

# Academic Plan

## School Year 2020-2021



**WAIPAHU COMMUNITY  
SCHOOL FOR ADULTS**

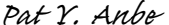
WAIPAHU | WAHIAWA | WINDWARD | HILO | KONA


94-1211 Farrington Highway

Waipahu, HI 96797

808-307-9677

[www.wcsahawaii.org](http://www.wcsahawaii.org)

Submitted by Pat Anbe	Date
 <small>Pat Y. Anbe (Jun 4, 2020 16:29 HST)</small>	Jun 4, 2020

Approved by Keith Hui	Date
 <small>keith hui (Jun 5, 2020 15:16 HST)</small>	Jun 5, 2020

## School Year 2020-2021 Academic Plan

<b>Where are we now?</b>																													
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study                             <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Need:</i> Develop a system to help students improve their reading comprehension when they enter school with functioning levels below traditional high school grade levels (WASC Critical Area for Follow-Up #1).</li> <li>2. <i>Need:</i> Identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills (WASC Critical Area for Follow-Up #2).</li> <li>3. <i>Need:</i> Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society (WASC Critical Area for Follow-Up #3).</li> <li>4. <i>Need:</i> Develop and implement a system to address student persistence and completion (WASC Critical Area for Follow-Up #4).</li> </ol> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Retention (Course Completion)</th> <th style="padding: 2px;">PY 2016-2017</th> <th style="padding: 2px;">PY 2017-2018</th> <th style="padding: 2px;">PY 2018-2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Adult Basic Education</td> <td style="padding: 2px;">73.1%</td> <td style="padding: 2px;">51.5%</td> <td style="padding: 2px;">57.1%</td> </tr> <tr> <td style="padding: 2px;">ESL</td> <td style="padding: 2px;">61.4%</td> <td style="padding: 2px;">60.6%</td> <td style="padding: 2px;">59.6%</td> </tr> <tr> <td style="padding: 2px;">Family Literacy</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">100%</td> </tr> <tr> <td style="padding: 2px;">Adult Secondary Education</td> <td style="padding: 2px;">83.2%</td> <td style="padding: 2px;">79.2%</td> <td style="padding: 2px;">79.4%</td> </tr> <tr> <td style="padding: 2px;">Workplace Literacy</td> <td style="padding: 2px;">94.6%</td> <td style="padding: 2px;">92.9%</td> <td style="padding: 2px;">95.8%</td> </tr> <tr> <td style="padding: 2px;"><b>Total</b></td> <td style="padding: 2px;"><b>81.9%</b></td> <td style="padding: 2px;"><b>76.0%</b></td> <td style="padding: 2px;"><b>77.2%</b></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>5. <i>Need:</i> Continue to use and develop the FOL process as a regular mechanism to engage all stakeholders, including teachers (WASC Critical Area for Follow-Up #5).</li> <li>6. <i>Need:</i> Continue to develop and expand on school branding and marketing to expand student and community awareness and enrollment (WASC Critical Area for Follow-Up #6).</li> <li>7. <i>Need:</i> Develop and implement a system to align curriculum, instruction, and professional development in all programs, including regular follow-up to determine the effectiveness of professional development initiatives (WASC Critical Area for Follow-Up #7).</li> </ol>	Retention (Course Completion)	PY 2016-2017	PY 2017-2018	PY 2018-2019	Adult Basic Education	73.1%	51.5%	57.1%	ESL	61.4%	60.6%	59.6%	Family Literacy	N/A	N/A	100%	Adult Secondary Education	83.2%	79.2%	79.4%	Workplace Literacy	94.6%	92.9%	95.8%	<b>Total</b>	<b>81.9%</b>	<b>76.0%</b>	<b>77.2%</b>
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<b>Addressing Equity: Sub Group Identification</b>																													
<p><b>In order to address equity, list the targeted sub group(s) and their identified needs.</b> **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>																													

## School Year 2020-2021 Academic Plan

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Pat Anbe, Principal	1. WCSA strategies and initiatives
2. Gordon Lum, Vice Principal	2. WCSA strategies and initiatives at the Waipahu Campus (including Kapolei and Waianae Sites)
3. Chad Okinaka, Vice Principal	3. WCSA strategies and initiatives at the Hilo and Kona Campuses
4. Kevin Ginoza, Vice Principal	4. WCSA strategies and initiatives at the Wahiawa Campus
5. Matt Wong, Vice Principal	5. WCSA strategies and initiatives at the Windward Campus
6. Nathan Pinnow, Registrar	6. WCSA strategies and initiatives at the Waipahu Campus (including Kapolei and Waianae Sites)
7. Sheri Murai, Registrar	7. WCSA strategies and initiatives at the Windward Campus
8. Kim Noveloso, Registrar	8. WCSA strategies and initiatives at the Wahiawa Campus
9. Jeanne Hosaka, Registrar	9. WCSA strategies and initiatives at the Hilo and Kona Campuses
10. Christine Park, Transition Coordinator Li-Anne Yoshimura, Curriculum Coordinator Coreen Higa, Curriculum Coordinator Tina Matsuo, Curriculum Coordinator Jennifer Sakurai, Curriculum Coordinator	10. WCSA strategies and initiatives WCSA strategies and initiatives WCSA strategies and initiatives WCSA strategies and initiatives WCSA strategies and initiatives

## School Year 2020-2021 Academic Plan

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Student** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome:	Rationale:
<p>In an effort to provide a multi-tiered system of support (MTSS) for our students, WCSA intends to:</p> <ul style="list-style-type: none"> <li>● Provide educational opportunities for adult students to improve their academic and job-readiness skills by offering programs that will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society;</li> <li>● Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness; and</li> <li>● Increase student retention by providing support to students as they navigate through the WCSA programs and/or transition to college and careers so more students can attain their personal and educational goals.</li> </ul>	<p>The Workforce Innovation and Opportunity Act of 2014 (WIOA) was signed into law, taking effect on July 1, 2015. WIOA replaces the former Workforce Investment Act of 1998 (WIA) and seeks to improve coordination across the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities in an effort to keep pace with the changing economic conditions. With the onset of WIOA, WCSA collaborated with McKinley Community School for Adults, the Department of Labor and Industrial Relations (DLIR), the Department of Human Services (DHS) Division of Vocational Rehabilitation, the State Workforce Development Council, the Oahu and Hawaii County Workforce Development Boards as well as various community stakeholders to create a Unified State Plan that will align the services of the three state agencies (DOE, DLIR, and DHS) and counties to provide better access to education, training, employment, and the support services needed for students to succeed in the workforce. Under the new law, adult education deliverables include individual educational plans for all students, student tracking for four fiscal quarters following student completion, increased educational functioning level requirements, career pathway development, and changes to the English Language Acquisition Program (ELA). The focus of WCSA is no longer secondary school completion and language acquisition, but rather job and career attainment.</p>

## School Year 2020-2021 Academic Plan

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Provide educational opportunities for adult students to improve their academic and job-readiness skills by offering programs that will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society.	<p>1. Evaluate the newly implemented Workforce Development Diploma Program (WDDP), making adjustments to better support the students who want to enter the workforce or improve their job-readiness/soft skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the <i>Essential Education</i> computer-based program</li> <li><input type="checkbox"/> Provide students the opportunity to earn a National Work Readiness Credential</li> </ul> <p><i>WASC Critical Area 1: Develop a system to help students improve their reading comprehension when they enter school with functioning levels below traditional high school grade levels.</i></p> <p><i>WASC Critical Area 3: Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society.</i></p>	July 2020 – June 2021	Vice Principals/ Curriculum Coordinators	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$14,000 ( <i>Essential Education license fees</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	ABE students will show an increase in educational functioning levels as determined by the CASAS assessment.
	<p>2. Make refinements to the High School Equivalency (HSE) program, providing supports to prepare students to successfully attain their high school equivalency.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the <i>Essential Education</i> computer-based program</li> </ul> <p><i>WASC Critical Area 1: Develop a system to help students improve their reading comprehension when they enter school with functioning levels below traditional high school grade levels.</i></p> <p><i>WASC Critical Area 2: Identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills.</i></p>	July 2020 – June 2021	Curriculum Coordinators/ Vice Principals	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$7,400 ( <i>Essential Education license fees</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Students in the HSE program will successfully complete the battery of tests offered by HiSET or GED.

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress																							
Provide educational opportunities for adult students to improve their academic and job-readiness skills by offering programs that will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society.	3. Continue the implementation of the English Language Acquisition Program (ELA) with a strengthened focus on transition to postsecondary education opportunities and employment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the <i>BurlingtonEnglish</i> online interactive program</li> </ul> <p><i>WASC Critical Area 3: Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society.</i></p>	July 2020 – June 2021	Vice Principals/ ELA Coordinators	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$20,000 ( <i>Burlington English license fees</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	ELA students will show an increase in educational functioning levels as determined by the CASAS assessment.																							
	4. Continue to implement and expand the iCAN program, designed to prepare students for success in postsecondary educational programs, vocational training programs, and the workforce. <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the <i>Essential Education</i> computer-based program</li> <li><input type="checkbox"/> Continue to offer students the opportunity to earn a National Work Readiness Credential</li> </ul> <p><i>WASC Critical Area 3: Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society.</i></p>	July 2020 – June 2021	Transition Coordinator	<input checked="" type="checkbox"/> CSA General Funds \$56,905 ( <i>Transition Coordinator</i> ) <input checked="" type="checkbox"/> Federal Funds \$2,600 ( <i>Essential Education license fees</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Students in the iCAN program will show an increase in educational functioning levels as determined by the TABE assessment.																							
	5. Continue with the implementation of the Workshop Model to ensure consistency in the delivery of instruction across all WCSA campuses. <p><i>WASC Critical Area 7: Develop and implement a system to align curriculum, instruction, and professional development in all programs, including regular follow-up to determine the effectiveness of professional development initiatives.</i></p>	July 2020 – June 2021	Vice Principals/ Principal	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$141,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Based on classroom observations: Students will be cognitively engaged. <table border="1" style="margin-left: 20px; margin-top: 10px;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>83.1%</td> <td>83.9%</td> <td>82.4%</td> </tr> <tr> <td>Fall</td> <td>87.5%</td> <td>86.8%</td> <td>91.7%</td> </tr> </tbody> </table> <p>Teachers will connect lesson to students' prior knowledge and experiences, or real world application.</p> <table border="1" style="margin-left: 20px; margin-top: 10px;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Spring</td> <td>71.2%</td> <td>80.6%</td> <td>82.4%</td> </tr> <tr> <td>Fall</td> <td>77.1%</td> <td>76.3%</td> <td>79.2%</td> </tr> </tbody> </table>		2017	2018	2019	Spring	83.1%	83.9%	82.4%	Fall	87.5%	86.8%	91.7%		2017	2018	2019	Spring	71.2%	80.6%	82.4%	Fall	77.1%	76.3%
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness.	<p>6. Monitor student hours to ensure students are post-tested when eligible, providing the school with more accurate retention and achievement data.</p> <p><i>WASC Critical Area 3: Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society.</i></p> <p><i>WASC Critical Area 4: Develop and implement a system to address student persistence and completion.</i></p>	July 2020 – June 2021	Registrars/ Testing Coordinators	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$25,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	<p>Increase the amount of students being post-tested.</p> <input type="checkbox"/> PY 2016-2017: 54.2% <input type="checkbox"/> PY 2017-2018: 55.5% <input type="checkbox"/> PY 2018-2019: 42.1%
	<p>7. Analyze the CASAS and/or TABE assessment data, identifying student need areas and using the data to inform instruction to improve student achievement in the ASE, ABE, and ELA programs.</p> <p><input type="checkbox"/> Utilize the updated CASAS and TABE assessments that are aligned to the newly adopted College and Career Readiness Standards (CCR) which also meet the WIOA requirements.</p> <p><i>WASC Critical Area 3: Analyze data on a regular basis to ensure all students develop the necessary skills to be successful in society.</i></p>	July 2020 – June 2021	Registrars/ Curriculum Coordinators	<input checked="" type="checkbox"/> CSA General Funds \$363,108 ( <i>Registrars: 4 @ \$90,777</i> ) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.
	<p>8. Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies.</p> <p><i>WASC Critical Area 7: Develop and implement a system to align curriculum, instruction, and professional development in all programs, including regular follow-up to determine the effectiveness of professional development initiatives.</i></p>	July 2020 – June 2021	Vice Principals/ Principal	<input checked="" type="checkbox"/> CSA General Funds \$602,082 ( <i>Principal: \$162,814; Vice Principals: 4 @ \$109,817</i> ) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.

## School Year 2020-2021 Academic Plan

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Increase student retention by providing support to students as they navigate through the WCSA programs and/or transition to college and careers so more students can attain their personal and educational goals.	9. Monitor student attendance and implement different strategies in an effort to retain more students.  <i>WASC Critical Area 4: Develop and implement a system to address student persistence and completion.</i>	July 2020 – June 2021	Registrars/ Principal	<input type="checkbox"/> CSA General Funds <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input checked="" type="checkbox"/> N/A	Student retention rate will show an increase from the previous year. <input type="checkbox"/> PY 2017-2018: 76.0% <input type="checkbox"/> PY 2018-2019: 77.2% (retention decreased in ESL; increased in ABE, ASE, Family Lit. & Workplace Lit.)
	10. Provide students with college and career counseling services, including postsecondary education and job exploration opportunities.  <i>WASC Critical Area 4: Develop and implement a system to address student persistence and completion.</i>	July 2020 – June 2021	Transition Counselors	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$50,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Student surveys will show an increase of students who utilize the services of the transition counselors. <input type="checkbox"/> PY 2016-2017: 65.3% <input type="checkbox"/> PY 2017-2018: 69.4% <input type="checkbox"/> PY 2018-2019: 65.4%
	11. Continue the implementation of student transition plans, making refinements along the way to better assist students in preparing for success beyond the classroom and working towards attaining their postsecondary goals.  <i>WASC Critical Area 4: Develop and implement a system to address student persistence and completion.</i>	July 2020 – June 2021	Transition Coordinators/ Transition Counselors	<input checked="" type="checkbox"/> CSA General Funds \$56,905 ( <i>Transition Coordinator</i> ) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	All students will develop a transition plan.
	12. Provide students with a safe learning environment.	July 2020 – June 2021	Admin./ Security	<input checked="" type="checkbox"/> CSA General Funds \$28,000 ( <i>Security Wages</i> ) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Student surveys will reflect a positive response rate in regards to feeling safe on campus. <input type="checkbox"/> PY 2016-2017: 94.9% <input type="checkbox"/> PY 2017-2018: 96.9% <input type="checkbox"/> PY 2018-2019: 96.6%



## School Year 2020-2021 Academic Plan

**Goal 2: Staff Success.** Waipahu Community School for Adults has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:
<p>WCSA intends to:</p> <ul style="list-style-type: none"><li>• Provide appropriate professional development, based on the analysis of school data, to better support and meet the needs of the teachers; and</li><li>• Provide the necessary supports for both new as well as veteran teachers to ensure staff and student success.</li></ul>	<p>In order to provide students a quality education, WCSA needs to ensure that teachers are trained to address the academic and competency needs of their students, a component of the MTSS framework.</p>

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Provide the necessary supports for both new as well as veteran teachers to ensure staff and student success.	<p>1. Teachers will meet to ensure the consistent delivery of instruction to students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide teachers opportunity for articulation</li> </ul> <p><i>WASC Critical Area 5: Continue to use and develop the FOL process as a regular mechanism to engage all stakeholders, including teachers.</i></p> <p><i>WASC Critical Area 7: Develop and implement a system to align curriculum, instruction, and professional development in all programs, including regular follow-up to determine the effectiveness of professional development initiatives.</i></p>	July 2020 – June 2021	Curriculum Coordinators/ Program Coordinators/ Admin.	<input type="checkbox"/> CSA General Funds <input checked="" type="checkbox"/> Federal Funds \$10,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Classroom observation data will serve to inform administrators of the needs of teachers and any professional development needed.
Provide appropriate professional development, based on the analysis of school data, to better support and meet the needs of the teachers.	<p>2. Provide professional development opportunities in the areas of curriculum, instructional strategies, and the use of assessment data to teachers based on the identified needs as indicated by the analysis of school data.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CASAS competencies</li> <li><input type="checkbox"/> College and Career Readiness Standards</li> <li><input type="checkbox"/> ELA curriculum</li> <li><input type="checkbox"/> ABE curriculum</li> <li><input type="checkbox"/> WDDP curriculum</li> <li><input type="checkbox"/> iCAN curriculum</li> <li><input type="checkbox"/> HSE curriculum</li> </ul> <p><i>WASC Critical Area 7: Develop and implement a system to align curriculum, instruction, and professional development in all programs, including regular follow-up to determine the effectiveness of professional development initiatives.</i></p>	July 2020 – June 2021	Curriculum Coordinators/ Program Coordinators/ Admin.	<input checked="" type="checkbox"/> CSA General Funds \$363,108 ( <i>Curriculum Coordinators: 4 @ \$90,777</i> ) <input checked="" type="checkbox"/> Federal Funds \$27,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.

## School Year 2020-2021 Academic Plan

**Goal 3: Successful Systems of Support.** The system and culture of Waipahu Community School for Adults work to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
<p>WCSA intends to:</p> <ul style="list-style-type: none"> <li>● Continue its efforts to meet the 21<sup>st</sup> century education and employment needs of the students by continuing to use technology to supplement classroom instruction as well as to provide distance learning;</li> <li>● Ensure consistency in school operations and classroom instruction across all campuses by streamlining school processes and procedures, regularly meeting with all school personnel, and monitoring the activity on all campuses; and</li> <li>● Maintain its community partnerships and create new partnerships with community organizations, helping WCSA to recruit more students.</li> </ul>	<p>In an age where computers and technology play a major role in many occupations as well as in postsecondary education, it is important to utilize technology within the classroom to help students improve their literacy and academic skills, as well as their basic computer skills. The capability of providing distance learning also aids in the recruitment of students, especially students who are unable to meet the regularly scheduled classes due to work or other responsibilities.</p> <p>With the consolidation of five schools to one, ensuring office practices are consistent and cohesive across all campuses is important to ensure effective school operations and ensuring students are receiving the same quality education at all campuses is vital to ensure student success.</p> <p>WCSA needs to involve all stakeholders within the school community to identify the needs of the community as well as to identify viable resources available to meet the needs of all students. All representatives of the school community work collaboratively to ensure student success. WCSA administrators regularly meet with the Adult Education Advisory Board, which consists of members representing all communities the community schools service. WCSA administrators are also members of the local Workforce Development Board as well as the state Workforce Development Council to keep abreast of the developments in the Department of Labor, which identifies workforce needs as well as employee needs. Working closely with community organizations allows WCSA to better prepare students for post-secondary education and the workforce.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Continue efforts to meet the 21 <sup>st</sup> century education and employment needs of the students by continuing to use technology to supplement classroom instruction as well as to provide distance learning.	1. Continue to provide students with expanded opportunities to utilize technology to help improve upon their literacy, academic and basic computer skills. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>BurlingtonEnglish</i></li> <li><input type="checkbox"/> <i>Achieve3000</i></li> <li><input type="checkbox"/> <i>PLATO™</i></li> <li><input type="checkbox"/> <i>Essential Education</i></li> </ul>	July 2020 – June 2021	Principal/ Vice Principals/ Tech Coordinators	<input checked="" type="checkbox"/> CSA General Funds \$98,388 ( <i>User Support Technicians: 2 @ \$40,694; PTT Wages: \$17,000</i> ) <input type="checkbox"/> Federal Funds <input checked="" type="checkbox"/> Fees Revenue \$7,000 ( <i>PTT Wages</i> ) <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.  Student retention rate will show an increase from the previous year. <ul style="list-style-type: none"> <li><input type="checkbox"/> PY 2017-2018: 76.0%</li> <li><input type="checkbox"/> PY 2018-2019: 77.2%</li> </ul>
Ensure consistency in school operations and classroom instruction across all campuses by streamlining school processes and procedures, regularly meeting with all school personnel, and monitoring the activity on all campuses.	2. Conduct staff meetings/provide training to streamline school processes and procedures and implement common procedures for office operations. <ul style="list-style-type: none"> <li><input type="checkbox"/> Schoolwide use of the WCSA Handbook</li> <li><input type="checkbox"/> Ensure consistency in school operations and delivery of services across all campuses</li> </ul> <p><i>WASC Critical Area 5: Continue to use and develop the FOL process as a regular mechanism to engage all stakeholders, including teachers.</i></p>	July 2020 – June 2021	Principal/ Vice Principals/ Registrars/ SASA/ Office Staff	<input checked="" type="checkbox"/> CSA General Funds \$303,533 ( <i>SASA: \$57,226; Acct Clerk: 2 @ \$37,381; Office Asst: 5 @ \$34,309</i> ) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Student surveys will reflect a positive experience with the office staff. <ul style="list-style-type: none"> <li><input type="checkbox"/> PY 2016-2017: 92.8%</li> <li><input type="checkbox"/> PY 2017-2018: 95.3%</li> <li><input type="checkbox"/> PY 2018-2019: 92.8%</li> </ul>
Maintain community partnerships and create new partnerships with community organizations, helping WCSA to recruit more students.	3. Build and maintain partnerships with feeder high schools and community partners to better support our students to be successful in and out of the classroom, and beyond. <p><i>WASC Critical Area 5: Continue to use and develop the FOL process as a regular mechanism to engage all stakeholders, including teachers.</i></p> <p><i>WASC Critical Area 6: Continue to develop and expand on school branding and marketing to expand student and community awareness and enrollment.</i></p>	July 2020 – June 2021	Principal/ Vice Principals	<input type="checkbox"/> CSA General Funds <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> N/A	Student retention rate will show an increase from the previous year. <ul style="list-style-type: none"> <li><input type="checkbox"/> PY 2017-2018: 76.0%</li> <li><input type="checkbox"/> PY 2018-2019: 77.2%</li> </ul>