FAS Mission & SLOs poster in classrooms ➢PLC CFAs & Rubrics

Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. The school reviews student data with all stakeholders when assessing/designing instructional supports, students support, and class offerings.
2. The Mission Statement was reviewed and the SLOs updated to reflect current student needs during this self-study process.
3. FAS meets regularly with all stakeholder groups to provide input on student and program needs.

Areas of Growth

1. We have a continued need to refine how the revised SLOs will be measured.
2. While FAS has implemented schoolwide Progress Reports, there is a continued to inform student of their progress with the SLOs. Aligning current progress report content to SLOs would help meet this end.
3. FAS has a continued need to build/expand partnerships with consortium partners, community partners and organizations that can provide additional supports to students.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

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

Findings	Supporting Evidence
The leadership of Fresno Adult School consists of the principal, 3 vice principals, 2 academic counselors, an office manager, and a project manager. The Project Manager was a newly created position in 2018 funded through the CAEP grant. The principal reports to the FUSD school board, to the Alternative Education Director, and to the Regional Superintendent of Schools. Tenure of the administrative positions include: •Principal – 2 years •Vice Principal (ASE) - 8 years •Vice Principal (CTE) - 9 years •Vice Principal (ESL) - 2 years •Academic Counselor - 2 year •Academic Counselor - (vacant) •Office Manager - 5 years •Project Manager - 1 year The Fresno Unified Board (FUSD) of Trustees governs all the schools in the district including Fresno Adult School. The District Superintendent has the authority to administer board policies along with the Area Superintendent who provides oversight leadership to the Fresno Adult School administrative staff. At FAS, there is an organizational chart in the staff handbook that defines and designates the specific responsibilities of the principal and the three vice principals. The FUSD Board of Trustees and superintendent establishes annual goals focused on continuous improvement in student achievement.	➢ FUSD Website ➢ FAS Handbook ➢ FUSD Purchasing & State & Federal Departments ➢ Leadership Meeting Agendas ➢ PLC Meeting Agendas ➢ ILT Meeting Agendas ➢ Department Meeting Agendas ➢ Teams Folders

The Fresno Adult School principal reports annually to the FUSD School Board and supervisors on progress and is accountable for meeting school and district goals. The principal also consistently communicates with the Alternative Education Director as an immediate supervisor who oversees alternative education, as we fall under alternative education within FUSD.

FAS administration makes funding decisions based on student need and follows FUSD protocols when making purchases. As part of FUSD, we have a review process built into FUSD budgeting and spending. Major purchases over $15,000 must be FUSD Board approved and goes through a rigorous approval process. When required, FAS goes through the consortium for spending approvals as well.

Site leadership makes important decisions regarding the allocation of funds to relevant educational programs that best serve the needs of the students and community. Members of the leadership team have a weekly meeting to discuss programs, events, and upcoming school plans. Leadership also meets monthly at Staff Huddles, which all faculty and staff participate in. These meetings are meant to keep staff up to date with any changes and to provide opportunities for discussion and input regarding programs, processes, and expenditures.

Departments meet bi-weekly with their supervising administrator. Part of the meeting content regards stakeholder input on schoolwide decision making as well as instructional & curricular decisions.

All teachers are part of a Professional Learning Community (PLC) for their content area. PLCs are for instructional planning, support, and reviewing data to inform decision making, and provide input for site instructional decisions. Each content has a lead teacher who serves as a liaison between the department/content area and the administration and is part of the Instructional Leadership team.

The Instructional Leadership Team is comprised of experienced instructors (Lead Teachers), and administrators who share leadership of instructional decision making and provide input regarding budget expenditures. Lead teachers take information

and input from their respective department teachers and bring it to the ILT, so we have all faculty input.

The school principal regularly attends FAS Board and SCAEC Consortium Board and Leadership meetings and provides annual reports/Board Communications to both boards regarding budget expenditures and program development. FUSD Board members and the Consortium director also support FAS by visiting and attending various school wide student events.

Stakeholders, including current students, community-based organizations, employers, and post-secondary schools also provide insights into the effectiveness of the school programs through partner meetings and meetings with the administration team members.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

Findings	➢ Supporting Evidence
The school's governance is evaluated, in part by this self-study process. The governance and decision-making structure are also evaluated through the leadership evaluation process of the administrative team conducted by district leaders. The principal regularly reports to district leaders and school board members. There are regular Board Communications regarding the adult school programs and services at school board meetings. The school principal is accountable for reporting progress on meeting school and district goals via an annual report and the Budget Review process to the Fresno Unified School District Board via the Supervisor of Schools that supports our region. FAS administration makes funding decisions based on student need and stakeholder input and follows FUSD protocols when making purchases. As part of FUSD, we have a review process built into FUSD budgeting and	➢ Board Communications regarding programs ➢ Budget Preparations for presentation the FUSD Executive Cabinet ➢ Weekly/Frequent Supervisor of Schools meetings with principal ➢ Staff Survey from October 2021 ➢ Expanded Advertising ➢ Enrollment Data ➢ Staff Handbook ➢ Website updated as needed

spending. Major purchases are board approved and go through a rigorous approval process. In addition, FAS goes through the consortium for spending approvals, as well, so there are many safeguards that support effective instructional and monetary decision making. These fail safes allow site leadership to make important decisions regarding the allocation of funds to relevant educational programs that best serve the needs of our students and community. Meetings with our partners--community-based organizations, including employers and post-secondary schools such as those in the State Center Adult Education Consortium (SCAEC) -- also provided insights into the effectiveness of the school programs as does yearly staff and student surveys.

In a survey issued to students and staff in October 2021. Respondents identified three major areas for improvements:

1. Communication,
2. Master Schedule/Class Offerings,
3. Supports/Services for Students.

Focus groups were created to discuss and address concerns in each of these areas. Covid impacted all areas of our programs, so there was high concern from staff regarding dwindling student enrollment and essentially empty classes. This was a state-wide problem with all adult schools. Staff began working to focus on school needs to rebuild from the impacts of Covid. We've been able to address the concerns voiced through the surveys in most part because enrollment has returned to near pre-Covid numbers. Enrollment plummeted during Covid and took a while to recover, but the above process helped us put together structures that helped keep staff feeling more informed of schoolwide processes and where to get to get specific information. We know that communication is always an on-going need, as the school has constant changes based on improving processes and meeting student and community needs.

Another survey was issued in 2023 in which students indicated that their needs are being met at Fresno Adult

➢ Variety of class days/times aligned to student needs and attendance data

➢ Student Survey Data from fall 2023

➢ FUSD Purchasing Process

School:

- **78.3%** ranked this with a score of 5 out of 5.
- **21.7%** ranked this item at a 4 out of 5.
- **78.3%** felt seen and heard in class.
- **73.9%** felt seen and heard in the office.
- **95.6%** felt they get the help they need in class.
- **67.9%** felt they get the help they need in the office.
- **95.7%** felt they are learning tools to help them navigate challenging content.

This survey clearly shows student confidence in the direction of the school and indicates that students want more rigorous instruction in the classroom in addition to additional student supports.

As previously mentioned, FUSD has a rigorous budgeting/purchasing process that supports effective and efficient FAS expenditure decision-making based on student needs, student achievement data, enrollment and attendance data and follows FUSD protocols when making purchases. As part of FUSD, we have a review process built into FUSD budgeting and spending. Major purchases over $15,000 must be FUSD Board approved via a rigorous approval process When required, FAS goes through the consortium for spending approvals, as well.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

Findings	Supporting Evidence
At the school level, Fresno Adult School has an established Staff Handbook that outlines policies and procedures for staff including attendance, grading, procedures, etc. The handbook also provides important board policies such as those on non-	➢ Staff Handbook ➢ FUSD Policies ➢ FAS Policies & Procedures

discrimination, sexual harassment, and the Uniform Complaint Policy. This handbook is readily available digitally on our website. We update the handbook annually; however, an area of growth would be for staff and Leadership to review the handbook more efficiently. This includes reviewing on a regular basis, such as annually, and making revisions as needed. Staffing assignment changes continue as streamlined enrollment processes have been developed. All office assistants are now cross trained in course scheduling for all departments, allowing students to be serviced in an expedited manner. The addition of a digital check-in system allows for more efficient student service tracking. Upon enrollment, students review an orientation about school policies, programs, and procedures. They also have access to a link to the orientation through the FAS.edu website. At the program level, there are class syllabi that the teachers hand out when students enroll in classes that define policies and procedures for specific classes. However, an area of growth would be the creation of a schoolwide student handbook for each program that defines program-wide policies and procedures, and provides an FAQ (Frequently Asked Questions) section to answer students' most commonly asked questions.	➢ Registration Process ➢ Office Registration Kiosk ➢ Customer Service QR Code ➢ Website with FAS Orientation link

Indicator 2.4: 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 and success for students.

Findings	Supporting Evidence
FAS Administration embeds team building into every staff meeting on campus. We know the best way to build a collaborative atmosphere is to build relationships and create stability and trust amongst all staff. We continually strive to improve processes, procedures, and transparency in decision making to build our FAS team. Fresno Adult Schools' goals are focused on student achievement.	➢ Staff Huddles Agendas ➢ Weekly Administration Meetings Agendas Staff Meetings Agendas ➢ Buy Back

The school leadership reviews what will drive the school improvement process and student achievement through looking at school data, statewide adult education goals and input from community and workforce partners. Each year the school's Admin Team and staff give input to this process and review the final annual CIP goals prior to submission to the CDE and implementation.

   The principal and admin team also advocate for all staff to take part in professional development opportunities when available. As mentioned in Criterion 3.3, FUSD provides a variety of professional development opportunities for both certificated and classified. Additionally, teachers voluntarily attend training to enhance their skills such as those provided by the State Center Adult Education Consortium (SCAEC), and others by Aztec, OTAN, CalPro, and FUSD. Staff members are also involved in SCAEC collaborative leadership groups focused on enhancing student achievement and sharing best instructional practices.

All teachers are part of a Professional Learning Community (PLC) for their content area. PLCs are for instructional planning, support, and looking at data to inform decision making, but they also provide input for site instructional decisions. Each content has a lead teacher who functions like a liaison between the department/content area and the administration and is part of the Instructional Leadership team.

The Instructional Leadership Team is comprised of experienced instructors (Lead Teachers), and administrators who share leadership of instructional decision making based on data and provide input regarding budget expenditures. Lead teachers take information and input from their respective department teachers and bring it to the ILT, so we have all faculty input.

 FAS Leadership team members maintain an open-door policy to promote an open dialogue about best practices for improving student achievement and providing opportunities for meaningful feedback. Each vice principal as well as the school principal strive to create an atmosphere for employees that is welcoming and promotes engagement over student or school related issues.

 Note: It must also be noted that this WASC self-study is being completed while the school district has been operating under the

Agendas
- Professional Development Agendas

- Staff handbook
- CAEP Goals
- SCAEC Goals
- CIP Goals

- Professional Learning Community Agendas & Minutes

- ILT Agendas

possibility of a teacher strike through complicated contract negotiations; just as we were during the last self-study in 2018. Many staff were negatively impacted and there was difficulty keeping the focus on growth in support of students as our focus was distracted by a looming strike.

While staff are passionate about adult education, the combined effect of the last few years' impacts of Covid and the challenges this year in FUSD had depleted some of our collegial atmosphere. Thankfully, the district and teacher bargaining teams finally reached settlement in late October. This agreement removed some of the uncertainty and tensions that coincided with the possibility of a teacher strike and the receding impact of Covid, so we have been able to refocus our efforts on student outcomes more effectively.

Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Communication has been increased in significant ways: Program advertisement, Staff Huddles, Staff Handbook, Classified handbook, bi-weekly department meetings, etc.

2. The school district leadership, school board, & SCAEC Consortium provide direct oversight and support to the principal and the governance structure of Fresno Adult School Professional Learning Community Structures in place to support student data analysis and increased student outcomes.

Areas of Growth

1. Although we've seen immense growth, communication of program changes will always be a need and a priority. Creating an established process may support this area.

2. Establish and post on FAS website an annually updated handbook for students, staff, and faculty for basic school information that addresses Frequently Asked Questions

3. Establish a more systematic review of the Action Plan

Criterion 3: Faculty and Staff

Indicator 3.1:

The school employs personnel who are qualified based on their education, training, and overall experience. This process serves to align with the school's mission and schoolwide learner outcomes and completion profiles.

Fresno Adult School employs both full-time and part-time certificated and classified staff. In addition, Community Education instructors are hired on supplemental contracts. The Community Education program is fee-based which covers the cost of instruction and class materials.

The chart below reflects the staff totals for the following program areas:

ESL, ABE/ASE, Concurrent, and CTE programs as of the beginning of 2020/21.

Staff Group	2020-21	2021-22	2022-23
Administration	8	8	8
Certificated FT	21	18	18
Certificated PT	29	29	30
Classified FT	36	36	36
Classified PT	2	3	3
Total	96	94	95

Findings	Supporting Evidence
Fresno Adult School adheres to the hiring process established by Fresno Unified School District to employ personnel who are sufficiently qualified to perform their duties. The hiring process is outlined on the district website and remains as follows: 1. Find an open position 2. Apply online 3. First interview 4. Second interview 5. Job offer extended 6. Board approval 7. Complete New Hire packet 8. Attend orientation 9. Start the job	FUSD HR website hiring process: https://hr.fresnounified.org/

Job descriptions that outline the duties and requirements for each position are posted on the district website. The descriptions detail the required education, experience, licenses and credentials, knowledge, abilities and working conditions for the position.

Open positions are posted on the school district's job board and are equally accessible for all potential applicants. In addition to job description information, postings for open positions may include specific needs that align with our school's mission and program needs.

The hiring process is initiated through the district-wide application system, and applications are screened by the Human Resources Department for minimum requirements. These requirements may include the following: education, licenses, credentials, qualifying exams, teaching experience, work history, attributes, multilingual capabilities, and references.

This screening method ensures that the qualifications for each position match the needs of the school and its mission as closely as possible.

Once applications are screened, qualified candidates are contacted, and selected to interview on site. Interviews are conducted through a panel encompassing a diverse team of faculty and staff. Successful candidates will participate in at least two interviews before a job offer is extended.

The number of faculty and staff members needed to meet the learning needs of all students is determined by the demand for programs and the staff needed to support and maintain the enrollment of our students. Our school also values having a faculty that can provide a variety of program offerings to meet the needs of the community.

Findings	Supporting Evidence
Indicator 3.2: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.	FUSD Job Descriptions: https://hr.fresnounified.org/job-descriptions/ FAS Handbook on FAS

The school adheres to our district's guidelines outlined on the school district website to ensure transparency and equal opportunity for potential applicants. The hiring process involves district personnel that screen applications, onsite leadership that selects candidates for interviews, selection of a diverse group of faculty and staff to participate in the interview panel, and the school board for final hiring approval. Job descriptions accurately reflect position duties and responsibilities as agreed upon by the school district. Job postings can be adapted to meet the needs of individual sites to better align with our school's mission and SLOs. The FUSD hiring process assures the qualifications of newly hired personnel by requiring new hires to submit documentation supporting their qualifications. Examples of such documentation can include: diplomas, transcripts, certificates, credentials, as well as calls to references. The school continues to verify qualifications and performance of personnel through the formal evaluation process.	Website: https://www.fas.edu/ https://www.fas.edu/wp-content/uploads/2023/08/FAS-Staff-Handbook-2023-2024.pdf.

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

Findings	Supporting Evidence
District personnel policies and procedures are communicated to employees during the New Hire Orientation, when they first arrive onsite, and annually at staff meetings. Annual reviews of important policies ensures that they are being administered consistently and equitably. Policies are also available on the district website. New employees participate in a district orientation that reviews policies, professional ethics, and procedures. New hires sign off on receipt of policies and procedures once they arrive on site and again annually at the beginning of the year all staff meetings. The school is in the process of updating websites for the	FUSD New Hire Information: https://hr.fresnounified.org/new-hires/ Evaluation Information: https://iachieve.truenorthlogic.com/ia/empari/tab/home Classified Development/Professional

inclusion of student and staff policies. To keep personnel records secure and confidential, the school uses the online-based iAchieve system to track evaluation records and employee goal setting. The iAchieve system is used for both certificated and classified employees and the data is accessible by the employees and supervisors. Any other personnel records are held by the district office.	Learning: https://hr.fresnounified.org/cd/ FAS Handbook on FAS Website: https://www.fas.edu/ https://www.fas.edu/wp-content/uploads/2023/08/FAS-Staff-Handbook-2023-2024.pdf.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Findings	Supporting Evidence
The school administration plans professional development based on student needs demonstrated by various data sources including Comprehensive Adult Student Assessment Systems (CASAS) assessments, district-wide implementation of English Language Development (ELD) and CCSS, student survey data, and input from staff. The district decides on a professional learning focus to implement for the year. This year the district is focusing on Common Formative Assessments (CFAs) in PLCs. Fresno Adult School has provided multiple training opportunities on various formats for CFA's for the PLCs. Additionally, ILT team participates in the Regional ILT trainings, which in turn leads to training for teachers in their respective departments. This academic school year, teachers were asked to create/give 3 CFA	PLCs Common Formative Assessments PLC Agendas /Minutes ILT Meetings Lead Teacher Regional Meeting Staff Huddle Data Dives OTAN Technology trainings https://otan.us/ Formative

during each quarter to assess student learning and to use the data to inform teacher instruction. Initially the introduction of Edcite was attempted to align with our district's K-12 practices for administering CFAs and supplement current FAS PLC practices. However, it was determined that access for our adult students was limited due to their inability to be assigned Fresno Unified email addresses. Thus, our teachers have continued to create CFAs aligned to CCRS in their Professional Learning Communities (PLCs) and have participated in training opportunities including, but not limited to, our monthly All Staff Huddles/Data Dives and Regional Instructional Leadership Team meetings. Teachers have also had the benefit of training through conferences (Unbounded: Standards Institute, CATE, and Literacy Conference) and online training through Outreach and Technical Assistance Network (OTAN) in CFA development.

Lead teachers have taken on driving the professional development for the 2023-2024 school year. They brought in OTAN for training several times this year and are using the training to help them with the development of their CFAs in their PLC and to deliver to students. The school has also been previewing Formative, a program through NEWSELA that creates CCRS aligned common formative assessments, assesses students on-line via the Formative website, and then provides immediate feedback and ongoing student and instructional data to review during our cycles of continuous review. The site looks promising and will help us align vertically and horizontally and have true common formative assessment that provides immediate feedback to students and will provide a common progress report for students. We are still in the process of assessing the materials and will decide if we'll purchase as a site soon.

Professional learning is also provided for classified staff through the FUSD Classified Training Department. The Department is housed on FAS's campus, so staff is always aware of the opportunities available to them. They sign up for training the same way certificated staff do, through the FUSD

Classified Development/Professional Learning:

https://hr.fresnounified.org/cd/

Content Area Conferences

Fresno County Office of Education Training Opportunities

Iachieve Professional development

CASAS Training

Adult Ed Conferences: COABE, CASAS, CTE, etc.

iAchieve website. The training courses offered are everything from customer service training to increased job skill training for classified to qualify for higher level positions.

The school prioritizes professional learning by budgeting funds for onsite professional development activities, individual interest professional development, conferences, and needs identified through departments and Professional Learning Communities. Faculty and staff express interest in specific opportunities through surveys or requests to administrators, in addition to school and district initiated professional learning activities. The iAchieve platform provides professional development opportunities that employees can choose to build their skill set.

The impact professional development activities are expected to have on the improvement of teaching and learning is to see teams support each other better to complete the mission of the school. The school evaluates improvement by monitoring test scores (CASAS), numbers of graduates and program completion data. Professional learning activities, PLCs, and department meetings facilitate opportunities for discussion of improvement of teaching and learning. The school does not have a prescribed method for measuring the success of professional development on student learning other than reviewing student CASAS data, teacher anecdotal data, and administration classroom observations. We also use student surveys and regularly collect/review CFAs to inform instruction within each of the program. Creating a common method may help measure the effect of professional development on student achievement more effectively.

During the summer of 2023, classified and administrative staff attended the National CASAS conference in which they learned about the most recent assessment mandates and changes. In turn, staff who attend conferences such as the CASAS conference build the capacity of non-attending staff. In addition, classified staff members take an active role in the CCAE Regional Conference each November of every year to build capacity and comradery with fellow adult educators and

staff.	

Criterion 3. Faculty and Staff Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Process for hiring staff is equitable
2. FAS/FUSD offers many opportunities for professional growth
3. Classified Learning is stationed on campus and aligned with school and district personnel needs

Areas of Growth

1. Structured way for staff to bring professional development training back to all faculty/staff
2. Way to measure the impact of professional learning on student achievement
3. Structured On-Boarding for new hires

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Criterion 4: Curriculum

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

Findings	Supporting Evidence
Fresno Adult School uses up-to-date district aligned curricula and curricula directly related to student populations and areas of study. All GVC, or Guaranteed Viable Curriculum, has been researched and approved by teachers and administration, state, national and workforce standards. Supplemental materials are incorporated to fill-in and bridge gaps in the GVC. Each school year, teachers use professional learning maps to plan learning based on GVC in PL groups. This way, teachers collaborate to curate the most strategic, intentional, and logical order of topics and information. Student goals and levels are assessed and placed in classes appropriately according to test scores and student interest. GVC for the respective levels lie in the Zone of Proximal Development, or ZPD (Vygotski), where the teacher supports students in accessing concepts slightly above their levels. This is achieved by scaffolding, engaging students and through peer collaboration. Instructors in all content areas are also intentional in supporting the well-being of all students by checking in with them and using socioemotional training strategies. Some students are referred to counselors for extra support, guidance, and resources. Course information can be found at www.fas.edu, in pamphlets, and on social media platforms such as Instagram and Facebook. Assessments: The CASAS test series is one of the tools used to determine student placement and progress in the ASE and ESL programs. The ESL and Citizenship program curriculum are aligned to ELPS, CCSS, and CCRS standards and have defined learner outcomes and teachers are developing curriculum maps to help them plan instruction. A schedule of the EL Civics units is established each school year. The schedule guides teachers in selecting the instructional lessons to be covered during the school year. The unit topics change each year based on annual student input on the EL Civics student survey. Students either pass or fail the EL Civics performance-based assessments; however, students are given an	➢ GVC ➢ Curriculum Maps ➢ CASAS Reading and Writing Tests ➢ Taking and passing PNAT (LVN) – ➢ Students completing CNA program by passing the State Board Assessment ➢ Transcripts ➢ Edgenuity Online ➢ Instructors create and share course outlines and curricular maps in TEAMS ➢ LVN Classes use Moodle ➢ CNA Classes use Canvas ➢FUSD Content Are Curriculum maps

opportunity to retake the assessment if they fail. Students may complete a level or advance to the next level based on multiple measures, one of them including the CASAS assessment, which have a score range for each level. The GVC used by ESL teachers is Ventures, and Burlington English is used as supplemental curriculum. The Citizenship program uses Voices of Freedom, the CASAS Citizenship Interview Test, and Citizenship Ready for the Interview published by New Readers Press. A variety of supplemental resources and teacher created curricula are also included in the course of study. Teachers make decisions for the selection of texts collaboratively.

The Adult Secondary Education (ASE) test preparation curriculum is aligned to the College and Career Readiness Standards and Common Core State Standards. Language Arts and Math instructors align unit topics and skills according to current student levels and needs. Skills and strategies are scheduled in curricular maps and aligned the GED ® or HiSET high school equivalency tests. The teachers have begun to develop and are following a curriculum map for their subject areas. The primary text series for Language Arts and Math is Steck-Vaughn GED Test Preparation, 2022 ed. Additionally, they use the Kaplan HiSET Test Prep book, and ETS Official Guide to the HiSET Exam are used to supplement. Online resources and curriculum include Aztec Learning as our primary ABE curriculum and for HSE content area test preparation. Online HiSET practice tests along with CASAS Scores are also used to determine student readiness for the high school equivalency tests

The traditional High School Diploma program uses the FUSD Curriculum maps and the following textbooks for credit attainment classes: Springboard for Language Arts, Big Ideas for Algebra & Geometry, The Americans for US History, Prentice Hall for Earth Science, Holt for Environmental Science, Glencoe for Economics, Magruder for American Government, and McDougal-Littell for Modern World History

In addition to traditional class instruction, Fresno Adult School also offers Edgenuity, an online high school program. Most students enrolled in Edgenuity complete some or all of their online instructional time at the Chavez site in the Edgenuity computer lab. Students

enrolled in this program work on their courses in their assigned labs and can continue work from home. These students are assessed via a cumulative exam for each credit bearing course and are awarded credits when a course is successfully completed.

The CTE program offers courses and services in the following pathways: Health, Information Technology, Service, and Education.

Health Pathway:
The Licensed Vocational Nurse (LVN) and Certified Nursing Assistant (CNA) curricula and course objectives meet state board expectations and standards. Texts and instructional resources are aligned to the standards for these programs. Classes are scheduled in cohorts and follow the course sequence leading to capstone classes and internship training. Medical prerequisite courses include Medical Study Skills, Medical Terminology, Medical Math, and Anatomy and Physiology. The next classes are theory and clinical classes and finally externships. Several of the courses are taught by Fresno City College instructors and students earn dual enrollment credits. FAS also received the English Language Learner (ELL) Healthcare Pathway grant for school year, 2023 – 2024. The first cohort started in January 2024. The CNA for Multi-linguals courses include: Computers in the Workplace, CPR, Vocational English as a Second Language (ESL),
& Certified Nursing Assistant (CNA). In addition to the classes, ELL students also receive support in: Licensing Exam Preparation, Academic Counseling, and Job Placement.

Service Pathway:
The Food Service program follows the standards required to pass the California Food Handlers certificate and Serve Safe Certificate. Standards are established by the National Restaurant Association. This course leads to externship experience. Other service programs include Custodial and the Custodial Externship and Head Custodian, and School Bus Driver. Courses align with the California Career Technical Education Model Curriculum Standards and integrate teacher created curricula. Students who successfully complete these service pathways have opportunities for employment in the school district.

The Custodial Program is taught by teachers who were previously employed in the school district to manage the custodial services. Students who complete this service pathway can be employed full-time by the school district. The same is also true for the school bus driver program, the food service program and the paraeducator program. This district employment link with the instructors ensures that the curricula and skills taught in the service programs remain relevant and current for their industries.

Information Technology:

The courses in this pathway also follow CTE state standards and follow a sequence of courses that lead to internships and externships. The sequence includes Keyboarding, Computers in the Workplace, Microsoft Office, Internet and Computing Certification, and Office Assistant. There is a need to expand the training options to align to district positions and skills needed for those positions. The principal is collaborating with the district to develop professional learning options for classified staff in the district to receive training through the adult school. Additionally, the Computers in the Workplace courses are taught by Fresno City College instructors and students earn dual enrollment credits and an opportunity to continue to earn technology certifications if they follow the FCC technology pathway. These students also have access to all FCC student supports and FAS student supports.

Education Pathway:

Fresno Adult School offers a paraprofessional program that leads to employment as teachers' aids. This class prepares students for work activities in a classroom environment. The California Standards for the Teaching Profession are introduced to the students enrolled in the Paraprofessional program. The TABE Test replaced the No Child Left Behind (NCLB) test and is currently being offered at Fresno Adult School in its place. Students who have taken the NCLB or have earned at least 48 college credits are not required to take the TABE. Paraprofessional students are also co-enrolled in the Aztec Lab to take TABE prep classes to support the skills prep portion of the class.

Community Education is not a standards-based program and receives no federal funding. Students pay fees for classes to cover the direct

costs of materials and instruction. Teachers create their own curricula and deliver instruction to students in various ways. The attendance of students in each class is the indicator to their success. Some of the classes have continued for many years while others are offered once or twice but then closed due to lack of enrollment or instructor. Example classes during the Winter / Spring 2023 quarter include: dog training, various dance classes, Pilates, tai chi, Khmer, Hmong, Spanish, photography, and music. Online courses include grant writing, QuickBooks online, accounting, Microsoft Excel, and Sign Language.	

Indicator 4.2: The school has developed and implemented a regular curricular review cycle in order to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Findings	Supporting Evidence
The curriculum in ASE, ESL, & CTE is standards-based, research based, current and relates directly to supporting Schoolwide Learner Outcomes. The ESL teachers selected the new text series Ventures initially in the 2016-2017 school year and purchased the 3rd edition in 2018, as they felt the curriculum was excellent and provided the supports needed for English learners. This decision was made through a collaborative process by the teachers in this program. The series met current College and Career Readiness/ Common Core State standards and relevant topics and included suggested instructional strategies. Citizenship Curriculum Review: The citizenship program coordinator reviewed the Citizenship texts to make sure they aligned with the USCIS adult education citizenship standards and expectations. Texts are all approved by USCIS and appropriate for students' learning levels. The ASE program has adopted the Steck-Vaughn GED Test Preparation Textbooks in 2019 as the guaranteed and viable curriculum (GVC) that is rigorous and appropriate for preparing college and career ready graduates. The Edgenuity online program serves as a successor to the now-defunct Independent Study program, providing increased oversight and accessibility and updated subjects and materials, in addition to alignment to Common Core State Standards. Edgenuity continues to be	➢ Quarterly/yearly and every 4 years reports LVN ➢ Quarterly reports for citizenship classes ➢ ESL & Citizenship used a piloting program for Burlington English in the 2022-2023 school year and continued into the 2023-2024 school year. ➢ Schoolwide Write data

aligned with our traditional classroom for students who need credits that are not offered in our traditional classes. In this way, Edgenuity functions as supplemental support for baseline Language Arts and math classes and enables credit attainment for other HSD course requirements.

The L.V.N. and C.N.A. programs review the curriculum by facilitating input of partners in the health advisory meetings and through teacher observation of students' skills. This program must use one of the state's approved curriculum resources. The technology and supplemental classroom tools (manikins, software) are updated through funds provided by the Carl Perkins grant to better simulate real-life health care practice.

The lead teacher of the Vocational Nursing program completes a "Concepts of NCLEX-PN Test Plan." This is a required review of the curriculum content and instructional plan for relevancy. As part of their required review process, the L.V.N. team will review all 11 courses in this pathway to see what adjustments may be needed through this update process. For example, the lead teacher stated that a course might need to be shortened or lengthened. All curriculum revisions must be approved by the VN Board.

The Information Technology teachers update their course curriculum to the latest Microsoft versions. Input from externship partners provide teachers with information on adjusting the curriculum in the office assistant program.

The Service pathway supports teachers in attending professional learning within the industry to sharpen skills and integrate new methods into their programs. For example, the food service teacher has summer session opportunities for her own professional development at internships with other schools such as the Arts Institute of America in San Francisco and the Culinary Institute of America Greystone in Napa. The teacher regularly updates the curriculum to align with Serve Safe standards. Curricula is also aligned to the Fresno City College Culinary Arts program and the Fresno Unified School District's Nutrition center.

The custodial program curriculum is reviewed annually by the custodial teachers and the CTE vice principal to make sure it is aligned to districts standards and industry standards and requirements. The teachers and vice principal work closely with the district to make sure the course is aligned

to district hiring requirements and make sure students are prepared and qualified with up-to-date industry standards and expectations. The Community Education teachers review their own curriculum and make updates based on student feedback and their own experience and skills. Students have access to student computers in the classroom and scheduled time in computer labs as requested by teachers at the Chavez campus. Ongoing research is utilized to determine where additional technology is needed or otherwise beneficial. Curriculum, aligned instructional practices, and reflection on student engagement are analyzed in Professional Learning Community meetings (PLCs) between teachers and administrators in CTE, ESL, and ASE programs. The focus is usually on curriculum content (what do you want students to learn), strategies and assessments (how do you know they have learned it?), and data collection, which facilitates evaluating programs and changes to curriculum content and instructional delivery. We continue this school year to focus on student work and data. A strong highlight beginning 2023 has been on summative and formative assessments, and Common Formative Assessments (CFAs). Fresno Adult School will be highlighting Black History Month by engaging in readings and lessons focused on examples throughout history of black excellence in February 2024. All students will also be participating in an all school write about a topic of interest by popular vote in February 2024. In March, PLCs plans involve action research around Cesar E. Chavez, in vocabulary, unpacking text, and comparing and contrasting to other public figures.	

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

Additional indicators for online programs/courses, if applicable:

Findings	Supporting Evidence
The ESL/ Citizenship and ASE programs have class sets of student texts. Online resources are used during computer lab and in classrooms for both programs. Additionally, ASE has Aztec & Edgenuity, and ESL has Burlington English which are all web-based programs students can access from a lab or home. WIOA federal funding has supported the	➤ Technology loaner program check-out process ➤ Aztec Lab-attendance recorded

purchase of updated student texts and technology in the ESL and ASE programs. In addition, Carl Perkins funding has been an important resource for updating the medical pathway classroom resources and the technology and tools for students to use in all CTE programs. Students completing the WASC student survey identified a need to purchase their own set of texts. This information has been inconsistently shared with students. At times in the past, there was a dedicated bulletin board for selling used student texts. Teachers in the CTE program provide individual information on where or how to purchase texts. The Student Assistance Center (now called the Job Development Center) does not carry class texts for the various programs. Note that class texts are provided in the classroom for programs. While students cannot take the texts home, they are used during class instruction. Information about the school and learning resources are provided to the students at initial orientations and through classroom announcements. The High School counselors and administrators share informational resources for individual students as requested. The Counseling Center in room 103 is available to use as a meeting place between adult school students, counselors, State Center Consortium Specialists, Fresno City College outreach staff, and other specialists. Informational resources are provided by counselors, community resource fairs, and individual vendors scheduled for classroom visits throughout the school year. FAS also collaborates with community agencies that provide information in a confidential setting on a range of resources from immigration services to crisis counseling. These services support students' academic achievement by addressing immediate human needs to clear the way for students to learn. The adult school's community partners provide important informational resources to help students meet their college and career goals, in addition to a variety of immigrant services, as well. Community Education teachers provide students with the materials they need which are paid for as part of the cost of the classes.	➢ LVN- syllabus/ document

Individual teachers have also collected volumes of supplemental texts and learning resources, which are stored at the main site, Chavez Adult Education Center, in teacher classrooms.	
The Citizenship program has both class sets of texts and learning resources purchased for each student through funds provided by the USCIS grant.	
Student laptop carts were purchased and are available for classroom and student use. Additionally, the district provided FAs with 200 laptops to loan to students, so that has helped our students access any curriculum that's online like Burlington, Aztec, or Edgenuity.	

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.

Findings (What does this look like at FAS?)	Supporting Evidence (How is it documented? How is it measured?)
Some courses are available online. Two programs that have online courses are ASE, HSD, HSE and the CTE medical pathway. The coursework for all programs is rigorous and relevant. The online options for students are not meant to be offered instead of classroom instruction, but to provide additional options for students. Students in both programs also attend on-site classes and/or testing in order to complete their diploma or career pathway. The CTE online classes include Medical Terminology and Medical Study Skills. Medical Terminology is also offered in a traditional classroom format. ASE and ESL language arts teachers have GVC text online on Google Classroom for students to review materials at their convenience. The CTE medical prerequisites courses use Canvas for online learning.	➢Burlington Standard-Based Online Curriculum ➢Canvas

Indicator 4.1b: The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.

Findings	Supporting Evidence
The administrators, ASE online instructors, and Edgenuity instructors have reviewed the online curriculum to ensure rigor and relevancy to the program. In addition, instructors monitor students' work and progress and remain in communication with students while they are enrolled in online classes. As stated above, students are not working exclusively online. Many of the courses are completed on site as students make progress on their high school goal. One counselor has shared that the Edgenuity program takes time to complete and the rigor is higher for a variety of reasons including the fact that it is delivered online. Students must have technology skills in order to access the curriculum. The high school counselors and instructors monitor the students' progress. Alternative assessments include traditional text, paper pencil resources that are aligned to the district high school curriculum. Teachers are developing independent program resources as time allows so that students have an alternate resource to the some of the challenging online courses. Students in this program participated in a schoolwide write based on student interest. Teachers are analyzing student writing samples to implement support where needed.	

Criterion 4. Curriculum Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Individual support for students and other adult schools
2. Grading / passing rates are almost 100% for our health pathways
3. Successful partnership with SJCL in passing the naturalization interview
4. Free childcare for our ESL PEP classes
5. Continuously transitioning students into appropriate areas

Areas of Growth

1. Additional support for all learners (especially our multilingual and special education students) getting through different career pathways offered at FAS

2. Tracking post-completion data– transitions, employment,

3. Establish systems in place to revisit curriculum and how is that assessed across departments.

Criterion 5: Teaching and Learning:

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

Findings (What does this look like at FAS?)	Supporting Evidence (How is it documented? How is it measured?)
Fresno Adult School instructors understand andragogy and specific needs of adult learners. Teachers intentionally link rigorous content to life experience and draw from students' unique perspectives. Members of this focus group met and discussed evidence and findings of research based, high-level instruction. Best practice strategies utilized by expert instructors are research based and align to College and Career Readiness Standards, Common Core State Standards, ELD standards, and include: close reading, annotation, think time, productive struggle, partner, group, and class discussion, reproduction of text, such as summarizing and paraphrasing text, and vary modes of presentation to include all learning styles. Virtual copies of the GVC (Guaranteed Viable Curriculum) are provided for students to annotate and engage with text. Students are provided access to technology where they can access work digitally and can also access audible forms to text while reading. Teachers use and continue to build upon multiple CFU (Checking for Understanding) techniques to help inform when to re-teach or move on, a focus in the 2023-2024 school year. Completion rates of certification classes and state licensing exams (CTE), job placements upon completion, and observation of critical thinking through rigorous activities are looked for during walk-throughs. Students demonstrate competency in the citizenship program by passing the citizenship test and becoming naturalized. ASE students demonstrate preparedness by taking and passing HiSET or GED Tests. Student learning objectives are clearly presented at each meeting in multiple learning intelligence formats. Walk-throughs are regularly performed by administrators. Teachers review feedback	➢ Thought provoking questions and discussion topics are used to engage all students ➢ Lessons and classes are level appropriate and aligned to standards ➢ Assignments and assessments are aligned to rubric/ California standards Cultural Fair, EL Civics learning and presenting about other cultures and various civic topics ➢ Guaranteed Viable Curriculum ➢ Ventures ➢ Burlington English ➢ GED Test Prep book Steck-Vaughn ➢ Formative assessments, Summative assessments, CFUs and CFAs are used to measure student learning and guide instruction ➢ CASAS testing used to place students and to

and incorporate suggestions to increase the quality of instruction. Observation information is collected and shared with teachers. Instructional meetings follow a logical sequence once standard-based learning objectives are related to student goals. Warm-ups include ice-breakers, which allow students to get to know one another and build community. Each program uses its respective adopted Guaranteed Viable Curriculum (GVC), which is rigorous and aligned to the appropriate levels. Teaching materials and styles affirm individuality; readings and assignments provide exposure to wide varieties of cultural experiences, affirming individuality, and cultural differences. Supplemental resources provide student choice in student interest and goals. Assignments include clear rubrics and are scored accordingly. Class meetings are engaging, collaborative in nature, and include student led activities and discussions. Teachers understand that learning is an active process. Student Learning is based around conversations and links to student experience which is engaging and deepens understanding. Student progress is a high priority and is measured by an array of assessments including summative and formative assessments in pre and post tests in the form of unit tests, reviews, quizzes, Casas tests, and practice tests (respective to student goals). Data has historically shown a lack of paired CASAS scores in Tops Enterprise, so we must work on student persistence. Data additionally appears higher for students with paired scores. All staff work together to get students to take post-tests, and subsequently collect and analyze data in Professional Learning Communities (PLCs). Data collected is perpetually analyzed in staff huddles and the team collectively explores ideas to best capture all students and to show higher completion rates for WIOA funded programs.	measure progress with students ➢ Practice HiSET/GED tests ➢ GVC unit tests ➢ Progress reports are shared with students quarterly. ➢ Aztec and Edgenuity programs provide reports of student progress and practice tests for HiSET/GED for all five subjects ➢ Readtheory.org reading levels, khan academy assessments, ➢ Commonlit.org (reads the text to students for auditory learners) ➢ Teachers regularly meet with students ➢ Student Persistence rates ➢ Need a systematic process to transition advanced ESL students to ASE/CTE

Indicator 5.2: School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

Findings	Supporting Evidence
Teachers in this focus group identified the following research-based professional knowledge: Teachers perpetually survey students and check in on goals and expectations. For example, verbal surveys, class votes, KWL charts and written feedback forms are used for student input on learning choice. Teachers participate in Professional Learning conferences to remain current in educational research to provide a rich experience at our school. FAS teachers keep current in instructional strategies and methodologies through intentional district-wide training, and area-specific training. Each year, FAS staff participate in professional learning scheduled throughout the school year, in the beginning of the school year, in the fall, and the spring and summer. Topics have included leadership, assessments, data reviews, WASC, disciplinary literacy, CASAS Testing, HiSET Testing, English language literacy skills, and various research-based instructional practices and strategies connected to the district's adopted curriculum and graphic organizers, and effective professional learning communities. These site-based training events provide staff with opportunities to share how strategies are implemented. Individual teachers and groups also attend various conferences in subject areas of expertise. For example, ASE Lead Teachers attended UnboundED leadership conference in 2023, The food service instructor attended a culinary arts school training and teaches at a culinary arts school each year to stay current in the field. The citizenship instructor attends National Immigration and Citizenship Education conferences. ESL and ASE teachers and staff attend CATESOL, CCAE and OTAN conferences. Each summer, selected FAS staff attend the CASAS summer institute. Research- based conferences have recently focused on ensuring instruction is related to standards, engaging, affirming, and meaningful. CTE teachers attend CTE conferences. All teachers learn various instructional delivery models from distance learning to socio-emotional learning across disciplines at conferences. Rigorous instruction related to the standards and reviewing student data in multiple forms of assessments is the current research-based professional development focus for instruction this school year (2023/2024). All teachers are credentialed and/or have academic degrees or are currently completing them. Some teachers hold multiple or single subject credentials, adult education	➢ Ongoing PLCs and professional development ➢ PowerPoints and slide decks are used to present information for visual learners ➢ Some supplemental teaching materials are based on student need and interest, based on student surveys, KWL charts, and written interest forms ➢ Classroom texts are made available online (Burlington, Steck-Vaughn, Ventures) ➢ New Promethean boards are easy to use and view ➢ Flexibility within curriculum/ lesson plan - Student led writing activities/ students have choice in writing topics ➢ Front office staff provide various program verbal and

credentials, and some have earned master's degrees in reading and language, in education, business, and PhDs. All teachers regularly attend professional development trainings, and share best practices and strategies in bimonthly PLCs, Professional Learning Communities to support a common vision of engaging, rigorous instruction for our students aged 18 and up.

FAS has all the systems in place to review student work to inform instruction, however there is a need to revisit disciplinary literacy to ensure rigor throughout all programs.

Usage of technology such as promethean boards, Google Classroom, Moodle, Khan Academy Kahoot, Aztec, Readtheory.org, Google, Canvas, Quizizz, Menti.com, Edpuzzle, Slido engages students and provides 21st century learning and engagement. Student to student instructional strategies (strategic paired learning by level or cross level) are also being incorporated. Teachers model instructional activities and then students teach each other following the example set by the teacher. In addition, students learn via web sites and resources online and communicate with their teachers online via email, Google Classroom, and messaging. Teachers have sent out weekly at-a-glance emails and notifications to preview weekly learning objectives. Changes in staffing in CTE (some teachers are new, others have left recently and more need to be hired), require ongoing cross training and support in instructional strategies for all learners including English language learners who also need access to career training.

Teachers at FAS incorporate different learning mediums for various learning styles. Information is presented for access to written information, teacher or student reads aloud, students also discuss to further provide support for verbal and auditory learners, and fidgets are available for kinesthetic learners in some classrooms.

Although the school utilizes different options for professional development, there is a need to refocus our efforts on research based rigorous instructional strategies. Revisiting disciplinary literacy and English learner liguistic supports will support and expand on current classroom practices. We also need to refocus on writing across the content areas. Writing is a tool for thinking and processing and is underutilized. Additionally, in student surveys, students have requested more writing and

physical literature information

➢ Quarterly resource fairs, program fair, and job fairs involve students

➢ Students receive data feedback from CASAS tests, and online resources which provide useful student data (such as progress points and competency)

discussion practice, clearly showing students need to carry the cognitive load instead of traditional teacher lecturing.

Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

Findings (What does this look like at FAS?)	Supporting Evidence (How is it documented? How is it measured?)
Teachers in this focus group identified the following strategies and methodologies and delivery modes for instruction: Direct instruction using Power Point and Slide Deck presentations include clear objectives (which also allow for student choice). Instruction is cognizant and inclusive of various learning styles and include various style formats such as: video streaming, lecture with note-taking strategies, Close (as well as Cloze) reading, hands-on job training, small group collaboration, pair-share, one-on-one instruction, YouTube video clips, whole class collaboration projects, online learning, and role playing to support communication. Student to student instructional strategies (strategic paired learning by level or cross level) are also being incorporated. Teachers model instructional activities and then students teach one another following the example set by the teacher. In addition, students learn via web sites and resources online and communicate with their teachers online. The relationship between teaching and learning is discussed in Professional Learning Community meetings and in professional learning training. In the past four years, we have focused on integrating data into the PLC meeting discussions. Teachers use adopted GVC (guaranteed viable curriculum) which provides diverse perspectives, inclusivity, and text sets are used to supplement learning to include all	➢ Varied texts and text sets that appeal to different interests, cultures, backgrounds ➢ Participation in multiple groups ➢ Games in the form of reviews: Kahoot, Socrates, which provides responsive student data ➢ Lessons support and focus on vocabulary, concepts, pictures to provide access to comprehension of text ➢ Varied levels and programs ➢ Lessons in conjunction with cultural events, such as, Black History Month celebration in February 2024

students, cultures, beliefs, and ideologies. Various texts expand student engagement. Group participation is used to fill-in learning gaps by deepening learning and understanding through considering different perspectives. Students are placed in level appropriate courses, or are given support by their teachers or aides. Students are grouped based on like and multi-levels. Students also arrange seating for group discussions. Students share experiences and have equity of voice. Technology is used individually, in pairs, or whole class to review previous content for proficiency.	

Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

Findings (What does this look like at FAS?)	Supporting Evidence (How is it documented? How is it measured?)
The teachers at FAS stay effectively abreast of technology through training facilitated during the district's Buyback days, PLC time, and the upgraded version of ASAP. Teachers have required training for the new Edgenuity high school program and Aztec programs, which support the HSE (high school equivalency) and concurrently enrolled high school students. Teachers attend training during their duty day for these required tools. In addition, the technology staff support and provide voluntary training on various topics to improve teachers' skills in the use of the school district's One Drive and One Note, email, and other online teacher tools such as Grade Pro. Classrooms have new Promethean boards, which facilitate learning with easy to use and view technology. Teachers also make use of online training and training on technology at conferences. For example, the citizenship teacher learned about creating videos during a COABE (Coalition on Adult Basic Education) conference and has integrated videos into the citizenship Facebook page for giving students information about the oath ceremony. Teachers attend OTAN and GED training and learn how to use new platforms to engage and monitor student learning in	➢ Edgenuity ➢ Aztec ➢ Computers in the Workplace ➢ Ventures Arcade ➢ PowerPoint/Slide deck ➢ Cool, warming screensavers, ➢ Students text back, email back, feel welcomed (anecdotal) ➢ Promethean Boards ➢ Online HiSET, GED and TABE practice tests through fresnolibrary.org, Aztec and Edgenuity practice, Springboard online ➢ Medical Terminology online

Edgenuity and Aztec, which have become integral parts of the ASE instructional program for the test-based High School Equivalency exams. Both GED and HiSET practice tests are available online, along with TABE practice tests and Springboard online. E-mail, Google Classroom, Canva, Moodle, Remind.com, Google Voice, text messaging, Zoom, Teams, GroupMe are some of the ways teachers and students interact during and outside of class time. Teachers send out welcome texts and emails to new and existing students to welcome and retain students who have missed via text or email, increasing persistence. Students also watch videos and respond to questions, listen to conversations and discuss. Technology use increases student engagement as it creates variety in instruction, which helps student comprehension through differing modes of instruction.	➢ Medical Study Skills online. ➢ Frequently used websites include Newsela, Khan Academy, YouTube, Aztec Learning System, Commonlit.org, typing.com. ➢ Food Service students take and pass ServeSafe certification test ➢ Burlington Online learning and homework

Indicator 5.5: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards- based curriculum and other programs.

Findings	Supporting Evidence
At Fresno Adult School, we know our students well. We focus on goals and live by our mission of 'Preparing all Students to Achieve their Educational and Career Goals'. To do this, we must know our students' goals and perpetually refer back to them. We examine long term and short term goals with students individually and as groups and explore strategies to achieve those goals. We listen and are keenly aware of the students' needs and intelligences. Our objectives and lessons align with College and Career Readiness Standards, and Common Core State Standards. Teachers use best practices in engaging students that begins with curating a safe environment where each student is intentionally meant to belong. Teachers design lessons in which require engagement, collaboration, critical thinking, exploration, direct and indirect instruction with and are based around multi-media. Students are encouraged to take risks and make mistakes Student voice in classrooms is equitable and validated. We understand that under the andragogical learning theory, adult students are self-directed and attend based on specific goals and motivation.	➢ Teachers are flexible with students ➢ Teachers establish rapport with students ➢ Teachers provide students opportunities to share ➢ Teachers bridging student level to high rigor materials by scaffolding ➢ Teachers explicitly and implicitly

Learning is centered around the students and their diverse needs. Students answer surveys, polls, and votes to provide input on their choice of reading and writing topics in programs such as ESL and ASE and remain focused on goals. CTE classes teach to ensure success in demonstration of specific and designated practices necessary in respective work areas. Areas of study are based on passing required certification, licensure, or state board testing. These classes are also collaborative and interactive in nature. Teachers use various forms of testing and strategies to ensure comprehension and to dictate teaching.

The Edgenuity coursework requires students to complete assignments that are aligned to Common Core and State Standards. The coursework combines instruction through videos, on-screen teacher instruction, and on site face-to-face instruction. The rigorous assignments and performance tasks and assessments are integrated into the program. The course work is self-paced and allows for individualization. The students in Edgenuity explore, create, practice, and predict in order to develop analytical and critical thinking skills. The video instructors help students make connections to the real world and strategic thinking. The Aztec lab is also aligned to College and Career Ready / CCSS. The instructional strategy for the ASE program leading to high school equivalency certificates is to provide classroom instruction for Language Arts and Math and online instruction for Social Studies and Science. Students also learn disciplinary literacy skills that cross over into all the adult secondary subject areas.

The CTE study skills course is a medical pathway prerequisite that is also an indicator of students' ability to be successful in the rigorous medical pathway program. Students' technology skills are demonstrated along with study skill strategies during the course. Completed course assignments are indicators of students' problem solving and creative thinking skills. The CTE courses Computers in the Workplace and Office Assistant both use computer-based programs that also require students to attend onsite so they can maintain face-to-face instruction and obtain assistance as needed to complete course work. The Food Service program offers the Serv

teaching problem solving
➢ Teachers model thinking and problem solving.
➢ Teachers establish an environment where it is "safe to not know" (explicitly given class agreements)
➢ Teachers use student data to know when to move on, have a brief discussion, re-teach, or re-work material in other ways in the form of:
➢ CFUs
➢ CFAs
➢ Formative assessments
➢ Summative assessments
➢ Teachers use multiple best practice strategies to ensure success such as:
➢ Close reading
➢ Think-pair-share
➢ Reconstruction of text
➢ Summarize text
➢ Student created quizzes

| Safe test, which is taken online, but students prepare in class, demonstrating skills to their instructor, before taking the test. | |

Summary of Teaching and Learning Criterion 5.

Areas of Strength

1. Staff at FAS effectively works to get to know all students
2. Higher student satisfaction in classes
3. Access to technology has been addressed as many students use district loaned laptops, classes include added technology pieces to enhance learning, as well as added computer literacy

Areas of Growth

1. More opportunities for students to assess experience and learning (surveys @ progress report time?)
2. Continuous staff training in technology – OTAN,
3. More student engagement/involvement- music in foyer
4. More opportunities to review student data to inform achievement
5. More ways to enhance student engagement: Student handbook with qr code access, Facebook check-in, weekly reminders of important information on TV screen in foyer: ex, "Did you know you can park in the parking lot on P St. and Divisadero?", incentives for CASAS post-tests: movie night w popcorn machine

Criterion 6: Assessment and Accountability

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Findings	Supporting Evidence
Fresno Adult School's assessment data tools include various assessments provided by CASAS. These assessments provide both aggregated and disaggregated reports. Student profiles can be generated to determine which skills individual students missed on the tests. FAS uses Tops Enterprise for data reporting, however there is a need to utilize Tops Enterprise for data analysis at the site, teacher and classroom level, as well. More teacher and admin training and access for Top Enterprise is necessary, as well.	➢ CASAS Test Scores
	➢ ASAP Data
	➢ CASASTOPS Enterprise Data
	➢ TABE Data
In addition, the TABE is used for the Paraprofessional certification with Fresno Unified School District to replace No Child Left Behind. Aggregated data on CASAS provides schoolwide or program wide test result information that helps guide decisions on curriculum.	➢ New Student Survey
	➢ Ventures End of Unit Assessments
	➢ Burlington English Assessments
During Professional Learning Communities, teachers analyze the assessment data and determine the next steps for improvement. Based on student data, teachers make adjustments and improvements to their teaching delivery in order to the meet the needs of their students. Teachers also analyze specific course assessment data to monitor their own students' progress and make appropriate adjustments to their teachings as needed.	➢ Writing Samples
	➢ Common Formative Assessments
	➢ Summative Assessments
	➢ EL Civics Assessment Data
In addition to the CASAS test, students are given a New Student Survey upon registration to help determine which programs students are interested in. The survey data also helps the school expand and create new programs. ESL students are surveyed at the end of each school year to determine which El Civics units they would like to learn for the next school year. This combination of student input and review of CASAS competency reports guide program coordinators to develop the annual ESL curriculum map. Counselors also use student CASAS competency reports to determine which program to enroll students in.	➢ Aztec Assessment Data
	➢ Edgenuity Assessment Data
	➢ Edgenuity Practice
	➢ PLC Logs

The ASE test preparation program makes use of the CASAS test scores to determine students' readiness to enroll into Edgenuity, Aztec, or regular classroom instruction, or multiple options. Aztec is a prescriptive online program designed to assess students where they are and meet their individual educational needs. Edgenuity practices teaches students how to study, it provides alternatives for coursework submission, and most importantly gives students prompt feedback. Students can work in class and at home independently on Edgenuity. The use of computer labs and the mobile computer cart increases students' skills in digital literacy, which is needed to be successful on the standardized tests. All of our on-line courses provide data reports to help support student need and program decision making. As part of our self-study, data is collected, analyzed, and reviewed by the administration. The sources of data include CASAS payment points and completion rates, ASAP completions, CTE program completions, total concurrent course credits earned, total High School and High School Equivalency diplomas earned, and reviews of CASAS competency performance reports. The CASAS TOPS Enterprise report data is reviewed by administration for individual classes and for schoolwide or program wide data that is submitted to CASAS quarterly and at the end of the year reports as part of the WIOA grant and the Adult Education Block Grant reporting requirements. Changes in program schedules, teacher assignments, course offerings, and course resources (such as adding computer software for student learning) are based upon the review of student achievement and enrollment / attrition data.	➢ Follow-Up Surveys ➢ Feedback ➢ HiSET Practice Tests ➢ GED Tests

Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Findings	Supporting Evidence
To maintain accountability, assessment data are shared with staff during all staff meetings. The learning gains and quarterly reports are reported to	➢ CASAS Test Scores ➢ EL Civics Results

the state. Testing technicians constantly communicate with instructors to follow up on testing schedules, make up tests, and testing scores. CASAS Scores and CASAS Competency Reports are emailed to teachers to help them identify students' areas of strength and needed growth. Instructors also give their students formative and summative assessments aligned to their curriculum. This is in addition to the CASAS tests. ESL and Citizenship teachers also give their students EL Civics Assessments at the end of each EL Civics Unit. The assessment data is recorded and uploaded in TOPS Enterprise. Teachers give quarterly progress reports to students to share student progress. Teachers use multiple measures to determine their students' progress and needs and can adjust to support student learning outcomes. If students are struggling, the instructor can contact the counselor, administrator or coordinator to assist with proper placement for the student if the student has been misplaced by level or program. While student work (writing products, projects, presentations) is often discussed during PLC meetings, student assessment data is not integrated as frequently. There is a need to utilize assessment results more frequently when teachers work in PLC meetings. The school has an annual graduation ceremony to reward those students who have completed their High School Equivalency program or earned their High School Diploma. This ceremony is attended by our School Board and District administrators. This is a time to highlight student success stories and share them with prospective students and current students during the ceremony. ESL students are also given certificate of completion after every EL Civics Unit. The CNA, LVN, Citizenship, and Custodial Classes also have ceremonies here on campus to celebrate their hard work and achievement.	➢ CFA's ➢ Summative Assessments ➢ Unit Assessments ➢ CASAS Gains Report ➢ CASAS Competency Report ➢ Quarterly Progress Report ➢ Steck-Vaughn

Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Findings	Supporting Evidence
All curricula used at the Fresno Adult School have been designed to meet core competencies and specific learning outcomes at each level in all	➢ Ventures

classes. Course materials used are current and updated as need to ensure it is aligned with Common Core State Standards, College Career Readiness Standards, rigor and sequencing in keeping with best practices. Objectives are documented in course syllabuses and in the Guranteed Viable Curriculum (GVC).

ASE Program: The Adult Secondary Education test preparation program has identified levels and learning outcomes. Assessments include CASAS pretest and posttest scores for English Language Arts and Math, and GED formative assessments. The students' progress through two levels in math or language arts until they are ready to start taking the GED or HiSet tests. This program has effectively integrated Aztec into instruction and students take formative (practice) GED tests to determine which of the subjects they are ready to take and what skills they still need to learn in all subject areas with options in both English and Spanish. We also use Aztec Spanish GED/HiSet prep software as a support for science and history in those areas.

The Spanish ASE program has not established separate levels and there has been discussion about identifying pre-requisite skill levels to determine which students are ready to take the preparation classes in HiSet or GED in Spanish. The Spanish ASE program offers classes focusing on either Language Arts or Math in different locations throughout the district. This has been one of the fastest growing programs. Most of these students take the HiSet test rather than the GED test. Therefore, the HiSet practice tests are used as formative assessments. In order to meet the WIOA requirements these students started also taking the CASAS test which is only available in English. This is a challenge for this population of students who are studying in Spanish for their High School equivalency tests.

The ASE High School Diploma Program: This program has traditional classroom high school courses aligned to the school district curriculum. Students receive grades and earn credits as they complete individual assignments and tests to determine if students are accomplishing the course's learning outcomes. In addition, the online Edgenuity program provides courses aligned to Common Core State Standards. Students take formative assessments and complete course objectives that are integrated into the program. The program is self-paced so students may complete

- ➢ Burlington English
- ➢ EL Civics COAAPs
- ➢ Aztec
- ➢ Edgenuity
- ➢ Course Syllabi
- ➢ CASAS Test
- ➢ Curriculum Maps
- ➢ Rubrics
- ➢ Steck-Vaughn
- ➢ Progress Reports

some courses very quickly while other courses require more review and practice through the online instruction. These assessments are used to determine credits earned for each course.

In ESL, competencies are defined by CASAS. In addition, learning outcomes for ESL are aligned with EL Civics, CASAS competencies, ELD and Common Core State Standards. We have been using Ventures as the adopted textbook in the program. Since the pandemic, we also started using Burlington English as our online curriculum. Both Ventures and Burlington English are aligned to CASAS competencies, Common Core State Standards, and College Career Readiness Standards.

The CTE Program: The medical pathway includes prerequisite courses leading to clinical courses with various assessments. The tests are aligned to the VN board approved curricula. Clinical classes require performance-based skills tests. During the program, students prepare for the NCLEX licensing exam. Students from Fresno Adult School have always outperformed the state average for this exam. The Certified Nursing Assistant program students, likewise, take both traditional classes and clinical skills internship courses. Students will take the online credential test. The FCC medical prerequisites are aligned to VN Board approved curriculum, as well.

The Food Service students prepare for performance-based assessments while learning the various stations of the restaurant. In addition, they also prepare for the California Food Handlers test. This program includes English language learners. All CTE teachers are learning strategies to support English language learners during the schoolwide Professional Learning Days. The Food Safety and Management program teaches students how to manage & operate a business. Fresno Unified School District Nutrition employees are mandated to take our Food Safety & School Nutrition Management courses. These courses prepare them for state audits.

Our Custodial class is part of our IELCE program. The IELCE program provides instruction in English Language Acquisition (ELA), literacy, and the rights and responsibilities of citizenship and civic engagement. The instruction is contextualized in an Integrated Education & Training (IET) program. The ESL co-teacher will deliver the ELA, literacy, and

civics education components of the program, while the CTE instructor delivers the workforce training. The Custodial program is also a skills-based program with direct connections with FUSD for internship experience. Students pass or fail the skills performance assessments designed by the instructors of this program. The Office Assistant program integrates computer-based course work for various office system skills. The assessments are integrated into the program. These include Excel 2013, Microsoft Office, and Business Communications. Each course is 6 weeks in length. Students prepare for the industry certification test. Once they successfully pass the tests, students are fingerprinted and the FUSD Human Resources department provides funds for the cost of fingerprint background checks. Students in this program complete externships at various FUSD school sites. Students have been hired into FUSD school sites through the support provided by the instructors and job placement staff at Fresno Adult School. Teachers work in Professional Learning Communities for each program area (CTE, ESL, and ASE) and have integrated multiple ways to assess students and measure students' progress towards learning outcomes. Assessments include grading rubrics (EL Civics), common formative assessments, and various ways to check for understanding so instructors can adjust their instruction to support student-learning outcomes. Curriculum maps are reviewed by faculty. They discuss students' skills and progress to ensure that students can successfully transition between levels, or across programs or into careers. All teachers give student progress reports so students know where they are in each course and what they need to work on.	

Indicator 6.4: A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

Findings	Supporting Evidence
Student work, along with assessment data, is the primary evidence in determining student achievement and the Student	➢ Oral Presentations

Learning Outcomes. This data is used to inform students of their progress through quarterly progress reports. Teachers analyze and discuss the data in their PLCs (Professional Learning Communities) to plan for next steps. The data also helps teachers identify students who need additional support. Teachers use evidence of checking for understanding techniques (CFU), formative and summative assessments to determine readiness for completion and advancement. At the school site level, assessment data is used to make program decions. For example, we found many paraprofessional students struggled with passing the TABE test, so we added Aztac Tabe prep as part of the paraprofessional pathway to support student outcomes.	➢ PowerPoint Presentations & Research Papers ➢ Skills Video ➢ Writing Samples ➢ Resumes and Job Applications ➢ Gradebook ➢ Progress Report ➢ CASAS Scores ➢ Common Formative Assessments ➢ Summative Assessments ➢ EL Civics Assessments ➢ HiSET Practice Tests ➢ Weekly Content Quizzes ➢ Unit Tests

Indicator 6.5: The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Findings	Supporting Evidence
Administration does the main organizational planning for the school with input from teachers and staff. In addition, feedback gathered from student surveys is also taken into consideration. The Principal regularly receives reports on CASAS data, CTE course completion data, and graduation data. This data is used to make plans for the next school year. Funding allocations are based on program needs, growth areas, areas of decline, and students' demonstrated academic needs. Looking at enrollment and attendance data helps us know when to add classes and hire new teachers. It also tells us when students are dropping and helps us to analyze why this is happening so we can make needed program changes. For example, Edgenuity classes were initially packed, so we split them and added another section. Additionally, when attendance started dropping, we analyzed the	➢ CASAS Data ➢ Enrollment Data ➢ Student Surveys ➢ Student Completion Data ➢ Attendance Data ➢ Enrollment Data ➢ Progress Data/Tracking ➢ Course expansion

| data and saw many students were making no progress. That told us those students might be more successful in traditional classes. | |

Criterion 6. Assessment and Accountability Summary

Areas of Strength

      1.CASAS Data provided to all stakeholders to ensure student learning is effective

      2.Teachers use formative and summative assessments to improve instruction

      3.Using data to make program decisions

Areas of Growth

      1.CASAS Gains & Completion

      2.Establish clear expectations and system of level progression

      3.Need a better system to analyze student data to improve student outcomes

Criterion 7: Student Support Services

Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

Findings	Supporting Evidence
Fresno Adult School (FAS) provides a range of support services to assist students in achieving the school's Student Learning Outcomes (SLOs). A variety of programs and services are offered to all students to support students' success. Support services include academic counseling/advising, one-on-one counseling/advising, college information sessions, immigrant service information and referrals, community college information and application assistance, technology support and various transition opportunities. Partnerships with various agencies such as Workforce Connection, State Center Community College District, Fresno Area Express and local employers, in addition to long-term care facilities such as St. Agnes and various medical offices via our LVN/CAN pathways, have been established to support additional resources and transition opportunities to the students of FAS. There is a need to better analyze and track the services and students' transition into various programs to determine their success and to improve support services. One method that helps to achieve this is through employment earning surveys. Student Enrollment / Orientation Assistance: Fresno Adult School recently implemented a new enrollment and orientation process for ESL, ASE, and CTE programs. Registration & Enrollment Process Changes: Staffing assignment changes continue as streamlined enrollment processes have been developed. All office assistants are now cross trained in course scheduling for all departments, allowing students to be serviced in an expedited manner. The addition of a digital check-in system allows for more efficient student service tracking.	➢ Teaching fellow tutors o Student surveys ➢ Tutoring for the PNAT/Nclex o Feedback on test scores/retention/pass rates ➢ Laptop/Loaner program o Destiny for tracking/ Credit attainment reports ➢ (Counseling) 103 Counseling access addressing personal barriers / Transportation, community referrals o Attendance data and retainment data ➢ (Tech) Heat ticket Ensuring all tech is working properly/ Teachers and Students o Instruction is allowed to continue/ class disruption is minimized ➢ Counseling and credit evaluation o Informed decision making/ goal setting / program decisions ➢ Check-in System o Checking- in when coming in ➢ Bus passes

Students are now able to complete all steps of the process in one visit. In the past, students registered, returned for testing, and returned for schedules. This multiple step process was a barrier to many potential students. Staff assist students at each step of the process. The off-site classes have teachers and assistants who help new students to complete enrollment forms and placement testing in their classrooms. The High School Diploma students need to meet with a counselor with their transcripts, so they need to make an appointment at the Counseling Center in Rm 103 before being enrolled into classes.

Counseling Center Support
All students can access a counselor upon enrollment or by making an appointment. Counselors support high school diploma students with transcript analysis and class placement, but all students have access to counseling supports. If our counselor can't support the student need, they are referred via Unite Us or referred to one pf our partners for support.
We do find a continued to find supports for our students, so working closely with our partners and consortium to see if we can share supports is needed.

    Classroom Assistance:
Fresno Adult School and Teaching Fellows have established a partnership to provide paid opportunities to students who assist teachers in the classroom. They work in the classroom as instructional assistants. Most of the Teaching Fellows are assigned to ESL classes and multi-level classes off site with high enrollment.

    Information Assistance:
Fresno Adult School provides a vast array of information resources for potential and active students. Information is provided via various avenues, from the pre-entry of potential students through the completion of the students' time at FAS. These avenues have expanded to include the various social

- o Transportation / Attendance Data
- ➢ Instructor Support
  - o Retainment data/ Entry transition/ empathy / progress reports.
- ➢ Grades kept in:
  - ▪ Canvas
  - ▪ Google Classroom
  - ▪ Moodle
  - ▪ Grade Pro
  - ▪ EZ Grade
  - ▪ Grading systems built into Edgenuity & Aztec
  - o Mobile Labs
  - o Bus Passes

media platforms available today, such as Twitter, Facebook, and YouTube. These are in addition to the traditional avenues such as billboards and TV commercials.

FAS is staffed with full-time and part-time office staff to provide information assistance to all students who walk-in and or contact our office via phone. They are knowledgeable of the various programs and provide information including, but not limited to, enrollment dates & office hour information. In addition, they refer callers and walk-ins to the appropriate departments for further assistance when needed.   The adult school also has a web site, https://www.fas.edu, and marketing banners that are visually aligned by color scheme for each program.

    Immigration Assistance:

Fresno Adult School partners with many agencies to provide immigrant integration services. The services started with the citizenship program's partnership with San Joaquin College of Law, which provides free legal assistance for the naturalization process. The services have expanded as other immigrant service providers have joined the network known as the Central

Valley Immigrant Integration Collaborative (CVIIC).

Transition Assistance: Fresno Adult School has had a history of working with Fresno City College to provide transition services to post-secondary education, which now includes dual enrollment with FCC and for CTE courses. Transition services include orientations, application workshops, test placement, and student success workshops. Fresno City College has provided placement testing services at Fresno Adult School campus. In recent years, FCC classes have also been offered on site for ESL students who attend both Fresno Adult School and Fresno City College classes during the same school year. Fresno City College also offers dual enrollment for medical prerequisite classes and Computer Literacy classes. Students are dually enrolled and have access to both FAS & FCC support services.

Technology Assistance:

Cesar E. Chavez Adult Education Center has computer labs available to classes on a rotating basis as scheduled by teachers. Computer labs are also used for the enrollment and testing process. Several classrooms require full-time access to computers as part of the curriculum. Most ASE & ESL classes have a mobile lab assigned to the classroom for student use. Since 2021, Fresno Adult School has had a technology loaner program distributing laptops to students enrolled in any program at FAS who do not have technology at home. In the 2023/24 school year, it has expanded to loaning laptops to students in any class program that may require the use of technology. This program ensures that students with technological needs can access the technology necessary to be successful in their classes. Finally, each classroom has student computers as well as a teacher desktop computer, a Promethean Board, and an audiovisual system with a computer. Transportation Assistance FUSD, in partnership with the city of Fresno, has provided bus passes for Fresno Adult School students. This has been a major win for the school and students, as this is one of the highest barriers for student attendance.	

Indicator 7.2: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

Findings	Supporting Evidence
The counseling and academic advising is developed and implemented by FAS counselors and program administration to ensure equity and access to all students, as well as academic success. Counselors meet with students and establish a Student Learning Plan to map out the goals and pathway to assist the students in meeting their educational goals. FAS has also established a partnership with State Center Adult Education Consortium (SCAEC) to provide additional advising to students seeking resources	➢ The school support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

and/or program pathways not currently available at FAS. The development of counseling/advising processes occurs through student, staff, and community surveys, focus groups, and evaluations of staff and administration. The administration also collects student achievement data to evaluate the effectiveness of program services and counseling. Administrators make class visits to observe programs and services. There is an ongoing need to evaluate partnership services and to track students' success after transitioning into other programs both within the adult school and across programs working with Fresno Adult School. One area of need we see is the need for clear pathways to transitions: ESL to ASE, ASE to CTE, Pathways for all CTE programs that show clear progression through programs. These should be available as handouts in the counseling center, on the website, and in a student handbook.	➢ Counseling Support for transition ▪ New data system / new transition data captured / Currently self-reported data ▪ Growth needed in follow through with students. ➢ Letters of Recommendation/Support ▪ Tracking support students into schools, programs, and employment ➢ Growth Opportunity – (Reports back from transition partners) Data accountability reporting group. ➢ Scholarship programs ▪ Helps supports students for programs that cost money.

Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Findings	Supporting Evidence
Support services available to students may include referrals to workforce connections, social services, or counseling. In addition, staff suggested that a contact list of community services be provided to students upon entry. A variety of services are provided to students	➢ Counseling Meetings ➢ Teacher student referrals ➢ Other School Counselors/ ➢ Surveys ➢ Career Counseling / Job Developer

from entry to exit, but not all students are aware of the services.
 	
Our counselors use Unite Us as a support referral service when students are in need of supports we do not provide. We offer resource fairs each fall where many support service partners share services and resources with students. We also offer a spring career fair where students can get career info and sometimes are hired on the spot.
 	
Our partners are available for consultation in the Counseling Center weekly. Students make an appointment with the SCAEC counselor, FCC counselors, and CIVVIC consultants. IN the past, Workforce Connection was also at out site, but we now have to refer out to Workforce Connection.
	▪ Supportive services
	➤ Growth Needed in specific professional support in employment and mental health.
	 ▪ In the classroom –
	 ▪ Gaps with learning between students
	 ▪ Enrollment and retention was higher in the past
	 ▪ Open enrollment challenges
	  ○ Resource Fair
	  ○ Career Fair
	  ○ Untie Us

Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

Findings	Supporting Evidence
Currently, administration facilitate surveys to gather input. Students share their support needs when they meet with academic counselors, administrators, classroom instructors, and/or office staff that assist in the enrollment process. Student needs are also often expressed by potential students at community events, meetings and outreach events. Teachers use student data to differentiate instruction daily and, in their PLCs, when examining student work to improve teacher efficacy and increase student supports. Data that is collected to determine if support services are effective includes persistency rates, course level completers, and the number of students who complete their High School Diplomas and GEDs. Student pass rates on EL Civics assessments also indicate that these units increase the ESL learners' ability to obtain resources needed to overcome the	➤ Instruction modality ▪ Diversifying our instruction allows education access to multiple populations. ➤ Differentiating of instruction for students ▪ Allows students with differing learning styles access to materials. ➤ Progress Report ▪ Multiple forms of measuring and communicating

barriers they may be facing. There is still a need to better track individual student's progress across programs.	students' progress in their education. ➢ Resource / Career Fair

Criterion 7. Student Support Services Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Classrooms are Resource Rich
2. Differentiating instruction/content delivery
3. Supportive staff to our students

Areas of Growth

1. Student Voice
2. Communication
3. Direct professional support / Mental health / Job developer
4. Utilize partner services that support student needs mentioned in number 3

Criterion 8: Resource Management

Indicator 8.1: 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.

Findings	Supporting Evidence
There is a strong focus on responsible fiscal management with the necessary checks and balances in place both in the school and with our district. The district is audited annually by external auditors. The school is audited during the same process as the district and has faced no issues because of such audits. Each week, our Budget Technician works with our district to provide a summary budget to each administrator and works to help each person with fiscal decisions. A summary budget is prepared for the Board each year, including allocations for each program at the Fresno Adult School. The budget is presented to the Board for review. Board minutes are distributed by the district and are available online, so this information is publicly available to all stakeholders. The large categories of the budget are presented or reviewed with the staff and stakeholders at the beginning of each year during "Institutional Service Day." Fresno Unified School District (FUSD) provides a financial system (AMS) granting appropriate access to school staff. The system furnished real-time information on current budgets, current expenditures, future encumbrances, and balances for each budget line items. Administration works closely with the District's Fiscal Team and the school's Budget Technicians II to ensure the accuracy of data. The Chief Operations Officer regularly communicates with the District's Fiscal team the school's administration and budget technicians. All purchases entered into AMS by staff, must be approved by the school's department administrator, and the principal.	➢ FUSD Rigorous fiscal processes ➢ Annual audits by external auditors ➢ Budget Tech support ➢ Summary Budget submitted annually to FUSD Board ➢ Board Agenda Items & Minutes ➢ Budget Review for Staff on Buy Back Days ➢ AMS Financial System for budget accuracy ➢ District Fiscal team that supports FAS and adult ed funding and reporting ➢ Budget Prep prepared for FUSD Executive Cabinet members for review ➢ Updates in Board Communications and publicly available for

Each year, school administration prepares a budget that is discussed with District staff and is included in the district-wide plan presented to the Board. Based on the plan, each year the school prepares and submits an updated detailed plan that is uploaded into the accounting system. The plan is created and includes projected revenues from all resources and projected expenditures for certificated and classified salaries, benefits, equipment, supplies, service, and indirect costs. Updates are included in the monthly Board Communications which are publicly available. The school's revenue which forms part of the reserve allows FAS to cover its cash flow shortfalls when revenue or grants are not received in a timely manner from State or Federal grantors. The school is insured through the district and provides necessary insurance waivers to partners as needed. Grants, externally funded programs, and contractual relationships are managed in partnership with the District Risk Management Department. Contracts are created through collaboration with the purchasing department, which reviews or provides language. Once they have been authorized by the appropriate official, they are attached to the AMS system so purchases against them can be monitored.	review ➢ FUSD Risk Management Support for FAS when funds are not yet available. ➢ Purchases monitored by FUSD Purchasing

Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

Findings	Supporting Evidence
Each week a budget summary is prepared and reviewed by the administrators at Fresno Adult School. At the district level, the Fiscal Department monitors revenues and expenditures as part of their regular management process. In addition, at the school level, the school's budget technicians regularly meet with administration and fiscal services to track and review all funding sources and expenditures.	➢ Budget summary prepared and reviewed bi-weekly with department admin.

Administration has access to AMS and uses the system to monitor incoming revenues and expenditures to compare against the plan. The Chief Academic Officer conducts a detailed school board presentation at least once a year, program changes, and events quarterly where financial updates, needs, and decisions are based. The principal meets regularly with the Area Superintendent and Director of Alternative Education and provides ongoing updates to the Board and our Superintendent.	➢ FUSD Fiscal monitors revenues & expenditures. ➢ CAO prepares annual FUSD Board presentation. ➢ Principal meetings with Area Supt & Alt. Ed supervisor

Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Findings	Supporting Evidence
Funds are used judiciously to ensure the facilities and support materials are sufficient for the programs offered. Facilities are maintained by the district in collaboration with the school with a range of funding sources being available. Requests for facility improvements are made through Facilities, Maintenance, or Safety Departments, and funds are allocated and approved as appropriate by the Superintendent or designees. Requests for technology purchased go through the Director of Technology to ensure we are getting the best pricing, quality, and adherence to district guidelines and that purchases are also approved by our fiscal office. Funds for support materials such as books are budgeted by the district or school depending on the program. Any aligned programs with the district are purchased by the district. For example, materials are purchased by our district for our high school concurrent credit recovery classes such as school language arts and mathematics classes. The school evaluated how it is utilizing its existing space each term during the process of adding or scheduling classes. Existing space is then allocated accordingly. The school's main building is in the heart of downtown Fresno and	➢ FUSD pays for maintenance of FAS building. ➢ Tech purchases approved through FUSD Director of Technology. ➢ FUSD pays for baseline curriculum for HSD. ➢ Modernization of school in the last 2 years ➢ Upgrades to all classrooms to be completed by December 2024 ➢ Upgraded technology in all classrooms. ➢ Promethean Board in all classrooms

measures over 100,000 square feet. Most classrooms range between 800-900 square feet and accommodate 35 adults. Classrooms are equipped with Promethean boards, whiteboards, desks, tables, chairs, electric drops, and computers. Wi-Fi access is available throughout the school and provides an environment where all students can be engaged in learning or finding resources.	➤ New golf carts to support traffic flow safety.
The school site is owned and maintained by the district. FAS has a maintenance team supported by the Maintenance Department of FUSD. The school pays for utilities and all maintenance service requests which we call J-Order.	➤ Emergency Procedures drills – quarterly.
Over the past year, the school has initiated a modernization effort to enhance both the student center and classrooms, aiming to create a safe and conducive learning environment. Notably, the entire school has undergone repainting, improving the visibility of signs, parking stalls, and safety zones. Additionally, significant upgrades have been implemented in six classrooms, including refurbished and modernized student stackable chairs, tables, desks for technology, teacher desks and chairs, teacher podiums, and new whiteboards. The objective is to complete the upgrade of all classrooms by December 2024.	➤ Work Orders submission for needed repairs that are not done by campus maintenance staff
Furthermore, all computer labs have received upgraded chairs, providing students with more comfortable and accommodating seating. Switch expansions have been undertaken to enhance connectivity, offering teachers increased access and opportunities to leverage technology for the benefit of students.	
To help ensure safety of students and the facility, we have a public address system, walkie-talkies, and earpieces to keep information flowing within the safety team. We also added a new golf cart for the Campus Assistant to patrol our campus. In addition, the video monitoring system is maintained by the District Technology Department and some of the old cameras on the system have been replaced by the District.	
Students and staff engage in quarterly emergency procedure	

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drills to ensure preparedness. Emergency supplies are readily available to both safety personnel and administration. The staff parking lot is secured by an automatic, coded gate, restricting access to non-employees. Safety staff routinely inspect items like fire extinguishers, and annual servicing is conducted. Our maintenance staff is responsible for the upkeep and cleanliness of our facilities. Staff can submit work orders to request minor maintenance or additional cleaning support as needed.

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Criterion 8. Resource Management Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Rigorous fiscal controls are in place at the school and district, which prevents overspending.
2. The use of resources is evaluated each year during the budget planning process.
3. The school's building and facility are well maintained.
4. FAS is well located and near to central bus locations.
5. Budgets are aligned to the school's mission.
6. The school has access to district facilities in which it can expand programs and offer classes to parents and members in our community.

Areas of Growth

1. While the school does have some alternative funding sources such as grants, there remains a need to generate income streams and in-kind support that do not rely on the State or Federal programs.

Criterion 9: Community/Educational Partnerships

Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

Findings	Supporting Evidence
We work alongside many organizations such as Fresno City College, State Center Adult Education Consortium, Workforce Connection, TRiO, Department of Social Services, California Food Bank, and CVIIC to offer an expansive range of services and resources that benefits all our students. A more expansive list of our partners can be found at the end of chapter 1. We implemented a student survey to quantify the potential barriers that affected students' academic success and address other important needs that students requested. The responses demonstrated a large need for a job developer, seeing as help searching for a job and employment support were the top responses in transition and community resources. SCAEC and Workforce Connection also support these needs, but we often must submit individualized referrals and given the volume of referrals that these organizations receive, having a full-time staff member working directly on campus five days a week would be the most beneficial for students. We have consistently held an annual Fall Resource Fair and a College and Career Fair in the Spring. Many community organizations and partners that offer Career Technical Education/Hands on training, degree or certification programs, and employment/job opportunities have been in attendance year after year. We even expanded our employers to include Fresno Unified School District's Human Resources and Special Education Departments so that students could learn more about the application process and how our program certifications can lead to employment within different departments or areas of the district. Our Project Manager has also created partnerships with many local employers who have come to campus to share different employment opportunities within their companies. For example,	➤ Sample size = 686 responses ➤ Top 3 transition supports requested: ○ Help searching for a job ○ Preparing plans after graduation ○ How to enroll into Fresno City College ➤ Top 3 community resources requested: ○ Employment Support ○ Mental Health Support ○ Housing/Homeless Support ➤ Partnerships ○ SCAEC; resume & Indeed Job Search Support ○ FCC Counselors/Workshops/Pathways ○ FAS Counseling Support ○ Omega Health & CareSolace ○ Dept. of Social Services

Fowler Packing Plant covered multiple job positions available at their company and even expanded on the endless opportunities to promote or train in an area where they would most like to whether that is management, fiscal services, contracting, or dispatching. They have also developed relationships with employers within the Healthcare, Management, Skilled Trades and Labor, and much more. In an effort to reduce our high transient rates, a survey was created to address students' needs that may have created barriers to their academic success. Based on the responses, different partnerships were created or re-established.	(CalWorks; CalFresh; Emergency Services-Housing, Food, etc.) ➤ Employment Workshops held by Project Manager

Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

Findings	Supporting Evidence
Fresno Adult School is committed to assisting students reach their education and career goals. During the 2022-2023 school year, we partnered with Fresno City College to expand our medical, business, and computer Pathways and course offerings. We now offer dual credit courses and we have created more opportunities for students to transition into higher education to pursue long and/or short-term programs and certifications after completing our programs at FAS. Several Community College workshops have been held on our campus to guide students through the Community College application process, complete a financial aid application, and gain access to program advising. Several of our staff members also attend the annual State Center Community College District (SCCCD)/State Center Adult Education Consortium (SCAEC) College Showcase to learn about various degrees or pathways that students can pursue at different Community Colleges within the San Joaquin Valley.	➤ Business, Medical, and Computer pathway courses ➤ Open House photos, sign-in sheet, and permission slips (bussed students over) ➤ Students must meet with a counselor to have their SB554 Form completed and sent over to Community College counselors to authorize eligibility ➤ Referrals are created and tracked through the UniteUs Platform. ➤ Unite us ➤ Program advertisement at area schools ➤ Fresno City College Medical Pathway classes with dual enrollment

Programs or topics such as Career Technical Education (CTE), Dual Enrollment (SB 554), Allied Health, English for Multi-Lingual Speakers (EMLS)/English as a Second Language (ESL), Non-Credit courses, Financial Aid, and much more are discussed in detail so that we can share this information with our students to make them aware of the opportunities that they can pursue.

Fresno City College has also begun holding a Spring open house event geared towards adult education students. The ideal outcome of this event is to help adult education students transition more smoothly into the community college atmosphere by having them take tours of the campus and learn more about the various CTE programs, degrees for transfer, and certificates that they offer.

To encourage our students to transition into higher education, we provide transportation to shuttle our students over to the community college so that they can be in attendance for important events such as this one. We are also making students aware of the SB554 Dual Enrollment program where HSD or HSE students can begin earning college credit while working toward a diploma or certificate of equivalency.

Some of our administration team member also attend the Workforce Connection Partner Alliance on a quarterly basis to get an update on employment trends and learn about various programs and employment opportunities that are being offered in the San Joaquin Valley. This partner alliance has grown to be a large network and it is extremely beneficial because different members will send out job opportunities and promote job fairs. Being in a network such as this one benefits our students because as we are sent these employment opportunities, we share them out to our own network of staff to circulate amongst their students.

Our project manager also networks with many local

➢ SCAEC College Showcases area college pathways
➢ Fresno City College Spring Showcase
➢ Workforce Connection partnership

employers. Several Departments within Fresno Unified School District often come out for employer workshops on our campus because many of our career technical education programs such as Office Assistant, Paraprofessional, Food Service, and Custodial Operations are generally direct pipeline programs that lead to employment within our school district and neighboring school districts as well.   UniteUs is a platform used to create referrals for students to workforce development organizations such as Workforce Connection, State Center Adult Education Consortium, etc.

Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experiences.

Findings	Supporting Evidence
Teachers and counselors often invite transition partners to come to campus to speak to students about various resources and services they provide. For example, Mr. Hinojosa from the State Education Consortium often stops by classrooms to share about what he does as a transition specialist and how he can support students' transition to community college. School counselors are also tasked with running focus groups for specialized groups of students. For example, one of our counselors works closely with our Special Education students. After talking with these students to get an idea of what they would like to do after earning their diploma or basic employment skills, the counselor reached out to different organizations to develop partnerships and have them come to campus to do presentations on the different resources or services that these students could utilize. Some of the presentations	➢ Sign-up sheets for resource and college/career fair events ➢ Sign-in sheets for FCC application workshops ➢ Sign-in sheets for students who attended employer workshops ➢ Several organizations were invited to do presentations for students about how they can advocate for their rights, request an in-home health aide, apply to the DSPS program at community college, etc. ➢ Student focus groups: Special Education, African American students, & EL Learners ➢ Transition partners, local employers, workforce development agencies, etc.

that were given were conducted by Fresno City College's Disabled Students Programs and Services (DSP&S) Department, Department of Social Services In-Home Supportive Services (IHSS) Social Workers who reviewed the program overview and how clients could choose their caretakers, and Disability Rights California who taught our students about the importance of self-advocacy.	Are invited to participate in student-centered events such as Resource Fairs, College/Career Fairs, student workshops and more.

Criteria 9. Community/Educational Partnerships Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Improvement or development of key partnerships that address student needs.
2. We are improving with data collection which results in data driven support being provided to our students such as advocating for a job developer, creating intentional student workshops for applying to college, etc.

Areas of Growth

1. Based on the survey data and the services of our transition partners, we would greatly benefit from hiring a job developer who can assist students directly on campus with job searching, the application process, and tracking employment gains/finding employment.
2. Continued expansion of work with partners to offer resources and programs to FAS students.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

The chart below shows the areas of strengths and growth, and the major student learner needs that were compiled through the analysis of chapter 2 data and the criterion in chapter 3 in Focus Groups and Home Groups.

Prioritized Areas of Strength
Criterion 3.1 School Mission, Culture, & Schoolwide Learner Outcomes
The school reviews student data with all stakeholders when assessing/designing instructional supports, students supports, and class offerings.
The Mission Statement was reviewed and the SLOs updated to reflect current student needs during this self-study process.
FAS meets regularly with all stakeholder groups to provide input on student and program needs.
Criterion 3.2 Governance, Organizational Infrastructure, & School Leadership
Communication has been increased in significant ways: Program advertisement, Staff Huddles, Staff Handbook, Classified handbook, bi-weekly department meetings, etc.
The school district leadership, school board, & SCAEC Consortium provide direct oversight and support to the principal and the governance structure of Fresno Adult School
Professional Learning Community Structures in place to support student data analysis and increased student outcomes.
Criterion 3.3 Faculty & Staff
Process for hiring staff is equitable
FAS/FUSD offers many opportunities for professional growth
Classified Learning is stationed on campus and aligned with school and district personnel needs
Criterion 4: Curriculum
Individual support for students and other adult schools
Grading / passing rates are almost 100% for our health pathways
Successful partnership with SJCL in passing the naturalization interview
Criterion 5: Teaching & Learning
Staff at FAS effectively works to get to know all students
Higher student satisfaction in classes
Increased technology weaved in classes, as their own classes: computer literacy, and as a supplement
Criterion 6: Assessment & Accountability
Teachers use both formative and summative assessment data to improve teaching.
Clear learning outcomes are embedded in Guaranteed Viable Curriculum (GVC)
CASAS data are provided to all stakeholders to ensure student learning is effective.
Criterion 7: Student Support Services
Resource Rich
Differentiating instruction/content delivery
Supportive staff to our students
Criterion 8: Resource Management
Rigorous fiscal controls are in place at the school and district, which prevent overspending.

Budgets are aligned to the school's mission & use for resources are evaluated each year
The school's building/facility are well maintained and is centrally located
Criterion 9: Community/Educational Partnerships
Improvement or development of key partnerships that address student needs.
We are improving with data collection which results in data driven support being provided to our students such as advocating for a job developer, creating intentional student workshops for applying to college, etc.
Prioritized Areas for Growth
Criterion 3.1 School Mission, Culture, & Schoolwide Learner Outcomes
While FAS has implemented schoolwide Progress Reports, there is a continued to inform student of their progress with the SLOs.
We have a continued need to refine how the revised SLOs will be measured.
FAS has a continued need to build/expand partnerships with consortium partners, community partners and organizations that can provide additional supports to students
Criterion 3.2 Governance, Organizational Infrastructure, & School Leadership
Although we've seen immense growth, communication of program changes will always be a need and a priority. Creating an established process may support this area.
Establish and post on FAS website an annually updated handbook for students, staff, and faculty for basic school information that addresses Frequently Asked Questions
Establish a more systematic review of the Action Plan
Criterion 3.3 Faculty & Staff
Structured way for staff to bring professional development training back to all faculty/staff
Way to measure the impact of professional learning on student achievement
Structured On-Boarding for new hires
Criterion 4: Curriculum
Additional support for all learners (especially our multilingual and special education students) getting through different career pathways offered at FAS
Tracking post-completion data– transitions, employment,
Establish systems in place to revisit curriculum and how is that assessed across departments
Criterion 5: Teaching & Learning
More opportunities for students to assess experience and learning (surveys @ progress report ti
Continuous staff training in technology – OTAN
More ways to enhance student engagement
More opportunities to review student data to inform achievement
Criterion 6: Assessment & Accountability
Need a better system to analyze student data to improve student outcomes.
Testing Technicians need to be assigned to teachers to ensure constant communication to capture Post CASAS Test
Criterion 7: Student Support Services
Student Voice
Communication
Direct professional support / Mental health / Job developer

Criterion 8: Resource Management
Alternative funding is available, but a continuous need for grants for in-kind supports remains
Criterion 9: Community/Educational Partnerships
Based on the survey data and the services of our transition partners, we would greatly benefit from hiring a job developer who can assist students directly on campus with job searching, the application process, and tracking employment gains/finding employment.
Continued expansion of work with partners to offer resources and programs to FAS students.

As an instructional leadership team, we then consolidated areas of strength and growth from chapter 3.4, 3.5, 3.6, 3.7, & 3.8 into clusters that connected. We also incorporated student supports survey results from a schoolwide student survey and the rest of the chapter 3 criterion areas for growth. Once the growth areas were merged into clusters, we started to see a stronger connection to the themes in the major student learner needs. Staff were then asked to organize the merged areas for growth list into a prioritized list. They were also asked to prioritize the major student learner needs. During our discussions and meetings, we continued to unpack the prioritized areas for growth, as they were densely packed and needed more discussion and definition.

Prioritized Areas for Growth (After Consolidating/Clustering & Prioritizing)
1.Additional student supports for all learners (i.e., multilingual and special education students, navigating various career pathways offered at FAS and beyond, professional support, job developer, mental health)
2.More ways to enhance student engagement including more frequent opportunities to hear student voice to assess experience and learning (i.e., surveys at progress report time
3.More data review and tracking student data to inform achievement and improve student outcomes, including CASAS post-tests, post-completion data, such as, transitions and employment
4. Establish systems in place to revisit curriculum and how it's assessed across departments
5. Continuous staff training in technology – OTAN, Promethean

Major Student Learner Needs (Derived from Areas for Growth)
1.Student engagement: student voice/input into schoolwide decision making, student involvement in goal setting & progress, student data shared with students
2.Increase critical thinking skills for college and career readiness.
3.Data analysis to inform decision making (Instructional/Budget, etc.)—evidenced by increased persistency and measurable skills gains
4.Writing as data needs to be a schoolwide focus: schoolwide writing opportunities, where students across programs can communicate effectively through written communication

Once the chapter 3 self-study process was completed, the top four areas of growth were represented by a combination of the student needs survey, Areas for Growth, and the Major Student Learning Needs and should be the major focus of the action plan. They are as follows:

Areas for Growth for Action Plan:

1. Student Engagement & Supports
2. A focus on Critical Thinking in the classroom to support student growth
3. Data: A continued focus on data for instruction and student support
4. Professional Development: Technology & Build Instructional Capacity

Chapter 5: Schoolwide Action Plan

Action Item 1 – Student Engagement & Supports

Objective: Over the next 3 years, FAS will continue to provide student engagement opportunities within the school/classroom & provide additional student supports through partnership expansion and explore additional site-based supports in order to enhance instructional practices, improve schoolwide learning outcomes, and increase student transitions and supports by 10%.This will be measured by student surveys, progress reports, and increased CASAS scores

Action Steps	Timeline	Personnel Responsible/ Involved	Resources	Means to Assess Improvement
Professional Development/Training to support increased student engagement via: technology training, instructional strategies/methods, persister data analysis and strategies to address persistence.	Quarterly	Site Techs Teachers Site Admin teachers OTAN CalPro CASAS Data	OTAN CalPro CASAS Data Site Tech support	Increased student engagement Increased teacher efficacy with instruction based on admin observations, teacher reflection, and student feedback and testing/achievement data.
Teachers will continue Progress Reports for Students. Teachers will review student progress & Students will use Progress Reports as a goal setting tool	Quarterly	Students Teachers	Site Tech Admin Teachers	Teachers will give out qt progress reports to inform students of class/goal progress Students will set goals based on progress report information leading to increased engagement and ultimately, increased student growth.
Leverage FAS partners Workforce Connection partnership to provide on-site resume building, career research, & job search services	Spring 2024 in preparation for 2024-2025 implementation	Administration Support Staff SCAEC Partners	Workforce Connection Support Services	Increased and utilized students' supports for resume building and job search preparation
Leverage consortium/community partners for support services and other wraparound Services for students	Spring 2024 in preparation for 2024-2025 implementation	Administration SCAEC Partners SCAEC Transition Specialist	SCAEC Partners Community Partners	Survey of partner services Have a network of systems and services in place in the community to connect students with needed supports and resources
Student Handbook with basic information about programs and career pathways	Spring 2024 in preparation for 2024-2025	Administration Project Manger Counseling Center Classified support	Canva Classified Supports	Increased communication to students regarding: classes, supports, programs, career pathways CASAS Test prep,

				test dates, partner resources available
Continued & Expanded Student Focus Groups: EL Learners SpEd Learners AA Male HSD Learners	Spring 2024 in preparation for continued implementation	Administration Counseling Center Classified Support	SCAEC Community Partners Student Surveys	Increased student engagement and student voice as part of site decision making Student Needs Survey responses Increased student CASAS outcomes: persistence, completions/growth
Bi-Annual Student Needs Survey, Student Feedback of Instructional, and Site Supports	Spring 2024 in preparation for 2024-2025 & continued implementation	Teachers Administration Counseling Center Classified Support	Microsoft Word forms Classified Staff Student Survey Data	Increased student engagement and student voice as part of instructional decision making and site decision making Student Needs Survey responses Increased student CASAS outcomes: persistence, completions/growth

Action Item 2 – Build Students' Critical Thinking Skills

Objective: By the end of June 2024, have a 3-year plan in place that builds teacher efficacy of instructional strategies and methods supporting increased instructional rigor and student critical thinking, leading to increased students gains, persistence, and schoolwide learner outcomes by 10%, as measured by CASAS and teacher created rubrics.

Action Steps	Timeline	Personnel Responsible/ Involved	Resources	Means to Assess Improvement
Professional Development that support data analysis (Competency Reports, Content Standards, Individual skills profile, & Learning gains),and CCR/CCSS standards alignment.	Spring 2024-continue data dives with support from: CASAS, CAlPro, OTAN in the May of 2024 and continue quarterly through 2024-2025	Teachers Administration Trainers	Admin District support personnel CASAS OTAN CalPro	Assessments aligned to standards Instructional strategies and differentiation that supports student scaffolding Instructional moves/planning based on test/report data/progress report data.
Professional Development/Training to support increased student engagement via: technology training, instructional strategies/methods, persister data analysis and strategies to address persistence.	Quarterly	Site Techs Teachers Site Admin teachers OTAN CalPro CASAS Data	OTAN CalPro CASAS Data Site Tech support	Increased student engagement Increased teacher efficacy with instruction based on admin observations, teacher reflection, and student feedback and testing/achievement data.

Disciplinary Literacy & English language linguistic Training leading to support strategies embedded into all classroom instruction	Spring 2024 Schoolwide Write and continued implementation for 2024-2025	Teachers Lead Teachers Administration	Classified Supports	Schoolwide analysis of student data results leading to informing of instruction supports needed in the classroom Walkthrough data
Increased Writing Across the Curriculum in ALL FAS classrooms: Daily writing embedded into instruction in ALL FAS classrooms	Spring 2024 Schoolwide Write and continued implementation for 2024-2025	Teachers Lead Teachers Administration	Classified Supports	Schoolwide read and analysis of data results leading to informing of instruction supports needed in the classroom Walkthrough data
Refocused Effort of PLCs on CFAs and analysis of student work using protocols	PLCs on-Going	PLCs Administration	Regional Trainings PLC Training materials Protocols for data analysis Curriculum Map Curriculum Guide (TBD)	Increased student achievement and Increased teacher efficacy with instruction based on admin observations, teacher reflection, and student feedback and testing/achievement data.
Continued Efforts of Lead Teachers to create Curriculum Guides that include rubrics and Curriculum Maps aligned to CCRS in support of rigorous instruction	ILT/PLC ON-Going	ILT LEad Teachers	FUSD PD Support Admin OTAN CalPro Regional Lead Teacher Trainings	Increased student achievement and Increased teacher efficacy with instruction based on admin observations, teacher reflection, and student feedback and testing/achievement data.

Action Item 3 Data: A continued focus on data across the board: for instruction and student support
<u>Objective</u>: Over the next 3 years, FAS will develop and utilize systematic data driven protocols and analysis of student data to inform instruction, program planning, and to increase schoolwide learner outcomes. This will lead to increased students gains, persistence, increased transitions, and student outcomes by 10%, as measured by CASAS.

Action Steps	Timeline	Personnel Responsible/ Involved	Resources	Means to Assess Improvement
Teachers will analyze CASAS Report Data, TE Report Data, and Progress Report Data in PLCs to inform instructional strategies/methods in support of increased student growth and engagement	Immediately after Progress Report Due Dates	Teachers Students Admin Testing Tech Data Support	Site Admin PLCs CASAS Data & Tools CalPro Trainings CASAS Data Trainings	Teachers will be able to use CASAS data to support student achievement Teachers will be able to scaffold students towards deeper comprehension which supports student engagement, growth, and ultimately persistence. Persistency Data will increase Students will set learning goals based on progress report information Teachers will be able to use CASAS Reports & TE Reports to inform

Action Steps	Timeline	Personnel Responsible/Involved	Resources	Means to Assess Improvement
				instruction
Establish systematic process for Quarterly Class Transitions based on CASAS test data.	Spring 2024 planning for 2024-2025 implementation	Assessment Team Teachers Admin Enrollment/Registration team	CASAS Data TE Data	Students moving up levels instead of staying in the same class level the entire year. Promotes student self-efficacy and ability to see their own growth. Increased student engagement and transitions Increased student persistency
Tops Enterprise Student Class data training for teachers, admin and support staff to analyze student data at the classroom level		TE Trainers OTAn Training Support Teachers Students Admin Testing Tech Data Support	Site Admin PLCs CASAS Data & Tools Tops Enterprise Trainings CASAS Data Trainings	Teachers will be able to use TE Reports to inform Instruction, leading to increased student learning outcomes measured by CASAS data
Student Needs Survey	Bi-Annually starting Spring 2024	FAS stakeholders	Microsoft Word forms Classified Staff	B-Annual student needs survey regarding: Services, supports, and referrals needed by students inform instructional and program decision making Increased student voice and engagement as measured by CASAS persistence, program, completion, and student survey responses

Action Item 4 Professional Development: Technology & Build Instructional Capacity

<u>Objective</u>: Starting the spring of 2024, FAS will develop and provide professional development opportunities that lead to improved schoolwide learner outcomes by 10% as measured by CASAS.

Action Steps	Timeline	Personnel Responsible/ Involved	Resources	Means to Assess Improvement
Professional Development/training for teachers based on Teacher Technology Survey and Student	Various Dates: March 2024 through June 2025 and on-going	Site Tech Site Admin Teachers	Site Techs Admin CAlPro OTAN	Teachers/department identified tech training Needs

Training organized and |

Survey Needs. Identify tech PD needs and secure training needed for teachers.				Completed Training aligned to Students technology needs survey
Teacher professional Development that builds teacher efficacy in instructional strategies and methods used in the Classroom: Disciplinary Literacy, EL language linguistic supports, writing across the Curriculum, Rubric Development, CCRS Standards Review	Various Dates: March 2024 through June 2025 and on-going	Teachers Administration Tech trainers	OTAN FAS Admin FUSD PD Supports	Teacher implementing strategies and methods that support student engagement, comprehension, and deeper students' analysis being used in the classroom Walk Through Data Increased Student CASAS Outcomes
Professional Development that support data analysis (Competency Reports, Content Standards, Individual skills profile, & Learning gains), and CCR/CCSS standards alignment.	Various Dates: March 2024 through June 2025 and on-going	Teachers Administration Trainers	CASAS OTAN CAlPro CASAS Data CCRS/CCSS	Assessments aligned to Standards Instructional strategies and differentiation that supports student scaffolding and Instructional moves/planning based on test/report data/progress report data.
Adult Education Conferences that support Aduit Education leaners and content area adult ed teachers	Spring 2024 & On-going	Teachers Administration	CASAS OTAN CalPro COABE TESOL CATE	Systematic review/presentation of Conference Content to PLCs Improved student achievement in CASAS

Appendices

Fresno Unified Website:

www.fresnounified.org

Fresno Adult School website:

www.fas.edu

 FUSD Job Descriptions:

https://hr.fresnounified.org/job-descriptions/

FAS Handbook on FAS Website:

https://www.fas.edu/

https://www.fas.edu/wp-content/uploads/2023/08/FAS-Staff-Handbook-2023-2024.pdf

FUSD New Hire Information:

https://hr.fresnounified.org/new-hires/

Evaluation Information:

https://iachieve.truenorthlogic.com/ia/empari/tab/home

Classified Development/Professional Learning:

https://hr.fresnounified.org/cd/

FAS Handbook on FAS Website:

https://www.fas.edu/

https://www.fas.edu/wp-content/uploads/2023/08/FAS-Staff-Handbook-2023-2024.pdf.

OTAN Technology trainings

https://otan.us/

Major Student Learner Needs Survey:

https://bit.ly/FASstudentneedssurvey

https://forms.office.com/r/MeDtaXLFQB

Classroom WASC Evidence Collection Preparation:

https://forms.office.com/r/6ErQ2NhCge

https://bit.ly/FASwascevidenceideas

Student Needs Survey

https://bit.ly/FASstudentneedssurveyOctober23

FAS WASC Timeline of Preparation Activities

https://bit.ly/FASwasctimeline

Other required materials are available upon request.