# Academic Plan

## School Year 2023-2024

### Waipahu Community School for Adults

94-1211 Farrington Highway
Waipahu, HI 96797
808-307-9677
www.wcsahawaii.org

<table>
<thead>
<tr>
<th>Submitted by Pat Anbe</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Pat Y. Anbe</strong></td>
<td>04/24/23</td>
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<tr>
<th>Approved by Richard Fajardo</th>
<th>Date</th>
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<td>04/14/23</td>
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School Year 2023-2024 Academic Plan

Where are we now?

Prioritize school’s needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Based on WCSA’s Spring 2023 Mid-Cycle Visit:

1. **Need:** Continue to develop and further implement a system to address student persistence and completion (WASC Critical Area for Follow-Up #1).

<table>
<thead>
<tr>
<th></th>
<th>PY 2019-2020</th>
<th>PY 2020-2021*</th>
<th>PY 2021-2022**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education</td>
<td>57.9%</td>
<td>41.2%</td>
<td>41.8%</td>
</tr>
<tr>
<td>ESL</td>
<td>56.2%</td>
<td>36.7%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Family Literacy</td>
<td>84.6%</td>
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</tr>
<tr>
<td>Adult Secondary Education</td>
<td>52.3%</td>
<td>44.6%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>89%</td>
<td>70.1%</td>
<td>41.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53.6%</strong></td>
<td><strong>45.3%</strong></td>
<td><strong>48.0%</strong></td>
</tr>
</tbody>
</table>

*Spring 2020: pivoted to full distance learning due to COVID, impacting completion rates
**PY 2020-2021: school operations still impacted by COVID, in-person classes did not resume at all campuses

2. **Need:** Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development (WASC Critical Area for Follow-Up #2).

3. **Need:** Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites (WASC Critical Area for Follow-Up #3).

4. **Need:** Continue to work to 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 #4).

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.**
## School Year 2023-2024 Academic Plan

**ORGANIZE:** Identify your school priorities and leads.

<table>
<thead>
<tr>
<th>Priorities/Strategies/Initiatives</th>
<th>Name and Title of School Accountable Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WCSA priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC</td>
<td>1. Pat Anbe, Principal</td>
</tr>
</tbody>
</table>
| 2. **WCSA Waipahu Campus** (including Kapolei and Waianae Sites) - priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC | 2. ___________, Vice Principal  
Nathan Pinnow, Registrar |
| 3. **WCSA Hilo and Kona Campuses** - priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC | 3. Chad Okinaka, Vice Principal  
Cindy Iwata, Registrar |
| 4. **WCSA Wahiawa Campus** - priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC | 4. Kevin Ginoza, Vice Principal  
Li-Anne Yoshimura, Registrar |
| 5. **WCSA Windward Campus** - priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC | 5. Matt Wong, Vice Principal  
Sheri Murai, Registrar |
| 6. WCSA priorities, strategies and initiatives that address the critical areas for follow-up, as identified by WASC | 6. Coreen Higa, Curriculum Coordinator  
Tina Matsuo, Curriculum Coordinator  
Christine Park, Transition Coordinator  
Jennifer Sakurai, Workforce Coordinator  
Jonathan Sakurai, Curriculum Coordinator |
School Year 2023-2024 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.

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Rationale:</th>
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<tr>
<td>In an effort to provide a multi-tiered system of support (MTSS) for our students, WCSA intends to:</td>
<td>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.</td>
</tr>
<tr>
<td>- 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;</td>
<td></td>
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<tr>
<td>- Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness; and</td>
<td></td>
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<tr>
<td>- 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.</td>
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## School Year 2023-2024 Academic Plan

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<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
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| 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. | 1. Evaluate and refine the Workforce Development Diploma Program (WDDP), making the necessary adjustments to better support students who want to enter the workforce and/or improve their job-readiness/soft skills.  
   - Utilize computer-based programs (*Essential Education, Achieve3000*)  
   - Provide students the opportunity to earn a National Work Readiness Credential or Northstar Digital Literacy Certificate | July 2023 – June 2024 | Workforce Coordinator/Administrators | CSA General Funds $79,174 (*Workforce Coordinator*)  
Federal Funds $9,180 (*Essential Education & Achieve3000 license fees*) | ABE students will show an increase in educational functioning levels as determined by the CASAS assessment. |
| | 2. Continue to monitor and refine the High School Equivalency (HSE) program to ensure the necessary supports are in place to prepare students to successfully attain their high school equivalency.  
   - Utilize computer-based programs (*Essential Education, Achieve3000*) | July 2023 – June 2024 | Curriculum Coordinators/Administrators | CSA General Funds  
Federal Funds $16,320 (*Essential Education & Achieve3000 license fees*) | Students in the HSE program will successfully complete the battery of tests offered by HiSET or GED.  
Students will show an increase in educational functioning levels as determined by the CASAS assessment. |
| WASC Critical Area 4: Continue to work to 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. | 3. Continue to provide students with the opportunity to improve upon their speaking, listening and comprehension skills through the English Language Acquisition (ELA) program, with a strengthened focus on transition to postsecondary education opportunities and employment.  
   - Utilize the *Burlington* English online interactive program | July 2023 – June 2024 | Curriculum Coordinators/ELA Coordinators/Administrators | CSA General Funds  
Federal Funds $16,000 (*Burlington English license fees*) | ELA students will show an increase in educational functioning levels as determined by the CASAS assessment. |
## School Year 2023-2024 Academic Plan

### Planning

<table>
<thead>
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<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
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| 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. | 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.  
   - Utilize computer-based programs (*Essential Education, Achieve3000*)  
   - Continue to offer students the opportunity to earn a National Work Readiness Credential or Northstar Digital Literacy Certificate | July 2023 – June 2024 | Transition Coordinator | ☒ CSA General Funds $59,694 (Transition Coordinator)  
☐ Federal Funds  
☐ Fees Revenue  
☐ N/A | Students in the iCAN program will show an increase in educational functioning levels as determined by the CASAS assessment.  
Analyze outcome data based on students achieving their transition goal(s). |
| 5. Continue with the implementation of the Workshop Model to ensure consistency in the delivery of instruction across all WCSA campuses. | July 2023 – June 2024 | Administrators | ☒ CSA General Funds  
☒ Federal Funds $141,000 (PTT Wages)  
☐ Fees Revenue  
☐ N/A | Based on classroom observations:  
- Students will be cognitively engaged.  
- Teachers will connect lesson to students' prior knowledge and experiences, or real world application. |
| Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness. | 6. Continue to monitor student hours to ensure students are post-tested when eligible, providing the school with more accurate retention and achievement data. | July 2023 – June 2024 | Registrars/Testing Coordinators | ☒ CSA General Funds  
☒ Federal Funds $25,000 (PTT Wages)  
☐ Fees Revenue  
☐ N/A | Increase the amount of students being post-tested.  
- PY 2019-2020: 49.0%  
- PY 2020-2021: 51.4%  
- PY 2021-2022: 52.3% |
# School Year 2023-2024 Academic Plan

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<th>Desired Outcome</th>
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<th>School Year(s) of Activity</th>
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<tr>
<td>Use student data to inform curriculum and instruction to ensure students are on the path toward college- or career-readiness.</td>
<td>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. &gt; 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.</td>
<td>July 2023 – June 2024</td>
<td>Registrars/ Curriculum Coordinators/ Workforce Coordinator</td>
<td>CSA General Funds $316,696 (Registrars: 4 @ $79,174) Federal Funds $6,000 (CASAS eTests) Fees Revenue N/A</td>
<td>Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.</td>
</tr>
<tr>
<td>December 2023 – March 2024</td>
<td>Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies.</td>
<td>Administrators</td>
<td>CSA General Funds $596,621 (Principal: $182,573; Vice Principals: 4 @ $103,512) Federal Funds Fees Revenue N/A</td>
<td>Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.</td>
<td></td>
</tr>
<tr>
<td>Increase student retention by providing support to students as they navigate through the WCSA programs.</td>
<td>Monitor student attendance and implement different strategies in an effort to retain more students. &gt; WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.</td>
<td>July 2023 – June 2024</td>
<td>Registrars/ Administrators</td>
<td>CSA General Funds Federal Funds Fees Revenue N/A</td>
<td>Student retention rate will show an increase from the previous year. &gt; PY 2019-2020: 53.6% &gt; PY 2020-2021: 45.3% &gt; PY 2021-2022: 48.0%</td>
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## School Year 2023-2024 Academic Plan

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<th>Desired Outcome</th>
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| 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. | 10. Provide students with college and career counseling services, including postsecondary education and job exploration opportunities.  
WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.  
WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites. | July 2023 – June 2024 | Transition Coordinator/Workforce Coordinator/Transition Counselors | □ CSA General Funds  
□ Federal Funds  
$50,000 (PTT Wages)  
□ Fees Revenue  
□ N/A | Student surveys will show an increase of students who utilize the services of the transition counselors.  
➢ PY 2019-2020: 75.2%  
➢ PY 2020-2021: 59.2%  
➢ PY 2021-2022: 61.1% |
| 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/transition goals.  
WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.  
WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites. | July 2023 – June 2024 | Transition Coordinators/Workforce Coordinator/Transition Counselors | □ CSA General Funds  
□ Federal Funds  
□ Fees Revenue  
□ N/A | All students will develop a transition plan.  
Analyze outcome data based on students achieving their transition goal(s). |
□ Federal Funds  
□ Fees Revenue  
$28,000 (Security Wages)  
□ N/A | Student surveys will reflect a positive response rate in regards to feeling safe on campus.  
➢ PY 2019-2020: 93.4%  
➢ PY 2020-2021: 78.4%  
➢ PY 2021-2022: 84.5% |
### School Year 2023-2024 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.

- **Objective 1: Focused Professional Development** - Develop and grow employees to support student success and continuous improvement.
- **Objective 2: Timely Recruitment and Placement** - Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Rationale:</th>
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<tbody>
<tr>
<td>WCSA intends to:</td>
<td>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.</td>
</tr>
<tr>
<td>- Provide appropriate professional development, based on the analysis of school data, to better support and meet the needs of the teachers; and</td>
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<tr>
<td>- Provide the necessary supports for both new as well as veteran teachers to ensure staff and student success.</td>
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<th>Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| Provide the necessary support for both new as well as veteran teachers to ensure staff and student success. | 1. Teachers will meet to ensure the consistent delivery of instruction to students.  
   - Provide teachers opportunity for articulation and collaboration  
   - Utilize Google Classroom as a vehicle to provide PD/training/collaboration opportunities  
   *WASC Critical Area 2: Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development.*  
   *WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.* | July 2023 – June 2024 | Curriculum Coordinators/Workforce Coordinator/Transition Coordinator/Administrators | ☑ CSA General Funds  
☒ Federal Funds $10,000 (PTT Wages)  
☐ Fees Revenue  
☐ N/A | Classroom observation data and/or teacher surveys will serve to inform administrators and the PD committee 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. | 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 and/or teacher feedback.  
   - CASAS competencies  
   - College and Career Readiness Standards  
   - Academic programs  
   *WASC Critical Area 2: Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development.*  
   *WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.* | July 2023 – June 2024 | Curriculum Coordinators/Workforce Coordinator/Transition Coordinator/Administrators | ☒ CSA General Funds $237,522 (Curriculum Coordinators: 3 @$79,174)  
☒ Federal Funds $27,000 (PTT Wages)  
☐ Fees Revenue  
☐ N/A | Students will show an increase in educational functioning levels as determined by the CASAS or TABE assessments.  
- Students will show an increase in test scores for need area |
School Year 2023-2024 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.

- **Objective 1: Innovation** - Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** - Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** - Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

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<th>Outcome:</th>
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<tbody>
<tr>
<td>WCSA intends to:</td>
<td>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. 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. 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 Boards and they, along with WCSA program coordinators, attend Workforce Development Council and other partner meetings on a quarterly/monthly basis as a way 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.</td>
</tr>
<tr>
<td>• 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;</td>
<td></td>
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<tr>
<td>• 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</td>
<td></td>
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<tr>
<td>• Maintain its community partnerships and create new partnerships with community organizations, helping WCSA to recruit more students.</td>
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<table>
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<th>Planning</th>
<th>Enabling Activities</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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<tbody>
<tr>
<td><strong>Desired Outcome</strong>&lt;br&gt;(Indicate year(s) of implementation in next column)</td>
<td><strong>School Year(s) of Activity</strong>&lt;br&gt;<strong>Accountable Lead(s)</strong>&lt;br&gt;<strong>Source of Funds</strong>&lt;br&gt;(Check applicable boxes to indicate source of funds)</td>
<td><strong>Define the relevant data used to regularly assess and monitor progress</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Continue 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.</strong></td>
<td>July 2023 – June 2024&lt;br&gt;Administrators/&lt;br&gt;Tech Coordinators&lt;br&gt;☐ CSA General Funds&lt;br&gt;$46,842 (User Support Technician)&lt;br&gt;☐ Federal Funds&lt;br&gt;$13,000 (Edmentum PLATO license fees)&lt;br&gt;☐ Fees Revenue&lt;br&gt;$24,000 (PTT Wages)</td>
<td>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.&lt;br&gt;☐ PY 2019-2020: 53.6%&lt;br&gt;☐ PY 2020-2021: 45.3%&lt;br&gt;☐ PY 2021-2022: 48.0%</td>
<td></td>
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<tr>
<td><strong>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.</strong></td>
<td>July 2023 – June 2024&lt;br&gt;Administrators/&lt;br&gt;Registrars/&lt;br&gt;SASA/&lt;br&gt;Office Staff&lt;br&gt;☐ CSA General Funds&lt;br&gt;$438,792 (SASA: $55,157; Acct Clerk: 3.5 @ $43,886; Office Asst: 6 @ $38,339)&lt;br&gt;☐ Federal Funds&lt;br&gt;☐ Fees Revenue&lt;br&gt;☐ N/A</td>
<td>Student surveys will reflect a positive experience with the office staff.&lt;br&gt;☐ PY 2019-2020: 95.4%&lt;br&gt;☐ PY 2020-2021: 92.2%&lt;br&gt;☐ PY 2021-2022: 91.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Maintain community partnerships and create new partnerships with community organizations, helping WCSA to recruit more students.</strong></td>
<td>July 2023 – June 2024&lt;br&gt;Administrators&lt;br&gt;☐ CSA General Funds&lt;br&gt;☐ Federal Funds&lt;br&gt;☐ Fees Revenue&lt;br&gt;☐ N/A</td>
<td>Student retention rate will show an increase from the previous year.&lt;br&gt;☐ PY 2019-2020: 53.6%&lt;br&gt;☐ PY 2020-2021: 45.3%&lt;br&gt;☐ PY 2021-2022: 48.0%</td>
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