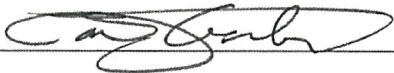



Three-Year Academic Plan 2017-2020

WAIPAHU COMMUNITY SCHOOL FOR ADULTS



94-1211 Farrington Highway
Waipahu, HI 96797
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www.wcsahawaii.org

Submitted by Pat Anbe	Date
	5/2/19
Approved by Keith Hui	Date
	5/7/19

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?																																																																																																																																																																																																																																																												
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none">Comprehensive Needs Assessment (Title I Schools)WASC Self Study<ul style="list-style-type: none">WASC Category B: Standards Based Student Learning: Curriculum, instructionWASC Category C: Standards Based Student Learning: InstructionWASC Category D: Standards Based Student Learning: Assessment and AccountabilityInternational Baccalaureate (IB) AuthorizationOther	<div><div>1. <i>Need:</i> Develop and implement a system to monitor classroom instruction that ensures all students are engaged in a rigorous and relevant curriculum (WASC Critical Area for Follow-Up #1).</div><div>2. <i>Need:</i> Develop and implement a process to ensure the collaborative review of student work by teachers to inform instructional practice (WASC Critical Area for Follow-Up #2).</div><div>3. <i>Need:</i> Develop strategies to increase retention so more students can attain their personal and educational goals (WASC Critical Area for Follow-Up #3).</div></div> <table><tr><th>Retention (Course Completion)</th><th>PY 2012-13</th><th>PY 2013-14</th><th>PY 2014-15</th><th>PY 2015-16</th><th>PY 2016-17</th></tr><tr><td>Adult Basic Education</td><td>86.7%</td><td>90.3%</td><td>85.6%</td><td>76.6%</td><td>73.1%</td></tr><tr><td>ESL</td><td>81.8%</td><td>80.1%</td><td>80.0%</td><td>70.5%</td><td>61.4%</td></tr><tr><td>Family Literacy</td><td>95.9%</td><td>92.1%</td><td>89.7%</td><td>N/A</td><td>N/A</td></tr><tr><td>Adult Secondary Education</td><td>82.1%</td><td>84.7%</td><td>86.7%</td><td>82.7%</td><td>83.2%</td></tr><tr><td>Workplace Literacy</td><td>96.8%</td><td>97.4%</td><td>97.8%</td><td>91.5%</td><td>94.6%</td></tr><tr><td>Total</td><td>85.5%</td><td>87.4%</td><td>88.2%</td><td>82.2%</td><td>81.9%</td></tr></table> <div>4. <i>Need:</i> Develop and implement strategies to improve student achievement in the CB and ESL curriculum (WASC Critical Area for Follow-Up #4).</div> <table><tr><th colspan="2"></th><th colspan="2">2012-2013</th><th colspan="2">2013-2014</th><th colspan="2">2014-2015</th><th colspan="2">2015-2016</th><th colspan="2">2016-2017</th><th colspan="2">2017-2018</th></tr><tr><th colspan="2">Educational Functioning Level (EFL)</th><th>State Target</th><th>WCSA</th><th>State Target</th><th>WCSA</th><th>State Target</th><th>WCSA</th><th>State Target</th><th>WCSA</th><th>State Target</th><th>WCSA</th><th>State Target</th><th>WCSA</th></tr><tr><td>ABE Beginning Literacy</td><td>ABE Level 1</td><td>26%</td><td>27%</td><td>15%</td><td>50%</td><td>35%</td><td>50.00%</td><td>37%</td><td>74.07%</td><td>30%</td><td>85.7%</td><td>33%</td><td>65.5%</td></tr><tr><td>ABE Beginning</td><td>ABE Level 2</td><td>29%</td><td>41%</td><td>31%</td><td>45%</td><td>36%</td><td>53.40%</td><td>42%</td><td>60.54%</td><td>45%</td><td>68.2%</td><td>46%</td><td>61%</td></tr><tr><td>ABE Low Intermediate</td><td>ABE Level 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3	30%	32%	30%	46%	37%	47.79%	40%	49.32%	43%	53.7%	44%	52.6%	ABE High Intermediate	ABE Level 4	22%	25%	21%	23%	30%	30.75%	30%	29.81%	37%	41.5%	37%	49%	ASE Low	ABE Level 5	18%	17%	14%	20%	25%	21.26%	25%	22.97%	33%	34.1%	33%	48.3%	ASE High	ABE Level 6	NA	39%	NA	26%	NA	33.17%	NA	28.27%	NA	28.6%	NA	32.4%	ESL Beginning Literacy	ESL Level 1	31%	6%	29%	29%	35%	0.00%	30%	20.00%	35%	16.7%	37%	7.7%	ESL Low Beginning	ESL Level 2	39%	10%	25%	25%	44%	0.00%	33%	11.76%	35%	38.9%	37%	21.4%	ESL High Beginning	ESL Level 3	27%	28%	21%	38%	44%	19.23%	32%	20.34%	32%	30.9%	35%	32.4%	ESL Low Intermediate	ESL Level 4	25%	21%	21%	17%	38%	18.31%	30%	16.90%	28%	15.3%	30%	19.1%	ESL High Intermediate	ESL Level 5	25%	21%	22%	12%	32%	23.68%	30%	21.92%	30%	18.3%	30%	17.9%	ESL Advanced	ESL Level 6	12%	5%	13%	15%	20%	8.75%	12%	9.18%	17%	6.7%	17%	19.2%
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Addressing Equity: Sub Group Identification																																																																																																																																																																																																																																																												
In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.																																																																																																																																																																																																																																																												

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
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. Kevin Ginoza, Vice Principal	3. WCSA strategies and initiatives at the Wahiawa Campus
4. Matt Wong, Vice Principal	4. WCSA strategies and initiatives at the Windward Campus
5. Chad Okinaka, Vice Principal	5. WCSA strategies and initiatives at the Hilo and Kona Campuses
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. Li-Anne Yoshimura, Curriculum Coordinator Coreen Higa, Curriculum Coordinator Tina Matsuo, Curriculum Coordinator	9. WCSA strategies and initiatives WCSA strategies and initiatives WCSA strategies and initiatives
10. Christine Park, Transition Coordinator Rosanne Uno, Transition Coordinator	10. WCSA strategies and initiatives WCSA strategies and initiatives at the Kona Campus

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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: By the end of three years, WCSA intends to	Rationale:
<ul style="list-style-type: none"> • 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 schools and the workforce as well as provide students with the knowledge needed to contribute positively to society; • Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness; • 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. 	<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>

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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
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 schools and the workforce as well as provide students with the knowledge needed to contribute positively to society.	1. Evaluate the CB program curriculum, making revisions to better support student achievement. ➤ Implement bellwork activities <i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i>	August 2017 – June 2019	Vice Principals/ Curriculum Coordinators	<input type="checkbox"/> CSA General Funds <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input checked="" type="checkbox"/> N/A	CB students will show an increase in educational functioning levels as determined by the CASAS assessment.
	2. Redesign the English Language Acquisition Program (ELA) to strengthen the focus on transition to postsecondary education opportunities and employment. ➤ Utilize the <i>BurlingtonEnglish</i> online interactive program <i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i>	August 2017 – June 2020	ELA Coordinators/ Vice Principals	<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"/> Supplemental Funds <input type="checkbox"/> N/A	ELA students will show an increase in educational functioning levels as determined by the CASAS assessment.
	3. Continue to implement and expand the iCAN program, designed to prepare students for success in postsecondary educational programs, vocational training programs, and the workforce. ➤ Utilize the <i>Instruction Targeted for TABE Success</i> (ITTS) program ➤ Continue to offer students the opportunity to earn a National Work Readiness Credential <i>WASC Critical Area 1: Develop and implement a system to monitor classroom instruction.</i>	August 2017 – June 2020	Transition Coordinators	<input checked="" type="checkbox"/> CSA General Funds \$56,905 (<i>Transition Coordinator</i>) <input checked="" type="checkbox"/> Federal Funds \$2,600 (<i>ITTS license fees</i>) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input type="checkbox"/> N/A	Students in the iCAN program will show an increase in educational functioning levels as determined by the TABE assessment.

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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
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 schools and the workforce as well as provide students with the knowledge needed to contribute positively to society.	<p>4. Implement the Workshop Model to ensure consistency in the delivery of instruction across all WCSA campuses.</p> <p><i>WASC Critical Area 1: Develop and implement a system to monitor classroom instruction.</i></p> <p><i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i></p>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	<p>Students will be cognitively engaged and working on the day's lesson as evidenced by classroom observation data</p> <ul style="list-style-type: none"> ➤ Fall 2017: Observed in 65.6% of classrooms visited <p>Teachers will connect their lesson to students' prior knowledge and experiences, or real world application, as evidenced by classroom observation data</p> <ul style="list-style-type: none"> ➤ Fall 2017: Observed in 57.8% of classrooms visited
	<p>5. Begin implementation of the Workforce Development Diploma Program for students who want to enter the workforce or improve their job-readiness/soft skills.</p> <ul style="list-style-type: none"> ➤ Utilize the <i>Essential Education</i> computer-based program ➤ Provide students the opportunity to earn a National Work Readiness Credential 	June 2019 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	<p>ABE students will show an increase in educational functioning levels as determined by the CASAS assessment.</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
Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness.	<p>6. 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>➤ 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 2: Develop and implement a process to ensure the collaborative review of student work.</i></p> <p><i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i></p>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.
Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness.	<p>7. 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: Develop strategies to increase retention.</i></p> <p><i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i></p>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	<p>Increase the amount of students being post-tested.</p> <p>➤ PY 2013-14: 49.2%</p> <p>➤ PY 2014-15: 57.1%</p> <p>➤ PY 2015-16: 57.1%</p> <p>➤ PY 2016-17: 54.2%</p> <p>➤ PY 2017-18: 55.5%</p>

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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
Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness.	8. Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies. <i>WASC Critical Area 1: Develop and implement a system to monitor classroom instruction.</i>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.
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 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	Registrars/ Principal	<input type="checkbox"/> CSA General Funds <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input checked="" type="checkbox"/> N/A	Student retention rate will show an increase from the previous year. ➤ PY 2015-16: 82.2% ➤ PY 2016-17: 81.9% (decrease in retention in ABE and ESL; increase in ASE and Workplace Lit.)
	10. Provide students with college and career counseling services, including postsecondary education and job exploration opportunities. <i>WASC Critical Area 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	Student surveys will show an increase of students who utilize the services of the transition counselors. ➤ PY 2015-16: 63.4% ➤ PY 2016-17: 65.3% ➤ PY 2017-18: 85.8%

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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
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.	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 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	All students will develop a transition plan.
	12. Provide students with a safe learning environment. <i>WASC Critical Area 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	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"/> Supplemental Funds <input type="checkbox"/> N/A	Student surveys will reflect a positive response rate in regards to feeling safe on campus. ➤ PY 2015-16: 95.3% ➤ PY 2016-17: 94.9% ➤ PY 2017-18: 96.9%

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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: By the end of three years, WCSA intends to	Rationale:
<ul style="list-style-type: none">• Provide appropriate professional development, based on the analysis of school data, to better support and meet the needs of the teachers;• Provide the necessary supports for both new as well as veteran teachers to ensure staff and student success.	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.

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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
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> <p><i>WASC Critical Area 2: Develop and implement a process to ensure the collaborative review of student work.</i></p> <p><i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i></p>	August 2017 – June 2020	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"/> Supplemental Funds <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"> ➤ CASAS competencies ➤ College and Career Readiness Standards ➤ CB curriculum ➤ ELA curriculum ➤ Bellwork pilot <p><i>WASC Critical Area 2: Develop and implement a process to ensure the collaborative review of student work.</i></p> <p><i>WASC Critical Area 4: Develop and implement strategies to improve student achievement in the CB and ESL curriculum.</i></p>	August 2017 – June 2020	Curriculum Coordinators/ Program Coordinators/ Admin.	<input checked="" type="checkbox"/> CSA General Funds \$286,601 (<i>Curriculum Coordinators: 3 @ \$90,777; PTT Wages: \$14,270</i>) <input checked="" type="checkbox"/> Federal Funds \$27,000 (<i>PTT Wages</i>) <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input type="checkbox"/> N/A	Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.

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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: By the end of three years, WCSA intends to	Rationale:
<ul style="list-style-type: none"> • Continue its efforts to meet the 21st century education and employment needs of the students by continuing to use technology to supplement classroom instruction as well as to provide distance learning; • 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; • Maintain its community partnerships and create new partnerships with community organizations, helping WCSA to recruit more students. 	<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 st 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"> ➤ <i>BurlingtonEnglish</i> ➤ <i>Empower3000</i> ➤ <i>Instruction Targeted for TABE Success (ITTS)</i> ➤ <i>PLATO™</i> ➤ <i>Essential Education</i> <i>WASC Critical Area 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	Principal/ Vice Principals/ Tech Coordinators	<input checked="" type="checkbox"/> CSA General Funds \$105,388 (<i>User Support Technicians: 2 @ \$40,694; PTT Wages: \$24,000</i>) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <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"> ➤ Overall retention rate in PY 2015-16: 82.2% ➤ PY 2016-17: 81.9%
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 trainings to streamline school process and procedures and implement common procedures for office operations. <ul style="list-style-type: none"> ➤ Schoolwide use of the WCSA Handbook ➤ Ensure consistency in school operations and delivery of services across all campuses 	August 2017 – June 2020	Principal/ Vice Principals/ Registrars/ SASA/ Office Staff	<input checked="" type="checkbox"/> CSA General Funds \$322,224 (<i>SASA: \$57,226; Acct Clerk: 2.5 @ \$37,381; Office Asst: 5 @ \$34,309</i>) <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input type="checkbox"/> N/A	Student surveys will reflect a positive experience with the office staff. <ul style="list-style-type: none"> ➤ PY 2015-16: 91.5% ➤ PY 2016-17: 92.8% ➤ PY 2017-18: 95.3%
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 ensure a smoother transition for students from these organizations to WCSA. <i>WASC Critical Area 3: Develop strategies to increase retention.</i>	August 2017 – June 2020	Principal/ Vice Principals	<input type="checkbox"/> CSA General Funds <input type="checkbox"/> Federal Funds <input type="checkbox"/> Fees Revenue <input type="checkbox"/> Supplemental Funds <input type="checkbox"/> N/A	Student retention rate will show an increase from the previous year. <ul style="list-style-type: none"> ➤ Overall retention rate in PY 2015-16: 82.2% ➤ PY 2016-17: 81.9%