BERKELEY
ADULT
SCHOOL

BERKELEY ADULT SCHOOL

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Glossary and Appendix

BAS WASC Leadership Team Members

% X U U * X W K U L H Principal $ O O $ U H D V
/ D 5 D Q G D 0 D U U Vice Principal

- R \ F H % D U L V R Q ESL Teacher, Department Coordinator 2 U J , Q I U D V W U X F W
/ H D G H U V K L S

& U L V 7 D \ O R U ASE, GED Teacher, Academic Department Coordinator) D F X O W \ 6 W D I

0 \ U H W W D : K L W D N H U 6 F K R R O 2 I ¿ F H 0 D Q D J H U

3 H J J \ ' D W] ESL Teacher Department Coordinator & X U U L F X O X P

/ L Q G D E S L Teacher Department Coordinator

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WASC Self-Study Report Time-line and Groups

Listed on the following chart are the teams that worked on the WASC Ten Criteria, our Mission Statement and 6FKRROZLGH /HDUQHU 2XWFRPHV 7HDP PHPEHUV SURYLGHG IHHGEDF Plan. Names in bold are members of the WASC Leadership Team. Facilatators are indicated by F.

Team 2

Org & Leadership

1. **Joyce Barison - F**
2. **Burr Guthrie**
3. Carlos Herrandez
4. Ivan Jombik
5. Jim Schroeder
6. Matthew Perry
7. Noi Smith
8. Ramona Pam
9. Sam Guevarra
10. Ted Pierce
11. Wendy Welkel
12. Wilma Cooper
13. John Selawski

Team 3

Faculty & Staff

1. **Cris Taylor - F**
2. **Myretta Whitaker**
3. Aaron Ward
4. Alberto Ramon
5. April Watkins
6. Crystal Graves
7. Diana Bohn
8. Gil Chun
9. Kay Ellyard
10. Kit Hewitt
11. Mary Anne Urry

Team 4

Curriculum

1. **Peggy Datz - F**
2. **Linda Hsu**
3. Angela Polk
4. Atsushi Maki
5. Farhad Gharman
6. George Porter
7. Lily Zhong
8. Mary Cordero
9. Paula Ross
10. Terence Ratchford
11. Anne Takefuji
12. Jo Anne Rivera

Team 5

Instruction

1. **Kathleen Jain - F**
2. **Evelyn Fujimoto**
3. **Alfred Miller**
4. Carol Takaki
5. Lisa Solon
6. Donna Davis
7. Jann Sweenie
8. Donna Pitetti
9. Ruby Okazaki
10. Elizabeth Garst
11. George Yoshida

Team 9

Community Connection

1. **Kathleen Davis - F**
2. **Carol McMillan**
3. **Sara Richardson**
4. **Ken Booker**
5. Diana Perry
6. Brad Smith
7. Ilona Sturm
8. William Moore
9. Herta Weinstein
10. Katy MacDonald
11. Daniel McCarthy
12. Michele Muennig
13. Jonathan Newman
14. Suzy Quenneville-Orpin

Team 7

Student Support Services

1. **Janice Schroeder - F**
2. 9.8ec2 2r d10 T l7(m)v3(foi1(r)a2(T)C253)1(-)-4.36(uji(e)-14)2(J EMC Span MCID 50

Chapter I

Berkeley Adult School has been providing adult education services to the city of Berkeley for well over a century, and this year marks 130 years of service to the community. As an integral part of the Berkeley 8QL¿HG 6FKRRO GLVWULFW ZH DUH JRYHUQHG E\ D 6FKRRO %RDUG R member.

Berkeley Adult is fortunate in belonging to a school district that is strongly supported by the citizens, parents, and community of the city. The commitment is demonstrated in several generous bond measures and special taxes that voters have passed to fund school improvements. In November 2010 Berkeley voters approved two measures to support the district schools to help maintain safe and clean facilities and to modernize old buildings.

Our school's broad educational purpose is encapsulated in our mission statement: to provide adult learners with equal access to learner-centered lifelong education in a safe, supportive, multicultural environment. As stated in the district mission, we strive to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. Our values and beliefs are:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

over 70% of the students during morning, afternoon, evenings, and one Saturday a month. The remaining students, predominantly in our Adults with Disabilities and Older Adult Programs, are served at four Senior Citizen Centers (North & South Berkeley Senior Centers, J-Sei Senior Center and Strawberry Creek Lodge), two Community Centers (Jewish Community Center & East Bay Center for the Blind), three Community Based Organizations (Creative Wellness Ctr., Berkeley Outreach and Recreation Program (BORP), and Berkeley Adult Day Health Center) and four skilled nursing facilities (Ashby Care, Berkeley Pines, Chaparral House, and Kyakameena).

The Adult School operates on the semester system with Fall and Spring terms. For our CTE and Community Interest/ fee-base classes, each semester is divided into Terms 1 and 2. The Adult School does not offer any programming during the month RI -XO\ DQG WKH ¿UVW WKUHH ZHHNV RI August.

Main Campus:

Berkeley Adult School

1701 San Pablo Avenue,
Berkeley, CA 94702

Phone: 510-644-6130

Email Contact:
burrguthrie@berkeley.net

Website: http://bas.berkeley.net/

WASC Accreditation History

2012 current self study

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in 2010-11. These multiple reductions to the budget, while severe, are also being experienced by adult schools throughout the state, and many have stopped services to adults altogether. Berkeley has not only weathered these reductions but has learned to leverage its federal funding to continue its core services to the adult learners most in need.

Staffing

The staff at Berkeley Adult School consists of 85 teachers, 15 full and part-time support staff, and two full time administrators. All the teachers, with the exception of one, are part time hourly instructors, and seven are also associated with organizations with which we contract educational services (Boston Reed College, ICS, The Bread Project, San Francisco Paramedic Association).

Class Scheduling and Instruction

7KH JUHDW PDMRULW\ RI FODVVHV RQ WKH PDLQ FDPSXV IROORZ WKH following time schedules:

English as a Second Language

- 8:25 am – 11:35 am (ten minute break at mid morning)
- 12:35 pm – 3:45 pm (ten minute break at mid afternoon)
- 6:20 pm – 9:30 pm (ten minute break at mid evening)

The Adult Basic Education and Adult Secondary Education (including GED classes) start an hour later and follow the schedule below:

- 9:30 am – 12:30 pm
- 1:00 pm – 3:30 pm
- 6:00 pm – 9:00 pm

A full time student class load varies by program, though in certain programs such as ESL, ABE and ASE WKH\ DUH TXLWH VLPLODU FODVVHV DUH RIIHUHG ¿YH PRUQLQJV RU D hours each day and evening. A typical ESL student enrolls for one 15-hour/week class, though there are some students who may also take a noon Community Interest class, an afternoon class or a CTE computer class.

$%($6(VWXGHQWV DUH XVXDOO\ PRWLYDWHG WR FRPSOHWH *(' RU KLJ their lives during the morning, afternoon and evening. In our CTE program, student schedules depend on what areas they are concentrating in, availability of classes and students' personal schedules.

Older Adult and Adult with Disabilities programming is coordinated by needs of the host site, and are often shorter in duration and frequency than academic or vocational classes. Instruction in the great majority of classes is based on student centered teaching where teachers rely on the existing knowledge of students as well as eliciting new information from the students.

Computer lab work is playing a larger role in the teaching of most students along with a focus on direct hands on learning. CTE classes include externship/clinical experience as part of the curriculum. The Adult School also offers distance/on-line learning options for ESL, ABE and CTE students who 0046004 >>BDcTb tha,ntRooa

Community Information

below the poverty line, higher than the statewide rate of 14.2%, and twice as high as the poverty rate in the County. About 27% speak a language other than English at home.

Quick Facts about our Community*

The population served by Berkeley Adult School is very diverse. In comparison to the ethnic makeup of the City of Berkeley, BAS serves proportionately more Hispanic/Latino and African American/Black populations. While nearly 60% of the residents are White, our services to this population represent 28%.

In terms of student age, the average age in 2010-11 was 44.4 years. 24.8% were aged 21-30 years, and 24% were older adults. Compared to our age statistics presented in our last self-study in 2003-04, the most V L J Q L ¿ F D Q W F K D Q J H L V W K H J U R Z W K R I W K H Q X P E H U R I R O G H U D G X to 24% in the last seven years (see Figure 7, p.10)

Comparison of Ethnicity to City of Berkeley (2010 census)

	City	Adult School	Difference
Native American	0.40%	0%	-0.4
3 D F L ¿ F , V O D Q G H U	0.20%	0%	-0.2
Filipino	NA	1%	1
8 Q V S H F L ¿ H G	NA	2%	2
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Other	4.40%		

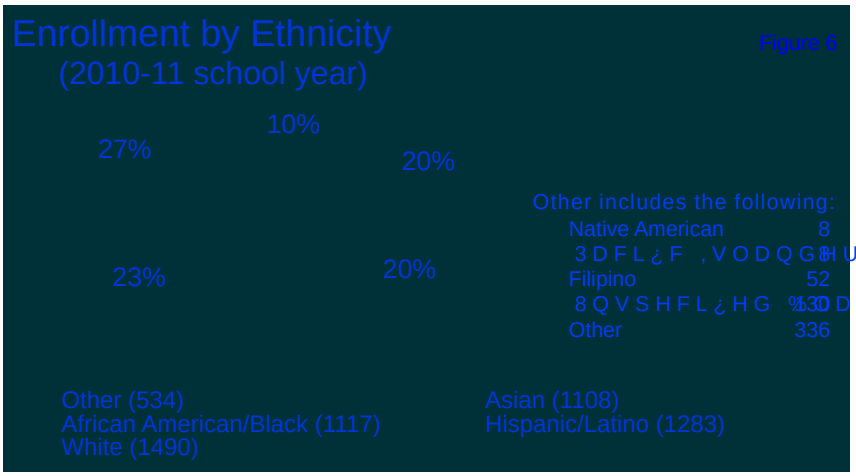
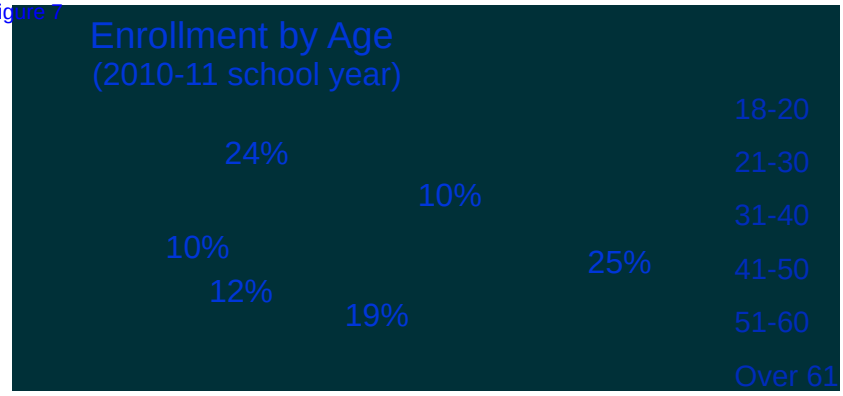


Figure 7



Data on Student Achievement

%HUNHOH\ $GXOW 6FKRRO KDV VKRZQ VLJQL¿FDQW LPSURYHPHQWV LQ three years. The improvements and data for each department are discussed below.

English as a Second Language (ESL)

Learner outcomes in the ESL program are measured using CASAS assessments and are reported quarterly to the state of California. Each year, the state provides our school and other federally funded adult education programs a summary of our performance using the National Reporting System (NRS).

The ESL Program has shown improved performance each year, and notably for the last two years has consistently performed above state standards at all ESL Educational Functioning levels as compared to the statewide goals.

The NRS Performance Report called Federal Table 4 allows us to compare Berkeley Adult School's results to California statewide goals. The table below shows the 2010-11 school year comparison.

Student results in the number of completions for all students with 12 or more hours of attendance (source: NRS Performance Report) have steadily improved since our last WASC accreditation visit. This improvement translates to a 46% increase from 2007-08 to last year, 2010-11.

Increases in ESL completion rates are a direct correlation to several program improvements that have occurred: the implementation of a mandatory three-hour orientation class for students entering the Beginning High level and above. The Orientation class serves as an introduction to the ESL program and the school, and spells out program expectations, attendance requirements and policies. Providing increased life skills advising (with a licensed social worker who is bilingual in Spanish) for students in ABE, ASE, and ESL programs has also supported students kept them persisting in their studies. Providing more instructional support through the hiring of six part-time student workers who act as classroom and lab aides supports student learning. Yet another reason for the improved completion rates is the increase in student persistence due to the registration fee and mandatory attendance requirement.

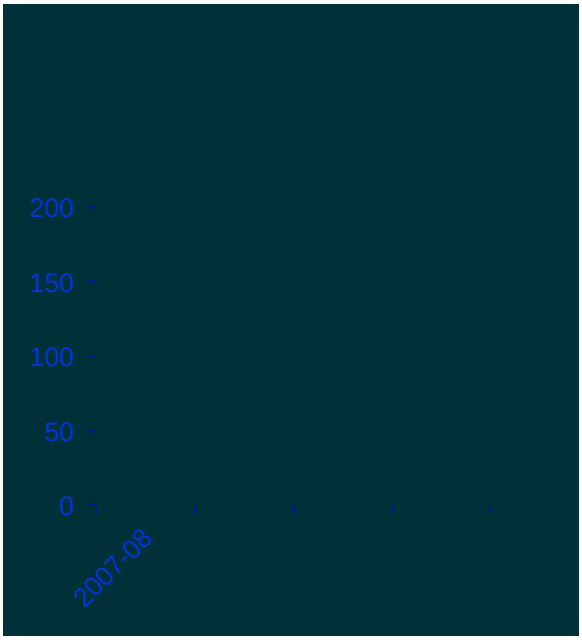
In 2010-11, the fees for ESL classes increased 50%, from $30 to $45 a semester. A positive by product of student persistence was the increase in the numbers of students who post tested, thus earning more federal funds for the school.

	Percentage of Persisters		
ESL Level	2007-08	2008-09	2009-10

The California High School Exit Exam (CAHSEE) became mandatory in 2005, and Berkeley Adult School is a CAHSEE test center. The chart below shows a steady increase in the percentages of students passing the math and English portions of the test until the 2010-11 school year, when we experienced a slight retraction in the numbers.

CAHSEE Data

Year	ELA		MATH	
2007-2008	Tests administered	105	Tests Administered	148
	# ELA Passed	55	# Tests passed	48
	% ELA Passed	52.8	% Math passed	31.6
2008-2009	Tests administered	103	Tests Administered	116
	# ELA Passed	56	# Tests passed	48
	% ELA Passed	52%	% Math passed	39.8%
2009-10	Tests administered	138	Tests Administered	154
	# ELA Passed	69	# Tests passed	77
	% ELA Passed	54.7	% Math passed	47.7%
2010-11	Tests administered	181	Tests Administered	207
	# ELA Passed	80	# Tests passed	99
	% ELA Passed	42.9%	% Math passed	46.4%



Career Technical Education (CTE)

&RPSOHWLRQ FHUWL¿FDWLRQ DQG RWKHU GDWD IRU WKH VWXGHQW in the table below, and to be consistent with our ESL and Academic Departments, only students who have completed 12 hours of attendance are included (816).

Our Self Study has indicated a need for better data collection, and as this discussion throughout the state unfolds, BAS looks forward to taking a proactive part in this discussion so we can better serve students.

Description of students (with 12 or more hours of attendance)	Total number	Percentage
# who completed level or program	475	58%
# who got a job	97	12%
ZKR HDUQHG D FHUWL¿FDWH	418	51%
# who met a personal goal	504	61%
# who acquired workforce readiness	493	60%

Older Adults and Adults with Disabilities

Students in our Life Long Learning and Adults with Disabilities classes number 1,238, and all classes are held off-site. The 2010-11 data for these classes are summarized in the table below:

Description of students (with 12 or more hours of attendance)	Percentage
Retained in Program	89%
Progressed within level or program	89%
Met Personal Goal	94%
Increased involvement in community activities	95%

The relatively high rate of retention and equally high rate of progress (89%) indicate that students' needs are being met.

Chapter II

$\mathbb{Pr}$

Introduction

Since the date of the previous WASC self study report in the Spring of 2005, Berkeley Adult has gone through many changes. The administrative team has changed since 2005, with our current Principal and Vice Principal now in their second year of school leadership. The district's superintendent also assumed his position after the last visit in 2005.

From the 2007-08 school year through June of 2010, the previous Berkeley Adult School leadership team, like adult schools throughout the state, was in the midst of a drastically challenging budget environment. In 2009, the state of California lifted categorical restrictions on adult education funding, and cash strapped districts throughout the state were free to redirect chunks of previously unavailable monies to other pressing needs. Berkeley Adult School was fortunate in that the governing board, a staunch supporter of Adult Education, diverted only 3% of the budget, and total funding was reduced only by 15% from the previous year. Berkeley Adult School's enrollment dropped only 30% from the previous year, while statewide, the GURS ZDV IHZHU VWXGHQWV IURP WKH SUHYLRXV \HDU)XQGLQJ ÀH Adult School, as well as adult schools throughout the state (see discussion in Chapter I about our budget trends, p. 3).

Current Principal Burr Guthrie (who assumed leadership in August 2010) has managed to continue the EHVW SRVVLEOH SUDFWLFHV ZKLOH LPSOHPHQWLQJ VLJQL¿FDQW FXWV year. Most of the action plan items from the 2005 WASC report were addressed by previous Adult School leadership, and were reported in April 2008 midterm report, led by veteran and distinguished administrator Robert Harper, at that time administrator at Campbell Adult and Career Education. The midterm report suggested no additional recommendations. The seven recommendations are extremely valid, and were PDGH LQ HDVLHU HFRQRPLF DQG EXGJHWDU\ WLPHV DV WKH\ SUH GDWH RQ E\ RXU QDWLRQDO ¿QDQFLDO FULVLV LQ WKH)DOO RI DQG WKH

‡ A Principal's blog on the Berkeley Adult School website is updated on a weekly basis by Burr Guthrie. To ensure that all staff members have access, our Information Technology (IT) staff makes sure that each classroom computer opens to the school's homepage; for off-site teachers who GR QRW KDYH D FODVVURRP RU RI¿FH RQ FDPSXV VHYHUDO FRPSXV areas (the teacher copier and work room and staff break room) to facilitate the access to the school homepage. BAS is also on Facebook.

‡ Email with multiple distribution lists has become the primary tool to communicate with staff and stakeholders about news, bulletin items, and developments. While we continue past practice of providing hard copies in mailboxes, we anticipate that digital dissemination is not only green, but also cost effective. As our school district transitions to the use of Google Education's digital tools, the Adult School leadership envisions that teachers and staff will also transition to this service. As RI VFKRRO \HDU %$6 DORQJ ZLWK WKH %86' LV QRZ D ³*RRJOH access to shared documents and email.

‡ 2QOLQH ¿OH UHSRVLWRULHV VKDUHG GULYHV IRU HDFK GHSDUWPH scores, whereas in the past such documents were emailed back and forth.

‡ Hiring of six part time multilingual student workers, who not only provide critical instructional

3. Design and implement a professional development plan to equip Berkeley Adult School staff to address changing and unique needs of students.

- The implementation of a professional development plan as reported in the mid term review takes D WZR SURQJHG DSSURDFK &XUUHQWO\ HDFK GHSDUWPHQW LGHQW own list of resources. In the ESL Department's Technology Plan, three targets are addressed for department teachers, and resources were aligned to support the activities, an OTAN workshop on using SMART board technology. The second approach is for each individual teacher to identify his or her own needs, and to request a professional development project. A special form has been developed for teacher to make professional development project requests. These forms are distributed to teachers at the beginning of each school year, and teachers are encouraged to use them to improve their own practice.

- Current school leaders have enhanced professional development opportunities by funding participation at local, state and national conferences (CATESOL, COABE, CCAE, CASAS Summer Institute, to name a few). We have also hosted CALPRO trainings, Regional Network meetings, regional conferences and CASAS trainings on site. Links to organizations that offer professional development to adult educators are on the BAS website and blog, and current offerings are posted on our Professional Development bulletin board in our teachers' copying and work room.

- In our current self-study cycle, professional development has again surfaced as a key issue, possibly because the current plan needs upgrading. A striking issue is that the professional development currently in place is driven by teacher self assessment and teacher request, and there is no scheduled time for it to take place during the school day. Teachers are expected to take their own time to attend trainings, or have a sub take over their class if they are released from their teaching assignment. Teachers have said this creates an additional burden of having to prepare sub lessons. Another fact is that student learning data analysis is not driving the professional development.

- Berkeley Adult has a unique opportunity in collaborating with district professional development staff who are currently co-located on the BAS campus. Many of the district trainings on site have been opened up for adult school staff participation, particularly the trainings around educational equity and cultural competency.

- This year, school administrators negotiated an additional professional development day with the Berkeley Federation of Teachers, and the adult school used this day for teachers to work in cross department teams on our self study.

4. Consider how to provide more opportunities for teachers to work collaboratively as peers, in study groups, whole departments, and across departments.

- The adult school has traditionally offered monthly Department meetings as a way for teachers to work collaboratively within their departments. These have worked well in years past as a time for sharing and discussion of effective strategies. A challenge was getting teachers to work in collaborative teams with teachers in other departments, which seldom happened in the past. In 2011-12, the school leadership offered paid Staff Development days for teachers to work in cross-department teams. The staff development time and activities were well received, based on evaluations of three all-staff events.

- Within Departments, small group collaboration between teachers who were upgrading technology skills (for example, developing QUIA web pages, developing Smartboard skills, or learning to use QHZ WHFKQRORJ\ RU OHDUQLQJ VSHFL¿F WHFKQLTXHV KDV EHHQ VX

‡ Leadership/Cabinet meetings have been a productive forum for communicating across departments.

‡ This year Berkeley Adult was successful in securing grant awards for the development of new programming. We had teachers from different departments working on a team to brainstorm innovative ways to provide programming and services to students.

5. Investigate practices to get and use more data about student goals and learning, both during the students' active enrollment and on a longer-term basis.

‡ As reported in 2008 during our midterm review and visit,D [(programming.)-1 lonvestigaaf2s wattendance lsystemfrom dchool hose mgaafo gASAP18(f sothea waecomuldactessfmore dcteurte peportes,and ocpteure)]TJ EM

and detail exactly what is to be taught in each level. All teachers get a copy of the Course Outline binder. The second important practice is the ESL Department's process for placement testing. All new students must take 4 different placement tests to see what level in which they are to be placed:

- a listening test
- a quick oral assessment
- a beginning listening and structure test (BLAST)
- an Intermediate structure test (if appropriate)
- and the Form 80 CASAS Appraisal test

‡ These same tests are used for returning students at the beginning of each school year to determine the appropriate level for each student. During the school year, if a student's level needs to be changed, we often use the placement tests to determine if a transfer is appropriate. In addition to the placement testing we rely heavily on the professional wisdom of our staff of veteran teachers, who informally assess new arrivals to their classrooms and make requisite class assignment changes if needed. Highly accurate determinations are made, as there are many things that the teachers can determine that a test cannot. For example, many students score well on the tests but have challenges with speaking and understanding. Experienced and seasoned teachers are always DZDUH RI WKLV DQG DUH DEOH WR DVVLVW WKH VWXGHQW LQ ¿QGLQ RI ³SURIHVVLRQDO ZLVGRP´ PDQ\ WHDFKHUV KDYH GHYHORSHG DQG from the exit level criteria created in 2005. As stated before, these are not standardized tests. We do have standardized placement tests and these tests function effectively in determining the SURSHU OHYHO RI DOO (6/ VWXGHQWV :H DUH FRQ¿GHQW WKDW ZH transitioning ESL students from level to level.

‡ We also use a standardized appraisal test, and CASAS tests, to indicate when a student has tested too high to be admitted to a class at the adult school. We are in the process of working with Berkeley City College to create a pathway for those students from the BAS to BCC. We are continuing a FROODERUDWLRQ DQG KDG RXU ¿UVW PHHWLQJ RI WKLV \HDU RQ

Chapter III

Self-Study Finding

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.

Group Leaders:
Burr Guthrie—Principal
LaRanda Marr—Vice Principal
Mel Martynn—ESL Teacher
Carol McMillan—CTE Instructor

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

Findings

Our school statement of missions describes our broad educational purpose, our intended student population, and our commitment to high levels of student learning:

The mission of Berkeley Adult School is to provide adult learners with equal access to lifeling education in a cohesive, supportive, multicultural environment.

In the fall of 2010, the Principal's WASC Leadership Team revisited and discussed Berkeley Adult School's Mission Statement and the Schoolwide Learner Outcomes (SLOs). The team agreed that these would remain without changes in our course catalog and other printed materials. At our annual 'Back to School' Staff Development Day, held in August of 2011, we shared the Mission and SLOs with all staff, and had staff provide input and revisions. A school wide vote of all staff showed that the current Mission and Outcomes, with a few revisions, are still meaningful to our students and school.

Our Mission Statement explicitly states that all learners have equal access to education in a supportive environment, and we want learners to achieve by building on academic skills. We also believe that learning

Evidence

Berkeley Adult School's mission statement is central to our program planning and decision making activities. All decisions and program SODQQLQJ DUH YLHZHG WKURXJK WKH OHQV RI VWXGHQW OHDUQLQJ good for student learning? How does learner achievement improve if we proceed on this path? How is learning supported so that students can SHUVLVW LQ WKHLU VWXGLHV"´

%HUNHOH\ $GXOW 6FKRRO DV DQ LQWHJUDO SDUW RI WKH %HUNHOH\ 8 District and the East Bay Community, is legally authorized by the State of &DOLIRUQLD WR JUDQW FUHGLWV FHUWL¿FDWHV DQG GLSORPDV

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

F i n d i n g s

The Mission Statement was originally developed during the last WASC cycle in 2002, and faculty members participated in the rigorous process in which the development took place. During the review process of this current WASC cycle, all stakeholders felt the original mission of the school, with a few revisions, continues to be effective for 21st Century VNLOO EXLOGLQJ DV ZDV YHUL¿HG DW WKUHH VWDII GHYHORSPHQW WKH VWDII SDUWLFLSDWHG LQ WKH UHYLVLRQ DQG ¿QDO YHWWLQJ RI currently publish our Mission Statement in the course catalog, printed twice a year and distributed community wide, and also in other public outreach materials. In late fall 2011, after acceptance by teachers, staff and students, the Mission Statement was published on large posters and posted in classrooms.

E v i d e n c e

‡

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

F i n d i n g s

E v i d e n c e

Berkeley Adult School has established the following Student Learner Outcomes in collaborative process among all staff, faculty, and administrators, and shared with the BAS student council:

All students will:

- ‡ identify and achieve personal goals
- ‡ñ 5V@ 0

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

Findings

Berkeley Adult School aims to incorporate current research-based practices into all learning programs. All staff members, including administrators, are encouraged to participate in training on researched-based ideas that are offered through:

- California Adult Literacy Professional Development Project (CALPRO), the statewide staff development arm of the California Department of Education
- Outreach and Technical Assistance Network (OTAN)
- Comprehensive Adult Student Assessment System (CASAS)
- Professional organizations such as CATESOL, CCAE, COABE.

Staff members, who attend training, present at Department meetings. Discussion about the recent research and its implication for our programs is discussed. Teachers and administrators discuss to what extent we will incorporate the findings into our current programs and work to draw up implementation plans.

Teachers in our academic programs (ABE, ASE, GED, and ESL) that receive federal funding, also regularly assess students 4 to 5 times a year. The results are shared with teachers, and teachers examine student test results to see how to adjust instruction or support student learning in areas of need identified by CASAS assessments and identified assessment results.

Evidence

- Attendance and notes from various trainings
- Implementation plans (ex: transitions project on shared drive)
- Link to professional organizations on BAS website at bas.berkeley.net
- Dept mtg notes

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

Findings

Berkeley Adult School uses student data to review our courses and programs to ensure that the needs of the community are met. For example, if data shows a growth in service to a younger demographic that has not completed high school, the adult school offers courses at times that are convenient for this population.

Berkeley Adult School surveys our current student population and also works closely with the Student Council, our school Counselors and Advisors to determine the needs of the students so that we may offer programming that is relevant and meets the needs of our students.

Courses and program offerings are driven by demand and balanced by available resources.

Evidence

- Data Summaries
- Agenda from Community Interest course selections meetings
- Student council agenda
- Notes from counseling and advising staff

Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

Strengths

- BAS has developed a Mission Statement and Outcomes with input from our staff, students, and community members.
- 7KH VFKRRO¶V 0LVVLRQ FRQWDLQV FOHDU DQG VSHFL¿F JRDOV ZK
- The school's Mission and Outcomes are published, and incorporated into the program for students by teachers and staff.

Key Issues (Prioritized):

- New efforts are needed to ensure all new students are aware of the Mission and Outcomes.
- Not all courses have incorporated the Learner Outcomes into every school course outline. This is a work in progress.
- Researched-based practices can be better incorporated into our daily work.

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

Findings

The governing board, Superintendent, and Berkeley Adult School leadership all strive to act as models of commitment to the greater good of the students and staff. The Adult School is governed by the Board, which has delegated direct leadership to the Superintendent and Principal. The school leadership demonstrates good stewardship by modeling a FROODERUDWLYH DSSURDFK WR VKDUHG JRYHUQDQFH 7KH OHDGHUVK GRRU´ SROLF\ PDNHV LW SRVVLEOH IRU DOO VWDNHKROGHUV WR SUHVH ideas and suggestions to decision makers. The leadership is in classrooms everyday, morning, afternoon, and evenings, interacting with faculty, staff and students, and on a monthly basis attends department meetings. At the classroom level, instructors and other staff are able to contact leaders directly in person or by email to offer information, ideas or suggestions. Faculty, staff, and administrators work collaboratively on behalf of school improvement.

The positive learning environment established at BAS is best seen in our classrooms where teachers and students have forged positive relationships.

Evidence

- Interview teachers and school staff
- Observe classrooms

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

Findings

The role of leadership in governance is spelled out in the elected school Board's policies and by laws, which are published online (http://www.berkeley.net/policies/). The decision making structures and processes at the Berkeley Adult School can involve the elected Board, and effectiveness.f, andss.

Evidence

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

Findings	Evidence
%HUNHOH\ $GXOW 6FKRRO DV DQ LQWHJUDWHG SDUW RI WKH %HUNHOH\ 8QLILHG School District, operates under the philosophy, policy and processes set forth by the Board of Education. The Board has outlined its philosophy and policy regarding public and employee input into the districts decision making processes on the district web page. The Board policy on the Citizens $GYLVRU\ &RPPLWWHHV DQG JRYHUQDQFH EASFaculty handbook V SHFL¿HV WKH faculty and staff. The Adult School currently has a faculty handbook that dates back to 2006 and was developed over the years by previous school administrators and staff. This handbook is still currently in use. The long established practice of the previous adult school leadership indicates that faculty and staff had strong roles in governance, as evidenced by the Funding stream committee. The responsiveness to student and community concerns outlines how students, faculty, staff, and administration participate in the decision-making processes. The IDFXOW\ KDQGERRN VSHFL¿HV WKH PDQQHU LQ ZKLFK LQGLYLGXDOV PD ideas and work together on appropriate policy, planning, and other issues. According to the current handbook, faculty and administrators have a role in institutional governance and exercise a substantial voice in policy, program planning, and budget, as evidenced by the budget process in the spring of 2011. Program Coordinators were given a critical role in planning their budgets and establishing their course offerings for fall 2011. While the new leadership at Berkeley Adult School continues to use this handbook, many changes in district policy and new legal requirements have occurred and require changes to those policies in the handbook. The new leadership has communicated changes at the Principal's Cabinet meetings, Department meetings, and through email. As much as possible, new policies are established in a transparent manner. The FKDQJHV ZLOO EH UHÀHFWHG LQ D QHZO\ XSGDWHG KDQGERRN WKDW ZL during the current 2011-12 school year, and available to staff online.	District policies and procedures as listed on website http://www.berkeleyschools.net/school-board/

Criterion 2: Organizational Infrastructure and Leadership

Strengths:

- The effective role of Berkeley Adult School Leadership Team in guiding decisions and governance.
- Expanded community group continues to takes an interest in school (as evidenced by upkeep of Schoolhouse Creek Commons, community meetings about a proposed Community School on campus, etc.).
- Establishment of a Student Council, so that the voice of students informs leadership decisions.

Key Issues (Prioritized):

- Communication of school policies and procedures can be improved through better use of email and our website.
- Updating of our faculty handbook is needed, and making it available online would improve access

7KH LQVWLWXWLRQ HPSOR\V TXDOL¿HG SHUVRQQHO WR VXSSRUW VWX
institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Group Leaders:

Cris Taylor— ASE, GED Teacher and Academic Dept. Coordinator

0\UHWWD :KLWDNHU² 6FKRRO 2I¿FH 0DQDJHU

Indicator 3.1:

7KH LQVWLWXWLRQ UHTXLUHV WKDW DOO ¿HOGV RI VWXG\ RIIHUHG OHDGLQJ WR TXDOL¿FDWLRQ IRU SURIHVVLRQDO SRVLWLRQV DUH DSSURSULDWH
education, training, and experience in line with its school mission and SLOs.

Findings

Evidence

$OO %HUNHOH\ $GXOW 6FKRRO VWDII LV KLJKO\ TXDOL¿HG $OO WH
credentialed to teach in their subject areas, and all have at least a BA, and many have a master's or other advanced degree. The Principal and Vice Principal are graduates of the Educational Leadership Department at Cal State Eastbay, and both possess masters degrees, as well as TESOL or &/$' FHUWL¿FDWLRQ $OO VXSSRUW VWDII PXVW PHHW WKH %HUNHOH\ $
TXDOL¿FDWLRQV IRU WKHLU SRVLWLRQV DV GHWHUPLQHG E\ MRE GH\

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

F i n d i n g s E v i d e n c e

Berkeley Adult School postings, application screening, interviews, and

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

Findings

All personnel policies of the Berkeley Adult School are developed, managed and publicized by the District's Human Resources Department. The adult school must closely follow the district's procedures in posting vacant positions, hiring staff, handling complaints or grievances, and conducting employee evaluations. The HR Department works closely with the adult school to ensure that medical leave, illness, and other HR matters are closely monitored to ensure that employees' rights are protected and that the policies are administered consistently and equitably. A Personnel Commission closely monitors the district's personnel policies DQG SUDFWLFHV WR HQVXUH WKDW DOO WKDW EDVLV HPSOR\HHV SURPRWHG DQG UHWDLQHG RQ WKH EDVLV RU EL DV 3HUVRQQHO UHFRUGV DUH PDLQWDLQHG VHFXUHO\ DQG FRQ in the District's Human Resources Department and all employees may request access to their own records. This is accomplished with a written request to the HR Department.

A written code of professional ethics is stated in the union bargaining agreements for teachers as well as the bargaining agreements for support staff. School leadership members are held to the State of California Professional Standards for Educational Leaders, the California Standards for the Teaching Profession, and the State of California Education Code.

Evidence

- Human resources Newsletters for employees
- BUSD HR website http://www.berkeleyschools.net/departments/human-resources/union-contracts-and-salary-schedules/, or personnel evaluation forms for ERWK FODVVL¿HG DQG FHUWL¿
- Website for the Personnel Commission http://www.berkeleyschools.net/departments/human-resources/personnel-commission/
- Policy manuals, faculty handbook
- Job descriptions and postings may be found at http://www.edjoin.org/searchResults.aspx?countyID=1&districtID=36

Indicator 3.4: The institution assures the effectiveness of its faculty and staff members

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

Findings

All personnel are provided with an opportunity for continued professional development when funds are available. Professional development needs are identified in a number of ways:

- During a teacher's evaluation process, supervisors ask the teacher about strengths and challenges, and ask each teacher to identify the areas in which the teacher would like to improve or develop. Opportunities and ways to meet those needs are explored (a teacher may want time to work with a mentor, create a peer group, participate in observations, or attend a training or conference in order to develop or improve skills).
- Another way of identifying staff needs is by providing each department with a free hand to discuss, share and plan its own training opportunities.
- A third way is for administrators to identify needs based on our frequent talks with instructional staff and our walk through of classrooms.

Berkeley Adult School Leadership places a high value on continued learning and development and budgets generously for travel and conferences and professional development to support instructional staff to attend local, regional, and state conferences or training events. Such opportunities are often circulated and emailed to all staff. Planning of professional development al (en-lw2u* (cl8m <0087>Tj ET Lmay inputTJ EMC /Span <</Lang (en-GB)/

Evidence

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

Findings

Non-teaching personnel are important stakeholders in the learning programs at Berkeley Adult School, and are evaluated on an annual basis. At that time, during an initial meeting between supervisor and employee, current job descriptions are reviewed and revised to meet the current needs of the school. Employees are given an opportunity to set goals for job improvement. Evaluation criteria are clear and written copies are provided to the staff member being evaluated. All completed evaluations are written and provided to the employee after it is signed. Original evaluations are sent to Human Resources. Support staff is included in Leadership Team's Principal's Cabinet meetings, and regular staff meetings that occur on a monthly basis.

Evidence

- Completed evaluation form for non-teaching support staff

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.

Group Leaders:
Peggy Datz—ESL Teacher & Department Coordinator
Linda Hsu—ESL Teacher & Department Coordinator
Cris Taylor—ABE, GED Teacher & Dept. Coordinator

Indicator 4.1: The institution has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or F H U W L¿[S D W W H U Q V

F i n d i n g s

Berkeley Adult School has course outlines for every course offered, and these are updated regularly by teachers who teach the courses. $ O O F R X U V H V K D Y H F O H D U O \ G H ¿ Q H G O H D U Q L Q J R X W F R P H V D Q G D U H C course outlines. Teachers identify material and training needs to support the learning program and request them from the administration, who D O O R F D W H U H V R X U F H V E D V H G R Q W H D F K H U E G H Q W L ¿ H G F X U U L F X O D U Q work in groups in departments for curriculum development activities to support the learning program.

E v i d e n c e

‡ Course Outlines, Curriculum guides, documents

‡ Course catalog with course descriptions, website

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

F i n d i n g s

At Berkeley Adult School curriculum review is both an informal and formal ongoing process to adapt to and anticipate the needs of the student population. Berkeley Adult School is highly responsive to student participation in shaping overall curriculum according to changing student needs and demographics. Recommendations about student learning programs and services at Berkeley Adult School come from several sources: students, instructors, school site administrators, program coordinators, partner agencies, and the state department of education. The multiple sources of input and feedback provide Berkeley Adult School teachers and administrators with rich information to make curriculum changes in order to effectively meet student needs with a curriculum that is relevant and up to date. The role of instructors in this process is described in the contract between the union and the district. Departments will use staff development time to meet with teachers in cluster groups (like level or similar subject groups) to work on improving exit criteria or learning objectives. The curriculum review process may conclude with a purchase order for a new set of materials, or the adoption of new teaching materials, or the integration of new skills into the curriculum. The curriculum supports BAS's mission, and always incorporates the school's Learner Outcomes by considering students personal needs such as learning styles, life skills, employment or college preparation and personal growth goals. The curriculum review process is an ongoing process that involves all staff and many stakeholders.

E v i d e n c e

‡

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.

Team Leaders:

Kathleen Jain—ESL Distance Learning Coordinator

- Students progressing to higher-level classes and/ or other programs.
- Student testimonials and feedback stating improvements from class surveys
- Students become employed and offer testimony of their success and appreciation of BAS.

Indicator 5.2: The institution uses delivery modes and teaching methodologies that U H À W F K D U D F W H U L V W L F V R I L W V V W X G H Q W V

F i n d i n g s

At Berkeley Adult School discussion about instructional delivery modes are often discussed at Department meetings and on Staff Development days. We offer a ESL distance learning option for students who cannot attend class regularly. The following delivery methods can be observed in the classrooms: student-centered lessons led by the teacher, whole or small group discussion groups, pair work, hands-on project-based activities, cooperative learning, individualized instruction, computer based instruction, etc., depending on the class and the competency to be learned. Our varied delivery modes meet the diverse learning styles of our students.

E v i d e n c e

- Interviews with students
- Departments have teacher sharing at staff meetings.
- Use of computer labs to support different instructional modalities. (Lab schedule)
- Report-backs from professional conferences

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

Findings	Evidence
As a part of Berkeley Adult School's federal grant funding, we are required to have a technology plan and a technology committee for our federal grant concerned with teaching English Literacy and Civics. The technology committee is comprised of teachers from the ESL Department who meet regularly to establish yearly goals and objectives for technology acquisition and training to be carried out with grant funds. In years past, grant funds have been used to supplement our existing programs with technology and staff to meet the learning needs of our diverse student population. Classroom aides who are adept with technology support teachers in integrating technology into instruction. The WIA II federal grant is used to support teachers in professional development, and we have accessed these funds in the past to support the technology plan, to send staff to technology conferences, and to pay teachers for participation in instructional technology training.	‡ESL Department technology committee and technology aides ‡Trainings on technology, smart-boards, quia websites, installation of LCD's, computers in all classrooms, internet websites, computer labs, and document cameras ‡CASAS e-testing and using online attendance ‡Online learning tools for GED/ ABE and ESL departments ‡Technology Committee's meeting minutes, and Technology Plan ‡6 D P S O H W H F K Q R O R J \ W U D L Q L Q
We are currently developing online learning options for ESL learners, and with the guidance of OTAN, conducted pilot classes in fall 2011. Currently we have not had requests to accept credits earned through outside online programs.	‡' L V W D Q F H / H D U Q L Q J À \ H U V and information about online learning options

Criterion 5: Instructional Program

Strengths:

- ‡ Administration brings staff development opportunities to campus and pays for outside Staff Development activities.
- ‡ The School is open to all teaching styles and methods while incorporating new technologies.
- ‡ Teachers utilize a variety of technology [e.g. multi-purpose overhead projectors, computers, document readers, television, etc.] to deliver or augment instruction

Key Issues (Prioritized):

- ‡ Targeted Staff Development (preferably from outside agencies) and peer-training (mentoring) with strategies, techniques, and referrals for working with students who have learning disabilities and other issues.
- ‡ We need a technology plan for the entire school (not just each department) that includes small- J U R X S W U D L Q L Q J W H D F K H U L Q S X W H I ¿ F L H Q W F R Q W D F W V I R U W H and follow-up training.
- ‡ 0 R U H I U H T X H Q W ³ Z D O N W K U R X J K ´ Y L V L W V R E V H U Y D W L R Q V D Q G H improved instruction.

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

F i n d i n g s E v i d e n c e

At Berkeley Adult School, faculty meets monthly in department meetingsgoals and achieve academic

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

Findings	Evidence
Berkeley Adult School's leadership team or governing body is called the Principal's Cabinet or Leadership Team and is comprised of UHSUHVHQWDWLYHV RI FODVVL¿HG DQG FHUWL¿FDWHG VWDII DQG PD 7KLV JRYHUQLQJ ERG\ PDNHV GHFLVLRQV DERXW Standards or criteria. allocations. All Department Coordinators are given learning data and use this information in giving input on the appropriateness of course offerings. 7KH DVVHVVPHQW RI OHDUQLQJ GDWD DV UHSRUWHG LQ RXU SUR¿OH the Self-Study Report) resulted in identifying the need for continued staff development, which is one of the primary goals of our Action Plan. Our Principal has said that he will align resources based on learning data analysis in our Action Plan.	‡ Cabinet meeting agenda and notes on identifying key issues for BAS Action Plan, which were LGHQWL¿HG E\ VWDII IRU HDFK

Criterion 6: Use of Assessment

Strengths:

- ‡ We are rich in the variety of assessments used: intake assessments for placement, formative

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VHUYLFHV DGGUHVV WKH LGHQWL¿HG QHHGV RI VWXGHQWV DQG FUHDW
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.

Team Leaders:
Janice Schroeder—Life Skills Teacher & Life Skills Advisor
Betsey Hoyt—ASE Counselor

Indicator 7.1: 7KH LQVWLWXWLRQ V WLSVWXGHQWV

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

Findings

To assure consistent high quality student support services, evaluation of VWXGHQW DGYLVLQJ DQG DFDGHPLF FRXQVHOLQJ LV EDVHG FKLHÀ\ RQ feedback to advisor, counselor, faculty members, and administration. At times a survey is given to students who receive services to determine service effectiveness and student satisfaction. Past experience has shown that student response to our professional support services has been overwhelmingly positive. The advisor develops and implements advising resources based upon expressed student need and past experience providing these support services to Berkeley Adult School students.

Student feedback has demonstrated a positive correlation between delivery of support services and student learning. Students can focus much better on their classes once their concerns and worries are alleviated after speaking with a counselor, life skills advisor, license social worker, clerk or teacher.

Berkeley Adult School reviews support services through face-to-face interviews with Program Coordinators, Counselors, Advisors, surveys and reports, and through program reviews and evaluations conducted by the state (Workability II Program). The results are then reviewed by Administrators to ensure that student needs are being met to enable the achievement of learning outcomes and personal goals. Suggestions and feedback are considered in the improvement of services for the following year.

In an era of reduced budgets, the evaluation of Berkeley Adult School counseling and academic advising services continues to be a challenge. Counselors, Advisors and those providing such services to students through federal grant funding are asked to provide a short report on their services, types of students they have worked with during the year, and any results or success stories about how services have enhanced student ability to stay in school and meet their goals. These reports are

Evidence

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

Findings	Evidence
BAS aims to provide a seamless support system to all students from recruitment and intake phase through completion of the program. To HQVXUH WKDW VWXGHQWV DUH DSSURSULDWHO\ SODFHG DQG ZLOO EH	

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

F i n d i n g s

Berkeley Adult School determines the support needs of students through a number of well-established practices. Support needs are often mentioned, seen, and noted, at the time of intake and orientation. Students entering through the Department of Rehabilitation Workability II Program complete forms which document their support requirements. Support needs may also be discussed at the time the student interacts with the Academic Counselor or one of the clerical assistants who enroll students in classes. Once students are assigned to a class, teachers will often conduct a needs assessment (oral or written, formal or informal) to determine students' needs and requirements for support services. Extensive conversations between students and teacher keep the school DEUHDVW RI VSHFL¿F VWXGHQW QHHGV DV ZHOO 6WXGHQW VXSSRUW frequently raised in the Life Skills class offered on campus each term. A licensed social worker (bilingual in Spanish) on staff leads a weekly support group for ESL students, and support needs will be often raised at these group meetings. Lastly, the newly established Student Council continues to be a valuable source of feedback and ideas from students regarding support needs and requirements.

Two indicators that demonstrate students are getting proper support are the high rate of persisters , course completers, and the number of students who complete their high school diplomas and GEDs with us. In the ESL Department, the EL Civics lessons enhance the life skills curriculum. Berkeley Adult School offers a total of seven units in EL Civics, and these are taught program wide. Student feedback indicates that these units increase learner ability to obtain outside resources and overcome barriers.

Services at off-site locations are evaluated through the coordinator of off-site programs. Off-site students have access to the dept coordinator's phone number via the brochure.

E v i d e n c e

- Interview with BAS Counselor and Life Skills Advisors
- &RXQVHORU DQG DGYLVLQJ VW
- Data on persisters and completers in Chapter 1
- EL Civics units to support ESL learners with community resources
- BAS course catalog/brochure

Indicator 7.5: The institution maintains student records permanently, securely, and FRQ¿GHQWLDOLW\ RQOLQH RU RWKHU EDFN XS

F i n d i n g s

Berkeley Adult School maintains student records in accordance with state and district guidelines. Current records are maintained in our student GDWDEDVH DFFHVVHG RQO\ E\ WUDLQHG R6HF¿FH VWDII PHPEHUV DQG RFFDVLRQDOO\ NHSW VHFXUHO\ ORFNHG LQ RXU 0DLQ 2I¿FH 7KH VFKRRO PDLQWDLQV OHYHO RI FRQ¿GHQWLDOLW\ RQO\ UHOHDVLQJ student records, with written permission from the student, as per policy in the California Education Code.

The policy regarding access to student records is available from the main RI¿FH 7UDQVFULSWV DUH PDLQWDLQHG LQ &RRF¿GHQWLDO¿OH DQG the main database.

E v i d e n c e

- ,QWHUYLHZ RI 0DLQ 2I¿FH VWD
- R6HF¿FH VWDII PHPEHUV DQG RFFDVLRQDOO\ student personnel records, including admission and scholastic records
- Transcript and diploma request forms
- &RRF¿GHQWLDOLW\ SROLFLHV DQG SURFHGXUHV and policies http://bas.berkeley.net/policies.html

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

Findings	Evidence
The Berkeley Adult School catalog or brochure, which is printed twice a year, provides prospective students with accurate information about our course offerings, enrollment procedures, test dates, etc. Faculty and administration work closely together through a series of meetings to provide information for the brochure and to check and recheck for accuracy before the brochure goes to print. If a change should occur later on, such as changing a room or adding a class, all stakeholders DUH QRWL¿HG LPPHGLDWHO\ WKURXJK HPDLO ZULWWHQ QRWLFHV DQ the school website. The school brochure is distributed throughout the community at libraries, senior centers, community centers, and is mailed WR ORFDO KRXVHKROGV &RSLHV DUH DOVR HDVLO\ DFFHVVLEOH LQ WK RQ WDEOHV RXWVLGH WKH PDLQ RI¿FH ZKHQ WKH RI¿FH LV FORVHG LQ and is downloadable in PDF format from the school website. Information about our departments and school is easily accessible online. School policies and procedures are listed online, in our course catalog, (Complaint Procedure, Special Accommodations, etc.) and are posted on our bulletin ERDUGV DURXQG WKH PDLQ RI¿FH DQG RWKHU SDUWV RI WKH EXLO Uniform Complaint Procedure is distributed to all staff, posted throughout the school in classrooms, discussed at Department meetings and new student orientations to ensure that all staff, students, and the public can access information about district complaint procedures.	‡BAS school course catalog ‡BAS website with current course information http://bas.berkeley.net/ ‡BUSD Uniform Complaint Procedure on website and catalog
7R HQVXUH WKDW VWXGHQWV FDQ EHQH¿W IURP %HUNHOH\ $GXOW 6FKRRO 'RFXPHQWDW programs, all students in our core academic programs (ABE, ASE, ESL and GED) go through a rigorous assessment and orientation for proper placement in our classes. On occasion, students will place outside the range of our ESL course offerings (example: very high scores on grammar and other assessments) and will be referred to other community programs that offer advanced level ESL, such as the local community college. Students seeking a high school diploma will have an appointment with our Academic counselor who carefully reviews student transcripts and recommends needed courses. Students who graduate from the ASE, ESL, ABE and other programs are the best evidence of success and that VWXGHQWV FDQ EHQH¿W IURP %HUNHOH\ $GXOW 6FKRRO 'RFXPHQWDW DFFRPSOLVKPHQWV RU SRVLWLYH RXWFRPHV LV WKH JUDGXDWLRQ UD by our annual graduation ceremony and by the positive benchmarks earned by our standardized CASAS testing. Although many students are referred to our program, word-of-mouth also brings students to enroll in our programs. We often get emails from around the world asking about ESL classes.	‡Intake assessments to ensure appropriate placement, or referral to other agencies if test outside our service area ‡Counselor transcript review forms

)LQDQFLDO UHVRXUFHV DUH VXI¿FLHQW WR VXSSRUW VWXGHQW OHDUQ
resources supports the development, maintenance, and enhancement of programs and services. The
LQVWLWXWLRQ SODQV DQG PDQDJHV LWV ¿QDQFLDO DIIDLUV ZLWK LQ
VWDELOLW\ 7KH OHYHO RI ¿QDQFLDO UHVRXUFHV SURYLGHV D UHDVR
WHUP ¿QDQFLDO VROYHQF\

Indicator 8.1: 7KH HQ VW LKVDXWX LRFQHQRX WRH MLWF XHQG XFDWLRQDO courses and programs.

Findings

Berkeley Adult School has a current budget of $2.9 million Block Entitlement Grant (formally ADA), and in addition, supplemental funding from the following sources: $590,000 Workforce Investment Act Grant, $125,000 Department of Rehabilitation Workability II Grant, a one-time CDE/Adult Ed Grant (P2P) award for $75,000, annual CalWORKS Grant around $22,000, a one-time OTAN $20,000 ALOE grant for Distance Learning, and a decreasing Carl Perkins Grant around $10,000.

The Block Entitlement Grant of $2.9M represents about a 42% reduction from the $5M ADA apportionment budget of 2008-09 school year when restrictions on categorical funding were lifted by the state of California. The Adult School has stayed with in its budget for the last three years, and currently has enough revenue to support existing classes; any additional programming or services must be funded through grants or one-time sources. Because of this funding reality, Berkeley Adult School leadership continues to review and prioritize program, personnel and all expenditures in light of our mission and goals to ensure that limited dollars are put to the best use for students.

The BAS Principal works closely with the Budget Analyst and each Program Coordinator in order to establish program priorities each Spring when the school undergoes a rigorous review of all programs and expenditures. Discussions are held during the March, April and May meetings of the Principal's Cabinet. Whenever new classes or programs are proposed, all details must be explored thoroughly in light of our school Mission Statement and Schoolwide Learner Outcomes. Other IDFWRUV VXFK DV IDFLOLWLHV XVH ZRUNORDG RQ RXU H[LVWLQJ VWD
needed for successful implementation, impact on the community in which WKH VFKRRO LV ORFDWHG DQG WKH EHQH¿WV WR SRWHQWLDO QHZ VW
important role in the decision making process. Similarly, in scrutinizing expenditures for courses, enrollment numbers in classes, the viability of WKH FODVV DQG WKH EHQH¿W WR VWXGHQWV LQ WHUPV RI IXWXUH
supporting students' transition to post secondary education, etc.) are considered carefully. Expenditures are prioritized through discussions with the Leadership team (Principal's Cabinet). The Principal meets at least bi-weekly with the Budget Analyst to ensure that the overall budget LV RQ WUDFN DQG WR HQVXUH ¿VFDO UHVSRQVLELOLW\

Evidence

- Copy of the budgets for past three years and projected budget for next year
- Copy of audit reports by an independent auditor for past years http://www.berkeleyschools.net/departments/business-services-GLYLVLRQ EHUNHOH\ XQL¿HG E
- Agenda from cabinet meetings

Indicator 8.2: 7 K H HQ V W L RV SX HW UL ZR OW KQ D Q E QD WH D QG W\D QH QS HD QG
has a management system in place with appropriate control mechanisms
W HR Q V X E H & QG Q S U D F W L H V O R Z H G

Findings	Evidence
%HUNHOH\ $GXOW 6FKRRO KDV WZR WLHUV RI HIIHFWLYH ¿QDQFLDO HQVXULQJ WKDW ¿VFDO PDQDJHPHQW LV VRXQG 7KHWKDà vD P	

Indicator 8.3: , Q V W L W X W L R Q D O D Q G R S H U D W L R Q D O E X G J H W D O O R F D W H V U H V R X U F H V W R F X U U H Q W D Q G O R R N V I R U Z D U G L Q O R Q J U D Q J H V W U D W H J L F ¿ Q D Q F L D O resources and looks forward in long-range strategic planning.

Findings	Evidence
The Berkeley Adult School Principal meets with our school Budget Analyst who works under the direction of the Deputy Superintendent in charge of Business Services to ensure that our budget is on track. An external audit is done on a regular basis, and any issue or areas of concern will be discussed with the Business Services. The Adult School is always on the lookout for opportunities to fund new or expanded programs in order to improservices to students.	‡Board minutes on budget issues and long term planning: http://www.berkeleyschools.net/school-board/ ‡/ R Q J U D Q J H V W U D W H J L F ¿ Q D Q F plan for facilities: http://www.berkeleyschools.net/departments/facilities/
Berkeley Adult School is fortunate in that it does not have long-term liabilities or obligations such as debt to pay down. Through careful budget planning and execution, our budget is balanced each year with D V X I ¿ F L H Q W I X Q G E D O D Q F H D Q G Z H Q H L W K H U R Y H U V S H Q G Q R U X Q G Overall budgets, and any growth or reductions are communicated by the Superintendent and his Budget Advisory Committee. All budgets are part of the public record, and students, staff, and community members may U H T X H V W E X G J H W L Q I R U P D W L R Q I U R P W K H G L V W U L F W ¶ V ¿ V F D O V W D I I Adult School Principal often addresses budget issues at monthly cabinet meetings, monthly student council meeting, at meetings with the Funding Stream committee (composed of staff and union members) and also in the Berkeley Adult School blog on the website. Open forums are also scheduled regularly in the Spring when the budget is being developed to maintain transparency.	

School safety continues to be a high priority at Berkeley Adult School. %HUNHOH\ $GXOW KDV RQH 6FKRRO 6DIHW\ 2I¿FHU 662 ZRUNLQJ D VKLIW VR WKDW WKH WLPHV RI KLJKHVW VWXGHQW DFWLYLW\ DUH FRYHUHG 7KLV RIILFHU KDV D SURPLQHQW VDIHW\ SUHVHQFH 7KH UROH RI RXU VDIHW\ RI both preventative as well as responding to crisis situations. The district regularly offers professional training and development to all SSOs , and they play an important role as intervention specialists in addition to responding to incidents on campus.

- BAS School Site Safety Plan
- BAS Incident Report form
- Copies of safety inspection reports

Each year, the Adult School is required to update and submit the Site Safety Plan to the District. The Principal works closely with the School 6DIHW\ 2I¿FH DQG 'LVWULFW¶V)DFLOLWLHV 0DLQWHQDQFH DQG 2S Departments to ensure the campus is well maintained and safe for students and staff. The District's online work order system ensures top priority for maintenance and safety. The District has very clearly spelled out criteria for site safety and maintenance in its facilities and custodial manuals.

Berkeley Adult School assures that all have equal access to our facilities. The Principal works closely with District maintenance staff to ensure that facilities are inspected annually. Offsite locations at partner agencies must meet accessibility and safety requirements before we start classes at such sites. Maintenance, safety and effective learning environment LVVXHV DUH GH¿QHG LQ 028V ZLWK RXU SDUWQHU DJHQFLHV

Criterion 8: Resource Management

Strengths:

- Providing accessible quality education within our budget that is aligned with our mission.
- 5LJRURXV ¿VFDO FRQWUROV LQ SODFH DW WKH VFKRRO DQG GLVW overspend, and funds are used as planned.
- A well-maintained facility that is accessible to the community.
-

BAS maintains strong communication with our neighborhood association, the Schoolhouse Creek Common Neighborhood Group. Their leadership meets with our administrators regularly to discuss any issues of community concern. The group meets monthly on-site to work on the garden in the northeast corner of the campus.

- Meeting agendas and meeting minutes with Neighborhood group Schoolhouse Creek Common
- Sample list of guest speakers

The Principal and CTE Coordinator revamped the District CTE Business Advisory Committee whose mission is to develop career pathways, collaborating with business and community leaders. Community leaders are invited to speak at the BAS High School/GED Commencement in June. In addition, teachers in many departments have guest speakers in class on topics pertinent to the curriculum.

- Berkeley School Volunteer Program, http://www.bpef-online.org/

The BUSD Superintendent is on campus each staff development day. BAS regularly hosts many BUSD department meetings on our campus.

The Berkeley Schools Volunteers Program brings community members onto campus to work as tutors in our ESL and high school classes.

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

Findings

Berkeley Adult School has service and internship opportunities for students through the following programs:

- Bread Project – Open Hand
- San Francisco Paramedic Association
- Kaiser Permanente (Boston Reed)
- Children's Hospital Oakland internships
- Informal: Life-long learning students volunteering with East Bay Center for the Blind students
- Berkeley Adult School student workers program placing students to serve as classroom aides.

We cite the following evidence of BAS's reputation in the community: our longstanding partnerships, our continued WASC accreditation, the support and respect of the BUSD Board of Education, continued strong student referrals and our continued collaborative partnerships.

Evidence

- SFPA placement of students in Berkeley Fire Dept. or hospital emergency rooms
- student workers job description
- list of student workers
- interview students

Indicator 9.3: The institution informs its community regarding its mission, its programs DQG H DUR SS RU WXQ LW LHV QHHG V WR P X Q L W \ support can bring.

F i n d i n g s

% H U N H O H \ $ G X O W 6 F K R O ¶ V S U R ¿ O H L Q & K D U W H U source of information about our school and the local community. It is a valuable tool for communicating to the community about the important work W K D W Z H G R 7 K H L Q I R U P D W L R Q L Q W K H S U R ¿ O H L V X V H G I R U S X E O L F at our student council, the district Career Technical Education Advisory Committee, at neighborhood and community meetings, and also at Board of Education meetings when the Principal delivers his report about adult education. Board meetings are televised for the public, and access to all reports and board meeting agendas are available online.

E v i d e n c e

- Adult School Principal's report to the Board
- Adult School ppt presentation to the Board
- Board meeting information:http://www.berkeleyschools.net/school-board/board-meeting-information/

Criterion 9: Community Connection

Strengths:

- We offer high quality education and a broad range of offerings.
- We serve a diverse student body.
- Brochure and website are user-friendly.
- Location is easily accessible to public transportation; building is fully accessible.
- We are responsive to the community in shaping curriculum.
- Prices are reasonable.
- We have good partnerships with many community organizations.

Key Issues (Prioritized):

- Signage and marketing can be improved
- Career Tech Ed, Life-Long Learning, and Adults With Disabilities are under-enrolled
- Strengthening linkages with Berkeley City College and other post-secondary institutions will ensure the success of our transitioning students

Indicator 10.3: The institution has procedures in place to implement the Action Plan with the support of stakeholders.

Findings	Evidence
Berkeley Adult School with its one main campus is of a size that makes it amenable and manageable to implement our Action Plan with our current Leadership Team.	
The Principal's Cabinet or Leadership Team, comprised of administrators,	

Indicator 10.4: 7 K HQ V W L KWDXG HR Q LSWDQH

Criterion 10: Action Plan for Continuous Improvement

Strengths:

- A realistic Action Plan that is the result of all staff input that started early Spring 20and continues into the current school year and for the next three years to come.
- Paid and structured time for all staff to work in cross-department (mixed) teams to share and brainstorm ideas, resulting in rich input and feedback.
- $FWLYLWLHV DUH WLPH ERXQG YHU\ VSHFL¿F ZLWK PHDVXUDEOH

Key Issues (Prioritized):

- Continued budget reductions are a distraction to the work of school improvement (staff report that concerns about job stability take away focus from important work of school improvement)
- $OO %$6 WHDFKHUV DUH SDUW WLPH WHPSRUDU\ WHDFKHUV DQG poses challenges in scheduling and getting time commitments as teachers have other responsibilities.

Chapter IV

7KH V\QWKHVLV DQG DQDO\VLV RI RXU VFKRRO ¿QGLQJV RQ VWUHQJWK
SURYLGLQJ DQ RYHUYLHZ DQG ³ELJ SLFWXUH´ ORRN DW %HUNHOH\ $GX

By following the steps outlined in this chapter, the list of major school wide strengths are summarized below:

- We provide accessible quality education within our budget that is aligned with our mission.
- Our strong menu of student support services as evidenced by academic counseling, student advising, Workability II program, informal advising, peer & volunteer tutors all provides a supportive learning environment.
- A realistic Action Plan for the next three years that is the result of all staff input and incorporates paid and structured time for all staff to work in cross-department (mixed) teams.
- We are rich in the variety of assessments used, and these inform instruction.
- Individual teacher and department reviews, feedback from students, and research based methodologies inform curricular improvements
- The school is open to all teaching styles and methods while incorporating new technologies.
- Our clean, well maintained, safe facility that is accessible to the community provides a welcoming learning environment for all learners.

The process to identify the key issues and strengths at Berkeley Adult School started during the Spring of 2011, and continues today. We began our work with the Leadership team in Spring 2011, and members began the major task of evaluating all school programs in light of the WASC Ten Criteria. Members of the leadership team provided input and drafted sections of the criteria, focusing on Criterion Two through &ULWHULRQ 1LQH LQ ZKLFK WKH\ KDG ³H[SHUW´ NQRZOHGJH IRU H[DPS
for the section on Resource Management).

This rich input from all department coordinators and others on the leadership team was synthesized into a working draft of the Self-Study report during the summer of 2011.

During the Fall of 2011 the working draft was reviewed at two all-staff Staff Development days (August 2011, and a following staff development day in October 2011). All staff worked in teams to review eight of the ten criteria, and discussed to what extent our school met the expectations. In addition, all teams reviewed our School Mission and Schoolwide Learner Outcomes, and drafted revisions, which were later voted upon. Lastly, teams were asked to step back and take a global look at our school, and identify the VWUHQJWKV DQG NH\ LVVXHV RI %$6 LQ OLJKW RI WKH VSHFL¿F FULWH
laptops provided by the school.

At two working meetings of our leadership team in November and December 2011, members of the team UHYLHZHG DQG FRPSLOHG WKH NH\ LVVXHV LGHQWL¿HG E\ WKH HLJKW
the key issues on large tear sheets, the leadership team combined and winnowed down the number, and discussed all of them at length. After this discussion, the key issues were prioritized, paying close attention to the areas which would have the biggest impact on student learning. Through a process of consensus EXLOGLQJ WKH WZR NH\ LVVXHV LGHQWL¿HG DUH

Activity	Who and what are needed to do this	Who will be responsible	How – Tasks:	When:	How do we know it's done?
1. Allocate budget that supports on-going professional development plan to meet goals	Principal, Buget Analyst and V Principal – determine need and available funding stream	Principal	Allocation of combination of general fund, WIA grant, fund balance	In place for 2012-13 school year, and on-going	BAS budget submitted and district approved by May deadline
2. Plan professional development activities that support student learning	BAS Principal's Cabinet – develop a plan within budget to serve all departments with professional development goals (1-3 years)	Principal's Cabinet	Through a) Principal's goals (1-3 Analyst and on-going professional professional goals (1-3 Through a) Prin649 >ia.cipal's for 2012-Through a) Prin649 >iancipal's goals (1-3 professional development Tg,T* (development)Tj EMC /Span <</Lang 6en-GBdevelopment deve goals (1-3 goals (1-3 development professional development development goals (1-3 goals (1-3 development development development for 2012- professional development development development development goals (1-3 development B6 survey * (develo		

Goal 2: 7R ,QFUHDVH DFFHVV DQG XWLOL]DWLRQ RI VWXGHQW VHUYLF

students and creates a supportive learning environment. To maintain a student pathway through the BAS experience that is characterized by a concern for student access, progress, learning, and success.

Rationale: As Criterion 7 indicates, a strong school support services system will do much to remove barriers to education and thus increase persistence and learning outcomes. BAS believes that providing improved student support services will enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Target: BAS will provide seamless support services that increase the likelihood of success for all students as measured by:

- Improved attendance for students in ABE, ASE, and GED classes, as measured by 2% fewer students with fewer than 12 hours of attendance, each year for the next three years.
- 5HGXFH WKH SHUFHQWDJH RI VWXGHQWV ZKR VWRS RXW EHIRUH ¿ TOPs data.

Schoolwide Learner Outcomes Addressed:

- Identify and achieve personal goals
- %XLOG VHOI FRQ¿GHQFH
- Practice respect of diversity
- Be lifelong learners

Activity	Who and what are needed to do this	Who will be responsible	How – Tasks:	When:

Activity	Who and what are needed to do this	Who will be responsible	How – Tasks:	When:	How do we know it's done?
3. Develop response and plan for addressing needed student support services build-out	Coordinators, Advising & Counseling staff	Coordinators and Principal's Cabinet	Convene Principal's Cabinet to list key issues (shortcomings) of student support services in each department (ESL & Academic have good structure)	Dec dvising & 6vising &	

Goal 3: To provide the needed resources to support and increase the completion, graduation, FHUWL¿FDWLRQ DQG HPSOR\PHQW RI VWXGHQWV SDUWLFXODUO\ PDOH in need and at risk of non-completion.

Rationale: $V LQGLFDWHG E\ GDWD LQ RXU FRPPXQLW\ SUR¿OH RI WKH D females aged 18-24, and males aged 15-34, are the hardest hit by poverty in our community. BAS received a federal Policy to Performance grant this year to support our ABE and ASE students to transition to post-VHFRQGDU\ %$6 QHHGV WR FRQWLQXH WKH ZRUN LQ WKLV SURJUDP to core services to these students most in need, so that they will be promoted to next levels, complete programs of study, transition to post-secondary, training, employment, or to retain employment.

Target: BAS will

- Increase the number of students transitioning to post-secondary institutions by 2% each year for three years.
- Increase the number of students who secure or retain employment by 2% each year, for three years as measured by our TOPs reports.
- ,QFUHDVH WKH QXPEHU RI VWXGHQWV FRPSOHWLQJ &7(FHUWL¿FD

Schoolwide Learner Outcomes Addressed:

- Identify and achieve personal goals
- %XLOG VHOI FRQ¿GHQFH
- Demonstrate effective communication
- Develop and practice analytical thinking skills

Activity	Who and what are needed to do this	Who will be responsible	How – Tasks:	When:	How do we know it's done?
3. on-going support using research-based strategies for for learners through professional development.	Administrators, Coordinators, Advising & Counseling staff ensure implementation of PD plan(s)	Administrators and lead teachers	Paid PD activities are coordinated and implemented, updated and discussed at each monthly department and leadership meeting, L Q F O X G L Q J F O D V V L ¿ H G P H H W L Q J V	June 2013, and each subsequent year	Evaluation of professional development activities; Data reports identifying student learning outcomes

- Adult Basic Education

ACSA – Association of California School Administrators

ADA - Average Daily Attendance

ADA – American with Disabilities Act

ASE - Adult Secondary Education

AWD - Adults with Disabilities

BAS - Berkeley Adult School

BUSD %HUNHOH\ 8QL¿HG 6FKRRO 'LVWULFW

CAHSEE - California High School Exit Exam

CALPRO - California Adult Literacy Professional Development Project

CASAS - Comprehensive Adult Student Assessment System

CATESOL - California Teachers of English to Speakers of Other Languages

CCAE - California Council for Adult Education

CDE - California Department of Education

COABE - Commission on Adult Basic Education

CLAD – Cross-cultural Language and Academic Development

CTE - Career Technical Education

ESL - English as a Second Language

EMT - Emergency Medical Technician

GED - General Education Development, an equivalency diploma

HR - Human Resources

IT – Information Technology

ICS – Inter City Services, a community based organization in Berkeley

LLL - Life Long Learning

MOU - Memorandum of Understanding

NRS - National Reporting System

OA - Older Adults

OTAN - Outreach and Technical Assistance Network

QUIA - webpage that allows teachers to create class webpages

ROP - Regional Occupational Program

SLO - Schoolwide Learner Outcomes

TESOL – Teaching English to Speakers of Other Languages

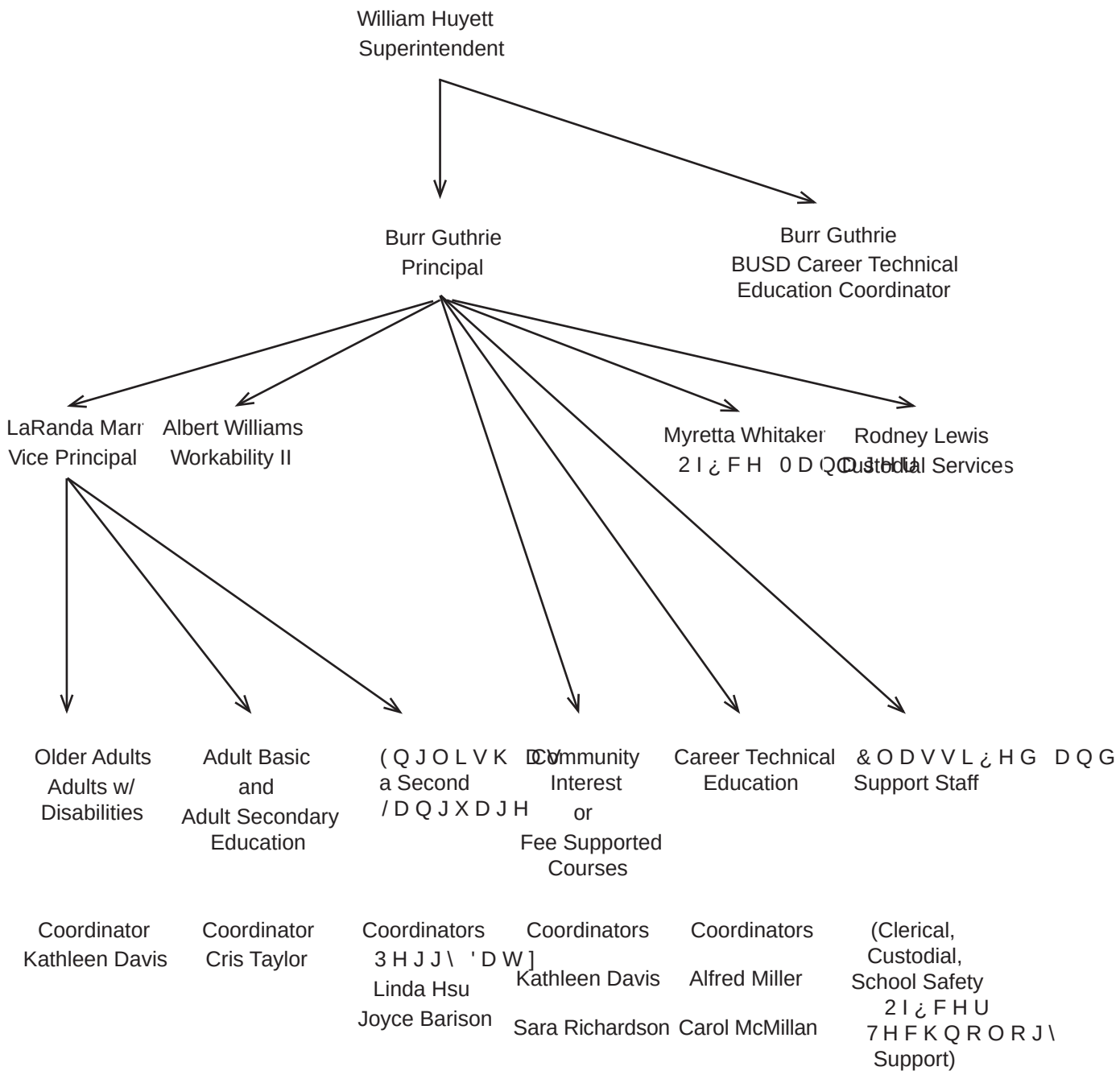
UC - University of California

WASC - Western Association of Schools and Colleges

WIA - Workforce Investment Act (federal program)

Berkeley Adult School Organizational Chart

bas.berkeley.net



In April of 2003, the Berkeley Unified School District initiated a public process to move the Berkeley Adult School from University Avenue to the empty Franklin Elementary School site between San Pablo and Curtis and Francisco and Virginia. As part of that public process, in August 2004, the Berkeley School Board approved the layout for Schoolhouse Creek Common located next to Berkeley Adult School's back entrance.

Neighbors and volunteers gather to work in the park from 10 AM to noon on the second Saturday of the month, and neighbors can be found working in the Common at any time.

Our neighbor and friend, Brad Smith, has worked with the WASC Community Connection team. Brad is seen here organizing a Saturday volunteer group at the Schoolhouse Creek Common.