

**SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR**

**GROSSMONT ADULT SCHOOL
1550 MELODY LANE
EL CAJON, CA 92020
3/24/2014 through 3/26/2014**

This report represents the findings of the evaluation team that visited GROSSMONT ADULT SCHOOL, March 24, 2014 to March 26, 2014.

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Chapter 1 — Introduction

Grossmont Adult School was established in 1946 in a community meeting room above a men’s clothing store. The initial emphasis was to provide a workforce re-entry preparing High School Diploma class for returning WWII Veterans. Currently over 1900 classes are offered with the majority at the five major adult school permanent Centers inclusive of Steele Canyon Adult, Health Occupations, El Cajon Adult, East County Career, and Foothills Adult. The school’s central office is at the Foothills Adult Center. More than 100 additional class sites are held within elementary/ middle/high schools, community, recreation and senior centers, libraries, and eight detention facilities throughout the San Diego County. The school serves more than 27,000 students annually within the East County region of San Diego County, a 470 square mile area including the cities of La Mesa, El Cajon, Santee, Lemon Grove, Lakeside, and numerous unincorporated areas. Some distance learning and online classes are also available.

Grossmont Adult School offers a wide variety of learning opportunities to help community members achieve their personal, academic, and workplace goals. Classes are currently offered in ABE, HSD/ GED Prep, ESL, CTE, Parent Ed, Health and Safety, Older Adults, Home Arts, and Visual and Performing Arts. The school makes a concerted effort to provide courses that are of interest to all stakeholders and has provided options for district employees and staff to take personal, academic, and workplace goal related courses. Super Saturday is one of the mechanisms used to provide courses saturated into a specific day that can meet the communities needs. Class schedules are mailed to 177,000 residences seasonally, distributed to district schools of all levels, businesses, libraries and other community locations. In a collaborative effort with the IT department of the district, the adult school’s webpage (adultschool.guhsd.net) was developed and is maintained by the Administrative Secretary. Two additional webpages dedicated to the Health Occupations (hoc.guhsd.net) and the ECCC Center (eccc.guhsd.net) provide an opportunity for class schedules, online registration (if offered), event posting, and current up to date information for all stakeholders. These websites and a Facebook page along with word of mouth advertising by all stakeholders actively communicates the school to all. Classes are scheduled using four different calendars. The majority are trimester, ESL and ABE/HSD/GED classes are quarterly for reporting purposes, health occupation classes are per semester, and the correctional system classes operate on a full year calendar.

Slight reductions in enrollment over the past three years can be directly correlated to the reduction in district funding and the implementation of flexibility. Enrollment for the past three years per program type are covered in the chart below.

Enrollment by Program	2010-11	2011-12	2012-13
CTE	7,872	7,011	7,550
Jail Program	9,746	9,361	7,346
Older Adults	7,198	6,255	6,028
ESL	5,724	4,458	4,801

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ASE/ABE	3713	3748	3750
Fee-Based Program	3,623	3,242	3,304
Health and Safety	1,997	2,176	2,008
Parent Education	1,888	1,654	1,633
Home Arts	1,393	1,141	1,133
Apprenticeship	1,218	2,390	796
Disabled Adults	652	531	540

Given the legislative mandate to focus funding of classes on HSD/GED/ABE, ESL, Disabled Adults, CTE, and Apprenticeship programs, the school plans to continue to meet the needs of the community by offering many of the non-funded (Older Adult, Home Arts, Parent Education classes etc.) using a fee-based model to be self-supporting. There is an obvious air of concern from students, staff and the community for the future of the variety of programs that meet and exemplify the school's Mission Statement and SLO's. The administration shows a distinct sensitivity to those concerns and the pursuance of possible avenues to best service their community. The school has begun the initial phases of a collaborative effort with their local community college to satisfy and begin implementing the mandates of AB86 with grant funding secured recently.

Institutional, Community, and Student Characteristics

Institutional Characteristics

The Governing Board that oversees the Grossmont Union High School District consist of five elected community leaders. The leadership for the District is provided by a Superintendent, a deputy Superintendent, an associate Administrator, and an Assistant Superintendent that this school's Director reports directly to. Support for the adult school program and the myriad of services provided to the Grossmont community was both voiced and shown through the presence and comments of the Superintendent and Assistant Superintendent at the school.

Grossmont Adult is staffed by six administrators, 284 certificated and 70 classified individuals. The organizational chart of the school has clearly identified roles for each of the school site administrators. Their fee based classes are staffed by a combination of certificated and Community Service Lecturers. The CSL are not required to have California Teaching credentials and are listed as classified employees.

Certificated and classified staff expressed extreme pleasure at being involved and included in the self study process. Their increased awareness of the variety and specifics of courses and improved knowledge of their school was articulated enthusiastically on several occasions.

The Adult School operates a number of permanent facilities that were designed specifically for adult education use. Foothills Adult Education Center, opened in 1974 and was one of the first school facilities in the state designed solely for adult education. The Health Occupations Center, which specializes in health and medical related classes and was relocated from Timken Center in La Mesa to its current location in 1984. The East County Career Center, built in 1997 is a California-

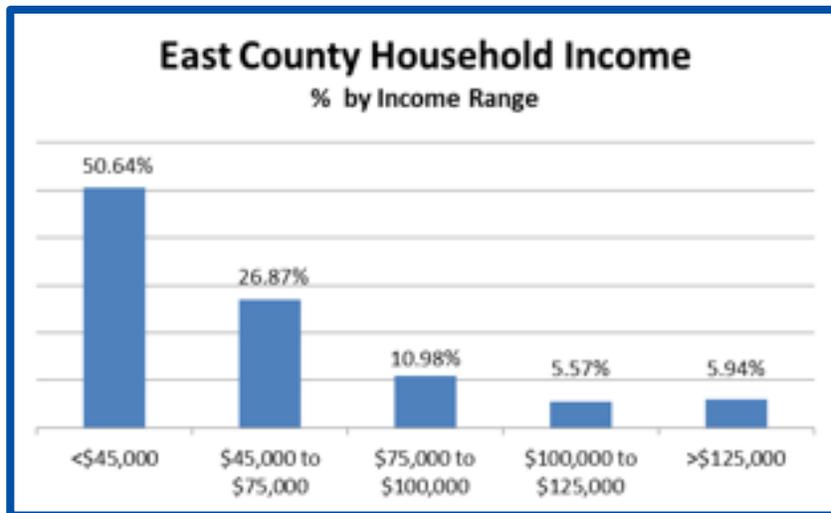
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designated One Stop Career Center. (Effective November 2013 the One Stop Career Center was renamed America’s Job Center by the State of California.) The Steele Canyon Adult Center, was opened in 2000. The Santana, El Cajon, and Steele Canyon Adult Centers have Adult School-owned classrooms located on comprehensive high school sites.

Community Characteristics

Educationally, the majority of the residents of the East County of San Diego County over the age of 25 have earned their high school diploma, attended some college or obtained higher degrees.

Less than 12% of families with children fall below the poverty level, although over 50% of the community make less than \$45,000 annually.



Twenty percent of the employment in the East County is in Education, social and health care, such as the Grossmont-Cuyamaca Community College District, Grossmont Union High School District, Sharp Grossmont Hospital, and the Sycuan Resort and Casino. Thirteen percent is in retail trade and 10% in construction. Ninety-six percent of East County businesses are small to medium in size with the majority of businesses employing fewer than 50 people.

A distinct advantage for the school is having the East County Career Center as an integral part of the school. Working with the San Diego Workforce Partnership, Community Colleges, their Community Advisory Committee and other partners, they are able to look at present and future industry needs, job openings, on the job training opportunities, and skill gaps of high growth, in demand and or industry sectors vital to the regional economy. Training needs and class offerings can be maintained and adjusted as a result. At ECCC, students enrolled in the WIA employment and training program receive one on one services from the staff. Employment outcomes are noted in the chart below.

Students Employed at End of WIA Employment and Training Program

School Year	WIA Students Enrolled	WIA Students Employed at end of program	Percent Employed
2011-2012	316	262	82.9%
2012-2013	389	327	84%

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The East County Career Center also offers local employers a direct link to Adult School Career and Technical Education (CTE) programs. Employers use Adult School sites for business recruiting efforts. Recent on-site recruitments by H&R Block, Scripps Healthcare, Goodwill Industries, RHA, and Advantage Sales and Marketing greatly benefited the business community and Adult School students.

Student Characteristics & Outcomes

Sixty percent of the student population is female. The ethnicity breakdown is identified in the chart below. Of note, the Middle Eastern population currently identified as white, will (according to the U.S. Census bureau) be identified in future reports as it's own ethnic group. The U.S. Census Bureau predicts San Diego County's refugee population will grow beyond the 40,000 refugees in the next two to five years. The top three native languages for the student population are English, Spanish, and Arabic. The school currently only offers its marketing material in the quarterly mailed and distributed school brochure and on the school's websites in English only. Flyers and brochures are translated to the home languages at the El Cajon campus only and Arabic speakers were hired at the ECCC Center to assist students.

Ethnicity	2010-11	2011-12	2012-13
Alaskan	12	8	12
American Indian	192	173	173
Asian	600	592	615
Black	1,842	1,797	1,739
Filipino	465	422	421
Hispanic	7,668	7,692	7,062
Pacific Islander	140	129	120
White	16,765	16,524	16,546
Other	204	129	126
Unspecified	868	539	721
TOTAL	28,756	28,005	27,535

Although the largest group of students is over 61 years of age, over 6300 student enrollees are aged 21 to 30 and more than twelve thousand are aged thirty one to sixty years of age. The youngest students at 16 years of age, in collaboration with high school counselors, attend credit recovery courses after school, while continuing to attend their local high school.

Certificates are awarded to students successfully completing initial, continuing education, and refresher Medical Courses at HOC. HOC has several medical programs that receive county, state, or industry certifications. Some of the certificates offered are:

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Program	Type of Certificate	2010-11		2011-12		2012-13	
		# Students	# Certificates	# Students	# Certificates	# Students	# Certificates
Vocational Nursing	State of CA; Dept of Consumer Affairs; Board of Vocational Nursing and Psychiatric Technicians	53	37	39	38	32	25
Dental Assisting; RDA Eligible	State of CA; Dept of Consumer Affairs; Dental Board of CA	39		42		46	
	<i>Registered Dental Asst</i>		25		30		30
	<i>Coronal polishing</i>		37		41		42
	<i>Pit and Fissure</i>		37		41		42
	<i>Infection Control</i>		37		41		42
	<i>X-ray Certification</i>		37		41		42
	<i>Dental Practice Act</i>		37		41		42
Emergency Medical Technician	County of San Diego Emergency Medical Services; National Registry of Emergency Medical Technicians	223	143	213	140	175	136
EMT: Advanced Airways		67	67	77	77	27	27
EMT Refresher (CEU's)		36	34	58	56	89	82
Phlebotomy	CA Dept of Public Health; Laboratory Field Services	56	37	63	34	51	39
Pharmacy Technician	CA State Board of Pharmacy	80	55	58	31	88	73
Medical Assistant	CA Certifying Board for Medical Assistants	27	15	39	17	62	59
Nurse Assistant (CNA)	CA Dept of Public Health; Health and Human Services Agency	265	218	148	114	199	150
Home Health Aide	CA Dept of Public Health; Health and Human Services Agency	202	191	101	98	139	132
CEU's for CNA's	CA Dept of Public Health; Health and Human Services Agency	74	58	99	85	107	104
IV Therapy	Board of Vocational Nursing and Psychiatric Technicians	63	60	73	70	49	49
Advanced Cardiac Life Support	American Heart Association			24	20	20	20
Basic Life Support for the Healthcare Worker (CPR)	American Heart Association	502	426	498	460	488	436
Understanding Cardiac Arrhythmias	Board of Vocational Nursing and Psychiatric Technicians; Board of Registered Nurses	31	29	39	27	36	28

The Board of Vocational Nursing and Psychiatric Technicians of the California Department of Consumer Affairs, records the first time program graduates who completed the NCLEX/PN (National Council Licensure Examination-Practical Nurse (California-Vocational Nurse), during the last 5 years for the Grossmont Adult School as:

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SCHOOL	QTRS 1-4 2009		QTRS 1-4 2010		QTRS 1-4 2011		QTRS 1-4 2012		QTRS 1-4 2013	
	# TESTED	% PASS								
Grossmont Health Occupations Center	41	98%	46	96%	53	81%	38	87%	38	95%

There are numerous CTE courses offered throughout Grossmont Adult School. Some of the courses and the number of certificates issued over the past three years are listed below.

Program	Type of Certificate	2010-11		2011-12		2012-13	
		# Students	# Certificates	# Students	# Certificates	# Students	# Certificates
Computer classes	Completion	1940	993	1513	1023	1711	1245
Bookkeeping/ Accounting	Completion	88	48	96	45	102	54
Typing	Industry	280	270	407	270	296	258
Income Tax Preparation	Ability to register for CA Tax Ed Council License test	Not Offered	Not Offered	21	8	215	8
Real Estate	DRE recognized course completion	155	113	91	72	155	104
Foodhandler	SD County Foodhandler Card	261	261	238	238	261	261

Grossmont Adult School has been approved by the San Diego County courts to offer Anger Management and Effective Parenting classes. Upon successful completion of the course, the student can present their certificate to the judge as having met the court requirement.

Program	Type of Certificate	2010-11		2011-12		2012-13	
		# Students	# Certificates	# Students	# Certificates	# Students	# Certificates
Anger Management	Completion	192	132	150	74	121	68
Effective Parenting	Completion	600	308	522	117	520	153

Grossmont Adult School has an agreement with the San Diego County Sheriff's Department to offer a wide variety of CTE courses in correctional facilities across the county. Certificates are awarded upon successful completion of the course.

Program	Type of Certificate	2010-11		2011-12		2012-13	
		# Students	# Certificates	# Students	# Certificates	# Students	# Certificates
Office Occupations	Adult Ed certificate for Keyboarding, Word, Excel, PowerPoint	396	214	364	197	287	180
Culinary Arts	Bakery/Catering Safety and Skills		Not Offered		Not Offered	70	51
Foodhandler	SD County Foodhandler Card	716	702	817	801	722	708
ServSafe	ServSafe Licensed Certificate	1568	134	1873	150	1825	142
Painting	Commercial/Residential Painting Safety & Skills	99	78	68	59	59	40

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Construction	Beginning Construction Skills; Intermediate Construction Safety & Skills	98	71	159	101	445	206
Janitorial	Commercial Janitorial Safety & Skills	277	125	146	73	66	32
Computer Graphics	Computer Literacy & Computer Graphics Skills	986	109	849	91	657	70
Landscaping	Landscaping & Nursery Safety Skills	275	89	209	75	162	61
Laundry	Commercial Laundry Safety & Skills	510	258	358	183	326	174
Printing	Commercial Printing Safety & Skills	86	60	82	58	91	62

Grossmont Adult has served as an authorized GED test site for many years and since January 2014 is now providing the electronic GED as an approved Pearson Vue test site on the Foothills campus. Test availability dates are published and shared with the community. The school provides onsite GED preparation at the four other main sites, correctional facilities and in collaboration with the East County Transitional Living Center (ECTLC) for homeless individuals since 2012.

NUMBER OF PERSONS PASSING THE GED EXAMINATION BY CALENDAR YEAR					
	2008	2009	2010	2011	2012
Foothillss	544	574	601	604	699
Correctional Ed	312	220	290	292	207
ECTLC	N/A	N/A	N/A	N/A	20
TOTALS	856	794	891	896	926

The number of high school graduates over the past 5 years is shown in the chart below.

NUMBER OF HIGH SCHOOL GRADUATES					
	08-09	09-10	10-11	11-12	12-13
TOTALS	130	111	88	112	107

Grossmont Adult School serves as the Lead Educational Agency (LEA) for three apprenticeship programs. (California Fire Fighters, Field Ironworkers, Computerized Controlled Machinists) Pursuant to state labor code requirements an agency wishing to participate in a state supported apprenticeship program is required to have a LEA partner. The LEA role in this mandated relationship is as a consultant to the agency in development of curriculum for instruction as well as the administration and supervision of related and supplemental instruction. In addition, the LEA is included in the record keeping phase of the apprenticeship process such as processing the funding records to the state. The state of California determines a maximum number of hours that will be funded for each program.

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The role of the Grossmont Adult School Apprenticeship Coordinator (Tim Lindley) is to stay in communication with the host agency monthly; attend apprenticeship agency meetings as needed; process required forms for the state and agency; facilitate the processing of the record keeping and the funding process.

The Controlled Computerized Machinist apprenticeship program started in July 2011 and is scheduled to end in June 2014. The program started with 3 students. Each student will complete the program with approximately 500 classroom hours of instruction. In 2011-2012 349 student hours were recorded in the program and in 2012-2013 522 hours were recorded. During 2013 one student decided to drop out of the program. The other two students have met all requirements and are on scheduled to complete their apprenticeship in June 2014. They graduate to journeyman status and have been offered employment positions with AlphaTec Spine.

The Field Ironworkers Apprenticeship and Training Program has a long standing apprenticeship program with Grossmont Adult School. Our relationship with this group as the LEA has been for over 10 years. The host agency for this apprenticeship program is Ironworkers Labor Union 229. The number of Ironworker apprenticeship students is dependent on the number of applicants allowed into the program. This number is determined by the current needs of the local construction market. For example, in 2010-2011 had 124 apprentices in the program. In 2011-2012 the total was 204 apprentices and in 2012-2013 there were 223 in the program. The students receive approximately 800 hours of classroom instruction during the Ironworkers apprenticeship program. The program recorded the following totals for classroom hours: 2010-2011 - 7,213 hours; 2011-2012 - 14,736 hours; and 2012-2013 - 27,192 hours. As the students complete their classwork and the required the on-the-job training hours, they advance to the 8 periods of the program to graduate to the journeyman status. Each period contains a pay raise for the working student. The following number of apprenticeship students have graduated to journeyman status as follows: 2010-2011 - 29, 2011-2012 - 40, and 2012-2013 - 39. Each graduate has already been in gainful employment within the industry throughout their apprenticeship and this status continues into their journeyman status.

The Fire Fighters apprenticeship is also a long standing relationship affiliated with Grossmont Adult School. Our role as the LEA has been for more than 10 years. The host agency for this program is the California Fire Fighters Joint Apprenticeship Committee (CFFJAC). The CFFJAC oversees the apprenticeship program for 150 fire departments in the state. There are 13 LEA's that work directly with the CFFJAC. The focus of the CFFJAC is to develop, design, revise, monitor, and generally oversee the apprenticeship programs for the participating fire departments. Depending on the apprenticeship position program the student is enrolled in. The hours of instruction and requirements vary. For example, a Fire Fighter Medic apprenticeship requires 7,000 of instruction. The program recorded the following totals for classroom hours: 2010-2011 - 86,997 hours; 2011-2012 - 78,870 hours; and 2012-2013 - 161,941 hours

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The number of apprenticeship program students varies from year-to-year. That number of apprenticeship students and graduated journeyman students is not recorded to the LEA, but they are recorded directly to the state for verification due to the size of the program and the fact that the CFFJAC is such a large apprenticeship program.

More information on each host agency can be acquired by going to each group's web site.



Positive student learning growth and benchmark achievements on quarterly submitted CASAS, EL Civics, and attained high school diplomas and GED rates has led to increased federal WIA funds (see chart above) used to supplement literacy instruction for adults. Funding has provided for:

- New Academic ESL courses to help support student learning as students' progress into programs such as GED or HSD
- The addition of an ESL computer lab set to open in Spring 2014
- Paid time for teachers to work collaboratively, such as the PLC teacher groups in Pre-Literacy, Beginning Literacy, and Beginning Low with Beginning High starting work in Spring 2014
- Paid time for Common Core Curriculum development.
- Attendance at conferences and other professional development opportunities

Chapter II: Progress Report

Progress Report based on the key issues of the previous WASC Visiting Committee: This section of the report validates efforts by the institution to address key issues from previous Visiting Committees. Thoughtful responses to the key issues are expected from an institution.

Many significant changes have occurred at Grossmont Adult School since the WASC visit in February of 2008. The most significant of these changes are a result of the financial reductions experienced by the school. In 2009 adult school funds statewide were capped at 2007-08 levels, cut 20%, and placed into Tier III status. Tier III funds were "flexible" through 2014, allowing districts to use the funds for any purpose. Grossmont Adult School experienced an initial \$4 million reserve fund was taken by the district and an on-going \$1 million reduction in regular funding in subsequent years. This has impacted their ability to offer programs, purchase supplies, and improve facilities. In spite of Grossmont Adult School's reduction in revenue, they have managed to maintain a complete program, staff, and services along with significant improvements and enhancements to facilities and technology. This is in large part due to an internal redistribution of funds and restructuring of class offerings to include fee based classes that are self-supporting. Funding from services provided to the San Diego Sheriff's Department contract has also helped to keep programs active. The administrative staff underwent changes with the reduction of one adult school principal position, and several members of the administrative team were assigned additional responsibilities associated with the District Office. Positions lost from the classified staff have not been replaced with a redistribution of duties to achieve the assistance needed at each campus. In 2008 and 2009 new building complexes were added to two school sites and since then several facility changes and improvements occurred. Grossmont has made strides in upgrading technology throughout its programs with funding from Carl Perkins Grant and Prop H.

Grossmont Adult School has made noteworthy progress, given financial drawbacks, in addressing the school's Key Issues. A three year report was compiled and sent to WASC of their efforts in 2011. The Action Plan steps are reviewed and implemented by the Leadership Team, which includes administration and personnel from each school site.

In Key Issue #1, to provide resources and staff development to ensure effective use of available and emerging technologies, the school has had excellent follow-through by establishing and following a detailed plan with follow-up activities. The Leadership Team has an on-going review and planning process in place, which receives input from the Technology Assessment Survey completed yearly by ESL teachers, existing PLCs (Professional Learning Communities), staff groups, and other stakeholders. The Leadership Team assesses the hardware/software and staff training technology needs for each program and then creates and monitors a plan that meets those needs. The GED/HSD program received hardware and software improvements and teacher training on GED Academy software was accomplished through a webinar. Correctional facility teachers received training on the new AZTEC GED software. The medical department stays current with state-of-the-art technology,

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which is vital to meet industry standards, such as the purchase of a computerized mannequin that simulates a hospital patient. The school lists several staff training opportunities that were attended by members of the various programs and departments. Some are on-going monthly, others were completed with upgraded skills, and yet others were used to share with colleagues and improve overall programs.

Some modifications and progress have been made in Key Issue #2, which focuses on the implementation of the California Department of Education (CDE) Model Standards by program area including Finance and Business, Health, Science and Medicine, and Technology. Due to the CDE's delay in publishing state standards for CTE in respect to Adult Education, the school decided to keep this Action Plan's Key Issue with the modified goal of including industry standards in place of state standards. Two groups, one in Health/Science/Medicine and the other in Technology worked independently of each other to implement the plan. The first goal sought by the technology committee was to create standardized objectives that would apply to all sections of the same course at all sites. There is no indication as to the progress made on creating these objectives. Although, progress towards accomplishing this Key Issue continues with the creation of a PLC in the Business Computer Department, with the goal to sequence and align classes within the program in order to drive the standardization of curriculum and instruction in these classes. The Health/Science/Medicine program committee determined that the creation of common standards were less of a priority since this subject area is already regulated by a State agency, and all courses in this area are in compliance. This program continues to seek out and review industry standards and requirements for professional licenses and certificates.

Progress has been made in Key Issue #3; the goal to utilize data-driven decision making to maximize student achievement and effectively allocate resources. The school's AMC collaborates with staff, including PLCs, to collect and analyze data, which includes standardized tests such as CASAS and GED, reports from TOPSpro and ASAP, and a school created Student Outcome Survey for programs that do not administer official pre and post tests. Decisions regarding the healthcare programs are based on pass rates of state board exams, industry licenses, and certifications. The class evaluation/student outcome survey is conducted in all classes every year. Results are compiled on a spreadsheet, disaggregated by program areas, and distributed to staff who are invited to discuss the data amongst colleagues. This informal process is an opportunity for staff to review data and discuss modifications to instruction. More formally, administrators and the PLCs are making progress towards using data to drive decisions. As a result of data driven analysis, two ESL and one ABE course was added.

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

WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

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

Grossmont Adult School's mission statement is aligned with California's emphasis on helping the adult community fulfill its personal, academic and workplace goals. In developing its mission statement, the school kept a clear focus on the needs of the local community while establishing learning programs and services which address these key program areas.

Mission Statement

“The mission of Grossmont Adult School is to enrich the lives of our community members by providing high quality, affordable, lifelong learning opportunities; fulfilling personal, academic, and workplace goals for an increasingly diverse population.”

The previous mission statement was reviewed by the Grossmont Adult School WASC Leadership Team in the spring of 2012. A draft of the revised mission statement was emailed to faculty and staff in May 2012 for input. The final draft was subsequently presented to staff at the annual Back-to-School meeting in August 2012. The mission statement was also presented to and approved by over 50 stakeholders in attendance at the annual Community Advisory meeting in April 2013. In May 2013, the WASC Leadership Team reviewed and approved the mission statement in its present form. This version of the mission statement was submitted to and approved by the GUHSD Governing Board in June 2013. The mission statement was distributed and reviewed with faculty and staff at the Back-to-School meeting in August 2013. Posters and flyers were distributed with the expectation that all faculty integrate the mission statement and SLOs into their classroom.

Grossmont Adult School stakeholders consist of more than 30,000 students, over 270 staff members, as well as community members, and business partners throughout San Diego County and beyond. To communicate the school's mission to all stakeholders, the mission statement and SLOs are printed in the class schedule, on bookmarks, posted on the school's website (adultschool.guhd.net), and displayed in each classroom and throughout all adult school locations.

The mission statement and SLOs will be reviewed annually by the Adult Management Council (AMC), all faculty and staff at the Back-to-School meeting, and Community Advisory for relevance to current student population and learning needs. The mission statement and SLOs will also be reviewed annually by the WASC Leadership Team.

Student success is the focus of the school's mission statement and SLOs. Classes are developed and curriculum is designed with student achievement in the forefront. As the community becomes more diverse, so does the range of the students' language and reading skills. In an effort for every student to reach their personal, academic, and workplace goals, the school has implemented these changes:

The school administers reading assessments such as CASAS and TABE to all students to ensure students are placed in the correct level ESL and/or academic class.

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El Cajon Adult Center added more ESL classes at a variety of locations to address the influx of Middle Eastern refugees and to accommodate their language needs.

A transitional or bridge class has been created for students with reading levels that fall between ESL-High and ABE.

Assessment testing has been implemented as part of the application process for designated medical classes at Health Occupations Center. Students scoring below a passing level are referred to math, English, & ECCC remedial classes for review and are encouraged to reapply.

The East County Career Center created three new bilingual support positions to ensure students with limited English language skills have the same opportunities for employment as other students.

A social media class was created and is offered to students at the East County Career Center to assist students in reaching their workplace goals. Students have a high success rate of obtaining employment when they are trained in these new methods of job search.

The Health Occupation Center has increased the number of classes offered within the Healthcare Interpreting Program so that bilingual students learn a new job skill and in turn can assist with the needs of the community.

The SLOs were developed by the WASC Leadership Team in the spring of 2012. A draft of the newly developed SLOs was emailed to faculty and staff in May 2012 for input. A second draft of the SLOs was presented to staff at the annual Back-to-School meeting in August 2012. Based on input from faculty and staff and information from the WASC training sessions, the SLOs were rewritten in the current format. The current SLOs were presented to and approved by over 50 stakeholders in attendance at the annual Community Advisory meeting in April 2013. In May 2013, the WASC Leadership Team reviewed and approved the SLOs in their present form. The current version of the SLOs was submitted to and approved by the GUHSD Governing Board in June 2013. The school's SLOs were presented to faculty and staff at the Back-to-School meeting in August 2013. Posters and flyers were distributed with the expectation that all faculty integrate the SLOs and mission statement into their instruction.

Measurability was taken into consideration as the SLOs were being developed. Based upon a variety of measurements, the achievement of student goals is reflective of successful integration of SLOs in the classroom. Examples of these measurements include:

ESL, ABE, GED, and HSD student achievement is measured by CASAS assessment instrument pre- and post-test, resulting in payment point benchmarks.

Student achievement in the GED and HSD is measured by attainment of a high school diploma or successful passage of the GED test.

The Health Occupations Center CTE student achievement is measured by program completers, the attainment of industry certifications and employment, and entry into higher education.

The East County Career Center student achievement is measured by successful job placement.

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The annual Course Evaluation Student Outcomes Survey (CE/SO) that was developed and implemented in 2010-11 facilitates student input on many aspects of the SLOs. The school currently has three years of CE/SO data which as shown a positive increase. For example:

98% agree or strongly agree that teachers demonstrate respect, tolerance, and acceptance of individual differences (2012-13)

98% agree or strongly agree that they were able to apply skills learned in class to accomplish personal and/or career goals (2012-13).

96% agree or strongly agree that the course encouraged them to continue their education and informed them about other educational opportunities (2012-13).

Teachers have integrated the SLOs into their curriculum as a natural part of their teaching process and communicate SLOs to their students in the following ways:

Daily reminders in the classroom

Integration into lesson plans

Posters

Student Handbooks (HOC)

Moving forward, the CE/SO questions will be reviewed by the AMC with involvement from the WASC Leadership Team, subject area professional learning communities, as well as faculty and staff to ensure alignment with the new SLOs. Additional effort will be made to collect and analyze student completion data.

To stay current in educational research, individual instructors attend PLCs, conferences, and training seminars. Teachers bring these research-based ideas back and share them in their core-specific PLC meetings, with ASC members, and through informal interactions with their colleagues. The knowledge gained from these professional development trainings is designed to help improve student achievement in the classroom, but there is no formalized system in place for tracking usage in the classroom, evaluating student learning gains that result, or sharing with other faculty members on a structured basis.

A growing number of ESL teachers meet as PLCs to review student learning data result from CASAS test scores. Using the data results along with reviewing current and projected student demographics, teachers exchange instructional strategies and explore new ideas in an effort to increase student achievement.

Health Occupations Center (HOC) elicits input from the healthcare industry to maintain current medical industry standards. The Course objectives and content covers the required subjects and level of performance required by the state for program licensing. Continuous communication between instructors and healthcare professionals ensure that HOC course are current and relevant as well. Many HOC instructors are employed in the healthcare field, which furthers continuous communication and helps assist with student employability. During collaborative discussions with business partners, current educational strategies, within licensing guidelines, are discussed, developed, and implemented.

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The East County Career Center Employment Advisor team researches and analyzes current labor market data from a wide variety of local and regional business partners. This helps to ensure placement of students in sustainable employment.

To ensure that the ABE/HSD programs are current and relevant, the school has a designated coordinator. She monitors releases from the California Department of Education. Through Academic Subjects Council (ASC) meetings as well as other communication methods, the information is disseminated to the teachers. For example, the HSD teachers have been meeting to align and implement curriculum with the new adult education College and Career Readiness Standards (CCRS).

A part of the schoolwide Action Plan will include collecting, analyzing, and disseminating student learner data to all Grossmont Adult School teachers. This will improve curriculum and help teachers select appropriate instructional strategies to enhance student achievement of the SLOs. Currently, student success rates and teacher input guide the AMC and Leadership Team when reviewing the SLOs annually.

Programs and courses are continually reviewed to ensure that the needs of the community are met. There are many methods used to evaluate the selection of courses to be offered. Previous enrollment data is paramount in determining whether a class continues or if additional classes should be added based upon community response and/or needs. The school also gathers input from stakeholders. New courses are developed and offered as community needs are identified. Teachers regularly share student class requests with the principals, who then may bring them to the AMC. Finally, students can express their desire for new classes on course evaluations. As new trends emerge, an effort is made to offer the relevant course. Examples include:

iPad for the Beginner

Power of Pinterest

Social Media (LinkedIn, Facebook, etc.)

Many new or restructured courses are initiated by teachers in response to student learning needs observed in the classroom. Additional levels of certain classes have been added as a direct result of teacher observations. Examples include:

Pre-literacy course for ESL students without any exposure to the English language

Transitional Academic class for students transitioning from ESL to ABE

Accelerated GED Test Preparation class for students with higher reading levels

Additional parenting education classes for parents of children ages 3 to 4 years old in preparation of Early Admission to Kindergarten (EAK)

ESL classes are often added at the request of principals at local elementary schools who have the need and space for a class.

Fee-based community interest classes are added based on recommendations from professionals in the community that are interested in teaching a class in their area of expertise. Courses are also developed and offered based upon requests from current and potential students.

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East County Career Center (ECCC) uses industry sectors that drive San Diego's economy. Key industry sectors identified by the San Diego Workforce Partnership (SDWP) have been divided into three categories: Largest Growth, Rapidly Growing, and Emerging. In developing on-the-job training contracts with employers, ECCC targets industries in these categories. One goal identified in SDWP's Five Year Strategic Plan is to focus on the convening of K-12 and postsecondary education stakeholders to explore the development of career education and training programs specific to these industries.

The Health Occupations Center (HOC) seeks input from several entities when making decisions on class offerings. Many HOC teachers are currently employed in the medical field, so they see the emerging trends first-hand. Instructors also visit their students during clinical and internship assignments, where they interact with healthcare staff who share suggestions for new courses. Teachers discuss these suggestions with the HOC administrator for future course offerings. During the annual Advisory meeting, business partners from the healthcare industry identify emerging trends in the medical profession which provide a roadmap for future class offerings. Students who have successfully completed one of the programs and become employed are another source of input.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Grossmont Adult School demonstrates a strong commitment to its mission, emphasizing student achievement and programs that meet current student and community needs. The Leadership Team and school annually revises and communicates its mission internally and externally. It is supported by the School Governing Board and Community Advisory Committee. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant. A more specific assessment of SLOs and SLO outcomes is needed.

Identify the strengths and key issues for this criterion.

Strengths

1. Program offerings and curriculum are driven by continuous interaction with stakeholders in response to input from the entire community including students, staff, administration, and business and industry partners.
2. Based on the changing community profile, courses are developed, aligned, and continuously updated to meet community needs, current industry standards, and licensing requirements.
3. Grossmont Adult School has a strong commitment to ensure students meet their personal, academic, and workplace goals.

Key Issues (prioritized)

1. Grossmont Adult School needs to improve in the area of collecting and analyzing data to determine if students are meeting their personal, academic, and workplace goals.
2. Grossmont Adult School needs to develop specific ways to measure attainment of SLOs and SLO indicators, including rubrics shared with all stakeholders.

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3. Grossmont Adult School needs to formalize a process for ensuring that professional development results in measurable increases in student learning gains.

4. Grossmont Adult School needs to consistently incorporate research-based ideas into teaching strategies and learning programs.

WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

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

Grossmont Adult School is governed by the Grossmont Union High School District Governing Board, which consist of five elected community leaders. The leadership is guided by the Superintendent, Assistant Superintendent Educational Services, Director of Adult Education and Adult Management Council. The governing authority adheres to California's Educational Code. Policies that govern Grossmont Adult School are consistent with the school's mission: Grossmont Adult School is to enrich the lives of our community members by providing high quality, affordable, lifelong learning opportunities; fulfilling personal, academic, and workplace goals for an increasingly diverse population.

The Adult School Director oversees operation of the Adult School and reports directly to the Assistant Superintendent Educational Services. Proposals and planning are presented to the Governing Board for approval. Grossmont Adult School works collaboratively with Grossmont Union High School District Administration. The Adult School Director is a member of the Superintendent's Cabinet. They meet weekly and the director informs the Superintendent of current and future program information and changes. He then share that information with the Adult Management Council Grossmont Adult School has five (5) major Adult Centers, each supported by an administrator.

An administrator at each site has formed collaborative and trusting relationships with the school, students and staff. The site administrator is responsible for the management of the facility, site budget, equipment needs, class offerings, class closures, and selection of certificated and classified staff. Each site Administrator conducts weekly staff meetings.

Annual Back-to-School meeting are held and provides staff an opportunity to discuss operations, procedures, protocols and provide for staff recognitions. Policies and procedures are developed per District guidelines. They are reviewed and updated as needed. Staff is informed of the updates to policies and procedures as needed. Each campus may develop policies that meet the needs of their campus/community. Grossmont Adult School's policies are posted in the schedule, online, and in classrooms. Sites with HSD programs share the rules and regulations with students at the time of intake.

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The School's Director conducts weekly staff meetings to keep its classified staff informed of program and procedural changes and to gain feedback and suggestions. The result of these weekly meetings has improved services.

El Cajon Adult Center implemented ESL PLCs for three levels of ESL instruction. An ESL Student Council began in 2011-2012 to support ESL students and meets quarterly. The Council members consist of students and teachers. Its purpose is to discuss community activities, student needs and concerns and provide the administration ideas or suggestions for improvements. The benefits of the Council have provided students and faculty opportunities to collaborate and work together for student achievement and school improvement. Student Council members disseminate the information discussed at these meetings to their fellow students.

The East County Career Center Site Administrator holds monthly Partner Integration Team (PIT) meetings. The purpose of the monthly meetings is to bring community organizations, colleges and postsecondary educational institutions together to provide information about training and employment for students. East County Career Center's Partner Integration Team (PIT) presents and disseminates monthly program information in the community. These partners also provide valuable supportive services, workshops, classes and presentations for staff and the community at large.

Teachers developed the Academic Subjects Council (ASC). This council is a collegial and collaborative venture that provides the foundation for school improvement and high levels of achievement for students. The ASC meetings give teachers an opportunity to discuss issues that impact student achievement. The meetings resulted in GED/High School Diploma teachers suggesting program consistency, opportunities to collaborate, and workshops designed to share best practices that support classroom instruction and student achievement.

At the Community Advisory meeting information is solicited on the programs and support services offered by Grossmont Adult School. The results guide the school's decision making to ensure the effectiveness of the programs offered.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion:

Grossmont Adult School is strongly supported by GUHSD's Governing Board, Superintendent and his staff. Grossmont Adult School administration responds to input from all stakeholders regarding programs and support services. Administration works collaboratively with its stakeholders which results in a positive decision-making process, effective and rigorous learning environments and needed resources, established policies and procedures, clear communication, and strong partnerships.

Identify the strengths and key issues for this criterion.

Strengths:

1. A strong support from the Grossmont Union High School District's Governing Board and Superintendent.

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2. Decision-making is a collaborative effort. The administration receives feedback from all stakeholders in the process.
3. Grossmont Adult School fosters an effective learning environment by providing staff opportunities to collaborate through PLCs and serving on the ASC.

Key Issues: (prioritized)

1. Grossmont Adult School needs to improve its process for stakeholders to regularly evaluate their governance, decision making structure, and organizational processes.

WASC Postsecondary Criterion 3: Faculty and Staff

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

Grossmont Adult School makes every effort to employ personnel who are educationally qualified and have training, and experience in line with the school's mission and SLOs. Grossmont Adult School works with the GUHSD and San Diego County Office of Education Human Resources departments to ensure applicants possess the credentials necessary to perform the position for which they have applied. Community Service Lecturers teach fee-based classes and their hiring process is similar to that of a classified employee.

In the summer of 2013 the job description for the Adult Hourly Teacher position was reviewed and revised to include the new mission statement, SLOs, and teacher expectations. Adult Hourly Teacher job description is posted online and is included in the hiring packet. Classified job descriptions are posted online and reviewed and revised on a cyclical basis.

Grossmont Adult School is fully aligned with the District personnel policies, which are published on the district website on the HR policy page. All employees must complete the districts Making Right Choices online course. More specific policies to the adult school are provided in the Grossmont Adult School Teacher Handbook, which is currently being revised to include the new Mission, SLOs and current procedures.

Grossmont Adult School assures the effectiveness of its faculty and staff through both informal observations and formal evaluations. The teacher Evaluation Form is aligned with the revised Adult Hourly Job Description. A formal evaluation is performed every two years. If needed a plan is created to deal with any improvements needed. Effective teaching is measured by student results, such as test scores, course/program completion, certificates earned, employment, and benchmarks.

Classified staff is evaluated during their probationary period, one year anniversary, and then once every two years after that to follow district requirements. Formal evaluations are filed in the employee's personnel record. Upon evaluation Administrators provide feedback including strengths, deficiencies, and recommended improvements. Follow up meetings may be scheduled to ensure corrective action is implemented. In order to ensure the suggested improvements are being made, there is a need to consistently review past evaluations. Like subject faculty members at Grossmont Adult School meet regularly to review and discuss student learning data and student success in achieving SLOs. As a whole the SLOs are reviewed at the Back to School Meeting. There is a need to collect further data that documents student achievement of SLOs and their incorporation into the Action Plan.

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Professional development opportunities are available to all personnel at Grossmont Adult School. All District employees may take classes for half price to improve their job skills. The school no longer has an official Professional Development Committee, yet there are many professional development opportunities provided by District Informational Technology and OTAN. Employees are afforded the opportunity to attend conferences and workshops, presented by CCAE, CDE, and CALPRO with some funding assistance. Once hired, new credentialed teachers are assigned to a trained mentor with whom they complete a two-year series of projects. HSD/GED workshops covering subjects such as, math and English instructional strategies or presentation of new instruction materials are attended annually. ESL teachers are required to complete and turn in a Professional Growth Record, which is reviewed by an administrator. HOC teachers update their industry based and licensing required knowledge base through regular Professional Development and memberships in professional organizations in addition to those listed above.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Grossmont Adult School is highly effective in employing personnel who are educationally qualified, meet district requirements, and have training and experience in line with the school's mission and SLOs. Grossmont Adult School assures the effectiveness of its faculty and staff through formal evaluations and informal observations. Faculty members meet regularly to review and discuss student learning data and student success in achieving SLOs. Professional development opportunities are available to all personnel at Grossmont Adult School.

The faculty and staff at Grossmont Adult School are to be commended for their service and support of the student learning programs and institutional effectiveness that are well beyond the expectations of their job descriptions.

Identify the strengths and key issues for this criterion.

Strengths:

1. Current recruitment and selection process ensures highly qualified faculty and staff.
2. Many professional development opportunities are made available to all staff.

Key Issues: (prioritized)

1. Previous evaluations should be reviewed more consistently to measure employee growth and set future goals.
2. Administration and staff need to work collaboratively on student-learning data to improve student progress toward achieving SLOs.

Criterion 4: Curriculum

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

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The institution demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allow all students the opportunity to reach School wide Learner Outcomes (SLO's). The school's curriculum reveals its mission and SLO's and connects to current learning needs. The school pursues some current, researched-based curriculum development information to keep its programs relevant and effective.

The Grossmont Adult program supports student learning through the development and implementation of curriculum that connects directly to both the students' current needs while addressing the schools objectives as stated in the mission statement and the Student Learning Outcomes. The school pursues current, researched-based curriculum development to keeps its program relevant and effective, thereby assisting students to maximize their educational goals.

Grossmont Adult School has publicized and documented curricular maps in the class schedule as well as course outlines necessary for students to reach the stated outcomes, licensure requirements , and certificate expectations. The school mails out class schedules four times per year of all class offerings to all stakeholders in the community. The class schedules are also provided to a variety of community agencies such as community centers, libraries, local schools, and business partners. The class schedules can be accessed on the school's website. Currently, the class schedule and websites are in English only and do not provide translation for the primary language of all of its stakeholders. The CTE program is advertised in the class schedule as a means of informing the stakeholders of current employment training opportunities. A separate website for the ECCC and HOC contains additional information. Information is listed for the medical career programs hosted at the Health Occupations Center and the business-computers career programs located at the Foothillss Adult Center.

There is a "Career Center Customer Roadmap " that provides guidance for stakeholders of employment training opportunities available at the East County Career Center (ECCC). The program is designed to facilitate the customer/student through the process from unemployment to training to employment. These course objectives and expectations are communicated to students by teachers and define what every student should know and be able to do as addressed by the curricular map. Each course also has an outline that provides the goals, performance and learning objectives, instructional strategies, instructional unit timeline , and evaluation techniques. The course outlines are reviewed and revised every two years as a means of ongoing curriculum development. Beginning this school year, updated course outlines will include the current mission statement and the Student Learning Outcomes.

Many of the Grossmont Adult School classes have developed their learner outcomes based on the California Department of Education Standards. The High School Diploma program is aligned with the California graduation requirements. The HSD/GED curriculum is centered on the state College and Career Readiness Standards which are also aligned to the Common Core Standards. E.S.L. utilizes both EL Civics and CASAS learner outcomes as part of their instruction. CTE classes have a curriculum that is student based on academic, personal, and career goals. Many of these CTE classes focus on students ability to obtain an industry recognized certificate/license or job ready skills.

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In some program areas, successfully passing an examination or employment test are measurements of the student meeting the desired learner outcomes.

The Grossmont Adult School 's Academic Subject Council (ASC) is a Professional Learning Community that meets throughout the year to modify school curriculum to the College and Career Readiness Standards. This PLC is comprised of high school diploma and GED faculty. The Workforce Investment Act funding supports academic curriculum development by paying for substitute teachers for those teachers that are working on curriculum development. The use of Carl D. Perkins Vocational and Technical Act grant allows for state of the art industry equipment , instructional supplies, and field trips for the Health Occupation Center as well as professional development, curriculum writing, teacher job shadows and conference fees.

Grossmont Adult School provides an array of learning materials that support and align with its course curriculum in order to meet learning objectives. The area of academics (ABE/GED/HSD) , CTE, and ESL/Citizenship regularly conduct reviews of texts, learning materials and information resources to assure that course learning objectives are met and students are achieving their goals. Community interest based classes such as home arts also update their learning materials on an on going basis to meet the needs of their students. Parent Education also updates its learning materials on an ongoing basis.

Technology is utilized through on-line learning resources such as GED Test Prep at Foothillss Adult, High School Diploma classes and the Egenuity program at the Steele Canyon Adult Center and Grossmont Adult offers APEX on-line curriculum for credit recovery at all comprehensive high schools. There are also computer labs with Foothillss having four dedicated computer labs, and the opening of a new lab in September 2014 at El Cajon Adult Center for the E.S.L. program. The Health Occupation Center has a lab dedicated to teacher led instruction and a smaller lab for student use to support their learning needs. The East County Career Center has has a business application lab where student have access to improve keyboarding skills and computer based skills which enhance their opportunities in job searches.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Grossmont Adult School program has demonstrated strong effort to provide its stakeholders with challenging, coherent, and relevant curriculum to support student learning. There is curricular mapping, and course descriptions are made available to all teachers. The school is very strong in providing students with a clear understanding of certificate, licensure, or vocational expectations so that they pursue their goals successfully. The school's mission statement is embedded in the schoolwide Learner Outcomes to provide students with structured learning goals and measurable outcomes. There is a strong correlation between teaching and learning in Adult program classes and the school pursues some current research based curriculum development to address instructional relevancy and effectiveness. The Class Schedule and Websites of the school are currently only offered in English.

Identify the strengths and key issues for this criterion:

Strengths:

1. The Grossmont Adult program makes strong effort to communicate to it's stakeholders and provide instructional programs that are relevant, challenging and coherent.

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2. The Grossmont Adult School teachers and administrators review curriculum for relevancy and effectiveness.
3. CTE classes are preparing a large majority of its students to earn industry- recognized certificates and/or pass licensing tests.

Key Issues: (prioritized)

1. Grossmont Adult School teachers and students would benefit from the establishment of a sustained and systemic Professional Development program centering on the implementation of Professional Learning Communities at targeted core content curriculum.
2. To the extent possible, the Grossmont Adult School program may want to consider providing its community with communication in its primary languages.

WASC Postsecondary Criterion 5: Instructional Program

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

Grossmont Adult School provides a high level of instruction in each of their four major program areas, GED/HS, ESL, CTE, and Community Interest. Each area has its own measures and review process to insure that the depth, breadth, rigor, and sequencing of instructional quality are in place.

The GED/HS program follows rigorous state guidelines and offers courses that accommodate several skill levels to appropriately place students who are assessed on the TABE test. The passing rates of the GED test or the attainment of a High School diploma, which includes CAHEE passing rates, provides instructors with measurable outcomes to modify instructional strategies and insure student success.

The ESL program offers a variety of levels and appropriately places students using the CASAS appraisal test. Standardized CASAS testing provides student achievement data that is frequently reviewed by the PLC, who base decisions on program offerings and curriculum changes on student's scores. Grossmont Adult School has experienced a positive growth from 2011-2014 in payment points awarded for increased student learning gains for WIA and EL Civics.

The CTE department offers a variety of programs, primarily in the Business, Industrial Technology and Health Occupations fields. Courses are sequenced from basic to advanced in order to assure the depth and rigor necessary for students to be successful in the workplace. Health occupations programs adhere to certification guidelines along with providing the needed instruction to pass state board exams. The business programs follow industry standards and Workforce Investment Act (WIA) guidelines. Success is also measured by student employment, which is tracked with Perkins phone surveys. Courses and instruction are continuously adjusted to insure student success.

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Community Interest classes include the Parent Education Program and home arts and visual arts. Parent Education curriculum is aligned with Parent Education Model Standards and Pre-Kindergarten State Model Standards. This program has been recognized by the state as a program of excellence indicating the program's high level of instruction. Success in the home and visual arts classes are measured by the finished products and projects completed by the students. Student work is displayed throughout the school, at the county fair, and art contests.

Faculty members keep current in instructional strategies and methodologies through a variety of methods that suit their area of expertise. Included in these are peer observations, participation in workshops, in-service meetings, webinars, online classes, and conferences. Faculty participate regularly in PLCs and teacher teams to share and compare teaching strategies and student outcomes. New instructors are enrolled in the Mentor Teacher program for their first two years of teaching. Teachers' quality of instruction is evaluated by administrators who frequently do informal "Instructional Rounds," which are unannounced visits and formal certificated evaluations.

Instructors employ commonly used differentiated instructional strategies, such as, working in groups or independently, incorporating art or music into classroom activities, technology, physical activities. Many programs also go on field trips, have speakers come into the class, internships, and community involvement. Teachers lecture, model or demonstrate, guide conversations, and assess students. Some programs are offered through distance learning for students who cannot attend class regularly. ESL has volunteers and tutors to give students one-on-one help. PLCs and Professional Development allows teachers to learn new strategies and/ or share what they know. The VC observed adaptations in the knitting class for a dyslexic student who was unable to read knitting patterns and in the yoga class, a student in a wheelchair was able to perform yoga with adaptations for upper body movement.

The CTE program provides hands-on strategies in labs that simulate real world work environments. CTE students are also involved with clinical and internship components, that provide on the job training.

Since Faculty members work at a many different locations and have varied schedules, opportunities to discuss student performance and learning needs is achieved through email, phone calls, Google Drive, and informal discussions. Faculty also have an opportunity for dialogue at their Back-to-School night meeting where they breakout into program areas to discuss goals, methodologies, policies, and strategies for student success. PLCs and teacher teams meet regularly to discuss the relationship between teaching strategies and student performance. Substitute teachers are provided to allow teachers time to meet in their PLC.

Administrative support for developing differentiated teaching strategies is evident with monetary support for curriculum writing, software and technology upgrades, workshop, seminar and conference costs. The administration also provides staff with freedom and flexibility to design educational plans that suit program and student needs.

The Adult Management Council (AMC) reviews and upgrades the school's technology and

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associated staff development with support from the District's Instructional Technology Department. The Academic Subjects Council (ASC) also meets regularly to discuss classroom technology needs. Funding from WIA, Carl Perkins, and Workforce not only assist with providing updated technology, they also require detailed technology plans and/or provisions.

At the Steele Canyon Campus, on-line instruction is available to High School Diploma students in the Adult School using Edgenuity and to enrolled concurrent students at high schools using the APEX program. The Health Occupations Center utilizes computer driven manikins that simulate patients in the hospital allowing students to practice medical procedures and tests. Grossmont's Distance Learning classes in GED, ESL, and Parent Education are provided through the Innovative Technology 5% Program. They utilize laptops, DVDs and information packets to deliver instruction that serves as an alternative to the traditional classroom setting.

Faculty are trained for effective use of technology in their classroom by attending District open labs and workshops; visits from software and textbook companies; video training/ conferences/webinars; and state, region, and local CUE (Computer Using Educators). Outreach and Technical Assistance Network (OTAN) and CALPRO provide a wide variety of professional development and resource materials. GUHSD and Adult School staff attend Adult Education classes for a wide variety of professional development in technology-based training.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Grossmont Adult School has an excellent instructional program with many strategies in place to assure that students receive high-level instruction that has appropriate depth, breadth, rigor, and sequencing to insure their success in achieving Schoolwide Learner Outcomes and course objectives. Grossmont Adult School teachers incorporate a variety of strategies to engage students with diverse needs and learning styles. Current technology is continuously upgraded and integrated into the instructional program as faculty members are trained to effectively utilize technology. A more specific, clear and systematic research based assessment of SLOs and SLO outcomes is needed.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. Grossmont has dedicated faculty and staff who go above and beyond to serve their students.
2. Teachers meet regularly to share and compare instructional strategies, student outcomes, and teaching modalities.
3. Due to many state certificated programs offered, instructors and directors keep up-to-date on industry standards. Many students achieve state certification in their field of study.
4. Grossmont Adult School has a one stop career center that provides specific instruction for job seekers to fulfill employment and training goals.
5. The ECCC provides paid individual training and on-the-job training programs to assist the job seeker to reach employment goals.

Key Issues : (prioritized)

1. Grossmont Adult School needs to inform data driven instruction by implementing additional Professional Learning Communities.
2. Increase professional development opportunities to help teachers adjust instructional methodologies to meet the needs of the increasingly diverse population in East San Diego County Region.
3. Keep up-to-date with ever changing technology relevant both to the delivery of instruction as well as preparing students to meet their personal, academic and workplace goals.

WASC Postsecondary Criterion 6: Use of Assessment

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

Learning Outcomes are imbedded into all course outlines, and competencies drive the courses in each of the programs offered by the school, including GED, HSD, ESL, CTE, and community interest classes. Assessment is crucial to the development of College and Career Readiness Standards based instruction throughout Grossmont Adult School. CASAS Appraisal tests are given to each new ESL student to ensure proper placement and student success. The TABE test is given to all potential academic students enrolling in GED, HSD, ABE and CAHSEE. HSD instructors meet regularly to discuss curriculum and assessment results. Currently, HSD instructors are in the process of revising courses to meet the new common core standards. At HOC, an entry screening test is used to assess students prior to entering a medical program to ensure they have skills to be successful. In addition to written assessments, hands-on-skill testing is a common occurrence to evaluate student progress throughout the campus. Competency lists are driven by requirements of state licensure and/or certification.

Grossmont Adult School gathers data from multiple sources, analyzes the results and makes recommendations based on these assessment results. Results from standardized assessments such as CASAS, GED, CAHSEE, and TABE are analyzed and changes are made accordingly. For example, based on the results of these assessments it was determined that there was a need for a bridge class from ESL into Academic. Also, it was recognized that students were having problems with the math and writing sections of the GED. Consequently, students now begin class every day with a writing prompt followed by math warm ups. ESL PLCs meet several times each year to disaggregate CASAS test data which form the basis to make teaching adjustments. Course evaluations and surveys are conducted yearly, and staff meet to analyze the results. Methods to analyze SLO's achievement and outcomes including rubrics need additional development.

Administration, faculty and staff have the responsibility of assessing, analyzing and making program and curriculum changes that will enable students to reach educational goals and academic success.

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Data for assessment is both formative (quizzes & observation of practice) and summative (TABE, CASAS, GED) are used to make institutional changes. For example, since the Spring of 2013, students at the El Cajon site can no longer enroll in the HSD/GED program unless they meet an 8th grade reading level. This particular change has enabled students to reach their educational goals more effectively. Another change was that after piloting a Pre-Literacy class, the school now offers three. A gap was also identified between the ESL students and their readiness for the Academic program. This resulted in the creation of an Academic ESL class to bridge this gap. The Course Evaluation/Student Outcome Surveys are especially important in the community interest classes. These results determine future course offering, growth and course effectiveness.

Grossmont Adult School uses their Report Card to report attendance and participation data for all programs and assessment results for the high school diploma program to all stakeholders. The Report Card is published annually and is shared at Board Meetings, Adult School Community Advisory meetings, and Back-to-School night. In the corrections program, students, teachers, and jail administrators all receive monthly GED test results for their students.

Planning for Grossmont Adult School rests on the administration (AMC). Additionally, administration sits on ASC, ESL, PCLs teacher lead groups that report back to the AMC. The groups get together and develop curriculum, discuss instructional practices and assessments. The AMC also gets input from the local business community and CTE partners. Recent state changes in funding and the adoption of common core have resulted in the revision of the Action Plan to reflect the integration of common core curriculum revisions and resource reallocation to meet these requirements.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Learning outcomes are imbedded into all course outlines, and competencies drive the courses. Results from standardized assessments, attendance patterns, and gaps in student readiness are used to make institutional changes, including additional course offerings and prerequisites for admission into some courses. Data for assessment is both formative (quizzes & observation of practice) and summative (TABE, CASAS, GED) are used to make institutional changes. Most of the community interest classes use only annual student surveys as the data source for changes in the course offerings. Grossmont Adult School has not formalized the assessment of their SLOs and SLO indicators. Rubrics and procedures for data gathering and analysis are needed.

Identify the strengths and key issues for this criterion.

Strengths

1. Implementation of assessment tests for student placement into the appropriate courses
2. Creation of the Academic ESL and Pre-Literacy classes as a response to student assessment

Key Issues: (prioritized)

1. Grossmont Adult School needs to develop specific ways to measure the attainment of SLOs and SLO indicators. Data need to be gathered, analyzed, and shared with all stakeholders .

2. Develop a process to communicate student achievement data to all stakeholders

WASC Postsecondary Criterion 7: Student Support Services

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

Grossmont Adult School provides a wide array of student support services with the purpose of assisting students to pursue and achieve their personal, academic and workplace goals, enhancing their learning environment and encouraging the achievement of Schoolwide Learner Outcomes (SLOs). There are five Grossmont Adult School Centers with additional classes offered at over 100 locations. Based upon the goals and needs of students, available entry assessment and follow-up, counseling, referrals and personal support services from such sources as grants or other categorical funding, will differ at each Adult School Center. The availability of those support services are shared with students by academic advisors, front office staff, instructors, and the administrative staff. A more available systematic and comprehensive listing of community and school support services, means of distribution, and methods to improve student awareness to allow staff to provide better guidance, is a work in progress.

East County Career Center (ECCC)

During an intake interview at ECCC, Employment Advisors (EA) identify student goals and needs for supportive services and apprise them of all of their eligible options. The Supportive Services Staff deliver such supportive services as food, transportation, or work uniforms to customers, although the most common services are bus passes, bus tokens, gas cards, grocery gift cards, and/or gift cards for work attire. Enrollments in workshops, training and or classes designed to assist them to achieve their personal, academic and workplace goals are made. ECCC leverages their resources by referring customers to community agencies such as Home Start, Crisis House Food Pantry and Housing, and Chaldean Community Foundation.

To ensure that those services are utilized as intended, ECCC, in conjunction with the San Diego Workforce Partnership (SDWP), has a detailed list of requirements in place for students (i.e., submitting receipts for all purchases). The supportive service is generally a one-time service but can continue throughout a training program to ensure customers complete training and obtain employment. The quality of these supportive services is monitored by the SDWP and the ECCC staff who are held accountable for the delivery as well as the success of ECCC students.

Correctional Education

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In correctional facilities one of the common academic goals of students is to complete their GED. Classes are provided to prepare students to prepare for the exam as well as achieve their high school diploma. Inmates who take the GED exam, who are unable to complete the entire battery of tests before they are released are given a voucher for a one-time attempt at completing any test not taken in jail. In that inmates are not allowed access to the Internet to find the results of their GED tests, an unofficial GED transcript is sent to the candidates at the Correctional Facilities at no charge. Due to changes to an electronically administered GED test in January 2014, Grossmont Adult School will be working with County Corrections Administration to find the most appropriate way to continue GED testing in the jails.

Health Occupations Center

HOC students can obtain course requirements and enrollment information on the HOC website. Teachers and staff inform students of the availability of various financial aide opportunities to enhance their access to education and the successful pursuit of their career goals. Various scholarships such as the Westwood Vocational Nursing Scholarships, Carolyn Heintz Scholarships, and Lion's Club Vocational Nursing scholarship are awarded to deserving students annually.

The HOC campus serves students of all socio-economic levels. Grant funding allowed the campus to aid low income students with tuition assistance and travel expenses directly related to their medical program. Due to cuts in grant funding, these options are no longer available.

An additional example of external support services is the referral of foreign students who need financial assistance to the International Rescue Committee (IRC). A list of resources is available to Adult Education staff as an insert in the Teacher Handbook. Updating this list of student support services is one of the school's Action Plans.

Academic Financial Aide

Students are informed by teachers and staff of the scholarship opportunities listed below to assist them in their pursuit of lifelong learning:

- Financial Aid is available to academic (high school diploma and GED) students who present a need for covering the costs of processing fees and/or books. This is done on a case by case basis, often with students being referred by their teacher.
- GED Preparation students who have been successful on practice tests, can apply, with the written support of their instructors, to the site Principal for a scholarship or can also work with entities such as Nice Guys and Head Start, to have all or a portion of their exam fees paid.
- The local chapter of the California Council for Adult Education awards up to four grants per year to cover the cost of the GED test fees to individuals in need.
- At the Adult School graduation, the Foothillss, Steele Canyon, and El Cajon centers each offer one \$500 scholarship to a graduate from their center to allow them to continue their education. The California Council for Adult Education gives one \$500 scholarship.

Academic Assessment and Advising

Grossmont Adult School office staff are often the first to inform students of the academic assessment and advisement the school provides. Assessments and academic advisement are essential aspects of the school's services that properly place students to provide them with the best chance of meeting their personal, academic and career goals.

ECCC, Foothillss, El Cajon, and Steele Canyon Adult Education Centers offer academic advising and use literacy tests to help determine the appropriate placement of students. Students enrolling in a HSD/GED/ABE program must first take a reading assessment test, the TABE (Tests of Adult Basic Education). Following testing, each student is given academic guidance, based on their assessment test score, to determine an academic plan that is in the student's best interest. After the student makes a decision based on the conference, the student is given information regarding registration, class start time, and start date. At ECCC and Steele Canyon Adult Center, the TABE is administered by the instructors. At Foothillss and El Cajon Adult Centers, TABE testing is scheduled bi-monthly for students to be placed in GED/HSD/ABE.

El Cajon Adult Center oversees all of the schools' ESL classes and conducts enrollment twice a month. During this time potential students fill out registration forms, sign Student Expectations, and complete the CASAS Reading Appraisal. Once students have finished their exam, students are placed in the appropriate level class.

Low cost babysitting is available to academic and ESL students at Foothillss during the morning sessions. Babysitting is also available at various CBET classes in the morning and evenings. Babysitting is provided to give the student the opportunity to take classes and, therefore, accomplish their personal, academic, and workplace goals.

Pam Howard at Foothillss Adult Center is a certificated employee who provides the majority of academic advising of students and training and assistance for administrators, teachers and select staff to advise students. Grossmont Adult School does not employ a PPS Credentialed Counselor. Administrators, teachers, and a select few support staff provide academic advisement for students. Academic advising is a support service for students that are attempting to earn their GED or high school diploma (HSD). The academic advising the school provides assists students directly with their transition to educational opportunities and potentially to employment opportunities. The academic advisor evaluates the student's official transcripts to determine needed classes and credits, as well as what is needed to pursue a college education, career training, acquire a job, or enter the military. During an appointment with the academic advisor, the student is asked about his/her goals. To assist the student in deciding whether to pursue high school graduation or prepare for the GED test, the academic advisor shares all the possible methods and classes that will assist the student in completing his/her goals. Many options are available to the student (i.e., individualized learning program, instruction classes, independent study, online and distance learning). Teachers, advisors, and principals have ongoing discussions with students regarding their academic, college, career training, and/or employment opportunities and referrals can be made to Pam Howard as needed.

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The Adult School staff shares information about course offerings and programs as they relate to students' goals and interests. Students are encouraged to do internet research regarding possible colleges and trade schools. Students are encouraged to attend the District's annual "Got Plans?" event each October and other career/college events posted on the general bulletin board and/or shared by the academic teachers.

Grossmont Adult School is a service provider to the San Diego County Sheriff's Department of Corrections and as such does not provide direct counseling services to inmates enrolled in those programs. However, students can meet with Correctional counselors for academic and vocational counseling as part of their release plan. This is offered as part of the student's case management which also includes substance abuse counseling, criminal behavior modification, and goal-setting. Students who express an interest in vocational training, ABE, or GED are referred to those programs.

Though professional development opportunities have been limited, the Foothillss Academic Advisor does attend the District Guidance Council meetings on a regular basis. Updates of practices and procedures throughout GUHSD are discussed at these meetings as well announcements regarding CE (Concurrent Enrollment) student openings and procedures. Adult School connectedness to local community colleges and public and private High Schools is provided in a variety of ways. The Adult School advisors attend annual events that highlight new college facilities, programs, and services including campus tours, workshops, and to hear keynote speakers. This enables the advisors to provide up-to-date information to the students.

Grossmont Adult School's High School Diploma and GED prep students may have not been academically successful before enrolling at Grossmont Adult School. Others enroll after successfully transitioning from ESL courses, raising a family, entering employment prior to completing their formal education, and as examples and inspiration for their children and grandchildren. The number of Grossmont Adult School HSD graduates and GED test completers is indicative that the process used to advise and place students is successful. Staff rely upon the results of their Student Surveys to determine if academic students are achieving their goals. Data from Tops Enterprise is also available.

Grossmont Adult School welcomes and enrolls an increasingly diverse student population who are in pursuit of academic, personal, and career goals. Although the school serves students throughout San Diego County, the greatest concentration of students is, as expected, within East County and the Grossmont District boundary. In an effort to recruit and retain students, a comprehensive catalog is mailed four times a year to over 175,000 households, and bundles of schedules are hand delivered to public and private community agencies, and also posted online. The school maintains a website and a Facebook page with pertinent information and also provides students the opportunity to register for some classes online. The schedule and webpage inclusive of the information for English Language Learners is in English only. The school needs to address the need to provide materials in a language that students interested in learning english can comprehend.

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Grossmont Adult School is also successfully marketed through word of mouth, media coverage, and teacher promotion. Many teachers work in industry, or belong to clubs and societies where people of common interests are informed of course offerings.

Grossmont Adult School provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice. In an effort to help students successfully transition into Grossmont Adult School, policies and procedures are shared with students in a variety of ways. Policies and procedures are: published in the Adult School schedule; shared verbally by office staff; and explained and reinforced in the classroom by instructors.

The office staff is essential in assisting students through the enrollment process. In the non-academic classes, student support falls mostly to the classroom teachers. In the academic programs student progress is monitored by instructors, staff, and academic advisors.

Grossmont Adult School continually evaluates its support services delivery to provide the greatest opportunity for student success and community access. To support the community, Grossmont Adult School offers Community Interest classes at the major centers and over 100 sites throughout San Diego County. The success of these offerings is measured by the Course Evaluation Student Survey. A key indicator of success is sufficient enrollment in each class. To identify the learning support needs of students, the school states that it listens to and responds to the input provided by students, staff and community members. One example is a recently added GED Preparation class at a facility serving the homeless population in East County. Since it is difficult for this population to travel to classes, a teacher is provided at the East County Transitional Living Center to increase the likelihood of student success. Students have successfully completed their GED since this programs inception within the past year.

At the request of the students, the school began providing the option for students to enroll online for most classes. Based on student feedback, the online registration process is constantly monitored and adjusted. In addition, frequent updates are made to the website by the Administrative Secretary.

In an effort to evaluate and determine the effectiveness of Career Technical Education (CTE) classes and support services, an annual phone survey of former CTE students is conducted. This is a requirement of Carl Perkins funding, but it also allows the school to collect employment data. The staff makes calls to all students that completed a sequence of courses to find out if they are working in the field, employed outside of the industry, or attending an advanced program to continue their training. The data are used to modify CTE programs if warranted.

Grossmont Adult School maintains student academic records with extreme care. Hard copies of student records are kept in locked storage or in a secured fireproof safe in an inside office. Pre-2000 records are kept as a hard copy. Each night the GUHSD backs up their entire Adult Ed database.

GED test records are in a database controlled by the State of California. All hard copy spreadsheets of student test results are kept inside a locked room with access limited to authorized GED personnel. Archived official transcripts are kept in a locked cabinet in the same room.

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Student records for all medical certifications and licensing are kept for the mandated period of time required by the state. These records are kept in locked file cabinets on the HOC campus. All other student records for programs such as Foodhandler and Real Estate are kept in a secure location at the Foothillss Adult Center.

Grossmont Adult School follows established District policy for releasing student records

In an effort to provide current and accurate information, Grossmont Adult School maintains its own website and Facebook page. ECCC and HOC also host their own websites. Websites are updated on a regular basis. Course offerings are published in a schedule four times yearly. These schedules are mailed to 175,000+ homes, hand-delivered to local businesses and agencies, and uploaded to the website. Within the schedule, as well as on the Web Page, the school publishes its policies and procedures. In addition HOC provides an abbreviated schedule onsite for classes offered solely on that campus. The schedules and the webpage are published in English only.

Historically, students have benefited from Grossmont Adult School programs. Benefits are measured in a variety of ways:

- Students complete course-related surveys annually.
 - Community interest course success is measured by ongoing student interest and end of course evaluations.
 - High School Diploma and GED course success is measured by successful completion rates.
 - The success of HOC and other CTE courses are measured by achievement of certifications and licensure.
 - ECCC measures achievement by certificates earned in training and employment.
 - Studies show that the recidivism rate declines significantly when inmates pass the GED.
 - ABE and ESL measures intended outcomes using CASAS test scores and student advancement.
- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Grossmont Adult School provides a wide array of student support services with the purpose of assisting students to pursue and achieve their personal, academic and workplace goals, enhancing their learning environment and encouraging the achievement of Schoolwide Learner Outcomes (SLOs). Grossmont Adult School does a good job of publicizing its programs in its community, although the majority of the material except for flyers at the El Cajon site is in English. Before enrolling students, assessments are given to determine which course of study will best assist students to benefit from which program. Students may be advised to register in skill-building programs before enrolling in their desired program(s). Support services address a wide variety of student needs: educational, financial, child care, referral to other agencies, job search skills and programs. A more available systematic and comprehensive listing of community and school support services, means of distribution, and methods to improve student awareness to allow staff to provide better guidance, is a work in progress.

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- Identify the strengths and key issues for this criterion.

Strengths:

1. Grossmont Adult School does an outstanding job of providing in depth and personalized academic and vocational assessment and guidance to ESL, HS Diploma, GED students, and CTE students.
2. Grossmont Adult School provides many support services to students, including but not limited to a wide array of scholarships, financial aid, and employment services.
3. Unlike other adult schools in San Diego County, Grossmont Adult School operates a one-stop career center dedicated to offering students job placement and support services.
4. Grossmont Adult School has a strong commitment to ensure students meet their personal, academic, and workplace goals.
5. Grossmont Adult publicizes their programs well and provides several mechanisms for students to remain informed regarding their school and upcoming events (websites, quarterly schedule mailing, Facebook page).

Key Issues (Prioritized):

1. The school needs to upgrade communication from the school to the community in the home language of their students.
2. The school needs to develop a more available systematic and comprehensive listing of community and school support services, a means of distribution, and methods to improve stakeholder awareness of those support services to allow staff to provide better guidance and assistance.
3. Create additional methods of evaluating the student support services and their impact on student achievement.

WASC Postsecondary Criterion 8: Resource Management

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

Grossmont Adult School receives \$7.9 million in unrestricted Adult Education funds. Additional funding sources include WIA Title II Grants, WIA Title II training dollars, Carl Perkins Grant, Apprenticeship Programs and a contract with the San Diego Sheriff's Inmate Services Division.

Due to California categorical flexibility, which resulted in a reduction in enrollment, Grossmont Adult School has faced budget reductions. There has been a reduction in enrollment, duplicate enrollment, and average daily attendance (ADA). Despite this, the school has stayed within budget and maintained a positive ending balance.

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In a response to this funding model, Grossmont Adult School increased student fees, offsetting those programs affected by the budget cuts and reduced course offerings. This resulted in an ending balance for the 2012-2013 school year.

Grossmont Adult School creates local revenue such as over-the-counter and online registration, books and supply sales, and Ed2Go (a 3rd party company providing online instruction for the students). This supports offsetting program costs and an increased ending balance which supports the District's budget. The reduction in funding has resulted in a reduction in ADA, enrollment and duplicated enrollment. This has not affected Grossmont Adult School to meet the needs of its community or maintenance to facilities and technology upgrades. Grossmont Adult School has found a new level of sustainability for the distribution of resources and the development, maintenance, and enhancement of programs and services.

The WIA Adult Family Literacy Grant funding has more than doubled over the last four years due to increases in Academic Benchmarks and Payment Points. This has allowed additional ESL Classes to be offered and additional staff development for ESL teachers to be funded. The WIA Grant funding was recently granted in the amount of \$950,000.

Grossmont Adult School's Career Center is a collaboration with the San Diego Work Force Partnership. The grant's basic funding supports the East County Career Center. The grant has been reinstated for \$2.5 million for 2014-2015.

Grossmont Adult School has partnered with the San Diego Sheriff's Department Inmate Services Division (ISD) as the sole provider of Adult Education throughout the San Diego County Correctional Facilities. Grossmont Adult School has Apprenticeship Agreements with the Firefighters, Iron Workers and Machinists unions. As the LEA for the programs, Grossmont receives State funding, but only retains 10% of the total revenue.

The Federal Carl Perkins Grant Funding allocated has declined over the last three years. The Grossmont Adult School administration decided the Perkins allocation would mostly go towards the Grossmont Health Occupations Center campus and its CTE programs of study. Staff development and equipment is also provided as part of Perkins allocations.

Grossmont Adult School has clear financial operating procedures in place with appropriate checks and balances. The Adult Education Account Technician monitors and maintains records of State, Federal, and local revenue and expenses. The technician works closely with the Education Director, the site administration and the District Fiscal Department. As part of the fiscal checks and balances, the Account Technician and the Internal Auditor work closely together.

The Adult School is part of the District's external auditing process. Any findings reported from the Internal or External audits are promptly addressed and resolved. District and the Adult Education Account Technician work closely to ensure transparency and to review audit findings. Grossmont Adult School financial updates are regularly reported as part of our GUHSD Governing Board public sessions.

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Grossmont Adult Education financial updates are regularly reported as part of the GUHSD Governing Board public sessions. The reports are prepared by the District Fiscal Department and are available to all stakeholders. Grossmont Adult Education planning and expenditures reflect a realistic assessment of current financial resources and long-range planning. The AMC is updated regarding the budget.

Assembly Bill 86 (AB 86) may take the place of the traditional categorical funding model, pre-tier III flexibility, and needs to be further addressed once funds are allocated. Grossmont Adult School will partner with Grossmont Union High School District and Grossmont Community College District to collaboratively implement the services provided by which entity.

Although Grossmont Adult School does not have a formalized facilities review, facility concerns are addressed during AMC meetings. To meet student learner outcomes the following improvements have been added: larger classroom for the EMT program at the HOC, a computer lab for ESL students at El Cajon Adult, and a new GED test center at Foothillss.

District deferred maintenance has assisted with maintaining the Adult Education facilities. A supportive and responsive custodial staff on site supports students' learning environment. A major concern is that many of current buildings are aging and this will need to be addressed.

Due to the budget reduction there has been a decrease in class offerings and programs Grossmont Adult School's short and long term fiscal plans will include the allocation of resources necessary to fulfill our Action Plan Goals. Funding the Action Plan activities will be a fiscal priority.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion:

Grossmont Adult School has maintained a positive financial relationship with the GUHSD and has responded confidently to the financial environment in California as it relates to Adult School funding. Grossmont Adult School's structure allows for input from all stakeholders to provide courses, facilities, and resources to meet the needs of its community. Grossmont Adult School creates local revenue such as over-the-counter and online registration, books and supply sales, and Ed2Go (a 3rd party company providing online instruction for the students). This supports offsetting program costs which supports the District's budget. The WIA Adult Family Literacy Grant funding has more than doubled over the last four years due to increases in Academic Benchmarks and Payment Points. This has allowed additional ESL Classes to be offered and additional staff development for ESL teachers to be funded. Grossmont Adult School's Career Center is a collaboration with the San Diego Work Force Partnership and operates with a reinstated grant of \$2.5 million for 2014-2015. Grossmont Adult School has partnered with the San Diego Sheriff's Department Inmate Services Division (ISD) as the sole provider of Adult Education throughout the San Diego County Correctional Facilities. Grossmont Adult School has Apprenticeship Agreements with the Firefighters, Iron Workers and Machinists unions. As the LEA for the programs, Grossmont receives State funding, but only retains 10% of the total revenue. Grossmont Adult School updates

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regularly its fiscal position and forecast to the GUHSD Governing Board and works collaboratively to maintain and improve resources.

- **Identify the strengths and key issues for this criterion.**

Strengths

1. Collaborative budget process with the Adult School and District fiscal services.
2. Shifting courses to fee-based model to serve student and community needs despite fiscal cutbacks.
3. The custodial and maintenance staff sustains safe and clean facilities.

Key Issues: (prioritized)

1. The planning for and implementation of Assembly Bill 86 (AB 86)
2. Aging facilities needing upgrades to maintain program offerings.
3. The Current funding model for Adult Education and its instability.

WASC Postsecondary Criterion 9: Community Connection [Sonya & Janet]

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

Grossmont Adult School is very successful in enhancing their educational effectiveness through their numerous connections within the Community they serve. They work with community leaders, businesses, chambers of commerce and community organizations to provide additional educational and vocational opportunities for students. This is evident with the partnerships they have formed with over 40 organizations that provide experiences ranging from on-the-job training, internships, community service, job fairs, employment connections, and supportive services. Each month partners attend the Partner Interagency Team (PIT) meeting to share resources and discuss service delivery to customers. Several partners that provide employment opportunities and supportive services to students include the Employment Development Department, Vocational Rehabilitation, Goodwill Industries, International Rescue Committee, Courage to Call (Veterans Services), and Borrego Health. The masonry program has a working relationship with RCP, a local block and brick manufacturer who donates supplies to the class. Supervisors from RCP also come to the class to mentor students in the masonry “yard”. The HVAC instructor works with SDG&E staff at the newly opened Energy Innovation Center to include students in energy conservation seminars and demonstrations.

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Grossmont Adult School's individual sites have collaborated with the community to provide services that specifically meet their students' needs. The El Cajon Adult Center offers classes at over twenty different sites including local community libraries, business locations, and three different elementary school districts throughout East County from Blossom Valley to Spring Valley to Santee. A partnership with the elementary school district assists with Community Based English Tutoring (CBET) classes by offering daycare to enable students to attend. East County Career Center's Business Services representative works with staff from local legislative offices and the East County Economic Development Corporation (ECEDC) to stay abreast of workforce needs in the community. The Health Occupation Center is a member of the San Diego Nursing Consortium, where representatives from local hospitals and medical facilities meet with representatives from all the medical training schools to discuss the facilities availability to train students through internships and clinical experiences. Edgemoor Hospital, a county nursing facility, has been hosting the school's nursing programs in a clinical setting for over 30 years. In turn, annual scholarships are offered to their employees, who are then able to take classes to advance their medical careers.

Grossmont Adult School provides many opportunities for students to participate in community service and internships. In 2012 a Student Council was formed with the goal of enhancing their own education by giving back to their community. Projects they participated in include: a food drive for needy families, Jared Boxes for hospitalized children, \$5,000 for the Leukemia and Lymphoma Society with a Pasta for Pennies fundraiser, volunteering at "Campus Clean-up," and participating in two Multicultural Fairs. Internships and clinicals are provided to more than 300 Health Occupation students who worked at 50 healthcare facilities.

Grossmont Adult School has achieved a high level of respect in their community as is evident in the number of facilities who welcome and even request their well-trained students. Kaiser Permanente has collaborated with the Health Occupation Center to train more than 30 employees as Certified Nursing Assistants. Kaiser had many options for this contracted educational experience for their employees, but they chose Grossmont Adult School's Health Occupation Center due to their reputation for excellence in nursing education. The Health Occupation Center's students also participate in the following service projects: American Red Cross (ARC) blood drive, administer flu shots, blood pressure check at the park during baseball season, and the Salvation Army Food and Toy Drive. The Home Arts Knitting and Crocheting classes donate blankets, booties, and other handmade items for children in need through Project Linus.

Grossmont Adult School makes an effort to track students once they leave the school and to then inform the community about their students' successes and programs through several different avenues. A sampling of students who have completed and left programs are given a quarterly Core Performance survey to determine if they entered employment, retained employment, earned a high school diploma or GED, and/or entered postsecondary training. CTE student success is measured

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through the mandated Perkins follow-up, where staff makes calls to CTE course completers to find out if they are working in the field, employed outside of the industry, or attending a school to continue their training.

Through the Partner Integration Team at ECCC, program information is presented and disseminated on a monthly basis to several partners. The network of agencies is utilized as a referral for customers and students. HOC utilizes their annual advisory committee meeting to instill the importance of the program in the community. The masonry program also has a working relationship with a manufacturer, RCP. RCP markets their company as a donor to an educational institution. Community members come in and volunteer to assist with the Fall registration.

Student successes and programs are presented at a variety of community meetings by groups such as the El Cajon Collaborative, which is represented by over 92 local community service organizations, by the Partner Integration Team who meets on a monthly basis, the San Diego Nursing Consortium, and the San Diego County EMS Advisory meeting.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Grossmont Adult School is highly successful in enhancing their educational effectiveness through their numerous connections within the community they serve. This is evident with the partnerships they have formed with over 40 organizations that provide experiences ranging from on-the-job training, internships, community service, job fairs, employment connections, and supportive services. Many of these partnerships are a necessary component for students to complete their course objectives. Many opportunities are provided for students to connect with and serve their community through participation in community service projects and internships. An effort is made to track students, once they leave the school, and to inform the community about students' successes and programs through several different means. Grossmont Adult School is deeply embedded in their community creating a reciprocal relationship that is beneficial to students and community members.

Identify the strengths and key issues for this criterion.

Strengths:

1. Grossmont Adult School has longstanding, strong partnerships and relationships with community leaders and business organizations.
2. Grossmont Adult School has a strong presence in the community.
3. Provides a wide variety of opportunities for our students to do community service projects and participate in internships.

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4. The community is very supportive of Grossmont Adult School programs, services, and events.

Key Issues: (prioritized)

1. There is a need to develop a central database of community and business partners as it relates to expanding student learning opportunities in the community.

WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The institution uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

Grossmont Adult School utilized the self study process to identify strengths and key issues. Key issues were reviewed by stakeholders in regularly scheduled meetings of the WASC leadership team. The end result of the process was the creation of an Action Plan to ensure continuing improvement. The format of the Action Plan includes the following: the action goal, rationale, SLOs addressed, action steps, persons responsible, resources, means of assessing progress, timeline, and reporting instruments. The timeline includes annual review to respond to the changes in student learning goals and needs. The Action Plan addresses three key areas: collection of data, expansion of the PLC model, and the compilation and distribution of a comprehensive list of student support services.

The key issues were compiled through a variety of stakeholder meetings, which included criterion focus groups, WASC leadership team, WASC editing team, and general stakeholders. The key issues were prioritized by the impact each has on Student Learning Outcomes. That prioritization was the foundation of the Grossmont Adult School Action Plan. The school plans to have periodic meetings to enable stakeholders to annually review and revise the implementation of the Action Plan. Although funding for their plan has been secured, the planning for and implementation of Assembly Bill 86 is not addressed in the action plan as written.

The Action Plan provides direction for its implementation. There are action goals with a rationale for each goal and a set of action steps that are to be carried out by an assigned group of stakeholders. The school's AMC and WASC leadership team will monitor each action step and facilitate the resources needed to accomplish these goals. Resources will include funding, personnel, technology, etc. The stakeholders assigned to the action goals will update, evaluate, and revise each action goal annually to meet the adult school's needs.

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Each action goal will follow a timeline of completion of its action steps. There will be an assessment of each action step by the stakeholders once it is completed. Progress will be reported to the stakeholders through a variety of methods including newsletters, data reports, and meetings.

The Action Plan helps to guide the AMC and the WASC leadership team decision making processes as they move forward toward continuing school improvement in the area of key issues identified through the self study process.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Grossmont Adult School utilized the self study process to identify strengths and key issues, which in turn formed the basis of their Action Plan. A variety of stakeholders—including criterion focus groups, WASC leadership team, WASC editing team, and general stakeholders—met to prioritize the key issues, based on the impact each has on Student Learning Outcomes (SLOs). The format of the Action Plan includes: the action goal, rationale, SLOs addressed, action steps, persons responsible, resources, means of assessing progress, timeline, and reporting instruments. The school's Adult Management Council (AMC) and WASC leadership team will monitor each action step and facilitate the resources necessary to accomplish the action goal. Each action goal will follow a timeline, and progress will be reported to the stakeholders through a variety of methods including newsletters, data reports, and meetings. Although funding for their plan has been secured, the planning for and implementation of Assembly Bill 86 is not addressed in the action plan as written.

Identify the strengths and key issues for this criterion.

Strengths:

1. Involvement of administration, teachers, and office staff in forming the schoolwide Action Plan
2. Prioritization of key issues in the Action Plan

Key Issues:

1. The planning for and implementation of Assembly Bill 86 (AB86) needs to be addressed in the Action Plan.

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.

MAJOR AREAS OF STRENGTH

The Grossmont Union High School District's Governing Board and Administration strongly supports the funding and mission of Grossmont Adult School.

PRE-WRITE Grossmont Adult School Visiting Committee Report for Postsecondary Institutions

The administration of Grossmont Adult School empowers its certificated and classified staff, students and community members to play a collaboratively active role in decision-making and this self-study process

The Grossmont Adult School administration actively seeks multiple sources of funding to meet Schoolwide Learner Outcomes and community needs.

Grossmont Adult School:

- Has recruited a highly qualified and dedicated faculty and staff who go above and beyond to serve their students.
- Is highly successful at enhancing their educational effectiveness through longstanding partnerships and strong relationships with businesses, community entities, and service organizations, who are very supportive of the school's programs, services, and events.
- Responds to its community needs by providing courses that meet the Career and College Readiness standards.
- Develops, aligns, and updates courses to meet community interest needs.
- Collaborates with San Diego Work Force Partnership to provide a comprehensive career center for the community.
- Collaboratively creates classes in response to student assessment data and needs.
- Markets its programs and events well and provides various mechanisms for students to remain informed and involved.
- Does an outstanding job of providing personalized assessment and guidance to its students.
- Provides strong support services to its students to help them meet their personal, academic and workplace goals.

MAJOR KEY ISSUES: (Prioritized)

1. Grossmont Adult School needs to develop a process to collect, analyze, respond to, and disseminate data to improve achievement of the Schoolwide Learner Outcomes.
2. Grossmont Adult School needs to continue to implement the Professional Learning Community model to develop, common formative and summative assessments, scoring guides/rubrics, and professional development in order to attain Schoolwide Learner Outcomes.
3. Grossmont Adult School needs to formalize a plan including all steps in response to Assembly Bill 86, both those completed and to be planned, and regularly communicate those to all stakeholders.
4. Grossmont Adult School needs to increase the use of students' primary languages in communication with the community.
5. Grossmont Adult School needs to develop and distribute a comprehensive listing of community and school support services to improve stakeholder awareness and guidance.

Grossmont Adult School Visiting Committee Report for Postsecondary Institutions

- **Describe how well the school used the WASC accreditation process to identify its major key issues.**

Grossmont Adult School through a variety of stakeholders—including criterion focus groups, WASC leadership team, WASC editing team, and general stakeholders—met to prioritize the key issues, based on the impact each has on Student Learning Outcomes (SLOs). They used the self study process to identify elements of three of the major key issues also identified by the visiting committee. The committee agreed with some of the key issues chosen by the schools leadership as action plan items with a different prioritization than had been chosen by the school. Given the importance of the identified elements of the legislation Assembly Bill 86 to the eventual funding of Adult Education, the school had not addressed it in their document as a key issue. The committee felt it weighed stronger as a major issue than had the school. Although the school identified a major influx of refugees of Middle Eastern descent into the East San Diego County area in adjusting class offerings, the school's class schedule and websites (main, HOC, and ECCC), are all exclusively in the english language. The schedule is mailed four times a year to the 177,000 homes in the East San Diego County.

- **Identify the Visiting Committee's major key issues.**

1. Grossmont Adult School needs to develop a process to collect, analyze, respond to, and disseminate data to improve achievement of the Schoolwide Learner Outcomes.
2. Grossmont Adult School needs to continue to implement the Professional Learning Community model to develop, common formative and summative assessments, scoring guides/rubrics, and professional development in order to attain Schoolwide Learner Outcomes.
3. Grossmont Adult School needs to formalize a plan including all steps in response to Assembly Bill 86, both those completed and to be planned, and regularly communicate those to all stakeholders.
4. Grossmont Adult School needs to increase the use of students' primary languages in communication with the community.
5. Grossmont Adult School needs to develop and distribute a comprehensive listing of community and school support services to improve stakeholder awareness and guidance.

- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

The visiting committee studied the self study and prepared a pre-visit writing based upon the document received. Once visits to classes and sites were done, the report and the key strengths and key issues were adjusted to reflect our findings. After the Visiting committee report was adjusted to reflect our findings and following 5 drafts, the team discussed each of the key strengths and key issues as a group and came to consensus what those major key issues would be and how to best to state those issues to the schools leadership team and on exit to all stakeholders present. The visiting committee broadened the content and depth of two of Grossmont's identified major issues in their action plan and added two additional major key issues.

Although five Major key issues were identified, the school has the capacity to use the top three prioritized key issues as action plan items and should be able to address the additional key issues without being action plan items, although they may choose to make each an action plan item.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The visiting committee feels that the school with it's Leadership team taking the lead, has the capacity, competence and committment to redefine the elements of, implement and monitor their action plan to address the major key issues. The administration, classified and certificated staff, community members, and students expressed their willingness to assist each other in maintaining and improving upon the school. The pride with which they expressed their devotion in their attendance, and engagement was evident to the visiting team.