



S.P.A.R.C. Support Personnel Accountability Report Card 2010

A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education



HAYWARD ADULT SCHOOL
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Principal's Message

As the new principal of Hayward Adult School, I take pride in the work of the Student Support Personnel Team (SSPT). The SSPT is an integral and vital component of our school. All SSPT members work hard to provide a strong foundation for student academic success and a safe environment at the Hayward Adult School. I stand solidly behind their implementation of the three key domains of the National Standards for School Counseling: Academic, Career, and Personal/Social. In carrying out these standards, the SSPT employs effective strategies to improve academic performance, increase preparation for post-secondary choices, and foster emotional well-being.

We have chosen our two "Focus for Improvement" items for the next school year: 1) to better meet the needs of Adult Basic Education students, we will replicate a model of orientation with an initial assessment and an individual educational plan that has proven successful in two other departments; and 2) to meet the needs of the large number of students who are unemployed or underemployed, we will do an in-depth analysis of what the local needs are in a recessionary economy, determine which occupations will be the most in demand, and offer training for those occupations. Even in the midst of one of adult education's most difficult years, we believe that opportunities can be created from challenges.

Student Support Personnel Team

The SSPT is a cohesive group of 26 dedicated educators who work together successfully because of their shared values and goals. This talented team is 35 percent bilingual and can provide assistance in Spanish, Chinese, Tagalog and Greek. Members

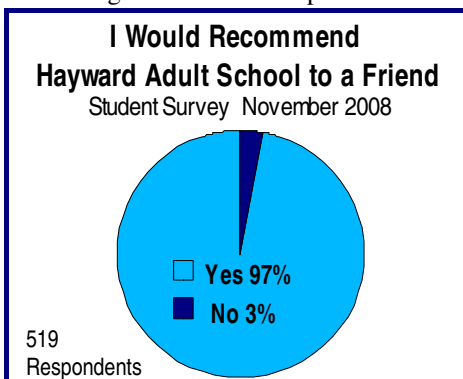
Team Members	Highest Degrees
Administration 1 Principal 2 Assistant Principals	3 Master's Degrees: Education, Instructional Technologies, Counseling Psychology
Program Coordination 1 Project Manager 2 Teachers in Charge 1 Data Coordinator/Instructor	2 Master's Degrees: Education, Counseling 2 Bachelor's Degrees: Psychology, Human Development
Counseling 1 High School Diploma Counselor 3 Career Advisors	4 Master's Degrees: Counseling, Nutrition
Assessment 2 Academic/Vocational Evaluators 1 Academic/Vocational Examiner 1 Academic Examiner/Instructor	3 Bachelor's Degrees: Education, Business English
Safety 2 Campus Mediation Supervisors	1 Associate Degree: Administration of Justice
Clerical Support 1 Administrative Secretary 1 Registrar 2 Accounting Specialists 4 Office Specialists 1 Clerical Trainee	2 Bachelor's Degrees: Art, Communications

of the SSPT have 534 years of combined experience in education, an average of over 20 years for each team member. All certificated team members hold appropriate credentials which meet No Child Left Behind requirements for highly qualified staff. SSPT members, keeping abreast of current practices, belong to more than 15 professional organizations, including: American Counseling Association, Association of California School Administrators, California Adult Education Association, California Association for Teachers of English to Speakers of Other Languages, California Career Development Association, California Council for Adult Education, and National Alliance of Business.

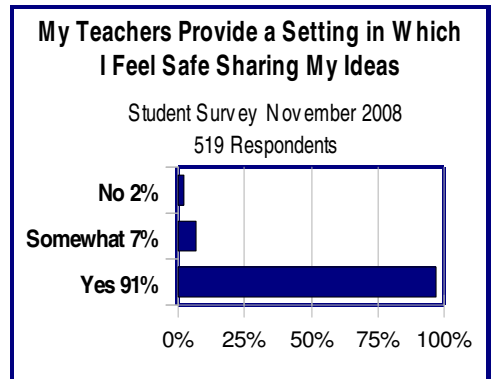
The counselor and career advisors, in collaboration with the entire SSPT, drive the design, coordination, implementation, and evaluation of the student support system. They work with students one-on-one to identify potential obstacles, map out interventions, and create individual academic and career plans. The counselor and career advisors plan ongoing classroom presentations so that students can make informed choices about education and careers. This proactive approach makes support services equitable and accessible to all students, not just those who take the initiative to come to the office.

School Climate and Safety

The SSPT is strongly committed to ensuring a safe and positive school climate. SSPT members make up 72% of the School Safety Committee which is responsible for the annual updating of the school safety plan for adoption by the Board of Education. Campus Mediation Supervisors are on duty both day and evening to connect with and support students, making sure that the campus is secure. They undergo extensive training in mediation and conflict resolution so that their primary role is one of prevention and pro-action. School rules and Expected School Wide Learning Results (ESLRs) are posted in every classroom, reflecting the climate of clear expectations set by the SSPT. The counselor and career advisors create a non-threatening environment for personal disclosures.



Hayward Adult School students attend by choice. Students who feel comfortable and safe on campus refer their friends. Hayward Adult School's first student online survey was conducted in November 2008. Ninety-one percent of the 519 student respondents feel safe in sharing their ideas in class, and 97% of students would recommend Hayward Adult School to a friend.



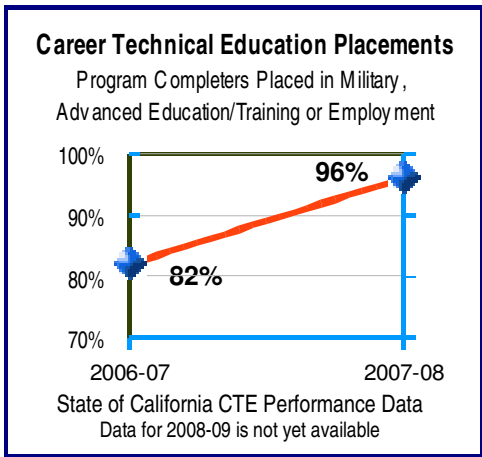
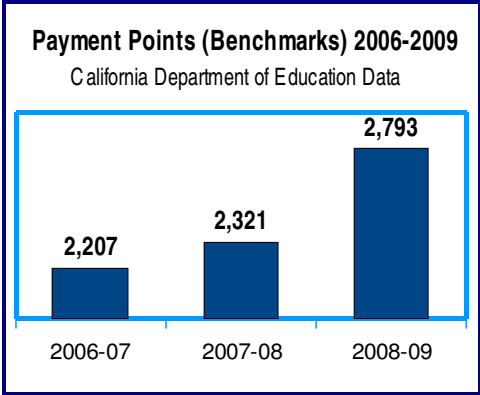
The SSPT contributes to the positive campus climate by providing support services, such as, a staffed community computer lab, two student lounges, and a student-run café. They coordinate extra curricular activities for students, which include the Principal's Round Table, the

principal-led town hall meetings, and the weekly Career Technical Education (CTE) staff-led mock job interviews. They recognize student success by awarding certificates of completion and conducting graduation ceremonies for CTE and high school diploma students. The SSPT works with teachers and staff to create an environment in which learners feel that it is okay to make mistakes, that they are respected for what they know, and that they are equally valued regardless of race, gender, class, religion, or sexual orientation.

Student Results

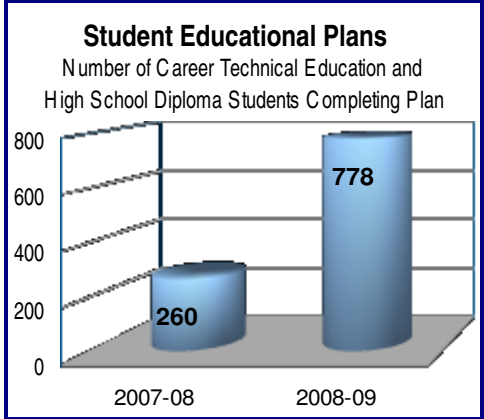
The SSPT uses student results data to drive student academic interventions, program development, and school direction. The entire team collects and analyzes data in a continual process of reflection and adjustment. When analyzing data, the SSPT uses the American School Counseling Association (ASCA) National Standards as a framework. The student results data below reflect actions and interventions the SSPT has made in each of the three ASCA domains.

ACADEMIC DOMAIN *Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.* The graph to the right depicts a remarkable increase in Payment Points over a three year period. Payment Points benefit the school by highlighting learning gains and providing revenue. The Adult School earns Payment Points, formerly called “Benchmarks,” from the California Department of Education when students make a significant gain, complete two levels, receive a General Educational Development (GED) certificate or earn a high school diploma. The Assessment Office, a unique feature of Hayward Adult School, is responsible for documenting learner outcomes through data collection and accountability reporting. They have brought about the increase in Payment Points by training teachers in testing procedures, increasing the use of technology, and testing more students. They have provided immediate feedback of results to teachers and students, thus contributing to the increase by motivating learning and driving curriculum.



CAREER DEVELOPMENT DOMAIN *Standard B: Students will employ strategies to achieve future career success and satisfaction.* One measure tracked by the state of California to evaluate the success of Career Technical Education is the percentage of student placements upon completion of the program: in the military, advanced education/training, or employment. A substantial increase in CTE placements, a jump from 82 percent to 96 percent, occurred as a result of increased collaboration among administration, teachers, CTE advisors, and support staff. CTE teachers began to meet on a regular basis with high school diploma teachers, thus expanding their focus to include academics as well as job readiness. The collaborative effort resulted in serving more students who achieved their academic and occupational goals. This work laid an important foundation for continuing improvements.

PERSONAL/SOCIAL DOMAIN *Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.* In 2008-09, 778 students completed an individualized educational plan, up almost 300% over 2007-08. This dramatic increase occurred when the new principal led a series of focused, productive meetings with all stakeholders in the fall of 2008. These meetings provided the impetus for a total restructuring of the way students enter the CTE program. Following orientation, each new entering CTE student now meets one-on-one with a career advisor to discuss academic and career assessment results and explore career pathway opportunities. They jointly decide on any needed academic interventions, and each student completes an individual educational plan to meet ultimate career goals.



Community Partnerships/Resources

Community partnerships and volunteers are critical to making a difference in the overall development of students. The SSPT works closely with a network of more than 70 business, education, and community partners who provide vital resources and experiences to supplement classroom learning.

COMMUNITY PARTNERSHIPS	HOW THEY ENHANCE THE STUDENT SUPPORT SYSTEM
Academic Partnerships	
Chabot College	Assist with applications, financial aid, and articulation agreements for credit
Rotary Club	Underwrite computer hardware for free Community Computer Lab
Scholarships, Inc.	Award student scholarships for post-secondary education
Career Development Partnerships	
East Bay Works One-Stop Career Centers	Provide career counseling, assessments, and workshops
Workforce Investment Board Collaborative	Award grants for education and employment training
Personal/Social Partnerships	
Family Emergency Coalition	Shelter homeless students with children
La Familia Neighborhood Resource Center	Provide bilingual individual and group counseling services

Volunteers are involved in many aspects of student support services to bridge the gap between school and community. Volunteer activities include CTE and high school diploma graduations, free reconditioned computers for students and community members, the campus community garden, and the Principal’s Round Table. All volunteers are welcome at Hayward Adult School. For more information on volunteer opportunities, please contact Kimako Strickland by email at kstrickland@husd.k12.ca.us or by phone at (510) 293-8595.