

NORWALK-LA MIRADA ADULT SCHOOL

NLMAS 1937
EDUCATION OPENS DOORS



SELF-STUDY REPORT

FOR

NORWALK-LA MIRADA ADULT SCHOOL

15711 Pioneer Boulevard, Norwalk, CA 90650

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February 24-26, 2025



Norwalk-La Mirada Unified School District

Accrediting Commission for Schools Western Association of Schools and Colleges

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INTRODUCTION



NLMAS graduating class of 2024.

The Norwalk-La Mirada Adult School (NLMAS), a member of the Norwalk-La Mirada Unified School District (NLMUSD), has a longstanding commitment to adult education in Norwalk and its surrounding communities. Established in 1937 as an evening program at what is now its main campus, NLMAS has evolved significantly over the years. In 2017, the integration of the Southeast Regional Occupation Program into its offerings strengthened the school's position as a leading provider of adult academic and career education. Today, NLMAS offers robust, student-centered adult education classes across two dedicated campuses in Norwalk and La Mirada, meeting students' diverse educational and vocational needs.

Key programs at NLMAS include an extensive English as a Second Language (ESL) program, a flexible High School Diploma (HSD)/High School Equivalency (HSE) program available both in person and online, and a broad Career Technical Education (CTE) training program in fields such as medical, dental, pharmacy, real estate, welding, custodial services, childcare, accounting, and entry-level administrative support. Alongside these programs, NLMAS places a strong emphasis on advancing diversity, equity, and inclusion through culturally responsive teaching that validates all students' heritages, flexible content delivery for diverse learning styles, and inclusive classroom environments that actively encourage engagement from all students.

Recognizing short-term career training as essential to addressing students' immediate learning needs, NLMAS is committed to strengthening and expanding its programs to offer industry-recognized certifications and workplace support. This effort elevates the school's capacity to deliver relevant and impactful training. Driven by the dedication of its teachers, staff, and strategic partners, NLMAS provides the support and resources necessary to foster student achievement and prepare them for real-world challenges.

Programs Offered and Class Sizes

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs in career technical education that are short term in nature with high employment potential.

Below are the individual courses offered for each Program Area with the maximum enrollment:

Program Area 1, ASE/ABE

Courses Offered	Maximum Enrollment
High School Diploma Adult Education High School Diploma	No maximum. Students can complete a HSD through a combination of morning and evening teacher-directed instruction in single-subject quarter-session classes, along with semester-long online Imagine Edgenuity courses offered in an Independent Learning Center (ILC). Students may choose to complete online courses in person or remotely. Additionally, dual enrollment in Cerritos College courses for high school credits is an option for eligible students.
GED® and HiSET® Preparation	No maximum. HSE preparation coursework for both GED® and HiSET® in English and Spanish is offered mornings in a teacher-directed classroom. Additionally, self-paced HSE prep coursework is available in the ILC and can be completed in the classroom or remotely. Official HSE practice tests are provided to each enrolled student upon completion of their coursework.
ABE Basic Reading and Writing	No maximum. Teacher-directed classroom instruction offered weekly to improve students' basic reading and writing skills. Not for high school credit.

Courses Offered	Maximum Enrollment
Life Skills and Functional Academics	No maximum. Teacher-directed classroom instruction provided 4 mornings per week to promote independent living.

Program Area 2, ESL / Citizenship / EL Civics

Courses Offered	Maximum Enrollment
ESL Levels Literacy – 5	45
EL Civics Levels Literacy – 5	45
Citizenship Preparation in English and Spanish	45
Conversation and Pronunciation Beginning, Intermediate, Advanced, Multi-level	45
Vocational ESL classes for Computer Basics, Office Assistant, ESL Through the News, Pre-School/Childcare Professions	25
Distance Learning for ESL Beginning through Advanced Prepare for Citizenship In person and virtual sessions	No Maximum

Program Area 3, Career Technical Education

Training Program Offered	Maximum Enrollment
Nurse Assistant Pre-Certification for CNA	25 / 12 weeks
Dental Assistant	25 / 18 weeks
BLS/Community CPR - HeartSaver CPR/AED	25 / 6 hours
Medical Assistant Administrative & Clinical	15 / 18 weeks
Medical Billing and Coding	15 / 36 weeks
Pharmacy Technician	15 / 36 weeks Cohort
Welding/Metal Fabrication	25 / 18 weeks
Preschool/Childcare Professions Certificate Program	25 / 4 semester courses
Real Estate Principles, Practice, Finance	30 / 3 semester courses

Training Program Offered	Maximum Enrollment
Custodial Technician Basic and Advanced	15 / 18 weeks
Math for the Healthcare Field	25 / 3 weeks
<p>Career Technical Education Center (CTEC) Pathways in Accounting Associate, Administrative Assistant, Office Assistant, and Medical Records and Health Information Technician.</p> <p>Self-Paced courses in MS Word, Excel, Access, Outlook, Power-point, Publisher, Computer Basics, Medisoft, Medical Transcription, Quickbooks Pro, Keyboarding, Business Math, Ten-Key, Business English, Medical Terminology, Resume Preparation, and Filing.</p> <p>Software Skills Assessment and Authorized Certiport Testing Center offering certification exams in Microsoft Office Suite Applications, IC3, Intuit Quickbooks, and Adobe Applications.</p>	<p>Open Enrollment</p> <p>Self-paced</p> <p>No Maximum</p>
Teacher Directed quarter-session classes in Computer Basics 1 & 2, Microsoft Excel Beginning & Advanced, Google Apps for Beginners & Intermediates, Adobe Photoshop CC and Creative Cloud Beginning & Advanced, Keyboarding Beginning & Advanced.	25 / session

The Director, Assistant Directors, and the Leadership Team (also known as the Adult Education Services or AES Team) led the school's participation in the Self-Study process following the ACS WASC model. Each NLMAS staff member was assigned to a Focus Group to review Criteria 4, 5, 6, and 7 within Chapter 3. The Leadership Team members co-chaired these groups, which also included students and community members, fostering collaboration through compensated staff meetings, classroom visits, and the use of Google Docs for coordination. The Student Council was informed about the progress of the Self-Study.

The Self-Study coordinator compiled the Chapter 3 findings from the Focus Groups into an initial report draft, which was reviewed by all staff during a WASC meeting in early October 2024. During this meeting, staff gathered in their Focus Groups to submit revisions and clarifications to the draft. These suggestions were reviewed, integrated, and sent to the Leadership Team for further input before final printing. Ultimately, the completed Self-Study report was shared with partners.

CHAPTER ONE

Progress Report

Significant Developments

Three significant developments have occurred since the last full self-study:

1 The COVID-19 pandemic of 2020 had a considerable impact on NLMAS students and staff. The closure of hands-on CTE classes combined with a decline in enrollment and testing posed significant challenges. To meet students' learning needs during the initial in-person closure of classes, the Leadership Team responded swiftly by equipping staff with the necessary technology skills to implement remote learning. This rapid adaptation not only addressed student learning needs effectively, but also led to a significant increase in both student and staff technological proficiency. Additionally, the District promoted the integration of Social and Emotional Learning (SEL) strategies by providing essential resources. To support this initiative, NLMAS Leadership equipped all staff with SEL resources tailored to adult learners, empowering teachers to incorporate SEL strategies into their remote curriculum and strengthening staff capacity to navigate the challenges of that period.

Impact: The swift transition to remote learning during the pandemic allowed students to continue pursuing their educational objectives while sheltering at home. Moreover, the integration of advanced technologies and Social-Emotional Learning (SEL) strategies has become foundational to NLMAS's educational framework, providing ongoing benefits to its students beyond the initial crisis.

2 Since the last self-study, NLMAS has experienced significant staff changes. District leadership has shifted with the resignation of its Superintendent and several key position changes. At NLMAS, new leadership emerged following the retirement of the longstanding Director and the unexpected passing of the Assistant Director of ESL and HSD. The current Director, a former teacher and Assistant Director at NLMAS, brings extensive experience to her role, supported by two Assistant Directors appointed since the last WASC self-study. Additionally, the retirement of several teachers has created opportunities for new staff members, and additional support personnel have joined the team.

Impact: As all staff adapt to these personnel changes, they are embracing a new culture and navigating a period of transition. This transition is marked by increased collaboration and shared responsibilities, which significantly impact student learning.

3 In 2019, the NLMAS Excelsior site underwent a major renovation, resulting in a refreshed and modern learning environment that benefits both students and staff. Improvements range from the parking lot to classrooms and restrooms. New flooring has reduced noise levels, and the modernized front office offers an efficient enrollment area. Technology installations throughout the first-floor hallway display important information for students. Additionally, all classrooms at both sites now feature large flat-screen monitors, enhancing visual engagement, multimedia integration, and collaborative learning. The La Mirada site also received upgrades, including new flooring, fresh exterior paint, and air conditioning in classrooms and the main office, creating a more comfortable and contemporary learning space.

Impact: Facility improvements at both sites have positively impacted students and staff. The modernized spaces, air conditioning at the La Mirada site, and updated technology have created a more comfortable and engaging learning environment for students. New flooring minimizes noise, aiding student concentration, while updated technology supports diverse learning styles and more effective instruction.

Process to Monitor and Implement Schoolwide Action Plan

NLMAS administrators and the Leadership Team (AES Team) oversee the design and implementation of the [Schoolwide Action Plan](#) and school improvement efforts, sharing progress updates with staff during Professional Development (PD) sessions and departmental Professional Learning Communities (PLCs). Each summer, the Administrative Team conducts a comprehensive review of all student data from the previous year, using this analysis to develop specific goals and strategies for the upcoming school year. During the initial schoolwide PD session each fall, staff engage in detailed discussions, reviewing the community profile, student outcome data, and critical learning needs. The staff also revisit the Mission Statement, Schoolwide Learner Outcomes (SLOs), and the District's Pillars for Success. Following this, staff discuss the proposed strategies and goals set by the Administrative Team, assessing the progress of the Action Plan goals and identifying next steps. This collective process establishes a consensus on any necessary updates to the Action Plan steps. The resulting conclusions are then explored in subsequent PD sessions and PLCs, ensuring continuous reflection and progress throughout the school year.



NLMAS graduates from the June 2024 ceremony.

Progress on Growth Areas from WASC 2019

NLMAS developed and implemented a robust Schoolwide Action Plan based on its 2019 Self-Study Growth Areas and the resulting Visiting Committee findings.

1. Technology

Empower teachers and students to keep pace with accelerating educational and workplace demands.

Established in Spring 2019, the Tech Team at NLMAS continues to support faculty and students despite changes in its membership. Initially focused on implementing essential tech standards for ESL, the team has expanded its efforts school-wide. Needs assessments, including PLC surveys and Annual WIOA tech evaluations, have guided the integration of Google Apps and various technologies, supporting the Continuous Improvement Plan (CIP) in alignment with the Action Plan. Training has covered a range of tools such as Schoology, Zoom, Quizlet, Kahoot, Padlet, Google Hangouts, Screencastify, and Flipgrid, provided through PLC sessions and peer coaching. This has enhanced technology fluency and exploration among teachers and students. Currently, departments are using technology to create data tools and offering feedback to refine future tech training.

2. Collaborative Instructional Design, Implementation, and Assessment

Build upon our collaborative culture to advance our curriculum design and assessments to improve student outcomes.

The District has prioritized Student Talk or Academic Discourse as a key driver of student growth. Recognizing its potential to address students' greatest learning needs, NLMAS has made this focus central to collaborative PLC work. Initial collaborative instructional design and implementation centered on integrating strategies such as word walls, academic response scaffolds (e.g., sentence stems), Think-Pair-Share (TPS), and Reciprocal Teaching (RT). Other work included the ESL department incorporating essential ELL standards into its curriculum. During the pandemic, social emotional learning (SEL) was also added as a schoolwide focus, although it was not part of the original Action Plan. Daily Learning Targets (DLTs) for classroom goal setting remains a core practice and implementation goal. Additionally, to better support part-time teachers, Department Chairs now provide asynchronous training, and CTE continues to host remote meetings via Zoom. All departments are currently collecting relevant data for analysis, with the next step being the training of new teachers in NLM Talk strategies.

3. College and Career Pathways

Equip students with skills to successfully complete short-term career and academic pathways.

In 2019, aligned with the WIOA IELCE/IET plan, NLMAS introduced short-term career training programs for ESL learners, including ESL for Childcare, ESL for Office Assistant, and more recently, ESL for Custodial Technician. Through its partnership with the PAACE Consortium, NLMAS students benefit from the K-16 Bridge program, which offers free tuition and additional support to ease their transition to Cerritos College. The school is also promoting and improving its short-term career training opportunities through increased marketing, partnerships for tuition assistance, and exceptional internship placements that lead to employment. NLMAS is collaborating with SELACO WDB to connect adult learners with employment services via CalJOBS. The school's CTE representatives actively engage with a range of partners and resources, such as PAACE Regional Leadership, Workforce System Management Team (SMT), Collaborative Community Network (CCN), CTE Advisory, District English Language Advisory Council (DELAC), Migrant Ed, Head Start Policy Committee, District leadership, the city of Norwalk, LACOE's GAIN, and various AJCCs. Looking ahead, NLMAS will focus on identifying and establishing career pathways for all adult learners that offer higher-wage job opportunities and expanding its IET to provide enhanced support for ESL learners in these short-term pathways.

Outcomes of 2019 Action Plan Work/Impact

The most recent student data reveals several improved outcomes that can be directly connected to NLMAS's focused Action Plan initiatives in technology integration, research-based curricular design and assessments, and enhancing college and career pathways. These outcomes include:

- **Increased Payment Points:** There has been an increase in payment points related to qualified enrollees from 2020 to 2024.
- **Improved WIOA Student Outcomes:** Notable improvements were observed in ESL (English as a Second Language), Citizenship, Civic Participation, and Integrated EL Civics.
- **Improved Adult Secondary Education outcomes including Enrollment, CASAS Pre/Post Paired Scores, EFL Level Gains, HSD completions, and HSE Completions from 2020-2024.**
- **Higher Completion Rates for CTE Programs:** Students are achieving higher completion rates in Career and Technical Education (CTE) short-term training programs.
- **Successful Transition to College:** A greater number of students are successfully transitioning to college after completing our programs.
- **College and Career Pathways:** Schoolwide efforts to foster successful completion of adult learners reaching their goals of college or careers have included staff proactively identifying and nominating students for the OTAN California Adult Education Student Succeed Awards. In the past three years, we have had 15 students awarded and their success stories published online. In the spring of 2024, three of our student success stories have been selected as part of the top four for the state of California to be recognized at the CAEP and ACSA Summits this fall of 2024.
- **Additional sections of short-term career classes have been added to Medical Billing and Coding and Welding classes due to increased enrollment.**

The steps outlined in the 2019 Action Plan have been completed through a collective staff effort; however, the current Self-Study findings highlight the ongoing relevance of continuing work on the 2019 plan's major initiatives. The updated 2025 Action Plan aims to deepen these initiatives by advancing technology skills development and enhancing PLC collaboration with a focus on data analysis. The College and Career Pathways established in the 2019 Action Plan are now embedded practices, allowing the school to shift its emphasis to Student Services as a key area for effectively overcoming student barriers.

The student of 2025 is significantly different from the student of the 2019 Self-Study due to rapid shifts in culture, workplace dynamics, and technology, all of which have impacted today's learners. To address these changes, NLMAS will continue to closely analyze student data to identify their most critical learning needs and promote continuous school improvement by actively implementing the steps outlined in the 2025 Action Plan.

Addressing Student and School Needs

Based on a comprehensive analysis of student demographics, outcome data, and census reports, the Administrative Team identified key actions to address students' greatest learning needs and shared them with staff during a Schoolwide PD session on October 9, 2023.

- NLMAS's primary focus continues to be teaching adult learners English as a Second Language for employment, college, supporting children, and citizenship.
- With a majority of its learners in the working age population, equipping learners with not just the hard skills but also the soft or employability skills is important to its learners finding success.
- NLMAS also needs to expand and strengthen short-term career pathways to get adults employed.
- As census data shows, a significant percent of its community are still in need of a high school diploma or equivalency. NLMAS needs to continue improving upon its HSD/HSE program.
- Increasing marketing efforts to continue serving community members and NLMAS's own students remains critical.

Staff continues to review students' greatest learning needs and to consider additional ways to support all NLMAS students to meet these learning needs. Questions that have emerged as a result of recognizing students' learning needs are posed to staff during schoolwide PD and departmental PLCs.

- How can NLMAS support ESL learners to persist in the program and successfully find employment?
- How can we support HSD/HSE learners to persist and stay on course to receive their diploma or equivalency certificate? What barriers do we need to remove to help students?
- How can we teach the critical employability skills (as identified and verbalized in our SLOs) in all our classes? What else can we do to equip our learners with these skills?
- What other short-term career pathways will benefit our community?

Prior Accreditation Findings

Prior accreditation growth areas were primarily integrated into the 2019 Action Plan through specific action steps. The growth areas that were not included in the Action Plan were addressed through targeted professional development sessions, stakeholder feedback, and additional resources allocated to support those areas.



Nurse Assistant (CNA) graduates from Spring 2024.

CHAPTER TWO

NLMAS Student & Community Profile Data - Analysis Only 2024-25

The Norwalk-La Mirada Adult School (NLMAS), a vital part of the Norwalk-La Mirada Unified School District (NLMUSD), is located in Southeast Los Angeles County. Serving a diverse population, NLMUSD's vision is to become the “district of destination” for every student, guided by the motto: “Every Student. Future Ready. Our Promise!” The district educates a broad range of students, from pre-K through adult learners, across 16 elementary schools, 5 middle schools, 5 high schools, preschools, and a thriving adult school.

During the 2023-24 school year, NLMAS enrolled 3,168 individuals across four campuses in Norwalk and La Mirada. The school offers a wide array of programs, with English as a Second Language (ESL) standing as the most popular. Its Career Technical Education (CTE) program provides fee-based career training, software courses, and pathways in office administration, preparing students for the workforce.

Additionally, NLMAS continues to support adult secondary education through both High School Diploma and High School Equivalency programs, available in both direct-instruction and online formats. In a significant regional distinction, the school offers an Adults with Disabilities program, which serves as a cornerstone of its commitment to inclusivity.

Founded in 1937, NLMAS began as the Excelsior Evening High School Adult Education Program on the Excelsior Union High School campus, which remains one of its primary sites today. Over its 87-year history, NLMAS has adapted to the evolving needs of its community, offering day, afternoon, and evening programs on two main campuses and other district locations. Although the school's offerings and locations have changed over the years, its mission remains consistent, rooted in its original statement emphasizing the importance of education as a foundation for democracy.

The updated mission statement reflects this enduring commitment: “Norwalk-La Mirada Adult School empowers learners with the progressive skills and training to be successful in life, career, and community in a dynamic world.” The school's motto, “Education Opens Doors,” remains as relevant as ever. In the last decade, state directives have emphasized collaboration between adult schools, community colleges, workforce and education partners, community stakeholders, and industries to ensure students are prepared for life, work, and community contribution.

NLMAS embraces this mission, with the overarching goal of empowering students with the skills and opportunities to shape their own futures and enrich their communities.

Student Demographics

Enrollment across the district had been on a gradual decline for several years leading up to the 2019-20 school year, and the onset of the COVID-19 pandemic further complicated matters as all in-person classes were forced to shift to online virtual instruction. Despite these challenges, Norwalk-La Mirada Adult School demonstrated resilience in adapting to the new reality. ESL and High School Diploma programs transitioned smoothly to remote learning, enabling continued educational progress for many students.

However, the shift was more difficult for career training programs, which typically rely on hands-on, experiential learning. These programs were temporarily halted due to state health regulations and district safety guidelines, leading to a pause in many essential skills-based courses. Nonetheless, throughout the pandemic, the community's need for adult education services remained strong.

Now, post-pandemic, NLMAS is seeing a resurgence in student enrollment, with numbers approaching pre-pandemic levels last seen in 2018-19. This growth is an encouraging sign of recovery, and NLMAS anticipates continued expansion in the coming years, as the demand for both academic and career training programs increases once again. The school's ability to adapt during challenging times and its ongoing commitment to serving the community positions it well for sustained growth.

(See Chart #1: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Student Ethnicity (2018-2024)

A comparison of student demographics at Norwalk-La Mirada Adult School from 2018 to 2024 reveals a largely consistent ethnic composition. The majority of students—ranging between 72% and 79%—have consistently identified as Hispanic, reflecting the broader demographic trends of the surrounding community. The second-largest group has been the Asian population, which has accounted for 12% to 19% of the student body during this period.

However, during the 2023-24 school year, there has been a subtle shift in these demographics. NLMAS observed a slight decrease in Hispanic enrollment alongside a modest increase in both Asian and White student populations. While the overall ethnic composition remains similar, these small changes may indicate evolving community dynamics and enrollment trends that could influence future program offerings and outreach efforts. NLMAS remains committed to serving its diverse student body and adapting to the changing needs of its community.

(See Chart #2: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Scan QR code for:

[NLMAS Student & Community Profile Data Charts 2024-25](#)



Student Age Group (2022-2024)

Student age demographics at NLMAS have remained relatively stable over recent years, with the majority of students falling within the 20 to 60 age range. However, NLMAS has seen a notable increase in enrollments among students aged 35 and older, reflecting a growing demand for lifelong learning and career development opportunities among more mature learners.

This upward trend among older adults highlights the school's ongoing role in providing accessible education and skills training for individuals seeking career advancement, a career change, or personal enrichment later in life. As the workforce continues to evolve, NLMAS remains committed to supporting adult learners of all ages, offering programs that cater to the diverse needs of its students.

(See Chart #3: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Student Gender (2022-2024)

In comparison of student identified gender among enrollees in 2023-2024, data shows that female learners have increased their share of the population by 4% since the 2022-2023 school year.

(See Chart #4: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Community Information - (Cities of Norwalk and La Mirada*)

**United States Census Bureau QuickFacts July 25, 2024*

A study of the community demographics for the cities of Norwalk and La Mirada shows consistency in ethnic distributions and total population since 2020. There has been a 3.5% decrease in total population for La Mirada, and a 4.18% decrease for Norwalk since 2020 according to the most recent 2022 census.

(See Chart #5: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Community Information - Other Selected Characteristics 2022*

** United States Census Bureau QuickFacts July 25, 2024*

Recent census data show that while the percentage of Norwalk residents with a high school diploma or higher has remained steady, both Norwalk and La Mirada have seen an increase in median household income since 2020. Additionally, Norwalk has experienced decreases in poverty rates and the number of residents lacking health insurance. A significant portion of the population continues to speak a language other than English at home, and Norwalk-La Mirada Adult School addresses this need through its strong ESL programs, supporting the community's diverse linguistic and educational needs.

(See Chart #6: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Unemployment in Norwalk and La Mirada*

*City-data.com July 25, 2024

The unemployment rates in Norwalk and La Mirada have generally tracked closely with the state of California, but both cities experienced notable shifts during the COVID-19 pandemic. Until 2020, Norwalk's unemployment rate closely mirrored the state average, before exceeding it by approximately 2.5% during the pandemic. By 2023, however, Norwalk's unemployment rate had fallen below the state average, indicating a recovery. Similarly, La Mirada, traditionally known for its lower unemployment rate than the state, surpassed the California average by about 1% in 2020, but is now returning to its pre-pandemic trend of lower unemployment in 2023.

The pandemic significantly impacted unemployment rates across the state, with the communities served by Norwalk-La Mirada Adult School being hit harder than many others. This data underscores the critical need for job skills training and employment strategies offered through NLMAS's adult education programs. As the region's unemployment rates move back toward pre-pandemic levels, the adult school's role in providing career and technical education remains essential in helping residents regain economic stability and resilience.

(See Chart #7: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Most Common Industries in 2022 for Norwalk and La Mirada

Norwalk

- Health care (9.8%)
- Educational services (8.0%)
- Construction (7.3%)
- Accommodation & food services (6.9%)
- Administrative & support & waste management services (4.6%)
- Public administration (3.5%)
- Finance & insurance (3.4%)

La Mirada

- Educational services (12.5%)
- Health care (7.7%)
- Public administration (5.3%)
- Accommodation & food services (4.8%)
- Construction (4.6%)
- Finance & insurance (4.6%)
- Professional, scientific, technical services (4.3%)

The most common industries for our communities continue to be in health care and educational services. Manufacturing, which was once one of the top industries in our region, is no longer as common as it was just three years ago prior to the pandemic.

(See Chart #8: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Most Common Occupations in 2022 for Norwalk and La Mirada

Norwalk

- Cooks and food preparation workers (5.9%)
- Building and grounds cleaning and maintenance occupations (4.8%)
- Driver/sales workers and truck drivers (4.5%)
- Other production occupations, including supervisors (4.2%)
- Other office and administrative support workers, including supervisors (4.2%)
- Laborers and material movers, hand (4.0%)
- Material recording, scheduling, dispatching, and distributing workers (3.9%)

La Mirada

- Other office and administrative support workers, including supervisors (5.4%)
- Other sales and related occupations, including supervisors (5.0%)
- Other management occupations, except farmers and farm managers (4.1%)
- Material recording, scheduling, dispatching, and distributing workers (3.4%)
- Other production occupations, including supervisors (3.3%)
- Secretaries and administrative assistants (3.3%)
- Preschool, kindergarten, elementary, and middle school teachers (3.2%)

(See Chart #9: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Student Learning Data

WIOA Title II payment points are awarded based on students' educational functioning level gains, as measured by CASAS pre- and post-tests, EL Civics assessments, and the achievement of a High School Diploma or Equivalency. During the COVID-19 lockdown, when most classes transitioned to online formats, remote testing was introduced to maintain continuity. However, encouraging students to complete these assessments online proved challenging, leading to some initial setbacks.

Despite these obstacles, NLMAS has shown persistent efforts in engaging students, and the results are now becoming evident. As the school moves beyond the pandemic, both student enrollments and outcomes have consistently improved, with enrollment numbers nearing those of the 2018-19 school year. This upward trend reflects the school's resilience and its successful adaptation to post-pandemic educational needs, with more students achieving measurable gains in their educational and career goals.

(See Chart #10: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Payment Points Summary Reports & CAEP Summary Reports (2018-2024)

Although outcome and payment point data for Norwalk-La Mirada Adult School have been lower over the past two years, the data continues to highlight the effectiveness of the ESL program, followed closely by the Adult Secondary and Basic Education programs, in addressing the most critical needs of the community. These programs remain the cornerstone of educational support for many adult learners, helping them improve their language skills and achieve academic milestones.

Additionally, students are reaping the benefits of Integrated EL Civics education and other civic participation opportunities offered through ESL classes, further enhancing their ability to engage in their communities and pursue meaningful employment. Looking ahead, NLMAS is committed to maintaining its focus on these high-need areas while simultaneously expanding its Career Training program, positioning students for greater success in both education and the workforce.

(See Chart #11: [NLMAS Student & Community Profile Data Charts 2024-25](#))

WIOA Student Outcomes (CASAS Payment Points)

Norwalk-La Mirada Adult School saw its highest student outcomes across all programs during the 2017-18 school year, marking a peak in achievement. However, a steady decline followed, leading up to the 2020-21 school year, when the onset of the COVID-19 pandemic caused widespread class closures. This period saw the lowest student outcomes in recent history due to the abrupt shift to remote learning and the suspension of many in-person programs.

Since then, NLMAS has experienced a steady recovery, with outcomes improving each year as the school adapts and reopens. By the 2023-24 school year, students were performing at significantly higher levels, and enrollment numbers have been on a consistent rise, approaching pre-pandemic figures. This upward trend signals both the resilience of the student body and the school's commitment to providing high-quality education and training as it moves beyond the challenges of the pandemic.

(See Chart #12: [NLMAS Student & Community Profile Data Charts 2024-25](#))

CTE Data

CTE Professional Learning Communities have focused on reviewing data and establishing goals for the department in order to support program completions and better track student employment status after program exit.

(See Chart #13 & #14: [NLMAS Student & Community Profile Data Charts 2024-25](#))

Scan QR code for:

[NLMAS Student & Community Profile Data Charts 2024-25](#)



The greatest demand for short-term career training remains in the healthcare and office occupations sectors. Our Career and Technical Education (CTE) program has maintained steady enrollment and completion rates over the past six years, with a brief drop in 2020 due to the pandemic. Since then, completion rates have rebounded, with 80-90% of students successfully finishing their courses across most programs.

The Pharmacy Technician and Welding programs experienced the most significant impact from COVID-19 in 2020, as both were temporarily paused before returning to normal enrollment and completion levels. Meanwhile, our Medical Assistant and Certified Nursing Assistant programs continued throughout the pandemic, though they saw a temporary decrease in enrollment.

In response to regional workforce needs, NLMAS is expanding its short-term career training opportunities. By collaborating with our PAACE Consortium partners and the SELACO Workforce Development Board, NLMAS leverages valuable resources to help learners achieve their higher education and employment goals.



Medical Assistant Class of 2023-2024.



NLMAS Students Succeed Award Ceremony in November 2024 where we celebrated 7 awardees of the CA Adult Ed Students Succeed Awards – 3 awardees recognized as the State's top 4 finalists.



Ana Romo and Angeline Guzman were recognized at the CAEP Summit in October 2024 as part of the State's top 4 awardees.

CHAPTER THREE

Self-Study Findings

Criterion 1

School Mission, Culture, and Schoolwide Learner Outcomes / Completion Profile

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.



Summary

NLMAS is dedicated to empowering adult learners with high-quality, progressive skills training to be successful in life, career, and community. Its Mission Statement serves as a guiding principle for planning and decision-making and is regularly revisited to ensure it reflects current educational needs and inclusivity. It is communicated through various channels to maintain transparency with stakeholders, including students, staff, and community partners.

The school fosters a collaborative culture where personalized learning plans are tailored to adult learner needs, utilizing innovative instructional strategies and technology integration. By emphasizing personalized support and diverse teaching methodologies, NLMAS strives to accommodate students' unique learning styles and assessment preferences, creating an inclusive and supportive educational environment.

Collaborative efforts among staff and the strategic updating of Student Learner Outcomes (SLOs) that align with the Mission ensure that students are prepared with essential skills for personal and professional success.

Indicator 1.1

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

Findings	Supporting Evidence
<p>NLMAS's Mission Statement conveys its fundamental purpose of empowering adult students with the skills necessary to succeed in personal and professional settings by providing high-quality, progressive skills training across all programs.</p> <p>Mission Statement (adopted October 2023) <i>Norwalk La Mirada Adult School empowers learners with the progressive skills and training to be successful in life, career, and community in a dynamic world.</i></p>	<ul style="list-style-type: none">■ Brochures■ AES + PD Agendas Meetings

Indicator 1.2

The school's Mission Statement is central to institutional planning and decision-making activities. The Mission Statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Findings	Supporting Evidence
<p>The NLMAS Mission Statement serves as the foundation for all institutional planning and decision-making. The Leadership Team regularly assesses the learning needs of NLMAS students, adjusting or expanding programs as necessary to ensure alignment with the school's Mission.</p> <p>Since the last Self-Study, the staff has actively reviewed the Mission Statement during schoolwide PD sessions. Initially confident that it reflected the school's core values, this Self-Study process revealed opportunities for enhancement. As a result, the staff updated the Mission Statement to incorporate updated and inclusive language while preserving its original essence. The revised statement was formally adopted during the October 2023 Schoolwide WASC Self-Study session, demonstrating the staff's commitment to inclusivity and responsiveness to the community's evolving needs.</p>	<ul style="list-style-type: none">■ AES Team Agendas (Summer 2023) Meetings■ Posters in Classrooms and Hallways■ MS & SLOs Collaborative Work■ Schoolwide PD Agendas (October 2023) Meetings■ PAACE Consortium Communications Meetings■ PLC Agendas Meetings

Findings	Supporting Evidence
<p>The newly adopted Mission Statement has been communicated to students, staff, and other stakeholders. It is prominently featured in all major school communications, including the school newsletter (NLMAS n.o.t.e.s), semi-annual course brochures mailed to thousands of community households, the school website, social media posts, and publications promoting NLMAS's programs. Additionally, it is shared with the PAACE consortium, SELACO WDB, the Student Council, and the Business Advisory Committee.</p> <p>Posters displaying the Mission Statement and Student Learner Outcomes (SLOs) are placed throughout classrooms on both campuses. In schoolwide PD sessions and departmental PLC meetings, discussions among staff often begin with a reference to the school's Mission. Various teachers develop Daily Learning Targets that align with the Mission Statement, and some include it in their course syllabi. These efforts promote student engagement with the Mission and help them understand its significance in shaping their educational experiences.</p> <p>Going forward, intentional references to the Mission and SLOs will be encouraged for increased student engagement with the school's overall goals for them.</p>	<ul style="list-style-type: none"> ■ Student Survey Surveys ■ Staff Survey Surveys ■ Graduation Programs Graduation Programs ■ Student Council Agendas Meetings ■ Business Advisory Agendas Meetings ■ NLMAS N.O.T.E.S.

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Work](#)



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Programs](#)



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N.O.T.E.S.](#)

Indicator 1.3

School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Findings

NLMAS prioritizes building a collaborative school culture that emphasizes personalized learning plans for older students and adults. This collaboration is evident in schoolwide PD sessions and departmental PLCs where staff engage in research and discussions focused on the school profile, student outcome data, curriculum, teaching strategies, technology integration, and social-emotional learning (SEL). These efforts equip staff with the tools to personalize learning for the diverse needs of adult learners.

In the ESL program, for example, teachers collaborate on EL Civics topics and tasks that are directly relevant to students, guided by surveys questions that reveal their interests. In the CTE program, Real Estate pathway students are quizzed on course material and work in pairs to summarize their understanding. After this activity, students use exit tickets to report their understanding and any areas of uncertainty, which they post as they leave. This allows the teacher to conduct a follow-up review based on these responses, offering additional personalized learning.

Teachers personalize learning according to individual needs by understanding each learner through interviews and assessments. They use various instructional strategies, including direct instruction, small group collaborations, and one-on-one support to foster an inclusive environment. Academic counselors connect with students across programs, collaborating with teachers to deliver education that meets unique needs.

Teachers use the Schoology platform to create digital classrooms with resources tailored to different learning styles. For example, one math teacher developed a digital classroom featuring YouTube videos, Quizlet, Khan Academy links, and interactive video games related to math topics. These optional resources provide various forms of engagement and access beyond the standard curriculum. Teachers accommodate different assessment needs by offering alternative methods, such as verbal assessments for students who struggle with written tests.

Supporting Evidence



- Samples of Lesson Plans
[Sample Lesson Plans](#)



Findings	Supporting Evidence
<p>This flexibility extends to older students in the ILC, where teachers adjust quiz and test times to ensure ample completion time.</p> <p>Fostering a safe, supportive environment is crucial, particularly for adult learners who may feel intimidated by returning to education. By offering encouragement and regular progress check-ins, teachers instill confidence in those who doubt their abilities. NLMAS's commitment to a collaborative culture, combined with personalized learning, ultimately supports every student's learning journey.</p> <p>The WASC Student survey indicates that an overwhelming majority of students (96%) feel they receive the necessary support for achieving their short-term and long-term goals, including support from teachers, counselor, and administrators. This positive feedback underscores the school's strong commitment to fostering student success through personalized learning strategies.</p>	

Indicator 1.4

The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Findings	Supporting Evidence
<p>At the early stages of this self-study, the Leadership Team began by reviewing NLMAS's community profile and identifying the most pressing learning needs of its students. They then examined the 2019 Student Learner Outcomes (SLOs) to assess their ongoing relevance in light of recent data. During their review, the Team unanimously agreed that the major components of the 2019 SLOs remain central to the school's Mission. However, they recognized the need for more contemporary and inclusive language that better reflects the school's response to the evolving educational landscape and the diverse needs of its students.</p>	<ul style="list-style-type: none"> ■ Schoolwide PD Agenda October 2023 and Spring 2024 All Staff/Teacher PDs ■ Summer and Fall 2023 AES Agendas AES Meetings ■ Spring 2024 AES Agendas AES Meetings  

Findings	Supporting Evidence
<p>The Team researched and discussed the skills students need for successful careers, focusing on one key question: which skills would best prepare them for workplace success? To address this, the Team developed draft statements that reflect the school's Mission and clarify NLMAS's purpose while setting specific, achievable goals for students that align with the District's broader initiatives for all NLMUSD students.</p> <p>In September 2023, initial versions of the proposed Student Learning Outcomes (SLOs) were presented to staff during a WASC PD meeting. This session included explanations of how the revised SLOs were developed and comparisons to previous statements. Staff members were invited to review these revisions and provide feedback to the Leadership Team before the next self-study meeting. The Leadership Team carefully considered the feedback received and made edits to the draft SLOs based on relevant suggestions. During the October 2023 meeting, the updated versions were presented to the staff, leading to productive discussions. The staff unanimously approved the revised SLOs, which were subsequently adopted.</p> <ul style="list-style-type: none"> ■ Effective Communicators who actively listen, exchange ideas respectfully, collaborate, and reach consensus in diverse settings. ■ Creative Critical Thinkers who resolve complex situations with innovative solutions both individually and collaboratively. ■ Proficient Users of Technology who responsibly and creatively interact with, understand, and adapt to emerging technologies. 	

Criterion 1

School Mission, Culture, and Schoolwide Learner Outcomes / Completion Profile

Areas of Strength

- Mission Statement that reflects the staff's commitment to inclusivity and its responsiveness to the community's evolving needs.
- A collaborative and supportive school culture that prioritizes personalized learning through tailored instruction, diverse assessment methods, and resource-rich digital platforms.
- A strong commitment to career readiness by updating its Student Learner Outcomes to emphasize essential skills for workplace success.

Areas of Growth

- Intentional references to the Mission and SLOs will be encouraged for increased student engagement with the school's overall goals for them.

Criterion 2

Governance, Organizational Infrastructure, and School Leadership



The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies and lead the school effectively.

Summary

The Director of Adult Education, guided by the NLMUSD Assistant Superintendent of Educational Services, oversees all programs at NLMAS authorized by the California Adult Education Grant. She is supported by two Assistant Directors and an Adult Education Services (AES) team, which includes key certificated and classified staff who assist in implementing and enhancing these programs.

NLMAS prioritizes inclusive decision-making by ensuring student voices are heard through Student Council meetings and student surveys, which inform teaching practices and departmental strategies. Individual HSD/HSE educational plans are developed through counseling interviews. Student input during these interviews provides targeted improvement efforts.

The school has established a comprehensive framework of policies outlined in the NLMAS Faculty/Staff Handbook, which is reviewed annually to clarify expectations and support student achievement. The Administrative Team encourages staff input for ongoing updates to this handbook.

Leadership at NLMAS fosters a collaborative environment essential for student success. The Director promotes shared accountability and teamwork through calendared structured collaborations, with regular meetings focused on data-driven instruction and continuous improvement in educational quality.

Indicator 2.1

The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

Findings	Supporting Evidence
The governance structure at NLMAS is designed to ensure ethical and effective leadership for ongoing improvement. Leading the organization is the Director of Adult Education, who serves under the guidance of the Assistant Superintendent of Educational Services (Secondary). This role is supported by training and resources that enable the Director to implement Board policies, comply with education codes, and advance the District's vision, mission, and initiatives.	<ul style="list-style-type: none">■ NLMAS Org Chart Organization Charts■ Board Meeting Minutes

Findings	Supporting Evidence
<p>The District provides continuous leadership development through summer training, monthly Ed Services meetings, and twice-monthly Principals’ Leadership meetings.</p> <p>The Director's responsibilities include managing all Adult Education programs as specified in the California Adult Education Program (CAEP). Additionally, the Director is authorized to represent the District in consortium partnerships related to CAEP and serves as one of five voting members of the PAACE Consortium.</p> <p>Supporting the Director are two Assistant Directors who oversee various curricular programs and key areas, including GED® and HiSET® testing, credit recovery for District high school students, Workforce Innovation and Opportunity Act programs, and the Carl D. Perkins Career Education Grant programs. They assist the Director in managing state and federal grant budgets and reporting, as well as Data and Accountability reports for CAEP programs. Additionally, they oversee departmental PLCs, marketing efforts, site security, and custodial teams. Their roles are further enhanced through District summer training and monthly Co-Administrator meetings.</p> <p>To provide meaningful support for the Administrative Cabinet, the Director has formed an Adult Education Services (AES) team that provides leadership to staff and fosters inquiry and feedback across all school programs. The AES Team is composed of the Administrative Cabinet, lead Counselor, all department chairs, a classified staff member and functions as a highly effective and collaborative team leading as the catalysts for positive change schoolwide.</p>	<ul style="list-style-type: none"> ■ AES Meeting Agendas <u>AES Meetings</u> ■ Survey Results <u>Surveys</u> ■ <u>Board Policies</u> ■ Staff Survey <u>Surveys</u>

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[Organization
Charts](#)



[Board
Meeting
Minutes](#)



[AES Meetings](#)



[Surveys](#)



[Board
Policies](#)

Indicator 2.2

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

Findings	Supporting Evidence
<p>The school's governance, decision-making structure, and organizational processes undergo regular evaluations to ensure integrity and effectiveness. A key component of these evaluations is the Federal Program Monitoring process, which ensures compliance with federal regulations and supports the continuous improvement of educational programs. NLMAS has consistently achieved successful FPM reviews with no findings to address.</p> <p>In addition to federal oversight, as a member of the PAACE consortium, the school submits regular schoolwide student data to the state. These submissions assess how effectively the school serves its adult community members and reflect the quality and impact of NLMAS's adult education programs.</p> <p>The City of Norwalk also conducts audits based on various criteria to ensure that the school's operational practices align with the city's standards for funding scholarships and support services, ensuring effective resource allocation to meet community needs. NLMAS has consistently received successful City of Norwalk audits with no findings to address.</p> <p>Students play an essential role in evaluating and shaping school programs through their participation in Student Council meetings held each semester. Representatives from each class on the Norwalk and La Mirada campuses attend these meetings, which occur during morning and evening classes. Administrators facilitate discussions and begin each meeting by briefing student representatives on the school's Mission and SLOs. This context helps representatives better understand the decisions and initiatives under discussion. They are encouraged to voice questions and suggestions from peers, with Administrators responding to inquiries and clarifying school policies. Student Council representatives then summarize key points from the discussions to share with their classmates. Administrators share the results of Student Council comments and suggestions at the AES meetings, where the team values this input and communicates important insights to the staff to help shape school programming.</p>	<ul style="list-style-type: none">■ Student Council Agendas, Minutes, Attendance Student Council Meetings■ WIOA Tech Surveys Surveys■ Other Student Surveys Surveys■ AES Agendas AES Meetings■ EL Civics Interest Survey Surveys■ WIOA Student and Teacher Technology Needs Survey Surveys■ School Culture & Climate Survey Surveys

Findings	Supporting Evidence
<p>Additionally, students provide valuable feedback about their educational experiences through various surveys created by departments, individual teachers, and the WIOA grant management process. These surveys assess perceptions of class procedures, learning content, instructional support, classroom materials, technology usage, support staff assistance, and the overall school environment. This feedback is pivotal in evaluating the programs and shaping teaching practices.</p> <p>Department-specific feedback influences teaching and learning strategies, while insights from WIOA-required surveys and other sources are analyzed by Administrators and shared with the AES Team. The AES Team incorporates this feedback into departmental PLCs. The school values student feedback as essential for shaping teaching and learning practices to meet students' needs, encouraging teachers and departments to actively seek student input.</p> <p>The counseling program conducts one-on-one interviews with each HSD and HSE student to develop individualized academic plans. Through this process, students provide valuable feedback, which the Academic Counselor conveys to the AES Team, often prompting program improvements.</p> <p>Additionally, the school gathers input on program effectiveness through staff discussions at schoolwide PD sessions, departmental PLCs, and other collaborative opportunities. Data sources, including CASAS benchmarks, enrollment trends, persistence rates, student feedback, stakeholder input, and community data, guide effective decision-making for school improvement.</p> <p>Self Study findings support enhancing the Student Council process, therefore, the school will establish protocols for Student Representatives to gather input from their classmates before meetings and share key highlights with them afterward.</p>	

Scan QR code for:



[Student Council Meetings](#)



[Surveys](#)



[AES Meetings](#)

Indicator 2.3

The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

Findings	Supporting Evidence
<p>NLMAS has developed a comprehensive set of policies and procedures grounded in Board policies and Master Agreements, aligned with the school's Mission and SLOs. These policies are detailed in the "Norwalk-La Mirada Adult School Faculty/Staff Handbook," which sets clear expectations for all staff and includes essential information for promoting student achievement.</p> <p>The handbook is reviewed with staff at the beginning of each school year and is available on the school's website for reference. A digital copy is also emailed to each staff member and is available on the school's "Dashboard," accessed through a shared Google drive. Annual updates to these policies and procedures are made in response to changes in District policies, administrative decisions, and feedback from staff and students.</p> <p>The Administrative Team promotes an open-door policy and has established a leadership structure that values input from all staff and students. This environment encourages contributions of insights and suggestions for enhancing services and resources necessary to ensure high levels of student achievement.</p>	<ul style="list-style-type: none">■ NLMAS Faculty/Staff Handbook Faculty Handbook■ Back to School Meeting Agendas Meetings■ Schoolwide PD Agendas All Staff/Teacher PDs■ Dashboard Dashboard

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[Faculty Handbook](#)



[Meetings](#)



[All Staff/Teacher PDs](#)



[Dashboard](#)

Indicator 2.4

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

Findings	Supporting Evidence
<p>The Director promotes a high-level educational program accessible to all students, rooted in a collaborative approach and a commitment to shared accountability among the entire staff for each student's success. Central to this leadership philosophy is the cultivation of strong teamwork, which is essential for fostering student achievement.</p> <p>The school integrates regular collaborative opportunities into the academic master calendar, reinforcing its commitment to teamwork. Designated meeting times include weekly Administrative Cabinet meetings, monthly AES Team meetings, monthly or bi-monthly departmental PLCs, fall and spring schoolwide PD sessions, and regular support staff meetings.</p> <p>During AES meetings, the Director facilitates discussions where team members share achievements, provide departmental updates, exchange effective teaching strategies, and evaluate educational practices. Instructional directions are often determined collaboratively in AES, with decisions aimed at enhancing school effectiveness and advancing student achievement. This intentional approach fosters a culture of continuous improvement, ensuring that every student has the opportunity to thrive.</p> <p>School Culture and Climate surveys reveal that the majority of students feel welcomed, safe, and supported by teachers and staff at the adult school.</p>	<ul style="list-style-type: none">■ Published NLMAS Master Calendar Calendars■ AES Agendas AES Meetings■ Schoolwide PD Agendas All Staff/Teacher PDs■ PLC Agendas Department PLC Meetings■ School Culture & Climate Survey Surveys

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[Calendars](#)



[AES Meetings](#)



[All Staff/
Teacher PDs](#)



[Department
PLC Meetings](#)



[Surveys](#)

Criterion 2

Governance, Organizational Infrastructure, and School Leadership Summary

Areas of Strength

- Support from District leadership in maintaining a strong organizational structure.
- Successful FPM reviews with no findings to address.
- Successful City of Norwalk audits with no findings to address.
- NLMAS School Culture and Climate surveys reveal that the majority of students feel welcomed, safe, and supported by teachers and staff.
- AES team functions as a highly effective and collaborative unit, acting as catalysts for positive changes schoolwide.

Areas of Growth

- Establish protocols for student representatives to gather input from their classmates before meetings and share key highlights with them afterwards.



Mr. Hughes was recognized at the ACSA Leadership Summit in November 2024 and as part of the State's top 4 Adult Ed Student Succeed Awards for OTAN.

Criterion 3

Faculty and Staff

The school leadership employs qualified personnel to support student learning programs and services to ensure organizational effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Summary



NLMUSD has established comprehensive Board policies for hiring, evaluation, and retention that comply with state and District qualifications. All NLMAS staff meet eligibility criteria regarding education and training. The hiring process considers factors such as funding, enrollment trends, and student needs, with Human Resources overseeing procedures and conducting background checks.


Annual notices inform staff of their rights and responsibilities, while an updated staff handbook outlines policies and expectations. The Administrative Cabinet fosters professionalism through visibility and open communication.

Evaluations focus on employee growth by incorporating annual objectives aligned with teaching standards and include formal observations. Professional development is integrated into the master calendar, with staff compensated for their participation. Staff feedback from Schoolwide PDs informs future improvement efforts, ensuring ongoing professional growth.

Indicator 3.1



The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.

Findings	Supporting Evidence
NLMUSD has established comprehensive Board policies that regulate all aspects of employee hiring, evaluation, and retention, aligning with the qualifications set by the California Department of Education, the California Commission on Teacher Credentialing, and the District’s Master Agreements with both credentialed and classified bargaining units. All NLMAS staff meet or exceed the eligibility criteria for their respective roles, including education, credentials, training, and relevant experience.	<div> <div>■ Job Postings</div> <div>Job Postings</div> </div> <div> <div>■ General Staff Information</div> <div>Staff List / Credentials</div> </div> <div>  <div>Job Postings</div> </div> <div>  <div>Staff List / Credentials</div> </div>

Findings	Supporting Evidence
<p>The school's Administrative Cabinet conducts a thorough analysis of multiple factors to guide hiring decisions, with a key consideration being California Adult Education Program (CAEP) funding. The Director regularly collaborates with fellow PAACE Consortium members to assess regional community education and workforce gaps identified by CAEP data. Together, they strategically allocate funds to address these gaps and strengthen student transitions. Once disbursements are determined, each adult school selects how best to apply its resources to meet the most pressing student learning needs based on the Consortium Three Year Plan .</p> <p>In addition to funding considerations, hiring decisions are informed by student enrollment trends, identified student learning needs, persistence and completion data, CASAS outcomes, input from both students and staff, progress toward Mission and SLO goals, and personnel movements such as transfers, resignations, and retirements.</p>	<p>■ HR Trainings</p>  <p>HR Trainings</p>

Indicator 3.2

The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.


Findings	Supporting Evidence
<p>Each year, the District publishes an official "Annual Notices" document outlining federal, state, and local regulations, as well as Board policies governing the rights and responsibilities of all District employees. It is the responsibility of District administrators to review this legal document with their staff, ensuring that all employees are aware of its contents and how to access it on the District's website for future reference.</p> <p>Employees must acknowledge their understanding of the document by signing a form that is submitted to the Human Resources (HR) department. Any updates to collective bargaining agreements negotiated by the certificated and classified employee groups are also posted on the District's website.</p>	<p>■ Annual Notices</p> <p>■ NLMAS Faculty/Staff Handbook</p> <div>   </div> <p>Annual Notices NLMAS Faculty/Staff Handbook</p>

Findings	Supporting Evidence
<p>As noted in Criterion 2, the school's Director updates and distributes a staff handbook annually. This handbook includes policies, procedures, and expected standards of professionalism, which are reviewed with staff during the annual back-to-school meeting and made accessible online. These practices align with District policies, Master Agreements, and the Director's vision for fostering equity and success in the academic environment.</p> <p>The Administrative Cabinet promotes staff professionalism and dedication to student achievement through visibility throughout the school day, frequent classroom visits, participation in staff meetings, clear communications, and recognition of staff accomplishments. The Director and her Cabinet maintain an open-door policy, fostering a culture of respect, transparency, and shared commitment to both individual and schoolwide success.</p> <p>All District hiring is overseen by HR under the authority of the Board, the leadership of the Superintendent, and the supervision of the Assistant Superintendent of HR. The District adheres to a clear set of protocols in the selection of all personnel. Every applicant undergoes a background check, and all hiring for both certificated and classified positions aligns with District contractual agreements with the relevant bargaining units.</p> <p>Staffing positions require prior approval from District Administration. Once approvals are secured, HR collaborates with the school's Director to outline necessary job requirements and supports the entire hiring process, from posting positions to facilitating interviews and finalizing hires. Job notices provide detailed information about roles, including descriptions of duties, salary ranges, application procedures, deadlines, required qualifications, and any licensing or certification needs. Job postings are accessible via EdJoin, emails to District employees, and postings in the HR office.</p> <p>All applications and related documentation are submitted to HR. The department reviews the applications to ensure they meet minimum qualifications and forwards those that qualify to the school's Administrative Team.</p>	<ul style="list-style-type: none"> ■ District Hiring Policies & Job Notices ■ List of Faculty's Credential <div>   </div> <div> District Hiring Policies & Job Notices List of Faculty's Credential </div>

Findings	Supporting Evidence
<p>The Administrative Cabinet assesses applications to identify candidates who align with the school's programmatic needs. Following District protocol, the school's Director assembles a site interview team, including representatives from management, certificated, and classified staff. The president of each bargaining unit must approve the representatives, and a community member or student is invited to join the interview team.</p> <p>The Admin Team prepares and submits necessary documentation to HR for approval, including the list of candidates to be interviewed, team members, interview questions, and preferred dates and times. Once approved, HR contacts selected candidates to schedule interviews.</p> <p>Following District procedures, the Interview Team conducts interviews and selects a final candidate and an alternate. The Team completes all required documentation and submits its recommendations to the school's Director, who, in collaboration with the Interview Team lead, reviews the process, checks references, and forwards the final candidate's name and alternate to HR. HR then reaches out to the selected candidate to extend the job offer.</p>	

Indicator 3.3

The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Findings	Supporting Evidence
<p>The school Leadership ensures the effectiveness of both faculty and non-teaching support staff by systematically evaluating all personnel and providing direction for their professional growth. The Governing Board has established clear policies outlining the assessment and evaluation of all school staff, as specified in Board policies and the Master Agreements for certificated and classified staff. Upon hiring, employees receive copies of their agreements and are encouraged to access updates on the District's website to stay informed about evaluation procedures and expectations.</p>	<p>■ HR Directives for Evaluations Human Resources</p>  <p>Human Resources</p>

Findings

The Director fosters a culture of continuous improvement, emphasizing that staff evaluations, both certificated and classified, should highlight current performance and identify areas for professional growth. To support this, the District provides annual training and evaluation resources for site administrators, ensuring that all evaluations align with established policies.

At the beginning of each academic year, HR notifies the Director of the staff members scheduled for evaluation, following the guidelines set forth in the Master Agreements. The Administrative Team then communicates with these employees to schedule initial pre-conference meetings that outline evaluation expectations, responsibilities, and assignments. These meetings foster a collegial environment that prioritizes growth and improvement as the primary goals of the evaluation process.

Teacher evaluations are intentionally designed to acknowledge effective teaching practices while also providing support for areas in need of instructional improvement or enhanced classroom management. All teaching staff annually develop Stull Bill objectives, grounded in the California Standards for the Teaching Profession (CSTP) and the school's Mission and SLOs. During the initial pre-conference, teachers scheduled for evaluation review their objectives with an Administrator.

During the pre-conference, a formal Board-approved evaluation document is reviewed to ensure that teachers clearly understand the evaluation criteria. Best practices aligned with the school's goals are also shared to provide context. Most teachers undergo two formal classroom observations each semester during the evaluation cycle, followed by post-observation meetings with the Administrator. These allow for a review of findings, discussion of strengths and areas for growth, and collaboration on improvement strategies.

At the conclusion of the evaluation cycle, a final evaluation is prepared to summarize the teacher's performance based on the observations. The teacher and Administrator then meet to discuss this summary, reflecting on progress and identifying areas for further growth. The certificated Master Agreement outlines a clear process for addressing any performance concerns that may arise during evaluations. All formal evaluations are reviewed by the Director and subsequently forwarded to HR for final approval.

Supporting Evidence

- Teacher Performance Criteria
[Human Resources](#)
- Stull Bill Objectives Form
[Human Resources](#)



[Human
Resources](#)

Findings	Supporting Evidence
<p>To ensure confidentiality and security, all permanent employee files are maintained at the District's HR department. Employees wishing to review their personnel files must submit an Employee Personnel File Access form and schedule an appointment with HR.</p> <p>The evaluation process for NLMUSD classified staff involves structured steps designed to assess job performance, support professional growth, and ensure alignment with District goals. It begins with setting clear job expectations and performance standards that reflect the District's Mission and values. Site administrators then observe and document staff performance through both informal observations and formal evaluations. The timeframe for classified evaluations varies between CSEA Probationary, Non-Represented Probationary, and CSEA & Non-Represented Permanent Classified Employees.</p> <p>Feedback is gathered through regular check-ins, self-assessments, and peer or supervisor reviews. During a formal evaluation meeting, the Administrator discusses strengths and areas for improvement and sets actionable goals for the employee, ensuring transparency and constructive feedback. This conversation also includes a plan for professional development or training to help the staff member improve in areas identified as needing growth. Finally, the evaluation is documented and retained in the employee's personnel file, with ongoing follow-ups scheduled to track progress and provide additional support. This process helps maintain high standards of service and fosters a supportive work environment, benefiting the overall functioning of the district.</p>	

Indicator 3.4

The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Findings

Schoolwide PDs are integrated into the school's master calendar, with full time staff released from their regular job responsibilities and part time staff compensated for their time to attend these sessions. Effective teaching and learning strategies, student and community data, district initiatives, consortium findings, enhanced student environment, and non-negotiable professional standards for all staff are reviewed during these meetings. Staff provides feedback and submits written exit comments upon the completion of the session. The AES team studies the comments to determine if effective impact occurred and to develop strategies to address key issues as well as improve practices for future staff development.

Departmental PLCs primarily occur monthly throughout the year, covering topics such as curriculum enhancement, student outcome data, teaching strategies, technology integration, and District initiatives. Staff also receive information about off-site and online professional development opportunities to keep their skills and certifications current. The school encourages staff who participate in off-site PD to share their insights during department PLC meetings, with additional time for training available in smaller group settings, if needed. Selection for off-site opportunities is based on staff interest and the professional development topic's relevance to their specific content area. The Adult School actively promotes relevant PD for its teaching staff, both on-site and off-site.

To maximize these training session benefits, the school will implement a formal method for assessing the impact of outside PD on student learning outcomes.

Supporting Evidence

■ [NLMAS Master Calendar](#)



[NLMAS](#)
[Master](#)
[Calendar](#)

Criterion 3

Faculty and Staff Summary

Areas of Strength

- Annual training on evaluation policies and procedures through the District.
- Continual growth schoolwide is the expectation of the District and Administrative Cabinet.
- Fully qualified faculty and staff.
- Involvement of schoolwide stakeholders involved in all NLMAS hiring.
- Strong alignment of hiring decisions with student needs and mission goals.
- Professional development opportunities integrated into schoolwide planning.
- Local hires with longevity make for exceptional staff retention at the school.

Areas of Growth

- Implement a formal method for directly assessing the impact of outside PD on student learning outcomes.



All Staff professional development in 2023-2024 as we celebrated the "Go for the Gold" district-wide theme for the year.

Criterion 4

Curriculum



The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school’s curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.

Summary

NLMAS regularly assesses demographic and student outcome data to identify critical learning needs and ensure it provides a responsive curriculum aligned with its Mission, SLOs, and state/federal standards. The school updates its curricular plan annually, selects qualified staff for teaching, and offers Administrative support through coaching and professional development.

Protocols for online students include initial training and ongoing monitoring of progress and assignments. Data on completions and staff/student evaluations inform annual reviews of the online curriculum's rigor and relevance.

Site PD fosters collaboration on student needs and data analysis, supported by additional training throughout the year. ESL and HSD/HSE departmental PLCs ensure curriculum alignment with state/federal standards, while CTE programs are regularly reviewed to maintain regulatory compliance. Moreover, all instructional materials and technologies are selected to effectively support student outcomes.

Indicator 4.1

The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

Findings	Supporting Evidence
NLMAS conducts regular, comprehensive examinations of demographic and student learning data to identify critical learning needs. Once identified, courses are analyzed to ensure the school is providing a responsive education that addresses these needs. This evaluative process, aligned with the school’s Mission and SLOs, enables NLMAS to continually refine its schoolwide curricular map and pathways.	<ul style="list-style-type: none">■ Community Demographic and Employment Data Data Charts■ Course Approval Lists Course Approval List■ Critical Student Learning Needs






[Data Charts](#)



[Course Approval List](#)



[Critical Student Learning Needs](#)



Findings	Supporting Evidence
Each year, after obtaining state approvals for new and existing courses, the schoolwide curricular plan and pathways are updated, with qualified teaching staff selected to deliver the course content. During the annual "Back to School" meeting, teachers are reminded of the critical elements to include in their course outlines. For additional support, they can arrange meetings with their Administrator or Department Chair. Expectations for course outlines emphasize rigor, relevance, and coherence, reinforced through schoolwide PD, departmental PLCs, and Administrative coaching. Once finalized, teachers submit their course outlines to their assigned Administrator, who uploads them to Schoology. Curricular pathways are published in brochures, displayed on school bulletin boards, and included in other student materials.	<ul style="list-style-type: none"> ■ Teacher Prep Day Agenda ■ PLC Agendas and Minutes Department PLC Meetings ■ Brochures    Teacher Prep Day Agenda Department PLC Meetings Brochures

Indicator 4.1a for online curriculum

A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.

Indicator 4.1b for online curriculum

The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completions, credits, grading policies, homework, and use of technology.

Findings	Supporting Evidence
The school offers subscription-based Imagine Edgenuity online self-paced HSD courseware, enabling students to earn diploma credits and enroll anytime throughout the semester. This courseware aligns with the latest California State Common Core Standards to ensure comprehensive coverage with a focus on coherence and rigor. Courses are carefully selected to match the state-approved, teacher-directed curriculum of the school's HSD program. Delivered in the Independent Learning Center (ILC), a computer lab environment, the courseware provides teachers with continuous insights into student learning. An Administrator and the Department Chair review the content annually to maintain its relevance.	<ul style="list-style-type: none"> ■ ILC Documents ILC Documents ■ ILC Team Meeting Agendas, Minutes HSD/ILC Department PLCs   ILC Documents HSD/ILC Department PLCs

Findings	Supporting Evidence
<p>The Administrative Cabinet, the ILC Chair, and Academic Counselor have developed comprehensive protocols for students enrolled in the school's online HSD curriculum. These protocols require students to sign a contract outlining expectations for course engagement. Initially, teaching staff meet one-on-one with students upon entering the program to provide training on effective engagement strategies. Teachers regularly monitor student progress, offering curriculum guidance and assessing student comprehension through quizzes, tests, and essays. Although students can complete coursework remotely, cumulative exams must be taken in person. After completing a course, students submit an online evaluation survey, which teaching staff review to identify areas for improvement. The outcomes of these protocols, along with data on course completions, grades, and average completion times, inform the annual assessment of the curriculum's rigor, relevance, and coherence conducted by all involved staff.</p> <p>Aztec Software, a subscription-based online non-credit curriculum that supports students aiming to pass the GED® or HiSET® equivalency exams, is also offered in the ILC. This curriculum focuses on the essential skills needed for these tests and includes both instructional support and practice tests. Teaching staff provide a structured pathway to guide students toward successfully passing either test. Additionally, the school purchases official practice exams for students to assess their readiness for the exams.</p> <p>ESL Distance Learning online videos with accompanying packets are available to students on both campuses through a dedicated classroom staffed by a credentialed teacher who meets with students to review their work. Additionally, a teacher distributes Distance Learning packets to ESL classrooms weekly on both campuses and collects completed packets from participating students. The teacher reviews, corrects, and returns the packets the following week.</p> <p>The Career Technical Education Center offers an online, self-paced 'Career Technical Certifications' program that provides instruction in popular Microsoft 365 courses, culminating in certification exams. Students complete a course and conclude their studies by taking an official certification exam. NLMAS is a certified Pearson VUE testing center for Microsoft 365 certifications.</p>	<ul style="list-style-type: none"> ■ ILC Protocols for HSD and HSE ILC Documents ■ Aztec Software Information Aztec Software ■ Online HSD/HSE Course Completions ILC Documents <div style="text-align: center; margin: 20px 0;">  </div> <p style="text-align: center;">Aztec Software</p>

Indicator 4.2

The school has developed and implemented a regular curricular review cycle to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

Findings

At NLMAS, the curriculum review cycle begins annually with a comprehensive all-day PD session aimed at maintaining curricular integrity and addressing students' most significant learning needs. This session conveys essential school information, encourages collaborative dialogue, and fosters collective decision-making. Staff members analyze key elements, such as the school's community profile and students' critical learning needs, ensuring a sustained focus on delivering education that meets community priorities.

During this schoolwide review, the Mission Statement, SLOs, and established NLMAS Best Instructional Practices are revisited for relevance, and student learning data is analyzed to guide future actions. Staff also receive training on District initiatives, adult education priorities, and Best Practice implementation. Additional schoolwide PD sessions are held throughout the academic year.

The curriculum review cycle progresses further through departmental PLCs, which leverage insights gained from schoolwide PD sessions. Each department is led by a Chair who is a member of the NLMAS AES Team and well-versed in the school's curricular plan and goals. These Chairs collaborate with their supervising Assistant Director to communicate the school's annual focus. Within their PLCs, teachers from the ESL, HSD/HSE, and self-paced Career Technical Education Center programs collaborate to ensure their curricula aligns with state and federal standards. Additionally, departmental PLCs allocate time for specialized professional development and review student learning data, surveys, and feedback from the Student Council, as applicable. The Focus Group recommends that additional data analysis training be provided in PLCs to better address students' learning needs.

Supporting Evidence

- Schoolwide PD Agendas/Slides
[All Staff/Teacher PDs](#)

- Calendar of Schoolwide PDs
[Calendars](#)



[All Staff/
Teacher PDs](#)



[Calendars](#)



- PLC Agendas
[Department PLC Meetings](#)
- WASC Student and Teacher Surveys
[Surveys](#)



[Department
PLC Meetings](#)




[Surveys](#)

Findings	Supporting Evidence
<p>In the CTE short-term career training program, courses such as Real Estate, Pharmacy Technician, and CNA require rigorous adherence to certification requirements and regulatory compliance. All NLMAS short-term career courses are designed to meet high standards by aligning with current regulations, industry practices, and employment demands. CTE instructors collaborate with the supervising Assistant Director to ensure curriculum alignment with state certification requirements, while regular updates ensure students receive relevant and current education in their fields. Additionally, student success on external certification exams serves as a crucial measure of the currency and relevance of CTE programs.</p> <p>The school has a robust curriculum review cycle that responds to the community's learning needs, ensuring content is accurate and relevant. However, barriers to learning still exist. Focus Groups recommend that the school, in addition to continuously monitoring the curriculum, focus on removing barriers by addressing the needs of students with varied schedules, rudimentary skills, and limited resources at home.</p> <p>The WASC Teacher Survey indicated that the majority of teachers review their curriculum at least once per year and often do so each session. Most agreed that their curriculum reflects the school's Mission and SLOs.</p>	<ul style="list-style-type: none"> ■ Data Trackers for all Programs Data Trackers ■ Course Outlines, Syllabi, Course Guides Sample Course Outlines <div>   </div> <div> Data Trackers Sample Course Outlines </div>

Indicator 4.3

Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

Findings	Supporting Evidence
<p>At NLMAS, all instructional texts, technology, and educational materials are selected to align with student learning outcomes specified in state standards, grant-required competencies, and the school's Mission and SLOs. The selection process considers various factors, including District recommendations, collaborative teacher reviews, research discussed in PLCs, collaborations with consortia, and valuable input from students.</p>	<ul style="list-style-type: none"> ■ HSD, ESL, CTE Sample Materials Lists <div>  </div> <div> HSD, ESL, CTE Sample Materials Lists </div>

Findings

Across all programs, Schoology, a Learning Management System, is accessible to all students through teacher-managed access in their respective classes. HSD and ESL classrooms are equipped with essential textbooks and have access to class sets of Chromebooks and iPads, along with access to computer labs with printers. The selection of texts and online learning materials is guided by several factors. In teacher-directed HSD classes, textbook adoption often aligns with District-recommended texts to meet state standards. Meanwhile, ESL texts and resources adhere to English Language Development (ELD) standards, CASAS, and WIOA competencies, and are informed by collaborative faculty research. The HSE structured class utilizes texts and software aligned with the content covered on both exams.

Short-term career classes utilize a comprehensive array of materials, including textbooks, workbooks, and official test guidebooks. Medical Assistant, Dental Assistant, Certified Nurse Assistant, and Pharmacy Technician classes include simulated labs, equipment, and supplies to replicate a clinical environment. The Childcare Professions program provides students with educational toys, storytelling materials, art supplies, and manipulatives. Class sets of Chromebooks and iPads are available to enhance the learning experiences of CTE students. The self-paced CTEC subscribes to Office 365, ensuring regular program updates, and teachers continually update the curriculum to reflect these changes. Textbooks corresponding to software programs are plentiful and accessible to students during class time.

Teachers have agreed that creating a core resource for ESL Civics materials would be highly beneficial for students, as it would provide teachers access to a collaborative library of lessons, activities, projects, and both formative and summative assessments. The ESL department will continue to expand this shared library with resources for each EL Civics COAAP and every ESL level, from beginning to advanced. Additionally, while the school provides continuously updated technology tools for students, ongoing staff training is recommended to equip teachers to effectively integrate emerging technologies, including artificial intelligence.

Supporting Evidence

■ Technology Inventory
[Technology](#)

■ Student Survey
[Surveys](#)



[Technology](#)



[Surveys](#)

■ Teacher Survey
[Surveys](#)

■ Student Curriculum and Lesson Plan
[Sample Lesson Plans](#)



[Sample Lesson Plans](#)

Findings	Supporting Evidence
According to the WASC Teacher Survey, 85% of teachers indicate they have access to the necessary funding and resources to support their curriculum needs and believe that the school provides accurate and current learning materials. In line with this, the WASC Student Survey shows that a significant majority of students feel they have access to essential learning materials and tools, with 86.4% confirming access to accurate and up-to-date resources. This reflects the school's effective use of resources to provide textbooks, technology, and digital platforms that enhance students' educational experiences.	

Criterion 4

Curriculum Summary

Areas of Strength

- Regular curriculum review cycle to deliver high-quality instruction through rigorous lesson planning, research-based instructional materials, and advanced technology tools.
- Robust Career and Technical Education programs that align with industry standards and equip students with state-of-the-art resources.
- Regularly scheduled PLCs to foster collaboration and commitment among staff to meet students' greatest learning needs.

Areas of Growth

- Provide additional staff training for emerging technologies as well as data analysis to better address students' learning needs.
- Develop a comprehensive resource for EL Civics courses to enhance student learning.
- Remove barriers to more effectively support students with varied schedules, foundational skill gaps, and limited resources at home.

Criterion 5

Teaching and Learning



The instructional staff implements research-based strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes, and course objectives.

Summary



NLMAS utilizes student-centered Best Instructional Practices consisting of incorporating Daily Learning Targets, Academic Discourse, Social and Emotional Learning (SEL), Google Apps, and Student Learning Outcomes into teaching and learning. These practices create structured learning environments that are responsive to individual needs and promote the achievement of personal goals and course objectives.

Consistent PDs and PLCs strengthen teacher collaboration, promoting the sharing of effective strategies to enhance student learning. The curriculum aligns with state, district, and federal standards. Inclusivity is emphasized through differentiated instruction and group activities, while technology integration with Chromebooks and iPads enhances digital literacy.

Personalized learning options include online high school diploma courses, as well as morning, afternoon, and evening classes. Additionally, the school offers distance learning opportunities, short-term citizenship preparation, and self-paced career and business courses, all tailored to meet the diverse goals and schedules of its students. NLMAS remains committed to continuous improvement through collaborative, data-driven practices, ensuring an adaptive learning environment.

Indicator 5.1

The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses, and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

Findings	Supporting Evidence
To provide all students with high-level, student-centered curriculum and instruction, NLMAS employs core Best Instructional Practices. These practices, along with evidence-based methodologies, district-wide teaching initiatives, and strategies collaboratively developed by faculty, foster appropriate instructional breadth, depth, rigor, and sequencing. Teachers also draw on insights from student outcome data and feedback to address students' greatest learning needs.	<ul style="list-style-type: none">■ Schoolwide PD Agendas All Staff/Teacher PDs■ PLC Agendas Department PLC Meetings <div> All Staff/ Teacher PDs</div> <div> Department PLC Meetings</div>

Findings

The NLMAS Best Instructional Practices include:

- **Daily Learning Targets:** Integrated into every lesson to provide all students with clear and measurable goals.
- **Academic Discourse:** Enhanced through the use of NLM Talk Strategies to deepen understanding and promote critical thinking.
- **Social and Emotional Learning (SEL):** Embedded into the curriculum to support students' emotional well-being and growth.
- **Google Apps:** Leveraged for collaboration, accessibility, and digital fluency in teaching and learning.
- **Student Learning Outcomes (SLOs):** Consistently incorporated to ensure curriculum alignment and reinforce essential skills.

These Best Practices are shared and refined through schoolwide PD sessions and departmental PLCs, with ongoing evaluation to ensure they meet students' learning needs effectively.

In addition to implementing Best Instructional Practices, NLMAS teachers align their curriculum and instruction with state and district standards, CASAS and WIOA performance objectives, and textbook scopes and sequences. Collaboration among teachers and Administrators across all programs promotes appropriate breadth, depth, rigor, and sequencing needed for student success.

Regularly scheduled PLCs play a critical role in this collaborative effort. Teachers engage in activities aimed at enhancing student outcomes, such as sharing technology integration strategies, examining strategies to foster critical thinking and collaboration, seeking collegial feedback on lessons, and conducting comprehensive data analysis. Discussions often include embedding SEL exercises into units and refining Daily Learning Targets to focus instruction.

Supporting Evidence

- AES Agendas
[AES Meetings](#)

- Sample Lesson Plans
[Sample Lesson Plans](#)



[AES Meetings](#)



[Sample Lesson Plans](#)

- Student and Staff Surveys
[Surveys](#)

- Examples of SEL Training
[ESL Department PLCs](#)



[Surveys](#)



[ESL Department PLCs](#)

- NLMAS Best Instructional Practices
[NLMAS 11-8-2024 PD Day](#)


- EL Civics Objectives
[EL Civics Objectives](#)



[NLMAS 11-8-2024 PD Day](#)



[EL Civics Objectives](#)

Findings	Supporting Evidence
<p>In the ESL program, the adoption of the <i>Ventures</i> textbook series across all levels for consistency stemmed from PLC discussions and analysis. Data-driven conversations focus on improving outcomes by reviewing CASAS results, student work, rubrics, and other performance metrics. Teachers in both ESL and HSD PLCs have analyzed student work to evaluate its alignment with the Mission Statement and Student Learning Objectives (SLOs), essential for student success.</p> <p>Due to the wide-ranging curriculum in the CTE career program, teachers maximize their PLC time by sharing effective strategies to increase student engagement. Those who attend off-site PD bring back valuable insights and techniques for instructional practice enhancement and share them with their fellow teachers.</p> <p>Across all programs, monthly and bi-monthly PLCs underscore NLMAS's commitment to continuous improvement in teaching and learning. Administrators actively support teachers by collaborating with department chairs to set PLC goals, attending sessions, and providing leadership guidance. They offer feedback through both formal and informal classroom observations, followed by meetings with teachers to discuss strengths and areas for growth.</p> <p>In the classroom, NLMAS teachers deliver high-level instruction by crafting engaging lessons filled with rigorous content. They employ a variety of instructional practices and facilitate both small and large group discussions to enhance critical thinking, communication, and leadership skills. Some teachers utilize Webb's Depth of Knowledge system to promote complex thinking, encouraging students to apply their learning to real-world situations. CTE short-term career class teachers focus on hands-on learning experiences that reflect relevant tasks essential for workplace success. Acknowledging the diverse backgrounds of NLMAS students, teachers also connect learning experiences to their countries and cultures of origin.</p> <p>The 2024 WASC Student Survey reveals that 99% of the respondents believe classroom learning helps them in achieving their short- and long-term goals. Additionally, 92% of the students feel that what they are learning is related to their lives and goals.</p>	<ul style="list-style-type: none"> ■ Classroom Observation Feedback Forms Admin Observations & Evaluations ■ DLT PLC Training ESL Department PLCs ■ Sample Student Work <div>   </div> <div> Admin Observations & Evaluation ESL Department PLCs </div> <div>  </div> <div> Sample Student Work </div>

Indicator 5.2

School's leadership and teachers use a variety of approaches to remain current in research based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

Findings

The Administrative Team and teaching staff prioritize research-based instructional strategies to improve teaching and learning for older students and adults. They actively participate in district training, OTAN and CAL-PRO offerings, and CCAE Adult Ed conferences. They also utilize a variety of resources from reputable research organizations to enhance and improve their teaching effectiveness.

Teachers use research-based strategies in the classroom that includes District promoted Student-Talk/Academic Discourse such as turn and talk, reciprocal teaching, socratic seminars, academic response scaffolds, and word walls. Other instructional activities that have also served as formative assessments include interactive activities through digital platforms such as Quizlet and Kahoot. Through these and other research-based strategies, NLMAS has focused on increasing rigor across all programs.

Teachers engage in book studies centered around teaching strategies in their PLCs. One notable book collaboratively studied was *Teacher Efficacy*. Some teachers have participated in District-led book groups focused on diversity, inclusion, accessibility, and mindset in the classroom.

CTE teachers stay current in their fields by taking continuing education classes to maintain their professional licenses. Some CTE courses require recertification and updates to meet current state and federal requirements. Teachers in the short-term career class program participate in "Communities of Practice" to stay current with their subject matter and also meet with industry leaders. Additionally, some CTEC teachers pursue Microsoft certifications relevant to the classes they teach, enhancing their understanding of the skills necessary for students to successfully obtain certifications. Career class teachers also pursue external certifications relevant to their students' career paths.

Supporting Evidence

- Schoolwide PD Agendas

[All Staff/Teacher PDs](#)

- Departmental PLCs

[Department PLC Meetings](#)



[All Staff/
Teacher PDs](#)



[Department
PLC Meetings](#)

- [Pillars of Success](#)

- [PLC Refocus Training](#)



[Pillars of
Success](#)






[PLC Refocus
Training](#)

Findings	Supporting Evidence
<p>The Administrative Team communicates relevant District initiatives to staff, particularly during the Welcome Back meeting in early fall and throughout schoolwide PDs during the year. For instance, "Pillars for Success," a research-based focus previously adopted by NLMUSD, continues to serve as a core instructional practice for fostering student success. This year, all schools in the District are concentrating on a research-based refocus of PLC strategies.</p> <p>Finally, Assistant Directors attend monthly District "Co-Administrator" meetings, where educational research is often presented.</p>	

Indicator 5.3



Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

Findings	Supporting Evidence
<p>Teachers establish Daily Learning Targets that provide all students with clear and specific objectives for each lesson. These targets help students focus on expected outcomes, ensuring they understand what they need to learn and achieve by the lesson's end. Multiple scaffolding strategies are employed to ensure that students from diverse backgrounds and abilities grasp the learning objectives and curriculum content, leading to increased engagement and student success.</p> <p>In the recent WASC Student Survey, students shared their insights on how they comprehend the learning material in each class. The majority reported that Daily Learning Targets guide lesson direction and that their teachers use a variety of strategies to clarify the learning objectives.</p> <p>Throughout instruction, students engage in collaborative activities within diverse small and large groups, sharing their findings with the class. When tasked with presentations, they receive rubrics to guide the quality of their work. Classes in the ESL program encourage collaboration among students of varying proficiency levels, facilitating mutual learning and support among learners with diverse language skills.</p>	<ul style="list-style-type: none"> ■ DLT Training ■ Sample Rubrics ■ WASC Student Surveys Surveys <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>DLT Training</p> </div> <div style="text-align: center;">  <p>Sample Rubrics</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Surveys</p> </div>

Findings	Supporting Evidence
<p>In CTE career classes, hands-on experiences and lab skills are emphasized and sometimes supplemented by industry-related instructional videos from platforms like YouTube and TED Talks to enhance content understanding. Teachers assess comprehension through various methods, including direct questioning, oral and written responses, exit tickets, and evaluations of student products.</p> <p>In the self-paced CTEC classroom, students are supported in their individualized learning with a variety of resources, including audio, video, and textual materials. A CTEC instructional aide works alongside the teacher during each session to assist students with understanding the lesson content.</p> <p>The WASC Student Survey revealed that students believe that instructional resources are being used effectively to cater to visual, auditory, and kinesthetic learners.</p> <p>Focus Group findings indicate that staff would like additional professional development on Depth of Knowledge instruction, lesson planning, and classroom strategies to address diverse learning needs.</p>	

Indicator 5.4

The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

Findings	Supporting Evidence
<p>Technology plays a vital role at NLMAS, where Leadership and staff are committed to integrating the latest advancements into the classroom. Decisions about technology purchases are informed by input from the District, staff, and students, with strategic use of grant funding to support these investments.</p>	<ul style="list-style-type: none"> ■ Tech Team Minutes Tech Team Meetings ■ Tech Team Surveys Surveys <div>   </div> <div> Tech Team Meetings Surveys </div>

Findings	Supporting Evidence
<p>Students have access to class sets of Chromebooks and iPads, as well as computer labs equipped with desktop computers. Additionally, each classroom features large-screen TVs with Apple TV, document cameras, and projectors. These tools are designed to enhance instruction, facilitate student research, support presentations, and encourage collaboration on group projects. Some classes incorporate instructional videos and educational games, while technology-based assessments are regularly integrated into lessons.</p> <p>Students are encouraged to create Gmail accounts to use Google tools for classroom projects and collaboration with peers across different classrooms. Some CTE career teachers utilize the Schoology platform, allowing students to access lecture slides, vocabulary lists, tests, state test study guides, and other resources. Other teachers create class websites with materials and samples of student work as well as links to instructional videos and extra skills practice. Schoology is often used to assess students' understanding of course objectives.</p> <p>As part of the school's CIP Plan, separate technology surveys are conducted for students and teachers. The Student Technology Intake Survey provides feedback on student interests/goals, learning style preferences, access to technology resources/devices, and preference of class structure in order to help students reach their goals. The Teacher Self-Assessment Survey offers feedback on staff's technical needs and areas for improvement. The survey results help Leadership identify and offer the necessary training throughout the year to enhance teachers' skills, ultimately boosting student achievement in essential technology skills.</p> <p>Focus Group findings reveal a strong interest among staff in relaunching the school's tech team to lead professional development on new technologies.</p>	<ul style="list-style-type: none"> ■ PD Agendas of Tech Development for Staff Tech Team Meetings ■ POs for Technology Technology ■ List of Technology at Site Technology <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Tech Team Meetings</p> </div> <div style="text-align: center;">  <p>Technology</p> </div> </div> <ul style="list-style-type: none"> ■ WASC Staff Survey Surveys ■ WASC Student Survey Surveys ■ Student Technology Survey Surveys ■ Staff Technology Survey Surveys <div style="text-align: center; margin-top: 20px;">  <p>Surveys</p> </div>

Indicator 5.5

Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

Findings

The school provides morning, afternoon, and evening classes featuring teacher-directed instruction, online courses, distance learning, and self-paced curriculum to meet students' scheduling needs and to offer personalized learning options.

Diploma students can meet their HSD requirements through online courses in the ILC or quarter-length, teacher-directed courses. Additionally, individualized GED®/HiSET® support is available in both English and Spanish during morning teacher-directed sessions, as well as through the ILC, which offers online HSE Aztec test preparation in both morning and evening sessions.

Students in the ESL program can choose from structured morning and evening classes or the ESL Distance Learning Program, which provides unlimited access to a Google Classroom featuring ESL video curriculum. Participants also have the option to pick up Distance Learning packets for home study. This program includes a Citizenship Preparation course as well.

The Career Technical Education Center offers self-paced computer programs and business courses in a teacher-supported classroom available during both morning and evening sessions. Additionally, the CTE Medical Assistant and Medical Billing and Coding programs encourage students to study online NHA materials and practice tests outside of class to prepare for the National Certification exam.

The Study Center is open Monday through Thursday afternoons, providing support for students in ESL curriculum, Distance Learning, Citizenship Preparation, ABE reading and writing, and GED®/HiSET® preparation.

Throughout all programs, teachers offer assessment options for students to demonstrate their skills and knowledge.

Focus Group findings highlight staff's strong interest in professional development focused on data analysis for instructional planning and lesson design.

Supporting Evidence

■ [Distance Learning](#) [Google Classroom](#)



[Distance Learning](#) [Google Classroom](#)

■ Brochures [Brochures](#)



[Brochures](#)

Criterion 5

Teaching and Learning Summary

Areas of Strength

- Diverse Professional Development opportunities that encourage collaboration and enhance instructional practices.
- Dynamic learning environments with abundant technology and flexible classroom strategies that support diverse, personalized learning styles and promote inclusive education.
- Leveraged technology and data analysis to optimize teaching effectiveness, enhance student engagement, and make informed instructional decisions.

Areas of Growth

- Relaunch the school's tech team to lead professional development in new technologies.
- Implement ongoing professional development that emphasizes effective teaching strategies, lesson design, and data driven instruction to strengthen rigor, retention, completions, and transitions to higher education and/or the workplace.
- Provide additional professional development in topics such as Webb's Depth of Knowledge, lesson planning, and classroom strategies to better address specific learning needs.



ESL intermediate and advanced classes collaborating on special topics.



Criterion 6

Assessment and Accountability

The instructional staff uses effective assessments to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.

Summary

NLMAS promotes continuous improvement by gathering diverse data from platforms such as TOPSPro Enterprise, CASAS, and ASAP, along with feedback from AES and PLC reports, student and staff surveys, department data trackers, and Student Council input. Administrators and the Adult Education Services (AES) Team analyze this data frequently to inform program decisions and set objectives, which are communicated during schoolwide PD sessions.

Performance data is submitted on a quarterly basis to state and federal agencies as part of the CAEP and WIOA deliverables and shared with district leadership. The Assistant Directors collaborate with Department Chairs to highlight relevant data in PLCs to improve student outcomes, while teachers design courses with clear learning objectives and measurable outcomes to track student progress.

A variety of assessments are employed to evaluate student achievement and inform teaching. These include CASAS tests, curricular quizzes and tests, practice certification tests, student interviews, projects, and presentations. Regular reviews of the Action Plan during professional development sessions ensure staff remain focused on continuous improvement, align teaching strategies with student needs, and meet organizational goals.

Indicator 6.1

The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

Findings

To drive continuous school improvement, NLMAS gathers a wide array of data from various sources such as TopsPRO Enterprise, CASAS, ASAP, CTE certification results, and departmental data trackers. Additional insights come from AES and PLC reports on student outcomes and learning needs, Student Support Services' reports, feedback from the Student Council, and responses to student and staff surveys.

Supporting Evidence





- AES Agendas and Slides
[AES Meetings](#)
- PD/PLC Agendas/Slides
[Department PLC Meetings](#)



[AES Meetings](#)







[Department
PLC Meetings](#)

Findings	Supporting Evidence
<p>The Administrative Team meets weekly and frequently analyzes data essential for programmatic decisions and refining schoolwide objectives. Relevant data is shared with the AES Team during their monthly meetings, especially in early fall, to prepare for the rollout of schoolwide goals for the upcoming year. During schoolwide PD sessions, a concise overview of key data points is presented to illustrate how data analysis informs program decisions. This sharing of data clarifies the rationale behind these decisions and reinforces the overarching schoolwide focus, meeting students' primary learning needs in all NLMAS programs.</p>	<ul style="list-style-type: none"> ■ Student Council Reports Student Council Meetings ■ Student Survey Results Surveys ■ Departments' Data Trackers Data Trackers <div>     </div> <div> Student Council Meetings Surveys Data Trackers </div>

Indicator 6.2



Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Findings	Supporting Evidence
<p>NLMAS shares student performance data through various channels. As part of the District's Educational Services Team, the Director reports key demographic and performance data to District leadership, ensuring they are informed about the school's learners, goals, and progress. Accountability reports are submitted promptly to federal and state funding divisions, including WIOA Title II, Perkins Grant Management, and the California Adult Education Division, to fulfill funding requirements. This data is also used by the PAACE consortium for its community partners.</p> <p>Beyond mandated data reporting, the Administrative Team closely monitors ongoing data by reviewing enrollment, persistence, performance, and completion metrics from TopsPRO Enterprise. This continuous analysis helps evaluate program progress, make necessary adjustments, and allocate resources effectively.</p>	<ul style="list-style-type: none"> ■ Board Updates - NLMUSD School News Board Minutes / Policies ■ Student Board Report Copy of NLMAS Student Board Report 2-5-24 <div>   </div> <div> Board Minutes / Policies Student Board Report 2-5-24 </div>

Findings	Supporting Evidence
<p>The Assistant Directors work closely with department chairs across all programs to identify relevant student data. This data is shared during PLCs, where teachers analyze key metrics such as enrollment, persistence, completions, learning gains, certificates awarded, and advancements to internships, apprenticeships, and employment after program completion. Through this analysis, teachers identify strengths, address areas for improvement, and develop strategies to enhance student success.</p> <p>Teachers responding to the WASC Teacher Survey confirm that collaboration typically occurs in department PLCs and schoolwide PDs.</p> <p>Going forward, staff recommends allocating dedicated time in PLCs for increased data analysis to drive informed decision-making and instructional improvement.</p>	<ul style="list-style-type: none"> ■ DIR Report and CAEP DIR Data Reports ■ CASAS Data Data Reports ■ PLC Agendas/Slides Department PLC Meetings ■ EL Civics Topics Surveys EL Civics Objectives Surveys <div>   </div> <div> Department PLC Meetings EL Civics Objectives Surveys </div>

Indicator 6.3


Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Findings	Supporting Evidence
<p>NLMAS faculty employ comprehensive processes for curriculum development and assessment to ensure that learning objectives are current and effective in promoting student achievement. The curriculum and teaching strategies include clearly defined and measurable learning objectives, facilitating the effective tracking of student progress and the identification of gaps for targeted intervention.</p> <p>Each quarter, teachers in ESL PLCs review and adjust performance objectives based on various CASAS outcome metrics. Similarly, PLCs in the HSD/HSE program focus on analyzing course persistence, completion rates, and the number of graduates or equivalency test passers. During these PLCs, teachers collaborate to confirm success metrics as well as develop strategies to address curricular challenges faced by struggling students. This collaborative effort aims to embed targeted support to address students' learning gaps.</p>	<ul style="list-style-type: none"> ■ PLC Agendas/Slides Department PLC Meetings ■ Course Outlines Sample Course Outlines ■ Examples of Lesson Plans Sample Lesson Plans <div>   </div> <div> Sample Course Outlines Sample Lesson Plans </div>

Findings	Supporting Evidence
<p>Examples of interventions include reteaching, additional scaffolding, diverse collaborations in small groups, paired work, and supplementary online learning materials.</p> <p>CTE courses align competencies and outcomes with industry standards and state certification exam requirements. Staff members with extensive private sector experience provide valuable insights into the skills essential for employment success. CTE medical programs adhere to state regulations and benefit from guidance offered by industry advisory committees. To support struggling students, CTE programs utilize various intervention methods, including individualized student support, Learning Activity Packets (LAPs) developed by the CDE to review critical course materials, and students' use of the Schoology platform to access course materials such as lectures, slides, and supplemental resources. For example, in the CNA course, students take module tests via Schoology, which gives the teacher instant feedback on test scores, missed questions, averages, and other important metrics. This immediate feedback enables the instructor to quickly identify and address areas where students may be struggling.</p> <p>Staff agree that departments should continue to strengthen collaborative efforts in PLCs by sharing effective curriculum, teaching methodologies, and assessment strategies, aimed at further improving student outcomes. In addition, the staff recommends revitalizing the school's Technology Team to explore advanced tools that support teaching and learning initiatives for student success.</p>	

Indicator 6.4

A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

Findings	Supporting Evidence
<p>A diverse array of student work and performance data enables NLMAS to assess student achievement of course learning objectives, SLOs, program goals, and if needed, to make organizational changes.</p>	<div> <div></div> <div>Schoolwide Data</div> <div>Data</div> </div> 

[Data](#)

Findings

CASAS data offers multiple measures of student growth and identifies areas needing improvement. Individual teachers can access their class reports, allowing them to tailor instruction both within their classrooms and collaboratively as departments. Some teachers review CASAS results with individual students to help them understand their specific strengths and areas for growth. The school acknowledges student advancements through initiatives such as "CASAS Learning Gains" certificates and has increased the number of pre- and post-tests to enhance student learning and track progress effectively.

In the ESL and HSD programs, teachers utilize various assessments beyond CASAS results, including formative and summative quizzes and tests, written and oral work (both individual and group), hands-on skills assessments, key terms, open-ended questions, projects, and presentations, and student surveys. For example, Citizenship students complete both a pre- and post-CASAS test, along with an oral interview assessment, before exiting the program.

In CTE career classes, students demonstrate their mastery of course standards and goals through quizzes, exams, skills and theory evaluations, clinical performance metrics, certification test readiness, student surveys, and state certification exams. Various teachers throughout NLMAS programs leverage the Schoology platform and other digital tools to assess student understanding and receive immediate feedback on test scores, missed questions, averages, and other key metrics.

CTEC courses assess self-paced students' mastery of content through quizzes, tests, performance-based assignments, and regular monitoring of individual student progress. The Office Skills Assessment and Certification (OPAC) software is available for students who complete individual courses, evaluating their proficiency in the entry-level computer skills required for employment. In the new Career Technical Certifications program, students take practice exams based on actual industry tests and must pass these exams to complete their courses and obtain industry certifications.

Supporting Evidence

- AES Agendas and Slides
[AES Meetings](#)

- CASAS Data
[Data Reports](#)



[AES Meetings](#)



[Data Reports](#)

- Student Data Trackers
[Data Trackers](#)
- HSD/HSE Sample Assessments
[Curriculum](#)



[Data Trackers](#)





[Curriculum](#)



- ESL Sample Assessments
[Curriculum](#)
- AWD Sample Assessments
[Curriculum](#)
- CTE Short-term Career Classes
Sample Assessments
[Curriculum](#)
- CTEC Assessments
[Curriculum](#)
- Online Assessments
[Curriculum](#)

Findings	Supporting Evidence
<p>All programs utilize a tool called the 'Student Data Tracker' to evaluate each student's progress toward meeting learning goals. This tool not only documents individual achievements, but also provides insights into the overall success of the program, pinpointing areas needing improvement. The data collected is integrated into the comprehensive programmatic data collection, aiding in organizational planning, resource allocation, and the enhancement of program effectiveness.</p> <p>In some PLC sessions, teachers compare course outcomes to NLMAS SLOs to ensure their integration and to strategize for future implementation.</p> <p>Teachers responding to the WASC Teacher Survey indicated that critical feedback from students regarding their learning progress and learning needs is often gathered through surveys at the beginning, end, and throughout the course and through one on one discussions (92.9%).</p>	

Indicator 6.5

The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Findings	Supporting Evidence
<p>Organizational planning at NLMAS is closely linked with data analysis. The school strives to translate insights from student learning data into strategic adjustments that effectively meet their needs.</p> <p>To maintain ongoing awareness among staff, regular reviews of the Action Plan are conducted during schoolwide PD sessions and within AES and departmental PLCs. These reviews keep staff informed about pending tasks and outline strategies for monitoring their completion.</p> <p>NLMAS completes its Continuous Improvement Plan (CIP) annually, setting three performance SMART goals aimed at continuous improvement and student success.</p>	<ul style="list-style-type: none"> ■ CASAS Data Integrity Report Data Reports ■ WIOA Implementation Survey Results Surveys <div>   </div> <div> Data Reports Surveys </div>

Findings	Supporting Evidence
<p>Support is provided to achieve these goals through professional development, counseling services, student support, technology integration, distance learning, and contextualized instruction. The CIP serves as a year-long guide, with the AES team revising goals annually, emphasizing collaboration with stakeholders to enhance learner success.</p> <p>For the 2024-25 academic year, the school has established three specific SMART goals. The first aims to increase the transition of ESL students to the Adult Secondary Education (ASE) program by 5% each year, building on a baseline of 30 students in 2022-23. By implementing targeted outreach, counseling, and support services, NLMAS expects to achieve 34 ESL student transitions by the end of 2024-25. Progress will be tracked through enrollment data and departmental reports, with milestones evaluated at the end of each semester. This goal aligns with NLMAS's objective of supporting ESL students in advancing their education and skills.</p> <p>The second goal focuses on increasing the graduation rate of high school diploma (HSD) and high school equivalency (HSE) programs by 10%. Starting with 29 graduates in 2022-23, the target is to reach 34 graduates by 2024-25, utilizing targeted interventions and credit recovery programs to achieve this.</p> <p>The third goal seeks to enhance staff and student competency in using AI resources like ChatGPT by 15%. This will be accomplished through comprehensive training sessions and regular assessments, fostering a more technologically proficient learning environment. These goals reflect NLMAS's commitment to improving academic outcomes and integrating technology into education.</p>	<ul style="list-style-type: none"> <li data-bbox="971 268 1386 411">■ Student and Community Needs Assessments Student and Community Needs Assessment <li data-bbox="971 426 1317 495">■ WIOA Grant Application WIOA Grant Application <div data-bbox="1019 548 1170 695">  </div> <div data-bbox="1011 714 1179 842"> Student and Community Needs Assessment </div> <div data-bbox="1243 548 1395 695">  </div> <div data-bbox="1235 714 1398 783"> WIOA Grant Application </div>

Criterion 6

Assessment and Accountability Summary

Areas of Strength

- Comprehensive assessment practices that provide outcome data to monitor student progress, inform instruction, and empower students to advance toward their goals.
- Valuable feedback and effective strategies are shared in PLCs, fostering continuous improvement in teaching practices.
- Student advancements are acknowledged through initiatives like the 'CASAS Learning Gains' certificates.
- Increased numbers of pre- and post-tests enhance student learning and track progress effectively.

Areas of Growth

- Allocate dedicated time in PLCs for increased data analysis to enhance informed decision-making and improve instructional practices.
- Strengthen collaborative efforts in PLCs by sharing effective curriculum, teaching methodologies, and assessment strategies for enhanced student outcomes.
- Revitalize the technology team to strengthen teachers' skills in advanced tools for student success.



Special recognitions for ESL learners making significant gains on the CASAS tests.

Criterion 7

Student Support Services

Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.

Summary



NLMAS enhances the learning environment and supports student success through various initiatives, including access to educational and career resources such as academic counseling, technology-equipped classrooms, Distance Learning options, and partnerships with organizations like Cerritos College and the PAACE consortium. Intentional communication ensures that all students are informed about resources and opportunities, promoting diversity and equitable access to education and employment pathways.

Support extends from enrollment through program completion, with detailed information available on the school website and in course brochures. A full-time Academic Counselor provides personalized guidance for HSD and equivalency students, while teachers emphasize college and career transitions through resource sharing and job fairs.

NLMAS also offers support services, including health and family referrals, career counseling, and academic assistance. Social Emotional Learning strategies are employed alongside ongoing support from the academic counselor. CASAS testing places ESL students and tracks their progress, while job fairs promote employment exploration. The school personalizes education to fit each student's strengths, needs, and interests, with staff engaging in professional development to refine teaching methods and offer individualized support.

Indicator 7.1

The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes profile.

Findings	Supporting Evidence
<p>NLMAS provides effective systems of support to all students through various means:</p> <p>To increase diversity and equitable access, supports include:</p> <ul style="list-style-type: none"> ■ A full-time Academic Counselor and 2 part time Social Work interns ■ A teacher-led student Study Center equipped with technology to aid students with NLMAS coursework ■ Office staff and custodian all hours of operation ■ District and site security on duty all hours of operation 	<ul style="list-style-type: none"> ■ Counseling Intake Forms ■ Counselor and Intern Schedule <div>   </div> <div> Counseling Intake Forms Counselor and Intern Schedule </div>

Findings

- Career resources available in classrooms, admin building, and Computer Technology Education Center
- Computer labs available for teacher-directed AM and PM classes
- Multiple class sets of iPads/Chromebooks
- Distance Learning sections offered both afternoons and evenings and through ESL classroom visits by Distance Learning teacher
- Big screens in classrooms w/ Apple TV
- Citizenship classes in English and Spanish
- ESL career support classes offered quarterly
- A formal HSD graduation offered each spring and an all-District graduation offered in the summer

To orient and onboard students to NLMAS:

- Student orientation videos across all programs featured on website
- Scholarships accepted for short-term career classes
- GAIN and EDD students are supported
- Department of Rehabilitation and Worker's Compensation students are supported
- NLMAS counseling services available to all students
- Health related referral lists available upon request

To communicate available academic and career support services to students:

- Counselor presentations in classes and/or student lounge
- Daily Student Support Services office hours
- Flyers, posters, directory of services, website, brochure, student orientation videos, banners, marque
- Scholarship applications and support available
- PAACE partnership with Cerritos College
- Jobs postings in admin and CTE buildings
- Cerritos College presentations and open houses
- CTE apprenticeships and internships
- Career Expos
- Job Fairs
- SELACO partnership

Supporting Evidence

- Classified Staff Duties
[Office Staff Duties List - NLMAS - 2024-25.docx](#)
- Classified Staff Schedules
[Office Support Staff Breaks 2023-24.docx](#)
[Copy of Testing Lab Schedule 2024-25](#)
[Security Schedule 2024-2025](#)



[Office Staff Duties List - NLMAS - 2024-25](#)



[Office Support Staff Breaks 2023-24.docx](#)



[Copy of Testing Lab Schedule 2024-25](#)



[Security Schedule 2024-2025](#)



- Technology Lists
[Technology](#)
- Distance Learning Class Schedules
[NLMAS Fall 2024-25 - Final.pdf](#)
- List of ESL Support Classes
[NLMAS Fall 2024-25 - Final.pdf](#)



[Technology](#)









[NLMAS Fall 2024-25 - Final](#)

Findings	Supporting Evidence
<p>The WASC Student Survey data suggests that most students are well-informed about available programs through various channels, such as school websites and brochures, indicating effective communication strategies in place.</p> <p>The Focus Group for this criterion recommends that Student Support Services be made available at the La Mirada site, including Zoom appointments.</p>	<ul style="list-style-type: none"> ■ <u>Scholarship Opportunities from NLMAS Brochure</u> ■ <u>Health Related Referral Lists</u> <div>   </div> <div> <u>Scholarship Opportunities from NLMAS Brochure</u> <u>Health Related Referral Lists</u> </div> <ul style="list-style-type: none"> ■ <u>Counseling Presentations Agendas</u> ■ <u>PAACE Partnership College Pathway Information</u> ■ <u>Career Expo</u> ■ <u>Counseling Presentations Agendas</u> ■ <u>PAACE Partnership College Pathway Information</u> ■ <u>Career Expo</u> Summary ■ <u>Job Fair</u> Summaries and Photos ■ Graduation Programs <u>Graduation Programs</u> ■ PAACE Agendas/Minutes <u>Consortium/SMT/CCN Meetings</u>

Indicator 7.2

The school provides support for all students from the enrollment phase to the successful completions of the school course/program of choice and transitions to ongoing education or employment opportunities.

Findings	Supporting Evidence
<p>The school's website offers program details and introductory videos to familiarize prospective students with NLMAS programs.</p>	<ul style="list-style-type: none"> ■ <u>NLMAS School Introductory Videos</u> 

Findings	Supporting Evidence
<p>Knowledgeable support staff are positioned at both sites to assist all newcomers with efficient and straightforward enrollment processes and facilitate enrollment in courses that do not require academic counselor meetings such as all ESL, AWD, Distance Learning, Vocational Support, and CTE courses. High school diploma and equivalency students meet first with the Academic Counselor to obtain and evaluate prior transcripts and chart a path towards completion. Throughout their educational journeys, all students benefit from the ongoing support of teachers, Administrators, Student Support Services staff, front office personnel, custodians, site security, and District security staff. At NLMAS, effective communication among all staff is prioritized to ensure students receive the care they need.</p> <p>The Academic Counselor is an integral member of the AES Team, and provides essential support to the Administrative Cabinet. During the Team’s monthly meetings, the Counselor communicates vital information about students across all programs. Additionally, he maintains regular communication with teachers and staff to explore and implement strategies for enhancing student support.</p> <p>NLMAS places a strong focus on transitioning students to college or career paths, providing information about career and employment opportunities available across campuses. Students are welcomed to engage with teachers, counseling office staff, Cerritos College partners, and participants at the NLMAS annual Job Fair to explore college and career prospects.</p> <p>The counseling office provides copies of transcripts upon student request. All records are stored in fireproof cabinets.</p> <p>According to the 2024 WASC Student Survey, approximately 96% of students feel they receive the support needed to achieve their short-term and long-term goals from the school, including their teachers, counselors, and administrators. This demonstrates the school’s strong commitment to student success.</p>	<ul style="list-style-type: none"> ■ Registration Procedures Registration ■ HSD and HSE Procedures Counseling Procedures ILC Documents <div>   </div> <div> Registration ILC Documents </div> <ul style="list-style-type: none"> ■ Transcript Sample ■ Schedules of Support Staff Staff List / Credentials <div>   </div> <div> Transcript Sample Staff List / Credentials </div> <ul style="list-style-type: none"> ■ WASC Student Survey Student Surveys <div>  </div> <div> Student Surveys </div>

Indicator 7.3

The school provides ongoing support including referral services such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Findings

Student support at NLMAS is fundamental to its Mission and embraced by all staff members. Teachers engage in ongoing training and research in Social Emotional Learning and employ its strategies in conjunction with robust instructional approaches, enhancing the educational experience for every student. Additionally, the full-time Academic Counselor provides continuous academic guidance to HSD and HSE students as well as personal support to all students.

The school's support staff administers CASAS pre and post testing to accurately place students in ESL classes and to support teachers in tailoring instruction to individual needs. Teachers review these test results with students, empowering them to monitor and understand their learning progress. Students who successfully complete the ESL program are fully supported by teachers and the counselor in transitioning to the HSD or CTE program.

In the CTE department, teachers actively initiate conversations with students about different career paths and frequently host industry professionals for educational presentations. Community employment opportunities are updated and prominently displayed in the administration building. An annual Job Fair at the school, featuring a range of external vendors, offers students additional career explorations and opportunities.

Students completing HSD classes who meet certain criteria are able to engage in dual enrollment with Cerritos College, facilitated by the NLMAS Counselor. Additionally, collaboration between the Administrative Team and the Academic Support Services Counselor with the Cerritos College Adult Education Division, as a result of the PAACE Consortium K-16 Bridge program, ensures smooth transitions for students who wish to enter Cerritos College.

Supporting Evidence

- SEL Trainings/ Activities via ESL Meetings
[9/13/24 - ESL PLC](#)
- CASAS Testing Schedules
[Copy of Testing Lab Schedule 2024-25](#)



[9/13/24 -
ESL PLC](#)





[Copy of
Testing Lab
Schedule
2024-25](#)

Findings	Supporting Evidence
<p>Students responding to the WASC Student Survey indicated a high interest in dual enrollment at the community college and in career training programs, signaling that students are seeking pathways for further education and workforce readiness, something that the Adult School's continuous improvement plan focuses on.</p> <p>The counseling office maintains up-to-date resources on community health and family support services, ensuring all students can access essential support when needed.</p>	

Indicator 7.4

The school team provides an education approach that customizes learning for each students' strengths, needs, skill, and interests.

Findings	Supporting Evidence
<p>Effective collaboration among staff members is at the core of NLMAS's vision to address students' diverse learning needs. As a result, both certificated and classified staff regularly participate in PDs and PLCs, specifically designed to review students' greatest learning needs, strengthen understanding of the school's Mission and SLOs, as well as refine educational strategies that address the individual learning needs of its diverse student population.</p> <p>This structured collaboration across all programs enhances the school's ability to employ varied instructional approaches in every NLMAS classroom as well as all interactions with students across campuses. Additionally, teacher-led support classes further bolster student individualized support, covering areas such as reading, writing, conversation skills, GED® and HiSET® preparation, one-on-one academic support in the Study Center, online HSD and HSE options in the ILC, Google tools for technical proficiency, and Vocational Education for ESL learners.</p> <p>A Focus Group finding for Student Support Services indicates that more technology training is needed for teachers to help students keep up with evolving technologies.</p>	<ul style="list-style-type: none"> ■ PD Agendas All Staff/Teacher PDs ■ PLC Agendas Department PLC Meetings <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>All Staff/ Teacher PDs</p> </div> <div style="text-align: center;">  <p>Department PLC Meetings</p> </div> </div>

Indicator 7.5

The school uses assessment results for organizational planning, action plan revision, and resource allocation.

Findings	Supporting Evidence
<p>Data analysis is at the core of NLMAS's organizational planning, Action Plan revisions, and resource allocation as indicated in previous Criteria.</p> <p>The Focus Group for this criterion found that some teachers request increased access to assessments and reports such as surveys and TOPs Pro/ASAP data.</p>	<ul style="list-style-type: none">■ PD Agendas All Staff/Teacher PDs■ PLC Agendas Department PLC Meetings■ AES Agendas AES Meetings



[All Staff/
Teacher PDs](#)



[Department
PLC Meetings](#)



[AES Meetings](#)

Criterion 7

Student Support Services Summary

Areas of Strength

- Strong community and business partnerships resulting in internships, workshops, and practical learning experiences that enhance opportunities for student success.
- Comprehensive student support and guidance that fosters a supportive learning environment, including assistance with transitions to advanced programs.
- A wide range of practices that orient and onboard students, enhance diversity and equitable access, and communicate available academic and career support services.

Areas of Growth

- Additional staff training in technology will help students stay current with evolving technologies.
- Increase access to assessments and reports in TE/ASAP and to relevant student survey feedback.
- Expand Student Support Services including counseling hours to the La Mirada site.

Criterion 8

Resource Management



Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.

Summary

The Norwalk-La Mirada Adult School operates in a fiscally sound and responsible manner with a priority on student needs and the learning environment. Since the implementation of the Adult Education Program, NLMAS has maintained financial resources that support all programs and also allows them to strategically improve their facilities with air conditioning, paint, flooring, and furniture. Since 2019 to present, NLMAS has undergone a refurbishment project in its main buildings and upgraded a site-wide alarm system at the Norwalk Site, installed air conditioning to the long-awaited La Mirada classrooms followed by the current remodeling project of the exterior buildings beginning with new paint. Both campuses have seen upgrades in technology through the installation of TV monitors in all classrooms in use and upgrades in other presentation tools where needed. Technology is regularly accessed and upgraded as needed to support the learning environment.

The California Adult Education Program (CAEP) funds, along with the federal Perkins and Workforce Innovation and Opportunity (WIOA) grants and modest fees, have allowed the adult school to continue to provide a wide range of educational services and technology while remaining fiscally solvent.

The budget planning process begins with an evaluation of program data, available resources, and areas of need identified by students and teachers in order to remove barriers and move forward in meeting learning outcomes and achieving student success. In addition to schoolwide data, the budget planning process is also aligned with the PAACE Consortium's three-year plan for 2022-25 which is based on regional needs and long-term goals.

Indicator 8.1

The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Findings

The Director of Adult Education plays a crucial role in ensuring the effective and compliant use of CAEP funds, aligning them with the school's three-year plan. Each year, the Director meticulously reviews and updates the CAEP budget to reflect current program goals and needs.

Supporting Evidence

■ [NLMAS Budget](#)



Findings

This process ensures that all expenditures are directly tied to the objectives outlined in the plan, facilitating efficient fund allocation. Furthermore, the Director collaborates with the Director of Fiscal Services to maintain a budget that adheres to compliance parameters, allowing for ongoing monitoring of expenditures. This continuous oversight ensures that funds remain within the allocated amounts and are used for their intended purposes, thereby maintaining the financial integrity of the program.

In addition to managing CAEP funds, the Director oversees federal grants, such as Perkins and WIOA (Workforce Innovation and Opportunity Act), ensuring these funds are utilized in compliance with grant requirements while supporting CAEP goals and enhancing student learning. The Director with the support of the administrative team stays updated with grant regulations, ensuring that funds are appropriately spent and maximized to improve educational outcomes, aligning with the school's long-term objectives.

The Board of Education must formally accept and approve all funding sources and budgets before any site or program can access these funds. The Superintendent, with the support of the Business Services department, oversees the annual budget and the required projections for certification with the Los Angeles County Office of Education. Site budgets are regularly monitored, with district-wide audits conducted by external agencies. The Assistant Superintendent of Business Services publishes all district budgets regularly, making them accessible to administrators and the public through board agendas and minutes.

Early spring, the Director of Adult Education meets with the Director of Fiscal Services to discuss the needs of the programs and the level of funding provided for the upcoming school year. Following these discussions, a budget is constructed that meets compliance parameters and aligns with the program's goals. Continuous monitoring of expenditures and balances is facilitated by online access to the budget. The district, operating in a fiscally conservative manner, has consistently met its financial obligations each year, with budget plans extending three years into the future. Regular audits, which occasionally necessitate minor adjustments, are promptly addressed by the Business Services department.

Supporting Evidence

- Board Meeting
Agendas and Minutes
[Board Minutes / Policies](#)
- [CAEP Three-Year Plan](#)



[Board Minutes /
Policies](#)





[CAEP Three-
Year Plan](#)

Findings	Supporting Evidence
<p>This department also ensures that district leadership is informed of current and proposed educational funding issues, preparing multiple budget scenarios based on potential state and federal funding outcomes. These scenarios are presented to the Board, district leadership, and site administrators, with site-level budgets planned accordingly.</p> <p>The district's budgets, once adopted by the Board of Education in open sessions, become public records available online. Within the Adult School, budget concerns and issues are discussed in leadership, department, and student council meetings, with input from these groups solicited before decisions are made. The school budget is designed with flexibility to address emergencies and shortfalls, ensuring it does not depend solely on district financial support. The adult school and its sites are also covered by an insurance policy maintained by the district, with claims managed through the Risk Management office of the Business Services Department. The Director of the Norwalk-La Mirada Adult School is ultimately responsible for the immediate oversight of the school's budget, grants, programs, and contractual relationships, with support provided by the district's Business Services Department, which manages all institutional investments and assets.</p>	

Indicator 8.2


Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

Findings	Supporting Evidence
<p>District budget reports are developed and reported regularly to the Board of Education. The Board formally adopts all budgets prior to funds being released for use by the sites. Business Services maintains a formal process of budget review for each site individually, and presents district budget reports to principals during leadership meetings. The assistant superintendent established the practice of sending weekly categorical budget updates to each site.</p>	<p>■ Budget Reports Budget Reports</p>  <p>Budget Reports</p>

Findings	Supporting Evidence
<p>Short-term budget priorities are determined by leadership team and departmental goals as well as by individual teacher or class requests to meet student needs. Long-term goals are addressed through the multi-year school action plan and an evaluation of attendance trends and community needs. With those priorities in mind, the Director of Adult Education meets with the Director of Business Services to review program requirements and financial resources.</p> <p>Based on provided funding, the Director prepares and submits a budget in early spring for the coming school year. As soon as funds become available in July, purchases are made according to the school plan.</p> <p>Throughout the year, as needs arise or change, decisions are made that require a shift in resources. Those changes are made based on information gathered in stakeholder meetings.</p> <p>The annual adult school budget includes the coverage of costs associated with retirement and health benefits, facilities maintenance, utilities and other issues not directly associated with the classroom. The school also pays annual direct and indirect costs to the district for usage of rooms, maintenance, insurance and various program support personnel.</p>	<ul style="list-style-type: none"> ■ Board Meeting Agendas and Minutes Board Minutes / Policies  <p>Board Minutes / Policies</p>

Indicator 8.3

The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Findings	Supporting Evidence
<p>The Norwalk-La Mirada Adult School staff recognizes the impact a clean, safe and supportive environment has on student achievement, and that fact is reviewed in staff meetings each year. Most changes in facilities are motivated by changes in the curriculum or program offerings. Since the last WASC visit, NLMAS has efficiently utilized resources to modernize and upgrade some of our facilities beginning with the Norwalk Site. During the 2019-20 school year, a refurbishing project was completed in the Main Building, 300 Building and 400 Building of the Norwalk Campus.</p>	<ul style="list-style-type: none"> ■ WASC Student and Teacher Surveys Surveys ■ School Culture & Climate Survey Surveys  <p>Surveys</p>

Findings	Supporting Evidence
<p>Besides paint, carpeting, wall coverings, and refinished or new woodwork throughout, this project also redesigned the layout of two buildings to add updated and accessible restrooms, staff lounge/kitchenette and childcare facilities. In addition, new furniture for classrooms and teachers were acquired on the Norwalk Campus. In the 2022-23 school year, the fire alarm system was also upgraded throughout the Norwalk Campus. The La Mirada Campus classrooms have also seen some improvements starting with air conditioning for the classrooms in the summer of 2022 and the campus is currently undergoing a long-awaited exterior paint project, flooring for the 60 Building, carpeting for the main office, and new fencing around the campus. There are plans underway for a digital marquee at the La Mirada Site similar to the Norwalk Site. In addition, plans are being developed for a new fire alarm system at the La Mirada Site and other improvements such as a drinking fountain and new vending machines to service both staff and students.</p> <p>Technology is constantly being accessed and upgraded as needed on both sites as well. TV monitors to enhance the learning environment have been installed in the majority of the classrooms. NLMAS will soon be piloting a technology system as well that can support hybrid learning models for classes where such a model can be successful. Along with upgrades to presentation tools in the computer labs such as improved projectors and screens, NLMAS regularly upgrades student-use technology such as computers, iPads, and Chromebooks to improve the learning environment and increase access to necessary learning tools.</p> <p>The adult school enjoys the use of a beautiful community landmark site in Norwalk with a formal auditorium that is used by numerous district schools and outside organizations. The district's Grounds Department is also housed on the site. The Norwalk facilities include six dedicated rooms for computer labs, fiber optic Internet and wireless access in all areas. The La Mirada site utilizes an old elementary school and is shared by Cerritos Community College, our district and consortium partner. The site has two dedicated computer labs and Internet access to all areas utilized by the program. Parking is plentiful and close to classrooms. Both sites are viewed as community learning environments and are easily accessible by the public.</p>	

Findings	Supporting Evidence
<p>Since our last WASC visit, two of the career training classes were moved from the Southeast Academy to the La Mirada Campus. Currently, only one of our short-term career training classes remain at the Southeast Academy site—serving both the adult learners and the needs of the high school students on that site.</p> <p>Safety and comfort are important to adult school students, and those concerns are an area of focus for the staff. The school’s security team currently includes a Plant Protection Officer and two security assistants to ensure general site safety morning and night at the Norwalk site. Safety inspections are conducted on each campus every December and March with reports submitted to the district on findings. Three full-time custodians keep the campuses clean and assist students and teachers with individual needs. Support Staff meetings emphasize customer service, and Student Council meetings provide critical feedback on how well the school is meeting their needs. The district, in areas of security, technology, and facilities maintenance also supports the Adult School.</p>	

Criterion 8

Resource Management Summary

Areas of Strength

- NLMAS and NLMUSD have defined, effective and responsive governance structures.
- NLMUSD and its Board of Education have comprehensive Board Policies that foster reliable school operations.
- NLMAS benefits from a strong, experienced leadership team with a background in adult education that efficiently manages resources to foster a safe, positive learning environment and drive ongoing school improvement.

Areas of Growth

- Continue addressing the increasing upkeep and maintenance needs associated with operating in an aging facility.

Criterion 9

Community/Educational Partnerships

The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.



Summary

NLMAS has developed a robust network of partnerships with educational institutions, workforce development organizations, and local employers to enhance educational and career opportunities in its community. This includes active participation in the PAACE Consortium and a significant collaboration with Cerritos College, offering adult learners vital programs like the Cerritos Complete Promise Program, providing two years of free tuition and personalized support.

The school engages in various initiatives, such as job fairs and community outreach, to connect students with potential employers. NLMAS also collaborates with organizations like AJCC and SELACO to facilitate training scholarships and referrals, supporting students in high-demand fields such as Pharmacy Technician, Dental Assistant, and Childcare Professions.

NLMAS prioritizes hands-on experiences through internships embedded in its healthcare programs, partnering with numerous local facilities, including CHOC - Children's Hospital of Orange County. These experiences are crucial for students' skill development and employability.

In addition to ongoing community engagement, NLMAS implements effective marketing strategies to attract new students, leveraging word-of-mouth referrals, social media, and promotional materials to raise awareness. Events like the Annual CTE Awareness/Job Fair and Blood Drive further reinforce relationships between students and local businesses, fostering unity and support for workforce development.

Through these multifaceted efforts, NLMAS not only bridges the gap between education and employment but also contributes to a skilled workforce, ultimately enriching the community and enhancing student outcomes.

Indicator 9.1

The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

Findings

NLMAS has established a comprehensive network of connections within the community, underpinned by a commitment to fostering educational opportunities and addressing local needs. Central to this mission is its membership with the PAACE Consortium, where members gather to share program goals and services while collaboratively meeting community needs.

Supporting Evidence

■ [Cerritos Complete Promise Program Informational Flyer](#)



Findings

This cooperative spirit keeps all stakeholders informed and aligned with the educational requirements of the region.

A significant partnership with Cerritos College enhances the support offered to NLMAS's students. Through initiatives like the Cerritos Complete Promise Program, adult learners benefit from two years of free tuition, early enrollment, personalized educational plans, and dedicated counseling services. Cerritos College representatives visit NLMAS classrooms to provide students with vital information for enrolling in this program, helping them navigate their educational pathways effectively.

Furthermore, NLMAS collaborates with various organizations to promote programs tailored to the needs of its students. Participation in job fairs, both at the Norwalk location and hosted by partner agencies, facilitates connections between students and potential employers. A notable partnership with the City of Norwalk allows for career training scholarships, funded by the Community Development Block Grant, which supports approximately seven to nine Norwalk residents in our program each year with an average of \$17,500 in financial aid.

Through collaborations with AJCC, SBWIB, and SELACO, LACOE GAIN, NLMAS receives essential referrals and funding to assist local students in retraining for the job market. This is particularly evident in high-demand areas such as Pharmacy Technician, Dental Assistant, CNA, and Childcare, where NLMAS has expanded community classroom agreements to increase direct externship opportunities for its students.

In conjunction with these educational efforts, NLMAS has implemented effective marketing strategies to attract new students. Surveys conducted during past registration periods reveal that word of mouth remains the most powerful marketing tool, with many new students coming from recommendations by friends and family members who had positive experiences at NLMAS. Additionally, promotional materials such as brochures, banners, and a digital marquee have contributed to raising awareness of the Adult School. In response, NLMAS has broadened its reach by distributing brochures in Buena Park, besides its established service areas of Norwalk, La Mirada, and Bellflower. The banners promoting career training programs have also been upgraded at both campuses, and plans are underway to install a two-sided digital marquee at the La Mirada location on the busy street of Alondra.

Supporting Evidence

■ [City of Norwalk Scholarship Informational Flyer / Contract](#)

■ [iTrain Agreement](#)



[City of Norwalk Scholarship Informational Flyer / Contract](#)



[iTrain Agreement](#)

■ [LACOE GAIN Agreement](#)

■ [Brochure](#)



[LACOE GAIN Agreement](#)



[Brochure](#)

■ [Banners](#)

■ [Living Well List of Students Hired While Enrolled](#)



[Banners](#)



[Living Well List of Students Hired While Enrolled](#)

■ [New Partner Announcement](#)



[New Partner Announcement](#)

Findings	Supporting Evidence
<p>Recognizing the growing influence of social media, NLMAS has embraced platforms like Instagram and X (formerly Twitter) to share news about its programs. Future efforts will focus on leveraging Instagram’s marketing features to enhance advertising reach. Additionally, the District upgraded the websites for all schools, including the Adult School, in preparation for the 2024-25 school year, ensuring that information is easily accessible to prospective students.</p> <p>Engagement with local schools is another cornerstone of NLMAS’s community outreach. Administrators and the school Counselor participate in parent education nights at elementary and high schools, effectively informing families about available programs. Connections with DELAC and Migrant Education initiatives ensure that parents stay updated about new offerings.</p> <p>NLMAS also actively shares information with graduating seniors at El Camino Continuation High School, presenting opportunities related to Adult School programs and services, thus creating a crucial link for students transitioning from high school to further education.</p> <p>Additionally, NLMAS maintains robust partnerships with a diverse range of community organizations, including Orange County One Stop, Living Well Home Services and the Department of Rehabilitation. Specific fields, such as health care and pre-school education, benefit from partnerships with established local providers, expanding opportunities for students seeking careers in these areas.</p> <p>Through extensive collaborations, effective marketing strategies, and consistent engagement with the community, NLMAS not only communicates its program goals but also plays a pivotal role in addressing the diverse needs of the local population. By facilitating education and career opportunities, NLMAS aids in creating pathways for adult learners and residents, ultimately enriching the community as a whole. While NLMAS has been successfully offering short-term training to meet the region’s needs, the school remains committed to expanding programs to support future job seekers and strengthen the workforce.</p>	

Indicator 9.2

School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

Findings

NLMAS has established a strong framework of relationships with educational institutions, workforce development organizations, and local employers, which is essential for fostering successful student outcomes. At the forefront of these partnerships is the alliance with Cerritos College, providing critical support for adult learners and facilitating access to various academic resources. Together, they work to ensure students have the necessary tools to thrive in their educational pursuits.

Additionally, NLMAS collaborates with the SELACO Workforce Development Board, participating actively in initiatives such as the Site Management Team (SMT), Collaborative Community Network (CCN) meetings, and job fairs. These efforts create a dynamic exchange of information and resources, aligning educational programs with the evolving needs of the local workforce.

A notable highlight of NLMAS's commitment to workforce readiness is its recent implementation of the Phlebotomy program in partnership with Cal Regional at the Norwalk location. This new program not only enhances opportunities for students, but also provides tuition discounts for current and past students, reducing barriers to education.

NLMAS has also devoted significant resources to support individuals with disabilities through its partnership with IWSIA America, which established apprenticeship programs aimed at helping these adults gain valuable skills and work experience. Recognizing the importance of practical training, NLMAS became a registered apprenticeship program with the U.S. Department of Labor during the 2023-2024 school year, further expanding its business partnerships to include Living Well Home Care for CNA students, providing them with hands-on learning experiences in real-world settings.

Through collaborations with numerous healthcare facilities, including prestigious institutions like CHOC, NLMAS has secured internship opportunities for Pharmacy Technician students, enhancing their practical training and employability.

Supporting Evidence

- [Cal Regional Contract](#)
- [Apprenticeship Document](#)
- [CHOC Contract](#)



[Cal Regional Contract](#)



[Apprenticeship Document](#)



[CHOC Contract](#)

Findings	Supporting Evidence
<p>With impressive outcomes, the Pharmacy Technician program boasts a 100% hire rate, while the CNA program features an 80% hire rate alongside a 100% pass rate on licensure exams. The Medical Assistant program has recently adopted a new National Healthcareer Association (NHA) certification process, achieving an 80% pass rate on the national certification exam, which increases students' marketability in the healthcare field.</p> <p>To maintain its connection with the local labor market, NLMAS receives student referrals from GAIN and keeps its programs active on the CalJobs eligibility list. This ongoing engagement ensures that curriculum development remains responsive to local needs.</p> <p>Additionally, NLMAS actively invites local employers and partners to its annual CTE advisory meetings and CTE Awareness/Job Fair, fostering dynamic interactions between students and potential employers. Through representation at prominent job fairs, particularly those hosted by SELACO, NLMAS reinforces its commitment to connecting students with employment opportunities that align with their training and career aspirations.</p> <p>Through these multifaceted relationships with educational institutions, workforce development organizations, and local employers, NLMAS effectively bridges the gap between education and employment. This collaborative approach not only enhances student outcomes but also contributes to a skilled workforce that meets the local community's needs, illustrating the profound impact that strong partnerships can have on economic and educational growth.</p>	

Indicator 9.3

School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tours of the business, or work-based learning experiences.

Findings

NLMAS is committed to creating valuable opportunities for students through active engagement with local businesses and community partners. One of the key events that exemplifies this commitment is the Annual CTE Awareness/Job Fair and Blood Drive held each spring. This event not only brings together over 30 local businesses to connect with students but also promotes awareness of career and technical education programs within the community. By allowing students to interact with potential employers, participate in job interviews, and learn about various career paths, the Job Fair plays a vital role in bridging the gap between education and employment. Additionally, the collaboration with community partners during this event fosters a sense of unity, encouraging local organizations to actively support workforce development efforts and enhance the overall growth of the community.

Internships are an integral component of NLMAS's healthcare programs, providing students with embedded learning experiences that align theory with practice. The school has established partnerships with numerous healthcare facilities, enabling students in programs like Pharmacy Technician, Medical Assistant, Dental Assistant, and CNA to gain hands-on experience in real-world settings. For example, the Pharmacy Technician program has over 15 partner locations for externships, while the Dental program secures placements at more than 20 locations, ensuring students have ample opportunity to apply their skills in a professional environment. Meanwhile, the CNA program collaborates closely with two primary facilities to conduct clinical rotations, and Childcare Professions students gain practical experience through partnerships with over five locations for their practicum. These internships not only enhance students' learning but also increase their employability by equipping them with the practical skills and confidence needed to excel in their chosen healthcare careers.

Supporting Evidence

■ [Annual CTE Awareness/Job Fair Flyer](#)

■ [Blood Drive in Spanish](#)



[Annual CTE Awareness/Job Fair Flyer](#)



[Blood Drive in Spanish](#)

■ [Blood Drive in English](#)

■ [List of Externship/Community Partners/Sites for CTE and Healthcare Programs](#)



[Blood Drive in English](#)



[List of Externship/Community Partners/Sites for CTE and Healthcare Programs](#)

■ [AWS Flyer](#)

■ [Job Fair Flyer](#)



[AWS Flyer](#)



[Job Fair Flyer](#)

Findings	Supporting Evidence
<p>In addition to internships for healthcare pathways, NLMAS has partnered with American Welding Society (AWS) to host regional meetings at our site that are not just beneficial for the public, but for our welding program. AWS representatives have served as guest speakers in our welding classes providing vital information about the industry and sharing various opportunities and resources with our current students including free memberships to AWS. Welding students have also been connected to apprenticeship opportunities through tours of the Local 433 Ironworkers Apprenticeship near our region.</p> <p>Through events like the CTE Awareness/Job Fair, the integration of internships in healthcare curricula, and industry-relevant learning experiences for the welding program, NLMAS effectively invites partners to engage with students, fostering a collaborative educational environment that supports career readiness and strengthens community ties.</p>	

Criterion 9

Resource Management Summary

Areas of Strength

- Strong partnerships with the PAACE Consortium and SELACO WDB.
- Multiple internship sites for its medical training classes.
- The City of Norwalk awards career training scholarships to eligible NLMAS students.
- Industry relevant partnerships and learning experiences are increasing access and strengthening the welding program with additional resources.

Areas of Growth

- Continue to increase marketing through social media.
- Continue to expand career training programs to support future job seekers.

CHAPTER FOUR

Summary from Analysis of Identified Major Student Learner Needs

Summary of Growth Area

Mission, Culture, SLOs

- Intentional references to the Mission and SLOs will be encouraged for increased student engagement with the school's overall goals for them.

Governance, Organizational Structure and Leadership

- Establish protocols for student representatives to gather input from their classmates before meetings and share key highlights with them afterwards.

Faculty and Staff

- Implement a formal method for directly assessing the impact of outside PD on student learning outcomes.

Curriculum

- Provide additional staff training for emerging technologies as well as data analysis to better address students' learning needs.
- Develop a comprehensive resource for EL Civics courses to enhance student learning.
- Remove barriers to more effectively support students with varied schedules, foundational skill gaps, and limited resources at home.

Teaching and Learning

- Relaunch the school's tech team to lead professional development in new technologies.
- Implement ongoing professional development that emphasizes effective teaching strategies, lesson design, and data-driven instruction to strengthen rigor, retention, completions, and transitions to higher education and/or the workforce.
- Provide additional professional development in topics such as Webb's Depth of Knowledge, lesson planning, and classroom strategies to better address specific learning needs.

Assessment and Accountability

- Allocate dedicated time in PLCs for increased data analysis to enhance informed decision-making and improve instructional practices.
- Strengthen collaborative efforts in PLCs by sharing effective curriculum, teaching methodologies, and assessment strategies for enhanced student outcomes.
- Revitalize the technology team to strengthen teachers' skills in advanced tools for student success.

Support Services

- Additional staff training in technology will help students stay current with evolving technologies.
- Increase access to assessments and reports in TE/ASAP and to relevant student survey feedback.
- Expand Student Support Services including counseling hours to the La Mirada site.

Resource Management

- Continue addressing the increasing upkeep and maintenance needs associated with operating in an aging facility.

Community/Educational Partnerships

- Continue to increase marketing through social media.
- Continue to expand career training programs to support future job seekers.

Schoolwide Area of Strengths

- A collaborative and supportive school culture that prioritizes dynamic, inclusive personalized learning environments enhanced by abundant technology, flexible teaching strategies, diverse assessment methods, and resource-rich digital platforms.
- Regularly scheduled PLCs to foster collaboration and commitment among staff to meet students' greatest learning needs.
- Leveraged technology and data analysis that optimizes teaching effectiveness, enhances student engagement, and fosters informed instructional decision-making.
- Comprehensive student support and guidance that fosters a supportive learning environment, including assistance with transitions to advanced programs.
- A strong, experienced leadership team with a background in adult education that efficiently manages resources to advance a safe, positive learning environment and drive ongoing school improvement.
- A strong commitment to career readiness demonstrated by updated Student Learner Outcomes to emphasize essential skills for workplace success.
- Strong community and business partnerships resulting in internships, workshops, and practical learning experiences that enhance opportunities for student success.

Schoolwide Areas of Growth

- Relaunch the school's technology team to lead professional development focused on integrating new technologies into instructional practices to enhance student engagement, persistence, and completion for improved academic success.
- Provide additional staff training on emerging technologies and data analysis to enhance students' readiness for the evolving job market and further educational opportunities.
- Allocate dedicated time in PLCs for expanded data analysis to optimize decision-making and strengthen instructional effectiveness.
- Implement ongoing professional development that emphasizes effective teaching strategies, lesson planning, and data-driven instruction to strengthen rigor, retention, completions, and transitions to higher education and/or the workforce.
- Remove barriers to support students by addressing varied schedules, foundational skill gaps, and other challenges that may limit access to educational resources and opportunities.

CHAPTER FIVE

Schoolwide Action Plan

Goal:

Increase Student Participation, Persistence, Performance, and Completion (PPPC) across all programs.

SMART Goal:

Annually increase student Participation, Persistence, Performance, and Completion (PPPC) by 5% while reducing student barriers through Technology Skills Development, Data-driven Instruction, and responsive Student Support Services.

Rationale:

To better address the primary learning needs of its students, NLMAS will increase its focus on technology development skills for both students and staff and implement effective Professional Learning Community (PLCs) protocols centered on data-driven instructional strategies. These efforts aim to achieve higher levels of student PPPC and overall educational outcomes.

SLOs ADDRESSED:

Effective Communicators, Creative Critical Thinkers, Proficient Users of Technology.

TECHNOLOGY

TECHNOLOGY ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS PROGRESS	MEANS TO REPORT PROGRESS
Re-establish Technology Skills Development Team	Fall 2024 Update Annually	<ul style="list-style-type: none"> Administrators (Travis, admin in charge) Leadership Team NLMAS Tech Team (Elma Barajas and Deanna Gross, Co-Leads) 	<ul style="list-style-type: none"> Meeting time Materials and supplies Additional Training for Tech Team (OTAN, CALPRO, CCAE) 	<ul style="list-style-type: none"> Re-Establishment of NLMAS Tech Team Feedback from Team members/ Staff members 	<ul style="list-style-type: none"> AES and Tech Team agendas Reports to Leadership Team
Determine Staff and Student Technology Needs	Fall 2024 Update Bi-annually	Tech Team in consultation with Administrators and Leadership	<ul style="list-style-type: none"> Student and Staff Technology Surveys to determine existing staff and student tech needs data Time to gather additional data and draw conclusions 	<ul style="list-style-type: none"> Summary of current staff and student tech training needs (updated bi-annually) 	<ul style="list-style-type: none"> Tech Team agendas Progress reports to Leadership Team and staff
Plan and implement professional development for staff	2024 - 2025 Update/Revise Bi-annually	Tech Team in consultation with Administrators and Leadership	<ul style="list-style-type: none"> Planning time PD and PLC time Technology tools for participants Training support (OTAN, CALPRO, CCAE) 	<ul style="list-style-type: none"> Training documents/ google files Photos, videos, final products 	<ul style="list-style-type: none"> Implement Student and Staff Technology Surveys Reports to Leadership
Monitor progress and outcomes for both students and staff	End of Fall 2024 End of Spring 2025 Update Bi-annually	Tech Team in consultation with Administrators and Leadership Team	<ul style="list-style-type: none"> Time for evaluation and summaries 	<ul style="list-style-type: none"> Student and staff technology implementation data 	<ul style="list-style-type: none"> Review Student and Staff Technology Survey Responses

DATA & ASSESSMENTS

DATA & ASSESSMENTS ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS PROGRESS	MEANS TO REPORT PROGRESS
Departments review PLC protocols and Cycle of Inquiry implementation to ensure high achieving PLC work	Fall of 2024 Repeat/review annually	<ul style="list-style-type: none"> Administrators Leadership Team - specifically Department Chairs 	<ul style="list-style-type: none"> PLC and Cycles of Inquiry research PDs Opportunities to attend PLC Conference/ Professional Development 	<ul style="list-style-type: none"> Agendas with minutes Reports to Leadership Team Data analysis feedback from PLC members Evidence of PLC instructional strategies in classrooms 	<ul style="list-style-type: none"> Agendas with minutes and reports to Leadership Team Evidence of PLC instructional strategies in classrooms
Within departmental PLC's, analyze PPPC data related to Enrollment, Retention, Active Students, CASAS Testing EFL Level Gains, Completions.	Fall/Spring 2024-25 Repeat process annually	<ul style="list-style-type: none"> Administrators Leadership Team Department Chairs Faculty 	<ul style="list-style-type: none"> All available PPPC data 	<ul style="list-style-type: none"> Agendas with minutes Data analysis feedback from PLC members Reports to Leadership 	<ul style="list-style-type: none"> Agendas with minutes Feedback from PLC members Progress reports to Leadership & Staff
Provide materials and supplies to support outcomes of PPPC Data	Fall/Spring 2024-25 Repeat process annually	<ul style="list-style-type: none"> Administrators Department Chairs Leadership Team Faculty 	<ul style="list-style-type: none"> Current and past PPPC data Data collection and documentation tools NLMAS Mission Statement & SLOs 	<ul style="list-style-type: none"> Agendas Feedback from PLC members Reports to Leadership 	<ul style="list-style-type: none"> Agendas Feedback from PLC members Progress reports to Leadership

DATA & ASSESSMENTS (continued)

DATA & ASSESSMENTS ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS PROGRESS	MEANS TO REPORT PROGRESS
Identify and implement effective teaching strategies to promote student success.	Fall/Spring 2024-25 Repeat process annually	<ul style="list-style-type: none"> Administrators Leadership Team Department Chairs 	<ul style="list-style-type: none"> Meeting Time Research regarding Tier 1 strategies District and County workshops 	<ul style="list-style-type: none"> Classroom implementation Classroom observations Increase in PPPC Student and staff surveys Staff feedback 	<ul style="list-style-type: none"> Progress report at end of year meeting Annual report to District Leadership Agendas
Monitor data and outcomes	Fall/Spring 2024-25 Repeat process annually	<ul style="list-style-type: none"> Administrators Leadership Team Department Chairs Teaching Staff 	<ul style="list-style-type: none"> Outcome data 	<ul style="list-style-type: none"> Analyze data sources to review progress on the Action Plan 	<ul style="list-style-type: none"> PLCs and schoolwide PDs agendas and minutes

STUDENT SUPPORT

STUDENT SUPPORT SERVICES ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS PROGRESS	MEANS TO REPORT PROGRESS
Identify student needs/barriers <ul style="list-style-type: none"> Schoolwide survey ESL survey on career paths & EL Civics topics 	Fall/Spring 2024-25 Repeat annually	<ul style="list-style-type: none"> Counseling, Assistant Directors Director Program Teachers 	<ul style="list-style-type: none"> Job Fair Attendance Partner meetings (SELACO, PAACE, Cerritos College) DPSS Outreach College & Career Fairs Website Partner efforts (Cal Regional Marketing) 	<ul style="list-style-type: none"> Review of sign in sheets compared to enrollment data Review of enrollment data School Registration data Attendance data 	<ul style="list-style-type: none"> Schoolwide and ESL survey results School registration data Attendance data
Update student resources	Fall 2024 Repeat Annually	<ul style="list-style-type: none"> Counseling Program Teachers Intern 	<ul style="list-style-type: none"> Classroom visitations Posters for resources Counseling News Wall Employment Wall SELACO monthly visits 	<ul style="list-style-type: none"> AES meeting agenda/minutes Schoolwide Survey 	<ul style="list-style-type: none"> AES Meeting agenda/minutes Schoolwide Survey
Increase awareness of student resources	Ongoing	<ul style="list-style-type: none"> Counseling, Assistant Directors, Program Teachers 	<ul style="list-style-type: none"> CTEC instructor class visits Job Fair High School Visitations Invite feeder HS assembly for Adult School info & resources 	<ul style="list-style-type: none"> Review of sign-in sheets compared to enrollment data Review of enrollment data 	<ul style="list-style-type: none"> AES meeting agenda Review of enrollment data Schoolwide Survey
Expand counseling services to La Mirada	Quarterly beginning Fall of 2024	<ul style="list-style-type: none"> Data Clerk, Counseling, Admin 	<ul style="list-style-type: none"> Share referral student info (DOR, SELACO, GAIN, City of Norwalk) with the La Mirada site. 	<ul style="list-style-type: none"> In-person/zoom meetings sign in data 	<ul style="list-style-type: none"> In-person/zoom meetings sign in data

STUDENT SUPPORT (continued)

STUDENT SUPPORT SERVICES ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES	MEANS TO ASSESS PROGRESS	MEANS TO REPORT PROGRESS
Collaborate with SELACO WDB for quarterly rep on site	Quarterly beginning Fall of 2024	<ul style="list-style-type: none"> SELACO Rep and School site staff (Counseling & Admin) 	<ul style="list-style-type: none"> Resources from SELACO WDB: job leads, interview skills, resume support 	<ul style="list-style-type: none"> Review sign in sheet from SELACO rep on site 	<ul style="list-style-type: none"> Accessing sign in sheet from SELACO rep on site
Increase marketing and program awareness	Ongoing	<ul style="list-style-type: none"> Counseling, Assistant Directors Director Program Teachers 	<ul style="list-style-type: none"> Job fair attendance Partner meetings (SELACO, PAACE, Cerritos College, & other community agencies) Technology Marketing 	<ul style="list-style-type: none"> Review of sign-in sheets compared to enrollment data Review of enrollment data 	<ul style="list-style-type: none"> Review of sign-in sheets compared to enrollment data Review of enrollment data

MISSION STATEMENT

Norwalk-La Mirada Adult School empowers learners with the progressive skills and training to be successful in life, career, and community in a dynamic world.

NORWALK-LA MIRADA ADULT SCHOOL

NLMAS 1937

EDUCATION OPENS DOORS



SCHOOLWIDE LEARNER OUTCOMES

Effective Communicators who actively listen, exchange ideas respectfully, collaborate, and reach consensus in diverse settings.

Creative Critical Thinkers who resolve complex situations with innovative solutions individually and collaboratively.

Proficient Users of Technology who responsibly and creatively interact with, understand, and adapt to emerging technologies.