WASC Postsecondary Supplement to the COE/WASC Self-Study Report

Postsecondary schools in the joint COE/WASC accreditation process must answer the following questions with concise narrative paragraphs that summarize to what extent the school meets or exceeds the "WASC Postsecondary Criteria." All information provided should relate only to ROPs, high school level programs/classes, and other non-CTE programs. All CTE classes or programs are reviewed by COE Visiting Committee Members while WASC Representatives review all ROPs, high school level programs/classes, and other non-CTE programs.

Postsecondary schools are asked to form a Focus Group that consists of teachers of ROPs, high school level programs/classes, and other non-CTE programs. The Focus Group should meet and work collaboratively to complete the *WASC Postsecondary Supplement* in preparation for the joint COE/WASC site visit.

Section 1
School Profile

School Name:
Mt. Diablo Adult Education

School Address:
Loma Vista Adult Center, 1266 San Carlos Avenue, Concord, CA 94518
Pleasant Hill Education Center, One Santa Barbara Road, Pleasant Hill, CA 94523

Off-Site Class Locations:
The Adults with Disabilities Department operates at the following locations:
Embassy Suites Hotel, 1345 Treat Blvd, Walnut Creek, CA 94597
Marriott Hotel, 2355 N Main Street, Walnut Creek, CA 94596

The English as a Second Language Department operates/operated at the following locations:
Cambridge Elementary, 1135 Lacey Lane, Concord, CA 94520
Meadow Homes Elementary, 1371 Detroit Avenue, Concord, CA 94520
Bel Air Elementary, 663 Canal Road, Bay Point, CA 94565 (through May 2019)
Monument Impact, 2699 Monument Blvd., Concord, CA 94520
Riverview Middle School, 205 Pacifica Avenue, Bay Point, CA 94565 (through May 2019)
Pleasant Hill Library Distance Learning (through May 2018)
Bay Point Library Distance Learning (through May 2019)

The Parent Education Department operates/operated at the following locations:
Hidden Valley Elementary, 500 Glacier Drive, Martinez, CA 94553
Fair Oaks Elementary, 2400 Lisa Lane, Pleasant Hill, CA 94523
Riverview Middle School, 205 Pacifica Avenue, Bay Point, CA 94565
Bel Air Elementary, 663 Canal Road, Bay Point, CA 94565 (no enrollment Fall 2020)
Crossroads High School, 2701 Willow Pass Road, Concord, CA 94519 (prior to 2017)

ROP courses, high school level programs/courses, and non-CTE programs or courses:
Adult Basic Education, Adult Secondary Education (ABE/ASE)
Adults with Disabilities (AWD)
English as a Second Language, Family Literacy, Citizenship Preparation (ESL)
Lifelong Education (LE)
Parent Education (PE)

Current Enrollment in each program/course: Fall Term 2020-2021 (July 1 to Nov 30) Unduplicated Student Count

Adult Basic/Adult Secondary	183
Adults with Disabilities	97
English as a Second Language	555
Lifelong Education	512
Parent Education	135

Provide a summary of analysis of learning data for the past three years, if possible. List what different formative and summative assessments are used to determine the learning levels of all students for all ROPs, high school level programs/classes, and other non-CTE programs. Identify any trends or conclusions identified as a result of data analysis (include pertinent charts and graphs).

School Wide Data
School-wide data is reviewed on a regular basis prior to being submitted to the state. This data informs budget development and interim modifications. School-wide data includes data from five programs: Adults with Disabilities (AWD), Adult Basic and Secondary Education (ABE/ASE), English as a Second Language (ESL), Parent Education (PE) and Lifelong Education (LE).
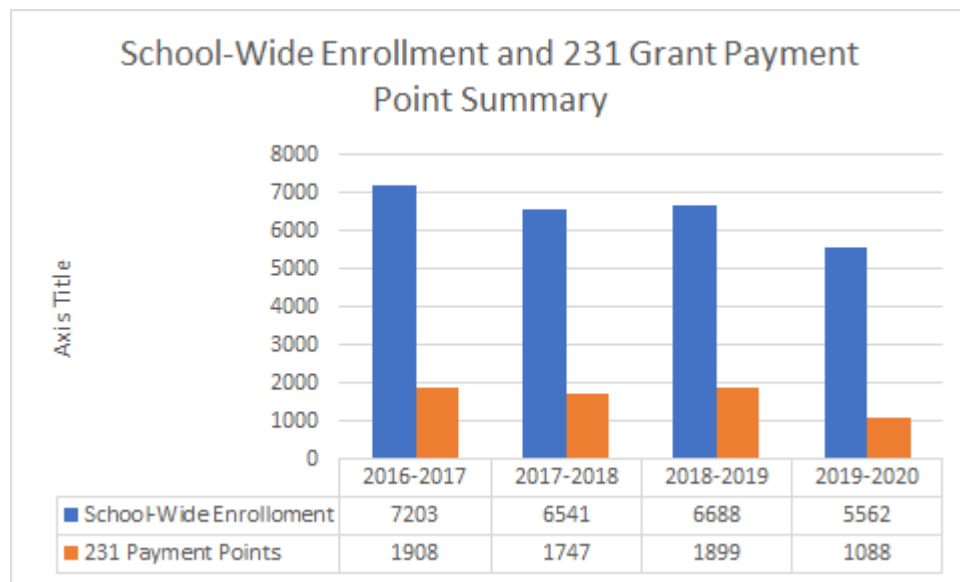
Quantitative Data
We have chosen to provide data for the three-year period from 2016-2019 which is more reflective of our school's performance than last year. We have included 2019-2020 data showing how our enrollment, CASAS scores, graduation rate and student learner outcomes have been impacted by the COVID-19 crisis.

Enrollment from 2016-2019 declined from 7,203 to 6,688 with the biggest reductions recorded in the ABE/ASE and ESL departments. The ESL department consistently maintains wait lists but has limited classroom capacity onsite and has had difficulty in finding and retaining qualified staff. Even with the decline in enrollment, WIOA 231 Grant payment points remained steady (1,908 to 1,899). Educational Functioning Level Gains/Other Literacy Gains have increased since 2016-2017 as reported in the AEBG/CAEP Summary Reports. CAEP outcomes also increased, however, better systems of collecting and recording the data may have contributed to some of the gains. From 2016-2019 students reported increased wages (21 in 2016 to 69 in 2018). Students reported an increase in the number entering employment from 623 in 2016 to 709 in 2018.
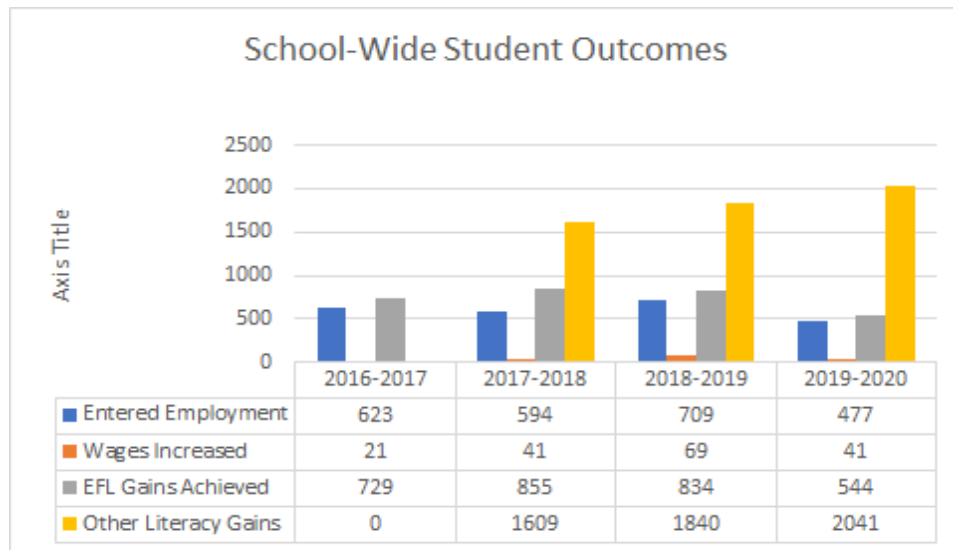
2019-20 was an unusual year with the onset of the COVID-19 pandemic. Our school was mandated to shelter-in-place on March 16, 2020, and despite our best efforts to pivot to remote learning, many students dropped their classes. In addition, we were not immediately able to continue enrollment into our programs. Our students faced many challenges during this time, not the least of which included lack

of access to electronic devices and/or internet service to participate in remote learning. This resulted in a reduced number of students enrolled (5,562), and because we were unable to administer the CASAS post-test to our students, a significant reduction in EFL gains (1,088). In addition, the number of students who reported increased wages fell to 41 and only 477 reported entering employment during that year.

Over the summer of 2020, our programs modified orientation procedures, class structures and curriculum to meet the needs of remote learners. Our limited number of laptops and Chromebooks were loaned out to instructional staff and special student populations so that they could engage in remote teaching/learning activities. The chart below shows the school's enrollment and the WIOA 231 grant payment points earned over the last four years. Please note that while enrollment is shown for all five programs, only three of the programs earn WIOA 231 grant payment points.

School-Wide Enrollment and 231 Grant Payment Point Summary

	2016-2017	2017-2018	2018-2019	2019-2020
School-Wide Enrolloment	7203	6541	6688	5562
231 Payment Points	1908	1747	1899	1088

The chart below shows the school-wide student outcomes. These figures include data for AWD, ASE, ABE, ESL and CTEC.

School-Wide Student Outcomes

	2016-2017	2017-2018	2018-2019	2019-2020
■ Entered Employment	623	594	709	477
■ Wages Increased	21	41	69	41
■ EFL Gains Achieved	729	855	834	544
■ Other Literacy Gains	0	1609	1840	2041

Data showing "transitions to post-secondary" and "post-secondary achieved" has had dramatic fluctuations over the three years. The Contra Costa County Adult Education Consortium (CCCAEC) level data could not be collected on this measure due to the fact that the community colleges had Mt. Diablo Adult Education misspelled on their application. After two years of requesting a correction of our name, it was finally corrected in March of 2020. We hope that this change will enable us to receive reports from our local colleges regarding transitions. In an effort to improve student and transition services, CCCAEC hired transition specialists to support adult students transitioning between the adult schools and the local community colleges. Data collected for post-secondary transitions is collected within the same school year as the student attended adult school classes. Most students register to enter college in July and August, so their transitions are not counted since the college registration did not occur within the same school year as they attended the adult school. We hope to be able to provide a longitudinal study of post-secondary transitions to gain a better understanding of how many students go on to college within two years of graduating. In addition, changes in the reports for the Adult Education Block Grant (AEBG)/California Adult Education Program (CAEP) over the last three years have made data comparison more difficult.

Qualitative Data
Surveys were sent out to teachers and students in February of the spring 2020 term. The results of the survey are listed under the criterion it references.
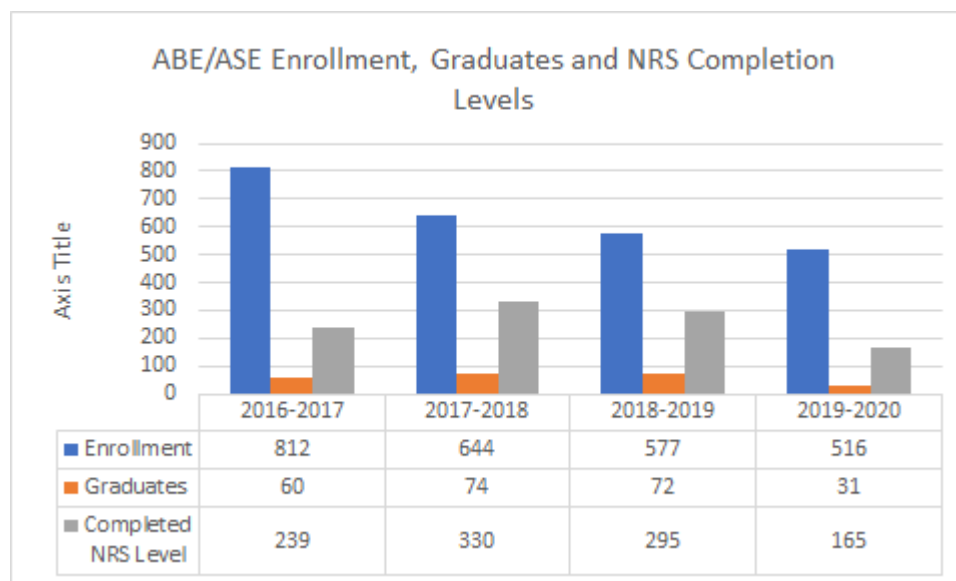
Data Analysis by Program

Adult Basic Education/Adult Secondary Education Department
Learning data is reviewed at the end of each term by the program coordinator. The previous year's data is reviewed with teachers at the ABE/ASE program's school kick-off meeting each August. The data points analyzed are graduation rates for both diploma and high school equivalency students, persistence rates according to the CASAS Data Portal, grades and credits earned, average hours per student, the number of students that completed a National Reporting System (NRS) level as well as students who completed the following student outcomes: got a job, retained a job, got a raise, entered college, entered a career training program.

Although enrollment has steadily gone down over the last four years, the number of high school diploma graduates has remained consistent over the three year period (2016-2019). CASAS payment points, which are based on NRS level completion and graduation numbers, have increased at the secondary level from 219-275, but the basic level payment points have made little change over the same period of time. The number of students with less than 12 hours has decreased each year from 355 to 162 students. In 2019-2020, our NRS level completion rates dropped to 144 and students with less than 12 hours rose to 180. Testing centers remained closed through the end of the 2019-2020 school year due to COVID-19, which greatly reduced the number of high school equivalency graduates for the year. We ended the year with a total of 31 graduates, the majority of which were high school diploma students.

There is significant improvement in the attrition rate of students between last spring (2020) and this fall (2020). Last spring, 123 (55%) of our 222 continuing students attended for less than 12 hours of instruction. This fall semester, only 51 (28%) of the 181 enrolled students have less than 12 hours so far. The fall semester will end in December.

ABE/ASE Enrollment, Graduates and NRS Completion Levels

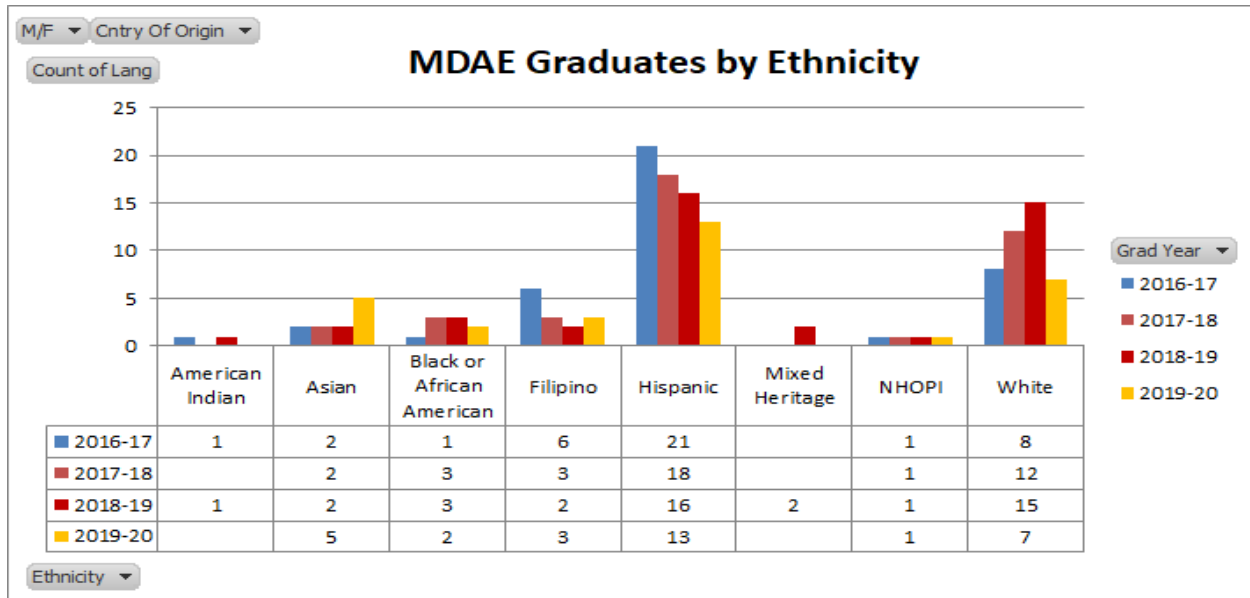|	2016-2017	2017-2018	2018-2019	2019-2020
■ Enrollment	812	644	577	516
■ Graduates	60	74	72	31
■ Completed NRS Level	239	330	295	165

CASAS Goals test results are used both as placement and formative assessments to place students into appropriate-level classes and to monitor progress in literacy gains. In the 2018-2019 CASAS Data Portal Persistence Report, our school outperformed the state average in all the categories except one. However, data is showing that fewer credits are awarded each year, 990 in 2016-2017 but 600 in 2018-2019. This may be a result of changing our curriculum to a more rigorous College and Career Readiness aligned curriculum or the increased technology use in our blended learning diploma classes over the last three years. Three years ago we introduced Google Classroom as our learning management system, and in 2018-2019, we added the learning platform CANVAS, which is used by the local community colleges.
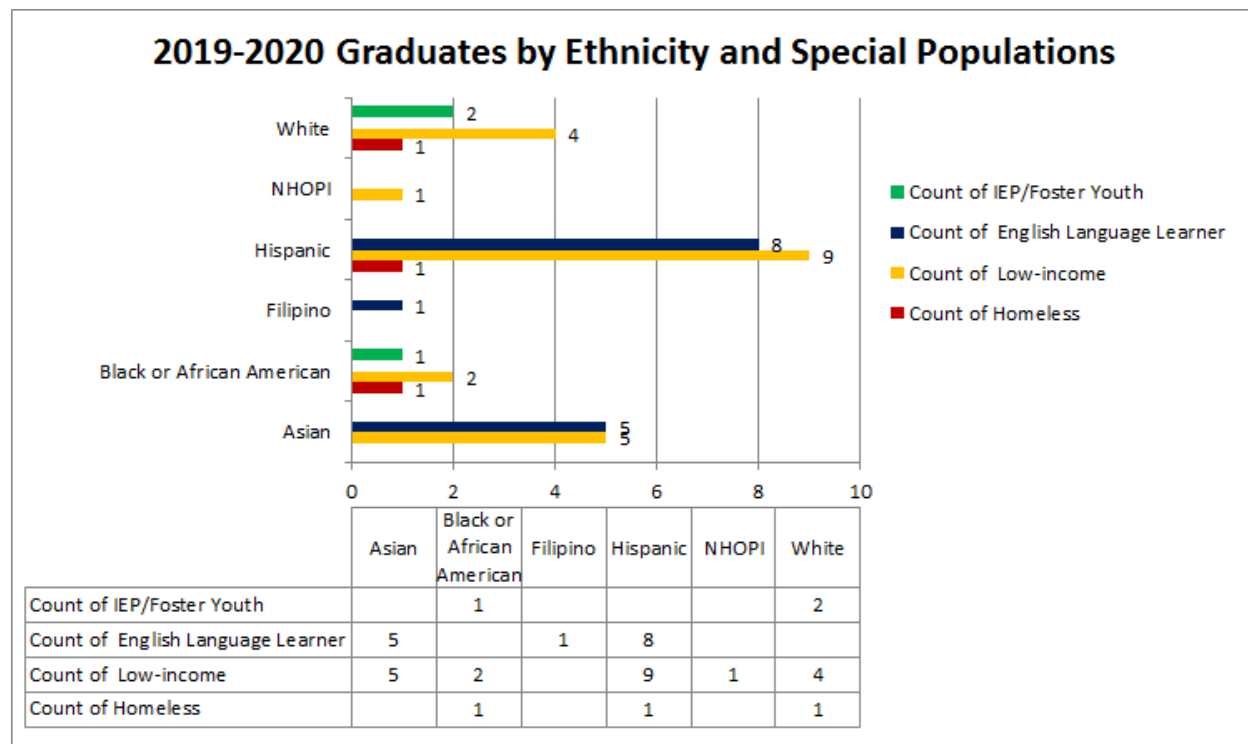
Demographic data is reviewed and analyzed by race, ethnicity, age, foster youth and special education enrollment. Although still very low, over the last three years, the percentage of African American enrollments has increased from 8.85% to 10.25% while the percentage of Hispanic enrollments has remained fairly consistent between 50-54%. Over the last three years, we have seen more 18-19 year olds and fewer students who are 24 years and older enrolling in our program. This is most likely from rising housing costs in our area and a strong economy in which many *household earners* have more than

one job. The staff feels that with this change in the population we are serving, we have also seen a change in student persistence. In addition, teaching affective behaviors has cut into academic instruction time.

The average age of adult graduates over the past four years is 30. We have seen a slight increase in the count of African American and Asian graduates while the count of Hispanic graduates has remained steady.

	American Indian	Asian	Black or African American	Filipino	Hispanic	Mixed Heritage	NHOPI	White
2016-17	1	2	1	6	21		1	8
2017-18		2	3	3	18		1	12
2018-19	1	2	3	2	16	2	1	15
2019-20		5	2	3	13		1	7

CAEP reporting for 2019-2020 identifies Barriers to Employment for our students. The graph below specifically indicates the barriers that our adult graduates face. The numbers are duplicated as some of the graduates have identified multiple barriers for themselves.

2019-2020 Graduates by Ethnicity and Special Populations

	Asian	Black or African American	Filipino	Hispanic	NHOPI	White
Count of IEP/Foster Youth		1				2
Count of English Language Learner	5		1	8		
Count of Low-income	5	2		9	1	4
Count of Homeless		1		1		1

In the fall of 2020-2021, we were not able to use CASAS testing for placement. We did not have enough staff available to conduct remote CASAS testing, so students were placed into classes based on their goals rather than their skill level. Zoom class times were expanded and assignment deadlines were eliminated in an effort to provide support and flexibility to students during this difficult time.

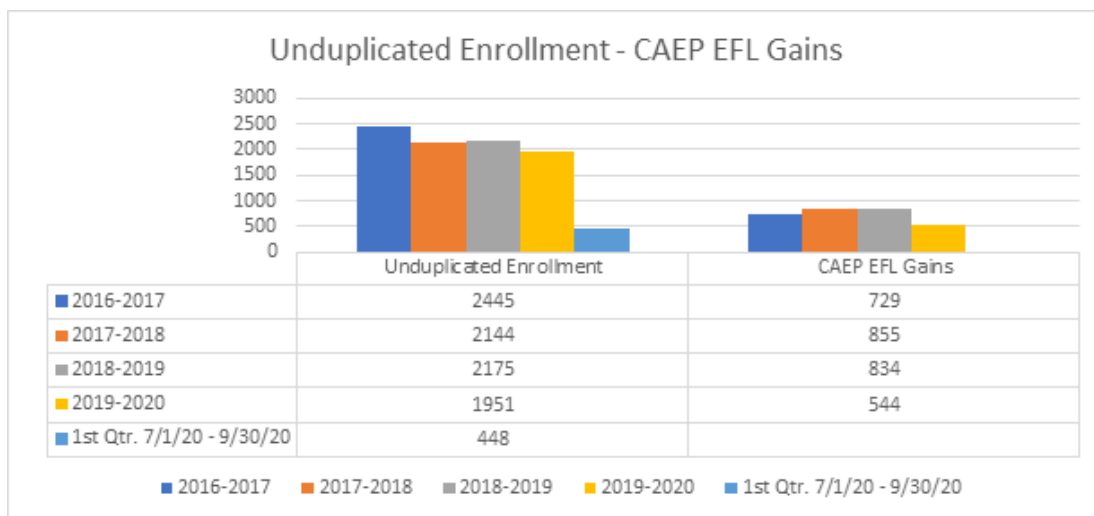**Adults with Disabilities Department**
In the AWD Department, staff utilizes CASAS testing at the beginning of the school year or when a new student enrolls to determine the best instructional program/groups for students. The GOALS series as well as the Power series are used and alternate every few years depending on the focus of the curriculum for that year. At the end of the school year or when a student is preparing to exit the program, staff administers the post-test.

CASAS data is reviewed at monthly staff meetings and is used to help staff develop curriculum and goals for students. However, there is a significant disparity in the number of students who have been both pre and post-tested. The data for all AWD programs over the past three years indicates that 17% of eligible, enrolled students were not pre-tested. Also, 25% of students were not given a post-test. One of the challenges with pre/post testing is staff turnover which impacts having trained staff to administer tests. Also, in our TOPS program, the student turnover is relatively high because of changes in work/college schedule and/or possible mental health issues impeding their ability to attend classes. In the future, it would be prudent to incorporate CASAS proctor training in new staff orientations to insure that students are tested by qualified staff. Also, staff from programs with students who leave abruptly should reach out to those students to see if they would be willing to come by campus to take their post-test. This will give them some immediate feedback on their progress as well as giving the program more complete data.
In reviewing the enrollment data, it is apparent that the program enrollment has steadily increased over the past three years. The addition of the internship programs increased enrollment by approximately

15 - 20 students per year. Also, the vendorization of the Transition Options Program by the Regional Center of the East Bay in 2014 resulted in an increased number of student referrals to the program. All three AWD programs have a wait list of potential students. Possible program expansion would be a solution, however, due to a limited number of classrooms and the difficulty in recruiting credentialed teachers, it is not feasible at this time. With the increased focus on transitioning students to college and/or work, the number of students receiving transition support services tripled from 2017/2018 to 2018/2019. In addition to utilizing services through the CAEP Transition Specialist, an AWD instructor was given four-to-six hours per week to provide transition support for students. Also, in 2018, the program received a grant from the Department of Developmental Services (DDS) for $29,000 to fund a part-time instructor to provide job development services for students in the Transition Options Program and the Life Skills Program. These additional supports for students resulted in approximately 22% of students obtaining employment over the past three years. This is very significant because AWD students often have barriers impeding their employment. The grant from DDS ended in March 2020; however, we have been able to continue the part-time job development position with 231 WIOA funds.
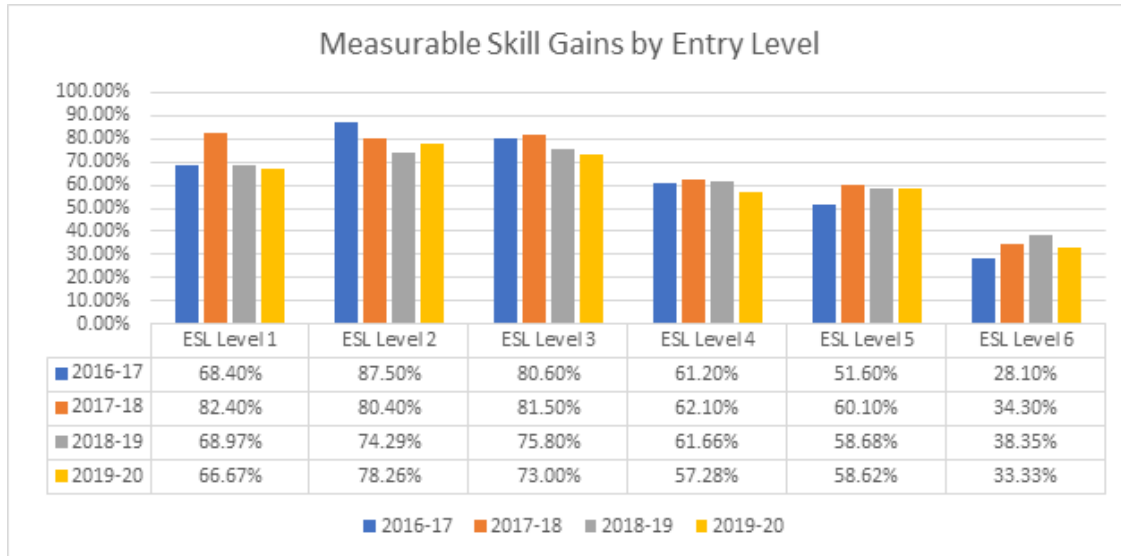
English as a Second Language Department
Student placement is determined by oral and written tests which were developed in-house and are aligned with our course outlines. When the results of speaking and writing indicate different levels, students are placed at the lower level of the two assessment results. The eight ESL course outlines are aligned with the California Model Standards; our text books include scope and sequence charts aligned with CASAS and EL Civics objectives. Students complete two EL Civics objectives each year. ESL instructors use a variety of formative assessments to quantify their students' learning gains using published materials or original creations. CASAS reports and data from formative assessments are used to inform instruction. Instructors can use program-developed exit exams as summative assessments. The expectation is for students to master 70-75% of the course content before moving to the next level.

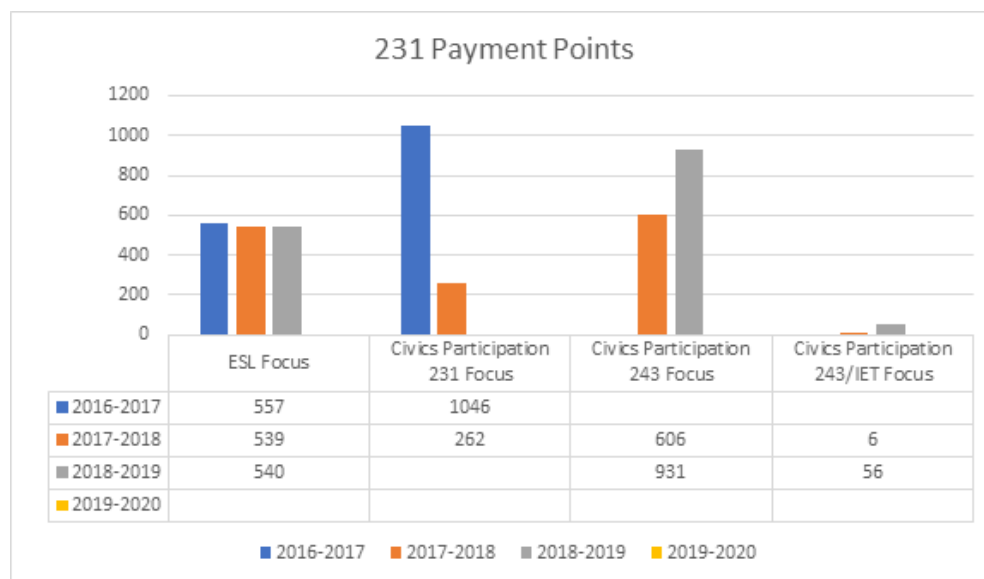|	Unduplicated Enrollment	CAEP EFL Gains
2016-2017	2445	729
2017-2018	2144	855
2018-2019	2175	834
2019-2020	1951	544
1st Qtr. 7/1/20 - 9/30/20	448	

Measurable Skills Gains are highest at the three lower ESL Levels. Instructional Assistants are an asset to teachers and students at these lower levels. The data might indicate that students benefit from added support. Our ESL Levels 4 and 5 are each divided into two levels: Intermediate Low 1,

Intermediate Low 2, Intermediate High 1, and Intermediate High 2. Our students spend at least one year at ESL Levels 4 and 5. Measurable Skills Gains might decrease at the higher levels because students are learning more complex language skills that need more practice.

Measurable Skill Gains by Entry Level

	ESL Level 1	ESL Level 2	ESL Level 3	ESL Level 4	ESL Level 5	ESL Level 6
2016-17	68.40%	87.50%	80.60%	61.20%	51.60%	28.10%
2017-18	82.40%	80.40%	81.50%	62.10%	60.10%	34.30%
2018-19	68.97%	74.29%	75.80%	61.66%	58.68%	38.35%
2019-20	66.67%	78.26%	73.00%	57.28%	58.62%	33.33%

Although enrollment decreased over the four-year period, EL Civics participation and 231 Payment Points decreased in the second year but recovered 50% of the loss in year 2018-19. In addition, there was an increase in 243 and 243/IET Focus objectives. The integration of an ECE/ESL (Early Childhood Education) specific 243 objective, which is required of the Project Access students, contributes to the increase in these numbers.

231 Payment Points

	ESL Focus	Civics Participation 231 Focus	Civics Participation 243 Focus	Civics Participation 243/IET Focus
2016-2017	557	1046		
2017-2018	539	262	606	6
2018-2019	540		931	56
2019-2020				

Lifelong Education Department
The Lifelong Education Department has maintained a consistent number of enrollees (between 5,154 and 5,319 students) for the last three years. The 2019-2020 school year ended early due to the COVID 19 crisis. Unless a prerequisite is noted, all classes are open to all students over 18 years of age. Students may repeat a course until they have met their individual objectives. The program offers a wide variety of classes to meet the diverse needs, interests and abilities of our students. Instructors provide individualized instruction while monitoring student progress.

Parent Education Department
For the years of 2016-2017 and 2017-2018, the Parent Education Department maintained an approximate enrollment of between 532 and 539 students. For the 2019-2020 school year (July 19 to March 20), we had an enrollment of 376 students. Unfortunately, during the COVID-19 crisis, some families dropped from the Cooperative School Readiness Program.

For the 2020-2021 school year, as of December 11th, there are 135 students enrolled. This statistic is a reflection of the attendance of all our programs in the Parent Education Department. Student learning in the programs is measured through class surveys and student evaluations at the end of the course. This allows us to collect attendance data and to obtain information on how to provide better services and resources to the students and families in the community. For the Certificate Parenting, Anger Management, Parent/Teen Workshops, Loving Solutions, and Parent Project Parenting Classes, students take a class survey at the end of the instructional period for a course; there can be multiple instructional periods for different courses within a given term.

For the School Readiness Program, parents and children attend classes together. The program conducts the following evaluations and surveys:

1) Desired Results Developmental Profile (DRDP). This is an assessment for children aged birth to 12 years of age. The assessment is done twice a year during Fall and Spring as part of our Quality Matters Grant through the Contra Costa County Office of Education. This is a grant that supports and promotes quality early care and education for children ages five and under in Contra Costa County. The DRDP assessment is a tool used for instructors to measure and record the child's physical, cognitive, social, and emotional developmental growth and progress through daily observations and documentation. The information collected is used to develop an age-appropriate class curriculum that effectively supports the children's learning and keeps parents informed of their child's developmental progress.

2) The Ages and Stages (ASQ-3) is a questionnaire completed once a year (or as needed) by the parents and the instructors. The questionnaire is utilized to monitor and support the child's developmental growth and performance in areas such as communication, large and fine motor skills, problem-solving, and personal-social skills.

3) Ages and Stages -Social and Emotional (ASQ-SE) is a questionnaire which identifies emotional and social concerns, challenges, and behaviors in early childhood. This assessment is also completed by the parents and the instructor.

4) End-of-year class survey. This is done at the end of the school year by the classroom parents to provide feedback and suggestions to assist instructors in providing an effective and successful learning environment.

The Parent Education Department enrollment was highly impacted during COVID-19. Classes had to be suspended for a few weeks and then resumed in April after a remote learning plan was implemented. This plan included safety procedures and detailed guidelines for virtual/distance learning. As a result of the challenges families experienced, enrollment decreased in the evening Parenting and Anger Management classes as well as the School Readiness Program.

Section 2
Response to WASC's Postsecondary Criteria

Please respond to the following WASC Postsecondary Criteria by providing two or more paragraphs to each question as appropriate:

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes

1. **Provide the school's mission statement.**

   School Mission Statement
   Mt. Diablo Adult Education provides lifelong learning opportunities for adults of all ages and abilities and their families to achieve their education, employment, community participation and personal goals.

   School Vision Statement
   Mt. Diablo Adult Education is committed to providing accessible high-quality education in a positive and supportive learning environment that leads to student success. Mt. Diablo Adult Education values and is committed to maintaining partnerships and collaborations that serve the diverse Mt. Diablo Unified School District community.

2. **Identify the Schoolwide Learner Outcomes (SLOs).**
   *Students can identify goals and progress towards them.
   *Students achieve a measurable increase in knowledge and proficiency in their areas of learning.
   *Students identify and utilize acquired skills.
   *Students are able to access resources and information to meet their goals.
   *Students interact and collaborate effectively in a diverse learning community.

In the Spring 2020 student survey, 96.1% stated that Mt. Diablo Adult Education (MDAE) was a positive place to learn.

3. **Explain the degree to which SLOs are used to impact curriculum development, professional growth activities, resource allocations, or other school improvement activities?**

Because our school is designed to meet the needs of a very diverse population, the School-Wide Learning Outcomes are worded in such a way as to demonstrate progress in skills and knowledge for the many different goals of our students. Budgets are developed to provide funding for resource materials for students and professional development for teachers to support student learning. In the Spring 2020 survey, 87.8% of the teachers stated that they knew the goals of their students.

Adult Basic Education/Adult Secondary Education Department
In the ABE/ASE Department, the curriculum is aligned with the College and Career Readiness Standards. Core classes provide students with the opportunity to collaborate and solve problems. Reading and writing support classes provide opportunities for students to improve their oral and written communication skills. Student Learning Outcomes drive the instructional strategies used to teach the curriculum. Emphasis is placed on strategies that support students that struggle with content and skills.

Students learn how to utilize technology by learning and using technology in the classroom. This was initially implemented to help students increase their workplace skills, however, these skills proved to be invaluable during the COVID-19 crisis when all instruction was moved to distance learning.

In an effort to help students identify and progress towards their goals, the program coordinator helps students set up "My Achievement Plans" (MAPs). These plans provide students with information about the number of credits they need to earn a diploma and the program coordinator works with them to set up a plan and timeline for achieving their goals. In addition, the program coordinator talks to the students about career interests and connects them to a transition specialist to help them take the next steps towards entering post-secondary education, career exploration workshops and field trips to the local colleges. Students are also provided a list of workshops sponsored by the American Job Center of California (AJCC) which is located on our campus. MAPs and transition meetings have continued in 2020 through Zoom meetings.

Adults with Disabilities Department
In the AWD Department, the students have unique learning needs necessitating that SLOs be modified to better address critical curricular areas and outcomes, while still aligning with the school-wide SLOs.
AWD Department SLOs:
- Students set and progress towards their goals
- Students demonstrate an increase in knowledge and skills pertaining to their goals
- Students access classroom and community resources necessary to meet their goals
- Students learn how to apply acquired skills in the community
- Students communicate effectively in a diverse community

When planning for classes within programs, staff utilizes the SLOs to drive content in conjunction with student assessments (e.g. CASAS), student and family interviews, staff observation and input (Case Magic, student notes, progress reports), Individualized Service Plans, MAPs (My Action Plan) and student Passports.

All programs within the department work with students to develop goals upon entry into the program. These goals are reviewed and modified by the instructor and the students as indicated by student progress and input, input from families, caregivers, social workers, case managers, etc. The staff meets with students regularly to give feedback and modify curriculum, schedule, etc. as needed. Annual meetings with students and families to review Individualized Service Plans and MAPs have continued through Zoom since March 2020.

English as a Second Language Department
Collaborative teams of instructors identified Essential Elements of the course outlines, shared formative assessments, and developed Level Exit Exams. These helped to bring the content more in alignment across all levels. One tool was created to help teachers find the appropriate materials for their levels. A comprehensive multi-level essential elements chart was created to help the instructors in the Family Literacy program differentiate instruction in their classes. Teachers receive CASAS reports that show what percentage of students missed each question. They use these reports to identify what skills their students need to practice and to inform instruction.

Digital skills are becoming more of a focus in EL Civics. Each year students take an EL Civics survey to choose the objectives for the following school year. The objectives have become more relevant to workplace skills in recent years. More laptop carts were purchased to offer computer access to more students in the Family Literacy Centers and off-site classes.

Teachers and Instructional assistants attended a three-part, on-site Google training through OTAN in Spring 2019. This training was offered to meet one of our 2018-19 Tech Plan evaluation pieces and ended up helping lay a foundation for remote learning and the district's shift to Google Suite in Spring/Summer 2020. Due to the onset of the pandemic, in March 2020, staff began meeting twice a day, and many attended workshops offered by OTAN, CALPRO, or CATESOL, to explore ways to continue serving our students. What started as a necessary shift to remote learning also became an opportunity for teachers to learn new technology skills.

The ESL program holds monthly level meetings in which instructors collaborate and address current student needs and learning outcomes.

Lifelong Education Department
Students select classes in the Lifelong Education Department based on their interests. Many students are exploring new or long time activities they previously were unable to pursue. Instruction is adjusted to accommodate students with varying skill levels.

Parent Education Department
The Parent Education Department closely follows the school SLOs, which are utilized and implemented when creating the classroom curricula, during departmental and classroom meetings, and for creating/updating program procedures and guidelines**.**

The Parent Education and Cooperative School Readiness Program adheres closely to California State Preschool Learning Foundations and Curriculum Framework and uses these benchmarks to create an engaging, developmentally appropriate curriculum tailored to the needs of each class and student. Instructors work with parents to developmentally prepare children to transition to Pre-Kindergarten (Pre-K), Transitional-Kindergarten (TK) or Kindergarten. This is done through hands-on classroom activities, parent and child participation in school events, and parent meetings. The curriculum, goals, and objectives of this program are in alignment with the Parent Education Program and the school's SLOs.

The Certificate Parenting, Anger Management, Parent Project, and Loving Solutions curricula and courses are offered in English and Spanish. Each program has its own curriculum designed to provide tools, strategies, and resources for parents to build strong family values, rebuild family/work relationships and communication with others, gain confidence, develop a support network, and to have a healthy life.

The Parent/Teen Anger Management curriculum provides education, strategies, and resources for parents and teens to have more effective ways of communication and positive relationships. It also educates teens on how to address destructive behavior, stress, and anxiety due to school, peer pressure, and many other issues that can affect and disrupt a teen's life.

The Parent/Teen Drug, Alcohol and Vaping Saturday Workshops curriculum has been designed to provide education, techniques, and resources for parents and their teens to learn about the prevention and consequences of using illicit substances and to develop a positive parent/teen relationship. We also work in collaboration with the school district, the Concord Police Department, Tobacco Use Prevention Education (TUPE) Program of the Contra Costa County Office of Education (CCCOE), the Center of Human Development, NAMI Contra Costa (an affiliate of the National Alliance on Mental Illness), and Monument Crisis Center, to provide families with the most current information and resources available in the community.

   4. Evaluate the purpose of your non-CTE programs, your ROP programs, or any other high school level programs/courses that you offer. Why are you offering these programs?

Mt. Diablo Adult Education provides educational opportunities to adult students of all ages and abilities to help them achieve a wide variety of goals as well as to support our community and district schools.

Adult Basic Education/Adult Secondary Education Department
The ABE/ASE program is provided so students can earn a high school diploma, a high school equivalency certificate, build up academic skills to enter college, pass career training entrance tests, or help their children with homework.

The Contra Costa County Adult Education Consortium's 2019-2022 Regional Three Year Adult Education Plan reported that "6% of adult residents in the central sub region have less than a high school diploma." In addition, according to www.welfareinfo.org, Contra Costa County has a 9.8% poverty rate with 11.2% poverty rate in Concord, California. Adult students learn academic skills and earn high school credentials which will enable them to enter post-secondary education and get jobs that provide economic stability for themselves and their families.

Adults with Disabilities Department
The Adults with Disabilities program is composed of three unique on-site programs and two community-based pre-employment internship programs. The program serves approximately 125 students a year providing independent living skills instruction, pre-employment training and job placement, and community access for individuals with a variety of disabilities.

The Life Skills Program serves adults with developmental and intellectual disabilities by providing education and training in independent living skills, job preparation skills, social/relationship skills, computer skills and functional academics. The overarching goal of the program is to support students in attaining their goals to achieve maximum independence and active participation in their community. There is a high need in Contra Costa County for adult day programs; consequently, the program always has a lengthy waitlist.

The On Track Program addresses the needs of adults who have suffered an acquired brain injury. Unlike any other program in the Bay Area, it provides cognitive retraining, memory skills development, independent living skills, and career exploration to help students relearn old skills and develop new ones to get their lives back on track. The program was developed in 1996 in partnership with John Muir Neurosciences Institute to meet the needs of a growing population of residents with acquired brain injury and their unique needs. Referrals to the program come from hospitals, rehabilitation units, doctors, and social workers from all over the Bay Area. John Muir continues to provide referrals to the program and two staff from their rehab unit participate on the On Track Advisory Committee.

The Transition Options Program (TOPS) is a one-of-a-kind program providing education and support to adults with Asperger's, High Functioning Autism and other related disorders. Students receive education and support to successfully navigate life's on-going transitions including: higher education, independent living, employment, and the establishment of fulfilling adult social relationships. Referrals come from all over the Bay Area and the program often has a long waitlist of interested applicants. Since the adult school is only three blocks from the Concord BART station, many students utilize public transportation to attend. The program offers unique support for college students and works collaboratively with the

Disability Support Services at local colleges and universities to help students achieve their educational goals.

The two off-site programs are a collaboration between state and local organizations and the host businesses, Embassy Suites Walnut Creek and the Marriott, Walnut Creek. These unique programs provide paid internships for students with an AWD instructor teaching soft-skills in an onsite meeting room/classroom. Students learn how to effectively communicate and problem solve in the workplace. After completing 6 - 9 months of on-the-job training with full-time coaching and support, more than 75% of the graduates have successfully transitioned to a permanent position at either the host business or another local business. Students come from all over the county to participate and prepare for successful transition to competitive integrated employment.

English as a Second Language Department
The English as a Second Language Department provides English language instruction to second language community members to help them to learn to speak, read and write English as well as to learn about American culture so that they can effectively engage with their children's schools, doctors, and other community resources. The ESL program schedules classes three times a day - morning, afternoon and evening - to provide a flexible schedule and more access to classes for our diverse student population.

ESL students learn computer skills while they are practicing English in the computer lab. Our lowest English-level students are starting to acquire 21st century computer skills. Since we shifted to CASAS e-testing, more computer skills are required of our students. Recent EL Civics objectives have focused on digital literacy and workplace skills.

ESL students have been surveyed about their career goals in the past. Based on survey results, several attempts were made to develop basic skills classes that transition to a career but for various reasons the classes were not successful. Identifying that some ABE/ASE students and some ESL students share the goal of transitioning to the CTE program has resulted in a collaboration between these programs in the form of an Integrated Education Training (IET) Introduction to Health Careers class. This class prepares students to continue on their pathway to the Certified Nursing Assistant program, Medical Assistant, or other Allied Healthcare Career class offered through our CTEC (Career Technical Education Center).

Project ACCESS began as a partnership between Catholic Charities of the East Bay, Diablo Valley College, and Mt. Diablo Adult Education in January 2010 with the goal of providing a clear pathway for non-native English speakers to earn Early Childhood Education certification, possibly leading to a job at local childcare/educational institutions. This program creates a pathway for students to become part of a learning community (cohort) and study Early Childhood Education (ECE) and English simultaneously. The student's journey begins at the adult school (Mt. Diablo Adult Education) and bridges to the local community college (Diablo Valley College). Upon completion of the program, students will have earned a minimum of 12 ECE units, which is the number of units needed to apply for an Associate Teacher's permit. Students improve their English skills, transition to college, earn college credits, develop many skills (time management, study skills, writing skills etc.), confidence, self-esteem, and become eligible for an Associate Teacher's permit. Students are able to apply their learning to their own children's development and get jobs at local childcare centers and preschools. They earn an income and contribute to the local economy.

ESL Family Literacy
The ESL Family Literacy Program provides non-native English speaking parents an opportunity to improve their English skills while their preschool-aged children (ages 3-5) participate in a School-Readiness program at the same time.

The curriculum for the Family Literacy Program covers not only the essential ESL elements for the students' levels but also lessons on important parenting skills, such as: Parent/Teacher Conferences, report cards, and homework help. The curriculum also provides culturally-themed lessons and activities. Some of these lessons deal with discipline, how to talk with one's child, and healthy habits. Many of our immigrant parents were raised in a very different environment and need to become aware of cultural differences in child-raising practices in the United States.

In the School-Readiness curriculum, the preschool-aged children are introduced to and begin to develop necessary school skills, such as letter-recognition, numeracy, and classroom norms. They learn and practice in a play-based environment which teaches through developmentally-appropriate hands-on activities and social interactions.

Prior to COVID-19, we had classes at the main campus, as well as at two Family Literacy Centers situated at two elementary schools and a class at one middle school in the community. The Family Literacy program provides ESL classes to parents of children in the schools, as well as to other adults living in the schools' surrounding neighborhoods.

Number of families who attended an ESL Family Literacy School-Readiness Class for 3+ months of the year				
Site	2017/18	2018/19	2019/2020	2020/21 Fall Term
Cambridge AM	13 families (13 children)	15 families (16 children)	19 families (20 children)	7 families (8 children)
Cambridge PM	9 families (9 children)	9 families (11 children)	8 families (9 children)	5 families (5 children)
Loma Vista AM	20 families (24 children)	20 families (23 children)	22 families (23 children)	6 families (6 children)
Meadow Homes AM	16 families (16 children)	19 families (20 children)	19 families (21 children)	8 families (8 children)
Meadow Homes PM	13 families (13 children)	15 families (18 children)	17 families (19 children)	4 families (4 children)
Totals	71 families (75 children)	78 Families (88 children)	85 Families(92 children)	30 families (31 children)

Waitlist data clearly show there is a great need for the ESL program in our community. Classroom space and staffing challenges limit the number of classes we are able to offer. Waitlists are usually started after the first week of registration appointments for the Fall term. Students are referred to self-paced Distance Learning while they wait for a class. Teachers remain in close contact with the Placement Staff to inform them when they can accept more students. Just before registration for the Spring term, students remaining on the waitlist, or students who did not respond to our attempts to contact them, are sent a postcard inviting them to priority registration for the Spring term.

ESL Waitlist 2018 – 2019
As spaces opened in Fall 2018 classes, 112 students were offered the seats. In December 2018, 135 postcards were sent to the remaining students on the Waitlist. Based on waitlist data, two additional Beginning High classes were added in Spring 2019, one in the morning and one in the evening. Every student on the waitlist received either a phone call or a postcard inviting them to attend class. Approximately 40% of the students who had been on the waitlist enrolled in a class.

ESL Wait List: 2019 – 2020
Because of the high numbers of low-level students on waitlists, two additional Beginning Low classes were offered in the Spring 2020 term. The Spring term started with a waiting list but priorities shifted with the onset of the pandemic. We stopped registering new students, and there wasn't a need to monitor the lists as closely as we have in the past.

ESL Waitlist Fall 2018 -Fall 2019		Fall 2018		Spring 2019		Fall 2019		Spring 2020
	Class	Waitlist	Registered	Waitlist	Registered	Waitlist	Registered	Waitlist
A.M.	Beginning Literacy					**7**	**2**	
	Beginning Low	5	4	15	6	19	12	5
	Beginning High	31	10			52	21	
	Intermediate Low 1			5	3	4	1	
	Intermediate Low 2	13	6	6	3	22	10	27
	Intermediate High 1	26	12	2	2	2	7	10
	Intermediate High 2/A	23	10			4	2	5
	subtotal	**98**	**42**	8	3	**174**	**75**	**47**
P.M.	Beginning Literacy	13	7			17	4	2
	Beginning Low	36	12	15	6	60	23	
	Beginning High	66	30			44	20	
	Intermediate Low 1			5	3	5	5	
	Intermediate Low 2	22	4	4	3	26	15	17
	Intermediate High 1	12	5	2		12	5	3
	Intermediate High 2/A					10	3	
	subtotal	**149**	**58**	**26**	**12**	**174**	**75**	**22**
	term total	**247**	**100**	**34**	**15**	**313**	**132**	**69**

Citizenship
The ESL program offers two levels of Citizenship Preparation classes in addition to a self-paced distance learning curriculum. Students learn about the U.S. government and history, the necessary steps to becoming a citizen, and practice the interview questions.

Lifelong Education Department
Research shows Lifelong Education students benefit from enrichment learning, interaction with others, and physical and mental activity. Almost any activity that engages the mind has a positive impact on health. Classes may be repeated in order to maintain or increase skill level. The Lifelong Education Department offers a wide variety of fee-based enrichment classes in response to the interests and needs in our ever changing world. Some classes are offered without fees as they are supported by partnerships. Welcome to Medicare, co-sponsored by Health Insurance Counseling and Advocacy Program (HICAP) in Contra Costa County, is an example. Students continue to engage not only in traditional classes but also in cutting edge technology offerings. Participation in technology classes has allowed students to both learn from home and stay connected with family, friends and the outside world.

Parent Education Department
The Parent Education Department provides families with the tools for positive family communication, an understanding of the value of the parent/child/student relationship, skills for improving family/school relationships and interaction, to improve their mental health, well-being, and become decisive confident individuals. The program also provides opportunities to learn about the social, emotional, physical, and cognitive development of children, from birth to adulthood.

5. Describe the demographic make-up of your student body.

Demographic data is not collected in the Lifelong Learning Department. Parent Education demographic data is reported through a different system and is listed separately.

The 2018-2019 demographic data is presented so that a full year of data is shown. The demographic data shown here includes AWD, ABE/ASE and ESL programs. This data is self-reported by the students and is collected from information found on each of the programs' intake forms. 2019-2020 data is provided to show continuation of equity within our school population during the COVID crisis.

Demographics of the AWD, ABE/ASE and ESL Departments

	2018-2019		2019-2020	
Female	1789	63.31%	1647	64.81%
Male	1037	36.69%	890	35.02%
Non Binary			4	.15%
Hispanic or Latino	1008	54.99%	1334	52.73%
Caucasian	726	25.69%	698	27.46%
Asian	433	15.32%	374	14.71%
African American	78	2.76%	76	2.99%
Native Hawaiian	13	0.46%	11	.43%
Pacific Islander	13	0.46%	11	.43%
Filipino	34	1.20%	35	1.37%
American Indian	16	0.57%	13	.51%

The majority of the students are between the ages of 18 and 44 years old. Thirty-nine percent of students enrolled have less than a high school diploma and 67.69% received most of their education outside of the United States. An overwhelming majority of the students listed Spanish as their native language.

In 2018-2019, the percentage of students who listed having two or more employment barriers was 93.1% (2680 unduplicated students.) In 2019-2020, this increased to 93.52%, (1,666 unduplicated count.) Of these:

	2018-2019	2019-2020 Results
Students were identified as having a low literacy level	2,610	1,483
Students were English Language Learners	2,334	1,438
Students identified as being Low-income	842	526
Students reported having a disability	190	109
Students were single parents	75	111
Students were long term unemployed	57	28
Students were homeless	19	15
Students were Foster Youth	4	8
Students were ex-offenders	8	5

English as a Second Language Department
Country Count
ESL students come from over eighty different countries. As a rule, they speak over forty different languages. The greatest number of students come from Mexico and Central America.

2016-2017 2,457 Students with attendance from 85 countries
2017-2018 2,118 Students with attendance from 86 countries
2018-2019 2,175 Students with attendance from 87 countries

Mt Diablo Adult Education   Country Count Report   July 1, 2018 - June 30, 2019

	COUNTRY	TOTAL		COUNTRY	TOTAL		COUNTRY	TOTAL
1	Afghanistan	163	31	Germany	6	61	Pakistan	8
2	Albania	2	32	Greece	2	62	Panama	1
3	Algeria	33	33	Guatemala	47	63	Paraguay	1
4	Argentina	9	34	Guinea	1	64	Peru	65
5	Austria	2	35	Honduras	12	65	Philippines	8
6	Bangladesh	2	36	Hong Kong	1	66	Poland	7
7	Belarus	8	37	Hungary	2	67	Puerto Rico	3
8	Belize	1	38	India	14	68	Romania	4
9	Benin	2	39	Indonesia	4	69	Russia	51
10	Bolivia	4	40	Iran	48	70	Rwanda	1
11	Brazil	127	41	Iraq	4	71	Slovakia	1
12	Bulgaria	4	42	Israel	1	72	South Africa	1
13	Cambodia	1	43	Italy	8	73	Spain	7
14	Cameroon	1	44	Japan	8	74	Syria	6
15	Chile	1	45	Jordan	3	75	Taiwan	20
16	China	105	46	Kazakhstan	5	76	Tajikistan	1
17	Colombia	87	47	Korea (South)	49	77	Thailand	14
18	Costa Rica	5	48	Kyrgyzstan	3	78	Tonga	1
19	Côte D'Ivoire	1	49	Laos	1	79	Turkey	10
20	Cuba	3	50	Latvia	1	80	Turkmenistan	3
21	Czech Republic	1	51	Lebanon	1	81	Uganda	1
22	Denmark	1	52	Mauritania	1	82	Ukraine	19
23	Dominican Republic	5	53	Mexico	800	83	United States	17
24	Ecuador	8	54	Moldova, Rep. of	1	84	Uzbekistan	1
25	Egypt	28	55	Mongolia	23	85	Venezuela	21
26	El Salvador	220	56	Morocco	1	86	Vietnam	36
27	Estonia	1	57	Mozambique	1	87	Yemen	2
28	Ethiopia	3	58	Myanmar	4	Total Students with Attendance		
29	France	13	59	Nepal	1			
30	Georgia	2	60	Nicaragua	33	2,175		

Gender, Age, Years of Education

In the school year 2019-2020, one third of ESL students (34%) have thirteen or more years of education in their home countries.   Almost one quarter (22%) have a high school diploma. Over 15% have fewer than six years of school. More than half of ESL students (57.54%) are between the ages of 25 – 44. Over two thirds of ESL students are female.

School Year 2019-20 Students: 1950	
Gender	
Male	31.9%
Female	68.10%

Age	
18-24	15.39%
25-34	33.64%
35-44	23.90%
45-54	12.30%
55-64	8.10%
65+	6.61%

Years of Education	
Under 6	16.41%
6 to 8	8.46%
9 to 10	12.51%
11	6.41%
12	22.21%
13+	34.00%

Ethnicity

Students who claim Hispanic ethnicity are consistently the highest population among ESL students. The second highest ethnic group are white students which can include Russian, Northern European, or some people from Latin countries in Central or South America, or Asia. The third highest ethnic group are Asian students. There could be a greater margin of error in the data for students who have identified as Black or African American because we usually do not serve African American students. These students are African or from some other country outside of the United States. East Indian students might also incorrectly identify themselves as American Indian.

ESL Ethnicity	2020/21 (1st Qtr.)	2019/20	2018/19	2017/18	2016/17
American Indian		1	5	2	3
Asian	104	321	393	465	504
Black or African American	6	3	48	48	40
Hispanic	290	998	1166	1156	1373
Hawaiian/Pacific Islander	1		5	7	1
White	155	581	716	687	668
2+ Races		3	6	8	6
Enrollment	448	1951	2175	2144	2445

Parent Education Department:
The following is the demographic data collected from the 2018-19 school year.

Ethnicity	Student Count	Country of Origin Not US	Average Age	Eldest Age
Alaskan Native	1	0	33	33
Asian	35	9	39	72
Black Afr/Ame.	15	0	34	47
Filipino	10	1	35	47
Hispanic	104	4	34	64
Native Pacific Hawaiian	2	0	39	47
White	210	57	41	73
Mix Heritage	1	31	34	34
No response/Blank	133	0	41	72
Total	513	154		

The following is the demographic data collected from the 2019-20 school year. The difference in Hispanic (104 to 144) and White (210 to 131) ethnicity counts compared to last year is partly due to better report filtering while gathering data.

Ethnicity	Student Count	Country of Origin Not US	Average Age	Eldest Age
American Indian	2	0	38	43
Asian	33	12	36	46
Black Afr/Ame.	11	1	38	50
Filipino	6	1	42	65
Hispanic	144	53	39	70
Native Pacific Hawaiian	3	1	44	48
White	131	8	41	68
Mix Heritage	2	0	38	42
No response/Blank	96	0	39	74
Total	**428**	**76**		

Criterion 2 – Organizational Infrastructure and School Leadership

1. **Describe the school leadership structure and the lines of authority established by the governing body.**

Mt. Diablo Adult Education has four administrators: a director, assistant director, two vice principals, and seven program coordinators. The director shares any new or changed policies or procedures from within the district at the administrator and leadership team meetings.

The administrator team meetings occur bimonthly. In these meetings, the director reviews changes that need to be implemented, discusses continuing issues and has time in each meeting to discuss ideas or issues with the other administrators.

The Leadership Team also meets bimonthly during the school year. Leadership is composed of the four administrators, seven program coordinators, the office manager, and the director's administrative secretary/credential technician. Our Adult and Career Education Accountability Specialist and our Attendance/Student Records Assistant are frequently invited to attend. An agenda is emailed in advance, and all members can add topics. The Leadership Team is responsible for distributing policy changes or procedures to the stakeholders in each program as well as bringing stakeholder concerns and questions to the attention of the administrators.

Please click on the following link to view   Organizational Chart Mt. Diablo Adult Education

2. **Describe to what extent the governing body interacts with the school leadership throughout the school year.**

The director is the primary voice of Mt. Diablo Adult Education within the Mt. Diablo Unified School District (MDUSD). She meets regularly with the superintendent and other head administrators at the district. She also attends the MDUSD Board of Education Meetings. Administrators and coordinators also attend MDUSD Board of Education meetings when there is a Board Item that pertains to their programs or staff. As appropriate to their program, other MDAE administrators and coordinators attend district meetings and committees as well.

There is a continuous flow of information from the Board of Education to the school leadership. Board of Education meeting agendas are posted in advance on the web, and the Leadership team can choose to send in Board Items that need review or consent. A summary of decisions made by the Board of Education is sent by email to all district staff. In addition, the superintendent sends out a "Friday Letter" to each member of MDUSD each week informing them of district events, policy changes and issues.

3. **To what extent has the school developed written policies and procedures that govern the operations of the school?**

MDAE is governed by the MDUSD Board of Education and their Board policies. These policies align with Federal and State Law. All information on the policies and procedures for the District is available on the website. This includes requirements for a diploma, mandatory training, and other policies pertinent to

MDAE. The policy regulation, procedures, and notifications of the MDUSD Board of Education and other district level programs are available on the website and in the MDAE Main Office.

Each program is responsible for developing Standard Operating Procedures (SOPs) that describe processes and procedures specific to that program. These SOPs are currently being modified as new procedures have been developed during the COVID crisis.

Criterion 3 – Faculty and Staff

1. **List the teaching faculty and provide information regarding their degrees and experience to verify their qualifications (a chart format is preferred).**

The Mt. Diablo Adult Education administration and credentialing team ensure that all MDAE teachers have the required level of education, work experience and credential needed to teach in their program area.

Please click on the following link to view [Listing of instructors and qualifications](#)

2. **How effective is the annual evaluation of the teachers?**

Most teachers at MDAE are part time. Part-time, temporary teachers are provided with Letters of Assignment for each term. While no actual evaluation is required for part time teachers, the programs recognize the need to have consistent assessments of teacher ability. Informal observation and discussion occurs between the teachers and the program coordinator. The teachers are regularly monitored and observed by the program coordinator and supervised by the administrators. The administrators, in conjunction with the coordinators, use the information from the informal evaluations to make decisions about staff development and in hiring and retention decisions. Alternative methods of teacher evaluation are utilized, including student attendance, student feedback, and student progress data.

In the last few years, we have been doing formal evaluations of full-time instructors and have been working toward making this a regular part of each school year. We are also working toward regular, formal evaluations of program coordinators and part-time instructors.

3. **To what extent does the school provide professional development opportunities for the teaching staff?**

Funding for professional development is a line item in each program's budget. Most professional development is paid for through WIOA 231 grants. Professional development training needs are assessed by each program coordinator and are based on program data and the needs of each program. WIOA 231 funds are used to send instructors to annual conferences such as the California Council for Adult Education (CCAE), and CATESOL (California Teachers of English to Speakers of Other Languages). Administrators and program coordinators have also attended recent CAEP Summit conferences.

Every fall the school holds an MDAE All-Staff PD Day. Professional development topics are selected that benefit both certificated and classified staff, and are usually based on staff needs assessment/survey results.   In 2020, the Back to School Event was held via Zoom with over 100 attendees.

Data from the school's 2019/2020 teacher survey states that 90.2% of teachers say they have been asked to participate in curriculum development or participate in school work groups. In addition, 79.3% stated that they were provided the professional development needed for their professional growth while another 17.1% marked "sometimes" they were provided with the professional development they needed for their own professional growth.

During the COVID 19 crisis, additional professional development opportunities were offered to our staff to ensure that they were able to provide quality remote instruction. The California Adult Literacy Professional Development Project (CALPRO) and the Outreach and Technical Assistance Network (OTAN) agencies provided weekly professional development workshops that could be attended live or watched later as recorded videos. Both agencies collaborated to provide the workshop, "Increasing Measurable Skill Gains Through Distance Learning" as requested by our ABE/ASE program coordinator. This workshop focused on combining evidence-based instructional strategies with technology in remote learning. In addition, our Lifelong Education Department provided Zoom meeting training for our teachers, and our Parent Education Department provided Google Classroom, SeeSaw, and Zoom Basics that was open to all district staff and parents.

Adult Basic Education/Adult Secondary Education Department
In previous years, the ABE/ASE program has focused on providing professional development for teachers to align their curriculum with the College and Career Readiness Standards. In the last year, we have focused on teaching strategies that support that curriculum. Our lead English teacher has received training in the Expository Reading and Writing Course developed by California State University. Our lead math teacher attended the Summer Institute of Scientific Teaching for Math Faculty sponsored by Diablo Valley College. Our HSE staff take advantage of webinars provided by GED. Additional Marzano teaching strategies from "The New Art and Science of Teaching" have been reviewed in program meetings and professional learning communities. This spring we will be offering additional CANVAS training to our teachers that will support both remote and hybrid learning.

Adults with Disabilities Department
The AWD staff participate in a variety of training opportunities through the Regional Center of the East Bay. These are low/no cost trainings that are provided by professionals in the field. Also, the AWD Department hosts an all-staff AWD PD day in the fall and spring. Instructors share best practices and have an opportunity to highlight a strategy, lesson plan, or resource that can be adapted for use across all AWD programs. Since the onset of COVID and online classes, all staff have participated in Zoom training through OTAN or Zoom directly. When the district moved from Microsoft Outlook to Google Suite, the staff participated in trainings through MDUSD as well as OTAN. The TOPS program staff is using Google Classroom effectively to share information and check student work. The AWD program coordinator serves as the co-chair for the AWD workgroup (CAEP) along with the Disabled Students Departments & Services Manager at Los Medanos College. Together they coordinated professional development workshops for all adult education staff on how to use Learning Tool Kits (low-tech assistive technology in the classrooms), Universal Design, and Supporting Students with Learning Disabilities.

English as a Second Language Department
Some professional development is embedded in ESL program Back-to-School meetings. On two district In-Service days each year, classes are canceled, and staff participate in professional development. ESL instructors have the opportunity to attend two or three CATESOL conferences in a school year: the Bay Area Chapter, the Northern Regional, and the Annual State conference. Following conferences, we meet to share new ideas and strategies with all teaching staff. In Spring 2019, teachers and support staff participated in a three-part Google Suite training provided by OTAN. Since the onset of the pandemic and

remote teaching and learning, all staff have participated in Zoom and Google Classroom training, through OTAN, other online sources, and/or peer training.

ESL Family Literacy School-Readiness teachers participate in a number of PD opportunities each year. They attended the CAEYC (California Educators of Young Children) conference twice recently, in 2017 and 2018, and also the PK1 Conference (Preschool, Kindergarten, and 1st Grade), most recently in 2019. The Parent Ed program coordinator provides PD opportunities at some of the monthly meetings that the ESL School-Readiness teachers also attend.   Speakers provide information about services in our community specifically for parents and their children. They also train the teachers on using different assessment tools needed to evaluate the children in the program. The teachers complete the Ages and Stages Questionnaires and the DRDPs (Desired Results Developmental Profile).   Some of the agencies that provide this training are CocoKids, First 5, and Childcare Solutions. The teachers participate in the QRIS (Quality Rating & Improvement System) which evaluates and rates our School-Readiness classes.

In addition to the Zoom and Google Classroom training, a couple of teachers also participated in SeeSaw training provided by the District and/or our Parent Education Department. The Early Childhood Attendants that assist our School-Readiness teachers participated in training so they could play an active role in the School-Readiness Zoom classes. They attended District and/or Parent Education online training for Zoom and Google.

Lifelong Education Department
The Lifelong Education Department has developed and offered numerous Zoom training classes. Teachers and support staff across programs were invited to register for these classes without fees. Classes include Teaching with Zoom, Part 1 & 2, How to Use Video Conferencing Software, and Easy Strategies for Teaching with Zoom. In addition, staff is encouraged to audit a Zoom class for the experience of online learning/teaching.

Parent Education Department
The Parent Education Department provides staff with a variety of professional development workshops and training opportunities throughout the school year. Many of these professional development opportunities are free of charge or low cost and are provided by the school district, adult education, and agencies in the community. Most of the professional development is paid through Local Control Funding Formula (LCFF) funds which support the entire Parent Education program.

The Cooperative School Readiness Program teachers are required to complete 21 hours of professional development as part of the Quality Matters Program commitment. Quality Matters is Contra Costa County's Quality Rating & Improvement System (QRIS), a system that supports childcare, school readiness programs, and teachers in the county. It also rates and guides programs to provide quality and effective age-appropriate curricula and safe learning environments. Professional development for QRIS is paid out of funding received from the QRIS Grant through Quality Matters.

Criterion 4 – Curriculum

To what extent does the school have a written curricular map that describes courses and outlines student learning outcomes for each course/program?

Curricular mapping has been a priority of the Contra Costa County Adult Education Consortium (CCCAEC). Our school director is a co-chair for the consortium and the program coordinators and teaching staff from Mt. Diablo Adult Education are members of the ABE, English as a Second Language, AWD and CTEC

workgroups. The workgroups focused on curricular mapping to eliminate duplication of classes and fill gaps of instruction between the adult schools in the county and the three local community colleges. In 2020, the consortium changed the structure to task groups to focus on sub regional transitions and collaborations.

All programs have current course outlines that are reviewed regularly and help to drive curriculum development.

Adult Basic Education/Adult Secondary Education Department
In the ABE/ASE program, course outlines are aligned with the College and Career Readiness Standards. In addition, the ABE Workgroup, co-chaired by the ABE/ASE program coordinator, wrote a Workplace Math Course Outline which focuses on math skills needed in the trades, business math and career technical education entrance tests. This course is taught at our school, and students can receive high school math credit for the course. This consortium workgroup, which included an English instructor from Los Medanos Community College, wrote the English course outline used in our program which is focused on teaching the skills that students need in college and the workplace. Math instructors from Diablo Valley College and Mt. Diablo Adult Education worked together to identify the essential skills needed in the algebra classes at the college and modified the algebra and math course outlines to align with those skills.

Adults with Disabilities Department
In the AWD Department, course outlines for all programs are comprehensive and provide a framework for determining individual classes and content. The outlines are reviewed annually by the program coordinator and feedback is given by instructional staff. The student daily schedules indicate core subject areas and are developed from student and staff input as well as recommendations from the Regional Center of the East Bay.   Overarching goals for all students in the AWD program are increased independence, employment, community participation, and improved social/communication skills. These areas are reflected in each daily schedule as appropriate for the student population.

English as a Second Language Department
The ESL course outlines are aligned with the California State Model Standards (1992). There are eight levels, from Beginning Literacy through Advanced. Each outline describes entry-level and exit-level skill expectations in listening, speaking, reading and writing. Grammar and Language functions are also among the essential elements. Teachers are given three course outlines when they start a new assignment, the level they will teach and the levels below and above. This gives them a picture of their new students, and shows them what skills their students need to master before going to the next level. This year a new curriculum was developed through a collaboration between the ASE and ESL programs. This collaboration serves ESL students on a pathway to health careers, and fulfills the requirements for an IECLE pathway.

Parent Education Department
The Parent Education Department's course outlines are in alignment with the class course description and curriculum of each program. The curriculum provides the class goals and objectives and has been designed to address the individual needs of the students. It is research based and adapted to include current research findings, to improve life skills for our students to use in the community, and to facilitate the transition to elementary school for our school readiness children.

1. To what degree and how often does the school review and revise the curriculum?

Curriculum development is an ongoing process at MDAE as we continue to improve our programs and provide students with the skills they need in an ever changing community and workplace. Emphasis is placed on contextualization and acceleration so that students can use the skills they learn at MDAE in college, the community and the workplace.

In the student survey conducted in the Spring of 2020, 93.9% of students stated that the objectives of the lessons in their classes were clear to them.

Adult Basic Education/Adult Secondary Education Department
Two years ago, the high school diploma classes changed to blended learning classes and began using the classroom management platform CANVAS, which is used by the community colleges. The change has required ongoing curriculum development as we learn new and better ways to provide instruction through distance learning. When the COVID-19 crisis required our school to provide remote only instruction, the diploma classes were at an advantage because the classes already provided a distance learning component for the students. New online programs have been purchased and teachers have been paid to do additional curriculum development which supports remote learning in both the diploma and the high school equivalency classes. Currently the evening teachers, most of whom are district teachers, still use Google Classroom. We will transition these classes to CANVAS in the spring of 2021, so that learning platforms will be consistent throughout our program.

When ABE literacy gains data did not increase over the last three year period, the program purchased and tried two new reading programs in hopes of increasing student engagement and improved reading skills.

Adults with Disabilities Department
Because the programs are differentiated based on disability and needs, each program meets monthly to discuss student progress and review/revise curriculum. Staff share curriculum across program areas and modify for student populations. The coordinator collects student feedback (semi-annually) on classes, student needs, and suggestions for new and/or revised curriculum.

Since the programs moved to the distance learning model because of the pandemic, program staff meet weekly to evaluate class content and student learning. Curriculum is adjusted as needed to ensure that students are engaged and successfully progressing toward their goals. Results from a student survey in June 2020 showed that 90.75% of students from Life Skills and TOPS programs feel that staff is knowledgeable and able to address their learning needs.

English as a Second Language Department
The ESL curriculum was developed using CA State Model Standards for Adult English Language Learners. Course Outlines are reviewed and revised when new standards are introduced or when new courses are created. The last revision of our course outlines took place in 2016 in response to the new workplace and career readiness requirements of our regional consortium. Teachers met in level groups to review each outline and identify the essential elements of the curriculum which need to be covered in one term. Essential elements are highlighted on the course outline documents. All teachers are provided a copy of

the course outline for their level and for the levels above and below their level. The course outlines are available in the Teacher Resource Room as well as on our staff Google Drive.

This year a new curriculum was developed through a collaboration between the ASE and ESL programs. This collaboration serves ESL students on a pathway to health career, and fulfills the requirements for an IECLE pathway.

Project ACCESS
When The ESL program first began to offer the ESL for Early Childhood class as a bridge to the Early Childhood program at Diablo Valley Community College, the teacher used the curriculum originally provided by Catholic Charities of the East Bay from the Project ACCESS program in Richmond. The curriculum has changed significantly over the past eleven years. The teachers have enhanced the curriculum by adding more rigorous ESL reading and writing activities. The additional rigor was added to the curriculum so the students could meet the expectations at the community college. An IET 243 EL Civics objective was created specifically for this class.

Lifelong Education Department
In the Lifelong Education Department, course outlines are reviewed and updated regularly. New classes are added for the program to remain aligned with changing times and student interests.

Parent Education Department
The Parent Education program coordinator reviews, revises, and updates the class curriculum regularly. The program coordinator and teachers meet periodically to update and tailor the curriculum to students' needs. After COVID-19, class schedules had to be adjusted to comply with the class times, therefore, the classroom curricula had to be modified to continue providing effective class instruction.

In the Cooperative School Readiness Program, teachers provide weekly lesson plans to the program coordinator for review and suggestions. However, due to COVID-19, it was decided to submit the lesson plans monthly. This new plan allows teachers to create a more effective and cohesive curriculum and for parents to be prepared and efficiently support their children during class.

For the Parent Education parenting, anger classes and parent/teen workshops, the class curriculum is regularly revised and customized according to class schedules, class demographics, and the students' needs. The class meeting time has also been adjusted due to COVID-19 to conform with class guidelines and procedures**.**

2. **To what extent are curricular resources available to all students so that they can successfully complete course requirements?**

In the Spring 2020 school-wide teacher survey, 85.4% said they had the instructional resources needed for their students while another 8.5% stated that they sometimes have the resources they need.

Adult Basic Education/Adult Secondary Education Department
Most of the ABE/ASE classrooms have student computers or laptops available for use in the classroom. ABE students are provided with log-in access to the online program Reading Horizons. Students in the math classes are provided IXL.com online licenses to do math homework. The diploma classes provide

online text-books and resources to students via CANVAS. While much of the HSE classes provide in-class access to test prep books, online resources are also provided. Supplemental resource books are available for sale in the main office. Students who opt to take online only classes have access to Odysseyware licenses. Prior to COVID-19, computer labs were available to students to work in after class and all day on Fridays. The Student Media Center had regular hours and was open to all students.

COVID-19 has exposed an inequity in the kinds of devices students have available to use to attend classes and do homework. Because of this, we have tried to buy online programs that are phone friendly, and we remain flexible on how and when students turn in work assignments and assessments. Students are allowed to email pictures of assignments and complete assessments orally if needed.   Technical workshops, assistance and a technology class have been provided for students.

Adults with Disabilities Department
Students in all AWD programs are given a binder with tabs to organize class handouts/assignments. Pencils, pens, markers, highlighters, index cards and other supplies are available to all students. All classrooms have a Learning Tool Kit with low-tech items to address student learning styles and needs including: magnification devices, reading windows, large, color-coded calculators, colored sheets, fidget toys, etc. Some programs use online supplemental programs (Brain HQ, Identifor) that students can use in class or at home. The AWD program has a designated computer lab with 18 computers that were purchased in 2019. Also, students have access to tablets and/or Chromebooks for classroom use.

Classrooms have resource materials, workbooks, and games for developing independent living skills, improving cognition, and increasing workplace knowledge to help them transition to employment, independent living and/or work. All materials are fully accessible to students. There is a classroom that has a kitchen learning lab accessible to all AWD students for cooking instruction and exploration.

Grant and CAEP money has made it possible for the program to purchase two vans for community access for training, community enrichment, and job and college exploration.

The programs utilize on-site community gardens for instruction in campus beautification, job readiness training, and sustainable living skills. The Student Media Center is available for students to do their homework and explore jobs. Students attend a variety of employment-skills workshops in the Student Services Center that houses the AJCC. Students in all AWD programs have an opportunity to participate in volunteer work to obtain practical job skills. The newly formed Loma Vista Cafe provides food service training for students in Life Skills, On Track and TOPS.

There are two paid internship programs at local hotels that provide integrated job training over the course of 6 - 9 months. Students work alongside hotel employees with the support of a job coach and adult ed instructor.

During this time of distance learning due to COVID-19, AWD has provided students with a limited supply of available tablets, computers, and headphones to support their learning. Staff has coordinated a supply pick-up in August and December for students to receive instructional materials and supplies for

participation in the online Zoom classes. The TOPS program utilizes Google Classroom to share instructional materials and connect with students during distance learning.

English as a Second Language Department
The ESL Department has multiple sets of textbooks - grammar, speaking, listening, reading, writing, and pronunciation books - that teachers check out for use in their classes. Teachers have access to an expansive Teacher Resource Library that includes audio and video recordings, manipulatives, and realia. While students may not take textbooks home, they have the opportunity to purchase some textbooks on campus. Teachers provide handouts and homework assignments to students on a regular basis for practice at home.

Prior to the pandemic, teachers scheduled classes in the computer lab where students learned computer skills while using several different educational software programs that are aligned with our textbooks to enhance student practice and learning (Side by Side, Oxford Picture Dictionary, Step Forward). Teachers also provide appropriate ESL websites to students to continue practicing on their own. The program has four mobile carts with 20 internet-enabled laptops each that teachers can check out for student use during class.

The program supports five school-readiness classes where children, ages 3-5, learn English and school-readiness curriculum while their parents attend the English class next door, or now, online.

The program's Distance Learning program offers home study courses for students that prefer self-paced study outside of the classroom. This includes weekly appointments with a teacher to review work and answer questions. Students are provided web links and videos, as well as printed or online materials to use at their convenience and preference.

Remote teaching and learning has opened new doors for teachers and students to learn new technology skills. Teachers have mastered transferring their live instructional skills and materials to remote teaching, and students have learned to access their classes and materials remotely. We added an online resource application, ESL Library, to our resource library to offer teachers and students more accessible materials.

Lifelong Education Department
Lifelong Education classes are supported entirely by student fees. Student lab fees provide funding necessary for the purchase of equipment, supplies and materials in the classroom.

Parent Education Department
The curriculum for the parents in the Cooperative School Readiness Program is provided to parents throughout the term via parent meetings, family activities, parent information boards in the classroom, and teachers' direct instruction to parents on their weekly volunteer days as well as indirect instruction provided by teachers' modeling of positive adult-child interactions.

Families also receive the Program and Health Policy Handbooks that contain program guidelines, procedures, and information about class outlines, requirements, and objectives. The Quality Matters QRIS Grant money helps to purchase classroom supplies, pay instructors for meetings and family events, and provide other resources for families.

For all of the Parenting, Anger Management Classes and Teen workshops, instructors provide students with unit packets for each session along with information about resources. For Parent Project and Loving Solutions, parents receive a book that contains all the class information and units of study. All classes offer information and resources available in the community. They educate students and their families about positive communication skills, healthy relationships, family values, behavioral challenges, how to navigate the school system, and how to be responsible.

Criterion 5 – Instructional Program

1. **To what extent does the school provide a rigorous educational experience for all students?**

Adult Basic Education/Adult Secondary Education Department
The high school diploma and high school equivalency curriculum is aligned with the College and Career Readiness Standards. The online curriculum, Odysseyware, has A-G approved classes as required by colleges. Evidence based instructional strategies are used to scaffold the curriculum and teach skills that will be used in college and the workplace. Our English course outline and our algebra classes were reviewed by community college instructors to ensure that skills are taught that will be needed in post-secondary education.

Adults with Disabilities Department
The curriculum is comprehensive and specifically designed to meet the individual needs of participants. Teachers differentiate course work to address the wide variety of learning needs to assist students in developing their potential and independence. Our programs provide a structured environment to develop independent living skills, social/communication skills, job exploration and preparation, community engagement, and transition to higher education. Results from a student survey in June 2020 show that 78.35% of Life Skills and TOPS students feel that staff is aware of their interests and needs.

To address the diverse learning needs, programs have Senior Instructional Assistants to facilitate individual and small group activities under the direction of the instructor. Also, programs have a staff-to-student ratio of a minimum 1:6. This allows for more targeted instruction for individual needs and higher achievement. AWD has continued to maintain this staff-to-student ratio in the online Zoom classes using either SIAs or co-teachers to assist with breakout sessions and to meet with students individually.

English as a Second Language Department
The ESL course outlines are aligned with the California Model standards. Our textbooks provide scope and sequence charts so teachers can better prepare students for CASAS and EL Civics assessments. Instruction and practice activities are designed to challenge students to use and/or demonstrate what they have learned in class in real life situations outside of the classroom. They are asked to report back their experiences. They are encouraged to reason how best to express themselves using appropriate English.

Promoting rigor in the classroom is done by requiring expectations and experiences that are academically, intellectually, and personally challenging. Students practice thinking in new and different ways. Teachers provide classroom opportunities for students to develop critical thinking skills by:
- presenting different points of view and debating

- obtaining needed information, analyzing data, using search engines and/or reference materials
- working collaboratively, learning and using soft skills when working on projects/assignments
- producing authentic role-plays/conversations
- creating tests/quizzes for another group of fellow students based on material presented by the first group

Students learn and practice 21st century digital and workplace skills for their daily lives as well as for EL Civics objectives.

Parent Education Department
All of our programs provide a structured class environment that offers students the opportunity to learn, participate, engage, and put into practice the material learned. The programs provide a dynamic and integrated instructional curriculum where instructors have opportunities to make the necessary changes based upon the needs of their students. The curriculum provides a variety of structured learning activities, assignments, and assessments that effectively measures and documents students' progress toward completing the class. The lesson plans promote learning, measure the student's understanding and knowledge about the subject learned, and allow students to share their knowledge and experiences in a welcome and engaging class environment.

2. **To what degree are a variety of instructional methods/strategies used to provide successful learning opportunities for students?**

In the teacher survey, completed in the spring of 2020, 95.1% of teachers stated that they felt comfortable using evidence-based teaching strategies in their classrooms while 85.4% stated they had the skills to provide differentiated instruction to their students.

Adult Basic Education/Adult Secondary Education Department
Our teachers use a variety of instructional methods to engage students with various learning styles. Direct instruction with the use of visual aids is the prominent strategy used to teach the College and Career Readiness Skills. However, scaffolding lessons incorporate many of the strategies found in "The New Art and Science of Teaching," by Robert J. Marzano (i.e. graphic organizers, chunking, think pair share, and academic games.) Student collaboration, use of technology, and improving communication are emphasized in the lessons.

The reading programs used in the ABE courses are based on educational research. Our morning English instructor was trained in and uses the "Expository Reading and Writing Course" designed by the California State University. Our morning math teacher attended the "Science of Teaching Math" training provided by Diablo Valley College, and most of our teachers have received professional development on the Marzano Instructional Strategies. Our evening teachers, who are mostly district teachers during the day, receive evidence based instructional training through the school district.

Adults with Disabilities Department
AWD instructional staff uses a variety of instructional methods to address the diverse learning needs of our students including; lectures, discussions, demonstrations, guest speakers, hands-on practice, videos, community outings, on-the-job training, role-plays, repetition, workbooks, cooperative group work, and contextualized learning. Scaffolding is used to help students develop basic skills before moving on to

advanced skills. Task analyses are created to help break down complicated and/or detailed learning concepts.

English as a Second Language Department
Recognizing that not all students learn in the same way, ESL teachers work to differentiate instruction to include all learning modalities in their instructional presentations and student practice. They have to take into account that some adult ESL students may have high levels of oral fluency but low or no literacy skills; some have never been able to attend school before.   Teachers employ various instructional methodologies that require deductive and/or inductive reasoning on the part of the students. Additionally, they provide students with opportunities to practice/learn/confirm/clarify concepts, language, vocabulary, grammar, etc. through use of: TPR (Total Physical Response), manipulatives, realia, treasure hunts, project work, corners, demonstrations, pair work, small group work, games, pair-share, mingling, jig-saw, gallery walks, songs, mini plays, interviews, daily oral language, grammar activities, writing exercises, listening practice, pronunciation and conversation practice, to name a few. Teachers regularly use computers, projectors, videos, audio recordings, and the internet for instruction. Some use guest speakers.

Lifelong Education Department
The Lifelong Education instructional staff use a variety of instructional methods to address the diverse learning needs of our students including lectures, discussions, demonstrations, guest speakers, hands-on practice, and student participation.

Parent Education Department
In the Cooperative School Readiness Program, parent meetings and family events allow parents to be active participants in their child's growth and development. Parents learn about parenting skills, safety, nutrition, how to better support their children at home and school, and about self-care. Children can learn and expand their knowledge through daily hands-on activities, classroom exploration and observation, field trips, and through daily play and interaction with other children. The program also invites partner agencies to participate by providing in-class presentations.

The parenting, anger management classes, and parent/teen workshops are structured in a way that parents and teens can engage, participate, and learn from each other's experiences. The curriculum contains questionnaires, hands-on activities, educational documentaries, videos, and the participation of guest speakers from partner agencies in the community.

3. **To what extent does the school integrate technology into the instructional program?**

In the spring 2020 teacher survey, 68.3% of the teachers said that they were comfortable using technology in their classroom while 70.8% of the students surveyed reported that they had improved their technology skills while attending Mt. Diablo Adult Education classes.

Adult Basic Education/Adult Secondary Education Department
The ABE/ASE program uses the learning platform CANVAS in the high school diploma classes. The program made the decision to leave Google Classroom and use CANVAS since it is the classroom management platform that the community colleges use. It was determined that using this platform would support

students in their transition to the community colleges. Many of the high school equivalency classes have used Google Classroom but this year, we are transitioning that program to CANVAS as well. Students using CANVAS or Google Classroom have also become familiar with using Google Docs. In addition, our program has licenses for IXL.com, Quizlet.com, Newsela.com and Study.com which are used in many of the classes.

When the COVID-19 crisis hit and our classes had to move to remote learning, it became evident that our ABE reading classes had not implemented technology enough to allow the students to become proficient at basic computer skills. This was a result of the teachers in the ABE classes not being proficient at technology themselves. As we entered the 20-21 school year, we made it clear that teachers must improve their skills so that they could teach digital literacy skills to ABE students, thus reducing the inequity that had been allowed to develop. Zoom instruction workshops were provided to teachers, and the ABE curriculum is being restructured to specifically include technology instruction.

Each ABE/ASE classroom has computers or Chromebooks for student use and the program has a dedicated computer lab. Starboards are used in each classroom to enhance instruction. Classes via Zoom are currently being conducted and may continue to be used in some cases once the campus reopens.

Adults with Disabilities Department

All classrooms are equipped with instructor computers, projectors, document readers and WiFi. Students have weekly classes in the campus computer labs and/or utilize tablets or Chromebooks to enhance their learning. Instructors incorporate technology into their lesson plans through Smartphone-usage instruction, computer classes, Kahoot quizzes, polls, online curriculum, Google Classroom, and using videos (You Tube, TED Talks, etc.).

In addition to Kahoot and Google Classroom, some of the other programs used regularly in the AWD programs are: Identifor, Brain HQ, Microsoft Suite, and a number of employment related platforms.

During the COVID-19 pandemic, all AWD programs have been offering classes through Zoom and incorporating various online teaching strategies to engage students in their learning. Staff use many of the Zoom features such as polls, reactions, and chat to encourage students to actively participate in the lessons and with each other.

English as a Second Language Department

Over the past years, technology has been steadily integrated into our program. In the classroom, there is a computer that is connected to a projector so the students can view: Word documents, videos from DVDs or YouTube as well as any website the teacher wishes to use. There are various programs like "Step-Forward", "Side by Side" and "Oxford Picture Dictionary" that can be utilized in their instruction. These interactive programs are aligned with many of the texts used at various levels. There is also a document reader in each room, so hard copy books or worksheets can be projected on the screen.

The ESL Department has a dedicated computer lab in which ESL students can practice their English skills, as well as increase their technical skills using Microsoft Word, PowerPoint, and Publisher. Classes can practice with the installed interactive software programs previously mentioned. The computer lab is also used to administer CASAS tests, EL Civics, Surveys and Level-Exit exams for students. It is also used for staff professional development or training.

The ESL Department has four Mobile labs with at least 20 computers each. Three of our mobile labs are housed at three of our Family Literacy sites. Teachers at the main campus can check-out the mobile lab to use in their classrooms.

Since the school closure of March, 2020, all classes have been meeting online via Zoom. Instructors use e-mail, texting, WhatsApp and Remind to connect to their students. Google Classroom and/or Canvas are used for homework and assessments by most teachers.

The self-paced Distance Learning courses offer a variety of online programs for all levels. Students work at their own pace and can meet once a week with a teacher via Zoom.

Lifelong Education Department
Lifelong Education classrooms are equipped with access to the internet and smart-carts (audio visual equipment, computers). Equipment is replaced as technology changes. For instance, table saws in the Woodshop have been replaced with state of the art saws that reduce the chance of injury.   Due to the Covid-19 Pandemic, all Lifelong Education classes are now offered online.

Parent Education Department
Teachers integrate technology as part of their class instructional tools, in orientations, and meetings. It is used for creating PowerPoint presentations and surveys and to provide visual learning through short documentaries or films.

In the Cooperative School Readiness Program, prior to COVID-19, teachers used technology for class orientation, parent meetings, and to document the DRDP children's assessments. As a result of COVID-19, classes are being offered through Zoom and additional technical tools have been implemented. The teachers have incorporated learning platforms such as Seesaw and Epic, a digital reading site for children.

Criterion 6 – Use of Assessment
1. **List what formative and summative assessments are used to measure student learning progress.**

In the early spring of 2020, 96.3% of students surveyed stated that they knew they were making progress in their classes.

Adult Basic Education/Adult Secondary Education Department
Reading Horizons, the online reading program used in our ABE classes, has a diagnostic formative assessment at the beginning and provides a summative assessment for students at the end of each unit to ensure they are ready to progress to the next level. ASE classes use comprehension checks, quizzes, exit tickets, practice tests (HSE classes only), and assignments as formative assessments to monitor the learning that is taking place in the classroom. Tests, essays, presentations and projects are used as summative assessments at the end of each unit. Our online program, Odysseyware, has assignments, quizzes and essay projects as formative assessments and unit tests as summative assessments.

CASAS post-test scores are another indicator of student progress. Failure of students to make benchmarks triggers a review of the most missed items on their test, their attendance and the classwork they completed. The CASAS Goals test is aligned with the College and Career Readiness Standards and thus

more aligned with what we are teaching in our classes making it a better indicator of student progress than the old CASAS Life and Work tests.

Adults with Disabilities Department
Student progress is observed and evaluated by instructional staff, student self-reporting, family member observation and feedback, and by therapists, case managers and other professionals providing support to students. Program visits and intake assessments provide detailed information along with student educational and medical records received from the Regional Center of the East Bay. All students are pre/post tested annually with CASAS. Case Magic, a data management system, is utilized to track academic as well as behavioral progress if applicable.

Semi-annual reports are done for the Regional Center of the East Bay. The TOPS Passport is used to identify and monitor individualized goal progress. Student MAPs (My Action Plan) identify what is important for and important to the student. This information is then used to help students develop personal and academic goals and to select appropriate classes. Information on the MAP along with the student's IPP (Individualized Program Plan) drive the information on the Individualized Service Plan (ISP). ISPs are formal documents that list student goals and classes that support improvement. They also have an area for semi-annual and annual progress updates. Also, data is collected and charted after every class and compiled to track student progress and/or identify areas for improvement.

English as a Second Language Department
ESL teachers use homework, quizzes, chapter tests, and exit exams to assess students' progress and mastery of material. Some teachers use chapter tests created by the textbook authors, but many create their own tests. Software programs purchased by the program and available on the school's computers include unit tests as well. Prior to the Corona virus shutdown, classes worked on these programs weekly or biweekly. Teachers could use the unit tests built into the software programs for formative assessment of their students as well. Daily informal formative assessments take place as students participate in listening, speaking, reading and writing activities in class. In order to norm the levels, collaborative teacher groups created exit exams for each level that serve as summative assessments at the end of the term.

Pre- and post- CASAS tests provide evidence of progress in reading ability. EL Civics assessments test students' grasp of specific civics skills taught.

The School-Readiness teachers complete ASQs (Ages and Stages Questionnaires) and DRDPs (Desired Results Developmental Profile) for each of the children in our program. They evaluate the child's physical and social-emotional development. They also meet with the parents twice a year to share the results of these assessments.

Lifelong Education Department
Student learning in the Lifelong Education Department is monitored through instructor observation, class participation, performance-based assessment and student self-assessment.

Parent Education Department
The Cooperative School Readiness Program instructors use Ages and Stages Questionnaire (ASQ, conducted once a year) and Desired Results Developmental Profile (DRDP, conducted twice a year) to assess the children's progress and developmental growth. These assessments are done through daily observations, anecdotes, and documentation. Results from the assessments are shared with the parents

during teacher/parent conferences. The results are also used to strategically develop a class curriculum that meets the children's needs and supports parents' learning.

Parents in the Cooperative School Readiness Program take a survey at the end of the school year. The Parenting and Anger Management Class students take a survey when the ten-week class series are completed, and students and parents participating in the Parent/Teen workshops do the survey at the end of the workshops. The feedback obtained from the parents and the students are analyzed and discussed during departmental staff meetings. This allows teachers to make the adjustments necessary to efficiently support parents and students.

2. To what extent does the administration and faculty gather learning data from multiple sources, disaggregate the data, and analyze the results to draw clear conclusions?

Adult Basic Education/Adult Secondary Education Department
The coordinator, data manager and administrator review data at the end of each term. The staff reviews the previous year's data in August at the school year kick-off meeting and periodically throughout the year.   The data points analyzed are graduation rates for both diploma and high school equivalency students, persistence rates according to the CASAS Data Portal, grades and credits earned, average hours per student, the number of students that completed an NRS level (WIOA payment points) as well as the following student outcomes: got a job, retained a job, got a raise, entered college, entered a career training program. The analysis of this data is found on pages 2-5 of this report.

With the help of our data manager, we are able to disaggregate data by demographics at least for graduation data. We have been doing this to determine if inequitable structures exists in our program. Although we have been making gains in this area, we still need to find more ways to support our students of color.

In addition, teachers use grades and testing data to evaluate curriculum and teaching strategies used to teach content and skills.

Adults with Disabilities Department
All programs have monthly staff meetings to review student progress and identify areas and strategies for student growth based on one or more of the following: review of CASAS pre/post testing results and competencies by individual and class, TOPS Passport, student MAPs, internship monthly progress reports, self-reporting and family interviews, case manager input, etc. Staff attends Individualized Program Plan (IPP) meetings with the student, family and Regional Center of the East Bay case manager to provide input and get feedback regarding student goals and progress. This information informs staff on how to best support the student in achieving their goals. The student feedback collected from annual meetings provides detailed information about student interests, preferences and needs. This information is reviewed by staff at monthly meetings.

During distance learning due to COVID-19, all programs have been meeting weekly with staff to share student information and progress. This allows staff to collaborate and share strategies and best practices that support students in online learning and achieving their goals.

English as a Second Language Department
Our learning data consist of various test results. Throughout the semester, the results of informal and formal formative and summative assessments continuously inform ESL teachers of the progress their students are making in various areas. EL Civics and CASAS test results provide teachers additional information. They use all of this information to determine how best to meet their students' needs and to inform instruction. In addition to providing information about students' strengths and weaknesses, these assessments and reports also help teachers determine which students to promote or retain at the end of the term.

Measurable Skills Gains and Learning Gains reports also provide administrators with information about students' progress.

Lifelong Education Department
Both enrollment numbers and attendance are routinely monitored in the program as an indication of student satisfaction. In addition, a student survey self-evaluating their own learning is completed mid-way or at the end of class.

Parent Education Department
Parent Education collects data through class registration, student attendance, and surveys. The data collected is analyzed, organized, and stored demographically by the school data manager.

The coordinator, together with instructors, closely monitors the students' class challenges, progress, and milestones. The information collected allows the coordinator and instructor to collaboratively assist and effectively support the student's objectives for the class and how to improve class attendance.

3. **To what extent does the administration and faculty take the conclusions drawn from the analysis of learning data and create recommendations to address areas of needed improvement?**

Adult Basic Education/Adult Secondary Education Department
Faculty and administration work together to analyze data and then make recommendations for improvement. Teachers are recognized as experts and their suggestions are given serious consideration. Department meetings are set up to provide data analysis and problem solving both at the classroom and program level. Suggestions for school-wide improvement are taken by the program coordinator to the Leadership Team for consideration. Teachers are also able to make recommendations through annual teacher surveys.

If poor learning data is specific to one class or one teacher, the program coordinator works with the teacher to adjust instructional strategies or implement scaffolding lessons. Oftentimes, teachers will ask their colleagues for recommendations on instructional strategies and suggestions for classroom management improvement.

Learning data specific to a student is discussed by the mutual teachers at the end of program meetings or outside of the classroom. Recommendations are brought to the coordinator who then discusses the

recommendations with the student in private. During COVID-19, teachers are able to utilize breakout rooms to discuss issues with students in private.

Adults with Disabilities Department
Information from student feedback is utilized to develop the program's daily schedule and identify areas for individual support. Students complete written or oral surveys, and that data is compiled by the program coordinator and reviewed at curriculum planning meetings with the staff. This data drives the class offerings. Designated staff (e.g., Student Support Services Specialist, Student Support Instructor) are available to meet with students one-on-one to address individual goals and assess progress. Staff also analyzes CASAS test results and uses competencies to develop classes and curriculum.

During COVID-19 distance learning, staff has continued to offer individualized support meetings for students on Zoom. Class goals are tracked weekly and data is compiled for mid-year and end-of-year reports. Adjustments/additions are made to the curriculum as necessary.

English as a Second Language Department
Class evaluations provide information on student satisfaction and instructor effectiveness. This data is reviewed by the classroom instructor, program coordinator, and administrator and is used to inform areas of improvement and suggestions for future class offerings. Department level meetings offer teachers collaborative time to problem-solve, plan lessons, or address critical issues. Since the onset of remote teaching and learning, teachers have been using office hours to devote time to individual students who need extra support.

CASAS and EL Civics assessments are used to monitor students' progress and to inform instruction.

If student persistence declines and there is a high number of dropped students, or fewer learning gains, the administrator and ESL coordinator devise a plan to help the teacher reflect and improve on their classroom management and instructional strategies.

Lifelong Education Department
Results of class evaluations are shared with instructors to identify areas for improvement.

Parent Education Department
After data has been collected, it is carefully reviewed by the program coordinator and the instructors. The information is used to revise the class curriculum and objectives, to address instructional challenges, and to assist and guide instructors to how to sufficiently and effectively deliver the instructional material to support the students to achieve their goals.

4. To what extent is the analysis of learning data used to improve the instructional program of the school?

Adult Basic Education/Adult Secondary Education Department
When our ABE payment points did not increase for the second year in a row, we added a morning reading support class to help students who were not making gains. The class is taught by a teacher with experience in special education.

In response to the decline in credits being earned, the teachers requested lab time to be available after class for students to work on homework with the aid of teachers. The administration agreed, and funding resources were reallocated to pay teachers to assist students in computer labs.

Data over the last couple of years has shown that students enrolled in our online only program were not being successful so we budgeted for a teacher to work in the computer lab on Fridays and to contact students who were not making progress in the online classes to encourage them to set aside more time for homework or to come into the lab for homework support.

Data has shown that the writing and math tests are the tests that most high school equivalency students struggle to pass. Writing classes both at the ABE and ASE levels have been added to the class schedules. In addition, a math lab was added to the spring term to help students complete their final HSE test.

Adults with Disabilities Department
In addition to reviewing CASAS test results and daily student data, the staff looks at student goal progress and determines class content and develops curriculum based on areas of improvement.

English as a Second Language Department
Throughout the term, ESL teachers use formative assessments that will prepare their students for a summative Exit Exam. They use exit exam data to determine how much of the course content students have mastered and to inform promotion/retention decisions. Exit exams were developed to bring the classes into closer alignment, so that students at the same level in different classes are taught the same skills and content. CASAS pre-test reports remind teachers which skills their students need to practice more before the post test.

The ESL Student Career Goals survey indicated that students are interested in careers in the medical field and business occupations. In 2019-20, through collaboration between the transition team and the ABE/ASE, ESL, and CTEC programs, classes for these two pathways were piloted. Data from the first Intro to Medical Careers class indicated that additional ESL support was needed, and an ESL teacher was hired to co-teach the class.

Course evaluations offer students the chance to tell us how they like to learn and give teachers a perspective on how they might differentiate instruction.

Criterion 7 – Student Support Services

1. **Describe and evaluate what support services are provided to students, including academic counseling, personal counseling, and health services. Please describe what is included in each service provided.**

Mt. Diablo Adult Education provides a number of services to support students in meeting their goals. The America Job Center of California (AJCC), located on our campus, employs a career coach.

Each classroom is equipped with an assistive technology kit and teachers are trained by the Adults with Disabilities program coordinator to use the kit to support students. In addition, Mt. Diablo Adult Education employs 14 Senior Instructional Assistants, assigned to various programs, to assist learners in the classroom.

Adult Basic Education/Adult Secondary Education Department
A transition specialist works with ABE/ASE students to help them identify career goals and transition to local community colleges and career training programs. The transition specialist works in conjunction with the program coordinator to provide career presentations in the classes. The Transition Specialist also works with the community colleges to offer workshops to complete college applications, FAFSA applications, career exploration, and Immigration and Documentation Information Sessions. The Specialist also meets with students one-on-one to connect them with support and community resources.

The school district provides a resource specialist to work in the ABE/ASE Department. He provides academic support to students between the ages of 18 and 22 who have an Individualized Education Program (IEP).

The ABE/ASE program coordinator provides academic advising to high school diploma students and high school equivalency students. Diploma students work with her to develop a "My Achievement Plan" (MAP) which charts out the classes they need to get a diploma and establishes a timeline to follow. Career interests are explored during these visits with both the diploma and HSE students, and appointments are made to meet with the transition specialist to help students prepare for their next steps to a post-secondary institution.

The Youth Employment Services (YES) provides tutoring, referrals to community resources and transition support to students between the ages of 18 to 22 years old.

Students who would benefit from individualized reading instruction are referred to Project Second Chance, a free tutoring program provided by our local library.

Students from the district's comprehensive high schools attend our concurrent credit recovery program. These classes meet in the late afternoon, two days a week, and are designed to help district students' make-up credits as well as teach them the skills they need to be successful in future classes.

A testing center for the Pearson VUE GED Exam, Pearson VUE CBEST test and ETS HiSET High School Equivalency test is located on our campus for the convenience of our students and the community.

Adults with Disabilities Department
The Adults with Disabilities Department has a part-time Community Based Instructor who focuses on providing job development for students to help them successfully transition to Competitive Integrated Employment (CIE). This involves teaching pre-employment skills such as resume development, interview skills, and soft skills necessary to be successful on the job.

Results from a student survey in June 2020 show that 77% of Life Skills and TOPS students feel that staff is available to help and support them if they want to obtain employment.

A grant from the Firedoll Foundation funds a part-time Student Support Services Specialist who provides assistance and support to students with acquired brain injury. These supports help students increase independence, navigate community services, re-enter the workforce and/or college, and successfully get their lives back on track.

The Transition Options Program (TOPS) has a Student Transition Support Instructor (STSI) who conducts one-on-one meetings with students to provide direction and support around transition to postsecondary education and successful completion of studies through a weekly College Focus group. They also provide guidance, support and referrals as appropriate for academic, personal and/or vocational assistance. The STSI is also the lead instructor and works closely with the Regional Center of the East Bay case managers to ensure that students receive all of the support and services they need to achieve their goals. The (STSI) continues to meet with students regularly via Zoom since moving to distance learning in March 2020.

The Life Skills Program also has a lead instructor who provides guidance, support and referrals as appropriate for counseling, independent living skills support, employment services, housing, and social security information. She schedules meetings with students as needed, and also works closely with the case managers at the Regional Center of the East Bay.

The AWD program coordinator provides support and referral information for staff and students as needed and serves as a resource for all MDAE departments needing assistance with providing student accommodations or other supports.

Prior to the Shelter-in-Place due to COVID-19, Adults with Disabilities students trained in the Loma Vista Cafe and learned food service and safety skills. The food was prepared and provided through a partnership between MDAE's CTEC and Loaves and Fishes.

English as a Second Language Department
A lot of the student support that occurs in ESL is informal: SIAs and teachers provide resource information as they become aware of student issues, challenges, and needs. They also provide guidance as to what class or program might be the best fit for students at entry and throughout a student's time here, serving as informal transition specialists. The ESL program provides a Community School Coordinator (who splits

her time with Parent Education) to provide personal support and referral services to the school-readiness families and their children. The program employs seven Senior Instructional Assistants (SIAs) who provide one-on-one and small group support to beginning English learners in class, as well as tech support for the whole program. The program also employs 11 Early Childhood Attendants (ECAs) who assist the school-readiness teachers in the daytime and provide childcare in the evening.

School-Readiness teachers work together with the adult ESL teachers to support families who need additional resources for their child. Teachers refer families to the District Speech Assessment Center if there is concern about a child's language development. They also connect families with agencies in the community that specialize in support for children, such as Childcare Solutions and the Inclusion Program through CocoKids.

The ESL Distance Learning Program provides a stopgap measure for students who would otherwise be put on a waiting list or who cannot attend due to childcare or transportation constraints.

ESL partners with the Monument Impact Workforce Development Program to provide ESL classes to their clients. Prior to March 2020, classes were offered both in-person and online through Distance Learning. This program is designed to support newly arrived refugees and immigrants who are looking to find jobs, as well as immigrants who have been in the country for years and now wish to improve their English to get a job or a better job. Students receive wraparound services/referrals as Monument Impact clients.

A Transition Specialist provides support to students looking for further educational opportunities or employment. Students at the four highest levels are invited to attend workshops regarding employment, immigration, transition to college and so on.

As the need arises, the ESL Department also taps the expertise of the Parent Education program coordinator and assistant as well as the Adults with Disabilities program coordinator to provide support to students with special needs.

Lifelong Education Department
The Lifelong Education program, in partnership with the Pleasant Hill Senior Center, co-sponsors the annual Laugh, Love and Learn Forum along with community agencies serving older adults. The forum, highlighting available community resources, is a sold out event with 150 participants yearly. Welcome to Medicare, a free class co-sponsored by Health Insurance Counseling and Advocacy Program (HICAP) in Contra Costa County, answers Medicare questions.   Lifelong education continually explores other opportunities to provide services to the community. A brochure rack containing Information regarding resources for older adults, and those caring for them, is kept up to date in the Pleasant Hill Adult Ed office.

Parent Education Department
Parent Education has partnered up with agencies in the community that provide academic and job assistance, health information and services, parenting guidance and support, and legal services to families and students in the program. These agencies are invited to participate in parent meetings and school events, so families and students can obtain resources and information valuable to them.

In the Cooperative School Readiness Program, teachers refer parents to professionals when concerns about their children's developmental growth emerge. When parents follow through with the referral, an assessor from the agency comes to the classroom to conduct observations. After observing the child, the

assessor, the teacher, and the parent meet to formulate a plan to address the issue effectively and strategically. The observations can last a couple of weeks, and are conducted once or twice a week, depending on the case. The assessor will provide the parent with additional resources or referrals as needed.

For the Parenting and Anger Management Classes and Parent/Teen Workshops, the program provides a variety of resources that are distributed during class. These resources include substance abuse, parenting information and support, and counseling and other outreach programs that provide guidance and support during personal and family crises.

2. To what extent does the faculty/staff guide students through the admissions process all the way to the completion of courses and/or programs?

According to the Spring 2020 student survey, 85.2% of students said that the admissions process was easy to understand and follow while another 11.1% thought "it was a little confusing, but I was able to figure it out." Office secretaries are available to support students with the registration process both over the phone and when prospective students enter our offices.

Adult Basic Education/Adult Secondary Education Department
Prior to the COVID-19 crisis, students signed up for an orientation through our website. Instructions for completing this task were provided to students via paper, email or by phone. The orientation was a two-day process. On the first day, students would attend an informational session on our campus. During this session, students would learn about the high school diploma, high school equivalency, and adult basic education programs as well as the student support measures that we offer. Registration paperwork would be completed and students would schedule a date and time to come in to complete the process. On day two of the orientation process, students would come in to take the CASAS pre-test and register for classes. After testing, students would meet one on one with the coordinator or designee to be placed into classes based on the student's availability, program selection and CASAS score. The students would be given a class schedule and start date.

In the Fall of 2020, the orientation process was changed to a remote three-step process and students were referred to our website to complete the steps. Step 1 required students to watch the orientation video. Step 2 required students to complete a Google form in place of the registration form that had previously been used. Step 3 required the students to create or update an ASAP account where they would then schedule themselves for a virtual orientation. An Iorad tutorial was provided to help the students complete the task. The clerical staff would assist students with these steps as needed and ensure that all steps had been completed by the student.

The virtual orientations took place through Zoom meetings with the coordinator and 10 - 15 students. The coordinator would briefly go over the process and then place each student into a breakout room for privacy. The coordinator visited each breakout room and enrolled the student into classes. Once students were placed into classes, they were scheduled to complete a one-to-two-hour technology session to learn how to use Zoom, Google Classroom and/or CANVAS. Students who were not proficient in the use of technology were encouraged to enroll into a Friday morning technology class. Evening students were provided one-on-one support by the coordinator.

Once classes begin, diploma students are scheduled for their individual MAP (My Achievement Plan) meetings. At these meetings, the coordinator reviews the transcript with the student, identifies what credits are needed to earn a diploma and works with the student to create a plan to meet the graduation requirements. High school equivalency students are provided with a plan for passing the HSE tests as part of the registration process. All students are provided the opportunity to meet with a career transition counselor as the second part of the MAP meeting. This year a more robust effort to have each student meet with the transition counselor was planned, however, the transition specialist has been pulled into doing remote CASAS testing, thus reducing the amount of time available for student meetings.

Adults with Disabilities Department
The application and intake process for AWD is comprehensive and involves an initial phone interview, program tour, three-day visit, completed application, physical and current IPP and/or neuro-psychological evaluation as appropriate. Once all materials have been received and the staff and the potential student have determined that the program is an appropriate placement, then an intake meeting is held to discuss interests and goals. During the intake meeting, all of the information received is reviewed. Student and family input is provided to complete the intake forms and create the students MAP (My Action Plan) and Individual Service Plan. These documents contain student goals, interests, skills, needs, and a plan for achieving their goals.

During COVID-19 distance learning, AWD programs have continued to accept inquiries from interested students wanting to enroll. All programs currently have a waitlist, however, as an opening becomes available, new students are being enrolled with intake meetings being held online.

English as a Second Language Department
Students make an appointment to be tested for placement in one of eight class levels. Teachers and SIAs guide each student through the registration process one at a time. Their personal information is verified, demographic and barriers data is collected, and the student takes oral and written tests. At the end of each term, teachers make decisions about whether a student will be promoted to the next level, should repeat the level (need more time to acquire language at the current level), or in rare cases, should be placed at a lower level. Students are aware that their English skills need to be at a certain level to transition to other programs. They are motivated to progress through the levels in order to reach their goals.

Changes during the pandemic: A team of teachers worked through the summer of 2020 to transfer all parts of our registration process from a face-to-face system to an online system. A Google Voice number was created for students to send a text message or leave a voice message in their own language. A team of three SIAs monitor and respond to the Google Voice messages. This "phone" number is published in our catalog, on our website, and on flyers. Although the main campus is closed, students wander on to campus. Flyers are available on the outside door of the Placement and Registration office, the ESL office, and in the Main Office.

Project ACCESS
The Project ACCESS teacher provides various avenues of support for the students in the ESL for Early Childhood Education (ECE) class (the Bridge class). The class is yearlong, so students attend from September until June. In February, the students begin to complete forms and applications for the community college. In class sessions, the students complete a FAFSA for financial aid. They also complete the community college application, the online orientation, the ESL assessment, and the Student Educational Plan, all under the guidance of the Bridge instructor. The last week of classes is held on the

community college campus, providing students a transition experience getting to the college, finding parking, and finding the building/classroom while still meeting with their adult ed instructor and classmates. They meet their new ECE and ESL college instructors. All of these transition pieces help the students persist and make the leap to higher education.

Since the 2010 inception of the Project ACCESS Bridge class at Mt Diablo Adult Education until Spring 2019, ninety-five ESL students have transitioned to the community college to continue their studies of Early Childhood Education. Ninety-one of these students have completed at least 12 Early Childhood Education units and earned an Associate Teacher's Certificate. That is a 96% success rate for the students who attended the Bridge class and transitioned to the community college!

Lifelong Education Department
Students can register for Lifelong Education classes online or in the Pleasant Hill and Loma Vista Adult Education offices. Assistance is provided, when needed, with guidance to assist with class registration and provide additional course information. At times, staff connect the student with the teacher to ensure students register for the correct class.

Parent Education Department
The Parent Education Department aids all families and students in person, by phone, and online. Students are guided in the registration process, class information, and requirements as needed. Class guidelines and requirements are explained and discussed in class and are available in the class description. Classes are free for individuals who reside in the district.

Since COVID-19, the class registration process is done online. Registration and class information/course description can be found on the Mt. Diablo Adult Education website. Students receive assistance when having difficulties with registration or logging into their student accounts.

3. **Evaluate the means by which the school maintains student records in a permanent, secure, and fireproof location.**

Computers containing student information are password protected. The current use of ASAP, a student management system, is kept secure on a server. The backup of all technical servers/user files is done weekly. The computer system and network is checked daily for reliability. Financial records are backed up daily by MDUSD's Technology and Information Services Department. The Data Management Specialists also keep information on student information and testing in a variety of data banks used by the California Department of Education and Adult Education offices. The AWD Department utilizes a web-based data management system, Case Magic, to maintain student data. This system is HIPPA compliant.

Paper versions of student records are kept in locked metal file cabinets in the program offices. Once students leave/complete their program, student files are kept in locked archive rooms on campus.

4. **To what extent does the school communicate with students and make information available as requested?**

MDAE publishes a quarterly catalog providing course information. This information is also available on the MDAE website. Department staff responds, via phone and email, to course specific questions and provides course flyers and brochures as requested. Our school database, ASAP, has the option to send

out "eblast" email messages to all students. This has been used when schedules have been changed, or the school campus was closed due to poor air quality, etc. Our website, mtdiabloadulted.org, provides information about our programs and how to register for those programs. MDAE staff attend various career fairs and community events and display and give out brochures and flyers about the programs and services we offer. The Lifelong Education Newsletter is emailed monthly to current and former students in the Lifelong Education program as well as the MDAE staff. Students and staff often share on social media. Students receive emails notifying them of classes related to courses previously taken. Secretaries at both sites provide clarifying information about Lifelong Education classes.

Criterion 8 – Resource Management

1. **To what extent does the school have sufficient resources to offer its current educational courses/programs? (Please provide a copy of the school's budget.)**

The Director of Mt. Diablo Adult Education (MDAE) secures funding for its Adult Education programs and services from a variety of sources. The primary funding source for MDAE is state apportionment funding through the California Adult Education Program (CAEP). Due to the *flat* state funding in California, MDAE, like most Adult Education programs in California, have reduced their spending accordingly. In the interests of making reductions that least impact programs and services for adults in our community, the Director has worked with her co-administrators to ensure that the annual WIOA II 231 Grant funding available to MDAE is maximized by increases (gains) in the achievement of the educational outcomes of students and, in particular, those students in programs funded by the Grant. MDAE also receives supplemental CalWORKs funding for adult students who receive state support and can be identified as CalWORKs students upon enrollment with MDAE.

Additional funding, supplemental to MDAE's dedicated ongoing CAEP state apportionment include: First 5 Contra Costa supplemental funding of the ESL/Family Literacy school-readiness program, Regional Center of the East Bay for MDAE's Adults with Disabilities (AWD) Department which is state-authorized to receive such funds, and MDUSD K-12 Local Control Funding Formula (LCFF) funds supporting the Parent Education and Family Literacy programs of MDAE which provide direct services to the families of MDUSD K-12 students.

As the lead in the formation of the Contra Costa Workforce Collaborative (CCWC), which in 2018 was awarded the Workforce Development Board, Contra Costa County contract for operation of the Contra Costa County EastBay WORKs (One-Stop) and American Job Center of California (AJCC), the MDAE Director established MDAE as an AJCC "Access Point" where the adult students of MDAE can receive work-readiness and employment services that are federally and state funded. MDAE receives funding for the operation and administration of the AJCC ``Access Site."

Additionally, on a regular basis, the Director seeks out and pursues additional sources of supplemental funding such as mini-grants, corporation grants and private sector public gifting initiatives, etc.

Please click on the links below to access the 2019-2020 and 2020-2021 (year to date) Mt. Diablo Adult Education Budgets.

2019-2020 Budget

2020-2021 Budget

2. **Comment on the effectiveness of how the school maintains integrity in financial practices, audits, and financial reporting to all stakeholders.**

All MDUSD financial transactions are conducted through and maintained in the Integrated Financial Accounting system (IFAS) *Business Plus* which is a districtwide accounting system (and a standard system for educational institutions) for all financial transactions, including purchase requisitions, budgeting, payments, payroll, journal entries, and budget transfers. As transactions occur, IFAS *Business Plus* records them in real time and the records are immediately available to appropriate Mt. Diablo Adult Education administrators and other support staff designated to have such access by the Director of Adult Education. This system also has the capacity to provide budget alerts when expenditures exceed approved budgeted amounts which helps staff ensure fiscal accountability. Separate budget accounts are created to carefully follow funding within departments and programs. All purchase orders and issued checks require at least two signatures prior to processing and sending out. MDUSD Fiscal Services provides outside auditors who review all district funding allocations, including those of MDAE.

MDAE uses Administrative Software Applications (ASAP) as its student information system (SIS). This system manages student registration, enrollment, attendance and student fees. The handling of cash transactions is done by three distinct personnel to ensure accuracy, control, and accountability. Cash and/or checks are collected/received by Main Office staff, reconciled on a daily basis by the Accounting Specialist, and deposited at the bank on a regular schedule by the Fiscal Analyst. The processing of credit cards is securely managed by a third party credit processor.

3. **Provide evidence that the school provides clean, safe, and well-maintained facilities that are sufficient for the courses/programs offered?**

MDAE has custodial coverage from 6:30 am to 11:00 pm at night in two shifts when classes are in session. All custodians have a route for regular maintenance. Facilities including rest rooms, offices, meeting rooms, and classrooms are cleaned on a daily basis.   MDUSD Maintenance Managers are assigned to schools and have oversight of the custodial employees, their hours and scope of work. The Maintenance and Operations Managers work collaboratively with a Mt. Diablo Adult Education Administrator responsible for facility issues. MDUSD's Maintenance and Operations Department provides other specialized staff as needed for specific issues, e.g. plumbing, extensive repair, pest control, etc. An annual inspection, to assure safety and good repair of all facilities, is conducted by the Maintenance and Operations Manager. This inspection, using the California State Facility Inspection Tool, is required by California Education Code Section 17002(d) (2). The Maintenance and Operations Manager generates work orders for each item which needs replacement or repair. A Work Order form is available to Adult Education staff for simple requests that can be handled by on-site custodians. More extensive requests are sent by the Office Manager to the MDUSD Maintenance and Operations program using the TMA Online Service Software. This software program, known as "TMA iService Desk" permits Office Managers to input all work request information which is then routed to the appropriate maintenance crew. The

MDAE Office Manager can then track the work completion through the Query System of the TMA iService Desk.

The Loma Vista campus maintains and annually reviews a Site Safety Plan with the assistance of staff members, students and the community. Full versions of the Site Safety Plan are available in the MDAE Main Office and MDUSD District Office.   Classrooms have posted Evacuation Maps and Safety Procedures. Emergency backpacks are located in each classroom. Regular safety drills for fire, earthquake, lockdown, and shelter-in-place are held throughout the year during both day and evening sessions.

Incident Statement Forms are available in all campus offices for staff and students. Any completed Incident Statement Forms are reviewed by a campus administrator, and action is taken as appropriate. Special Emergency Release Plans for minors and developmentally disabled adults are reviewed annually, updated as needed, and are included in the Site Safety Plan.

In the spring 2020 surveys, 93.9% of teachers surveyed said that they felt safe on campus while 91.5% of students said they felt safe on campus. In both surveys, additional campus lighting for evening classes was requested. The percentage of students who felt that the campuses were clean and well maintained was 84.3%.

The Mt. Diablo Unified School District maintains a facility and campus improvement schedule utilizing general funds and special funds. The Loma Vista Adult Center campus recently completed an eight-year improvement cycle that included the following:

> **Electrical Improvements:** security system installation, interior lighting replacement
>
> **Technology Systems:** improvements in technology infrastructure and security systems, fiber optic backbone installation, installation of network cabling and upgrades, installation of classroom technology enhancements
>
> **Site Improvements:** installation of a ground mounted solar structure, building improvements, such as the modernization of four student restrooms, exterior soffit lighting replacement, new paving.

Criterion 9 – Community Connection

1. To what extent does the school connect to community leaders, local businesses, and vocational partners in order to enhance the school's academic program?

Mt. Diablo Adult Education (MDAE) has been established in the Greater Concord, California area for many years and as a result, the role of the Director includes connecting to city and county (regional) leadership, businesses, Community Based Organizations (CBOs) and vocational partners in order to enhance the academic programs and support services MDAE provides its adult students who live and/or work in this community and county. The Director of Mt. Diablo Adult Education carries the title of "Mt. Diablo USD, Director, College & Career and Adult Education." As such, the Director of MDUSD Adult Education (MDAE) sits on the Workforce Development Board, Contra Costa County (WDBCC) and on the Board of the Greater Concord Chamber of Commerce. In both Board positions, the Director represents MDUSD K-12, MDUSD College and Career and MDUSD Adult Education. Board positions held by the Director of MDAE have

afforded the Director to initiate, establish, and maintain a voice and critical local and regional business relationships for MDUSD and MDUSD Adult Education, all in support of the public educational mission of MDUSD K-12 and MDUSD Adult Education in Greater Concord and Contra Costa County.

The collaboration with community, business and vocational partners is an integral component of Adult Education. All administrators and program coordinators are on advisory boards and committees, which, in turn, share their resources with MDAE.

Adult Basic Education/Adult Secondary Education Department
The ABE/ASE Coordinator and staff worked with our CTEC Coordinator to identify skills that would prepare students for the programs in the CTEC program. Our math program integrated lessons into the Workplace Math class to help students prepare for the entrance test and to teach the math skills used in the medical classes. An English class with a business emphasis was created to support the Office Professional Programs at both Diablo Valley College and our own CTEC Program. An Intro to Health Careers class was developed as an elective class to help students explore their interest in the medical field as well as to learn medical terminology.

Adults with Disabilities Department
The AWD program is representative of the type of partnerships that exist throughout Adult Ed. The On Track program has a partnership with the John Muir Neurosciences Institute. Each year they design a combined Brain Awareness Week outreach activity designed to increase public awareness about brain health. Both the On Track Program and Life Skills Program participate in the annual Chevron Week of Caring when Chevron employees donate their time to work with students in the program on various projects including resume development, scrapbooking and overall classroom beautification. This great event encourages interaction between students and volunteers and helps students to practice and improve their social skills.

All five AWD programs have an advisory or steering committee composed of community partners and members, professionals in the field, parents/caregivers and students. The committees meet quarterly at a minimum, with the internship steering committees meeting monthly to receive direct input from our business partner and partner agencies on student progress and expansion of training.

The advisory and steering committees provide input on curriculum and provide program support through volunteer time and collaboration on special projects. For example, students have been able to obtain job training and employment with the help and support of advisory/steering committee members.

The On Track Program receives an annual grant from the Firedoll Foundation to fund the Student Support Services Specialist. This grant allows the Student Support Services Specialist to provide students with individualized support in finding either paid or volunteer work, providing housing information and assistance, personal home care training, travel training, and counseling as needed.

All five programs serve Department of Rehabilitation (DOR) clients. With support from DOR, students can receive funding for instructional supplies and/or assistive technology to help them be successful.

The students in all programs have an opportunity to participate in a variety of volunteer work. The organizations benefit tremendously from the volunteer hours and the students gain essential job skills in preparation for competitive integrated employment.

Community Collaborations/Partners for AWD Department

Regional Center of the East Bay	Department of Rehabilitation	Toolworks Inc.
Commercial Support Services	America's Job Center of California	Workforce
Development Board		
Employment Development Department	Firedoll Foundation	Chevron Corp.
Contra Costa Food Bank	Hospice of the East Bay	Adaptive Learning
Center		
YMCA	Monument Crisis Center	Concord Police
Department		
Habitat for Humanity/Restore	Embassy Suites Walnut Creek	Future's Explored
Marriott Walnut Creek	Diablo Valley College	Los Medanos College
Contra Costa College	Loaves and Fishes	Opportunity Junction
Mt. Diablo Unified School District	Pleasanton Adult Education	
Hireable	Transition Task Force of the East Bay	

Developmental Disabilities Council of Contra Costa
Alameda County Developmental Disabilities Council
Alameda, Tri-Valley, West Contra Costa, and MDUSD Transition Faires
John Muir Medical Center, Walnut Creek

English as a Second Language Department
The five ESL School-Readiness classes are partially funded through a grant from First 5 Contra Costa, a long-time MDAE partner. This grant enables us to provide free school-readiness classes for children ages 3 - 5 for families in the community.

The ESL/ECE Bridge class is a collaboration between MDAE and Diablo Valley College. It prepares students for a career in Early Childhood Education and offers these students extra support for the first two years of the program.

ESL partners with the Monument Impact Workforce Development Program to provide ESL classes to clients. Prior to March 2020, classes were offered both in-person and online through Distance Learning. This program is designed to support newly arrived refugees and immigrants who are looking to find jobs, as well as immigrants who have been in the country for years and now wish to improve their English to get a job or a better job.

Self-paced distance learning was offered at the Pleasant Hill and Bay Point libraries until spring of 2019.

First 5 Contra Costa
Project ACCESS/DVC
Monument Impact
Contra Costa County Libraries

Lifelong Education Department
While the Lifelong Education Department is not an academic program, it connects with community leaders, local businesses and vocational partners in many ways.
- The annual Laugh, Love and Learn Forum co-sponsored by Pleasant Hill Senior Center and older adult service providers, offers an opportunity for students to learn about available community resources for older adults.
- Health Insurance Counseling and Advocacy Program (HICAP) in Contra Costa County to provide Medicare information
- Diablo Woodturners
- Scrappy Quilters (connects to Hospice agencies)
- Diablo Woodworkers Association
- Pleasant Hill Chamber of Commerce provides externships for the CTEC Office Professional Program
- County-wide Chamber of Commerce events
- Meet with other county community based adult school programs
- Annual Open House & Craft Sale provides an opportunity to both publicize the CTEC Medical Assistant Program and offer services to the community such as blood pressure and glucose testing and weight checks. This also provides skills practice for the students.

Parent Education Department
The Parent Education Department works in conjunction with agencies in the community to provide resources to families and students. Agencies are invited to participate in our classes, meetings, and school events as guest speakers and to provide additional resources and support. This allows the program to promote parenting classes, to obtain current information, and to continue the partnership and collaboration with agencies in the community.
The Parent Education Department, in collaboration with the school district, plans and hosts an annual Back-To-School Parent Conference for families and teachers in the district. The conference offers multiple parenting and professional workshops to support families, students, and teachers' personal and professional goals. The Back-To-School Parent Conference was cancelled this year due to COVID-19.

To continue supporting teachers, families, and students during this challenging time, the Parent Education program has been offering a series of one-hour free Parent eTrainings and workshops. These workshops provide educational and instructional information about distance learning platforms such as Zoom, Google Classroom, SeeSaw, and parenting information regarding student support, health, communication, and how to overcome struggles during COVID-19.

Community Collaborations/Partners for the Parent Education Department:

Center for Human Development County

Child Care Services for Children

Concord Police Department

First 5 Contra Costa Center

Monument Crisis Center

NAMI

Solano Food Bank

Tobacco Use Prevention Education

Child Abuse Prevention Council of Contra Costa

Coco Kids

Contra Costa County Of Education: QRIS

Gregory Gardens Hearing/Language Assessment

Monument Youth Drug and Alcohol Coalition

Pediatric Dentistry of Pleasant Hill

Mt. Diablo Unified School District Preschool Assessment Center

2. **How effective has the school been in providing student service projects that impact the community in a positive manner?**

AWD students volunteer weekly at the following agencies/organizations:
Concord Police Department
Hospice of the East Bay
Monument Crisis Center
Habitat for Humanity Re-Store
Food Bank of Contra Costa County

Also, students volunteer in the new campus Loma Vista Cafe helping to serve lunch, clean up and then distribute leftovers and pantry food. Student volunteer efforts have benefitted many local volunteer organizations needing consistent and hard-working volunteers to ensure that they are able to meet the needs of the community at large. The Life Skills students received special recognition from the Concord Police Department for keeping the trunks of police cars stocked with emergency supplies for over 17 years. Monument Crisis Center has also recognized the students at their annual volunteer recognition event for consistently providing help in packing food for distribution to needy families and individuals.

Lifelong Education Department
The Lifelong Education Department supports many opportunities for students to be involved with service projects that have a positive effect in the community.
  • The annual Open House and Craft Sale is a popular community event that showcases the skills and projects that students have learned in the Lifelong Education Program.
  • Woodworking students complete volunteer projects including: building a bench outside the office, flag cases for families of Veterans who passed, creating items to be sold at the annual Craft Sale with proceeds benefiting the woodshop and more.
  • Diablo Woodworkers and Diablo Wooddturners support the woodworking program, widely publicizing MDAE class offerings and contributing equipment to the woodshops.
  • Diablo Woodworkers assisted the Boy Scouts with building neighborhood library boxes.
  • Quilt for Hospice class attracts more than 65 students each term and each year makes more than a thousand lap quilts, wheelchair bags, frail elder fidget sensory items, layette clothing for County Hospital, and more.

Criterion 10 – Action Plan for Continuing Improvement

1. **Describe and evaluate how the school's Action Plan is created, maintained, and used to guide the school in ongoing improvement efforts.**

The program coordinators meet with their staff and focus groups to identify areas of strength and areas of improvement for their program. Each program develops its own strategic plan based on data analysis and student needs which it then implements and monitors. The coordinators take the lead on these

plans and identify staff members to help support the plan. Progress on the plans is monitored during staff meetings.

 The leadership team identifies school-wide areas of strengths and areas of improvement and develops, implements and monitors that plan during Leadership Team Meetings.

2. **To what extent have the ROPs, high school level programs/classes, and other non-CTE programs identified critical areas of needed improvement that are part of the school's Action Plan?**

Critical areas of needs are identified through school data and community need. The plan is separated into school-wide needs and department/program specific needs. The Leadership Team identifies the school-wide needs while the program staff and coordinators identify the specific needs of their programs and implement a plan to address the issues. The coordinator then works with their administrator to identify resources and prioritize budget allocations.

The critical areas of need and strategies to address these needs are identified in the school's strategic plan.

Section 3
Schoolwide Strengths and Critical Areas for Follow-up

After reviewing the results of the answers provided in the preceding pages, please identify what you believe your school does very well, i.e., areas of strength in regard to the ROPs, high school level programs/classes, and other non-CTE programs that are offered.

Schoolwide Strengths
1. Well Qualified and Experienced Faculty
2. Student Supports
3. Community Partners

Next, please identify at least 3–5 schoolwide critical areas of needed improvement. Prioritize this list in order of importance to the school.

Schoolwide Critical Areas for Follow-up
1. Increase training and curriculum development for distance learning
2. Improve marketing strategies
3. Improve student transitions to college, career training programs, work and other programs

Link to Action Plan: https://drive.google.com/file/d/1AewjuItYlzb_A-ODrzNqIs8h7a2LCjxY/view?usp=sharing

This *WASC Postsecondary Supplement* will be used by the WASC Representative(s) during the COE/WASC site visit to evaluate the ROPs, high school level programs/classes, and other non-CTE programs that are offered. The WASC Representative(s) of the Visiting Committee will write a separate report to the WASC Commission at the conclusion of the joint COE/WASC visit.

Please send an electronic copy of the completed WASC Postsecondary Supplement 6 weeks before the site visit to: eoberreiter@acswasc.org