



**Inland Career
Education Center**
San Bernardino City Unified School District

INLAND CAREER EDUCATION CENTER MID-CYCLE PROGRESS REPORT

1200 NORTH E STREET

SAN BERNARDINO, CA 92405

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

APRIL 26, 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

📌 **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

Inland Career Education Center (ICEC), established in 1920, meets the changing educational needs of the community. As the adult education provider within San Bernardino City Unified School District, the school's focus is helping students successfully transition to postsecondary programs and the workforce. ICEC has 50 course titles approved by the California Department of Education (CDE) for the 2021-2022 school year. ICEC programs include:

- Academics: Adult Basic Education (ABE), GED, High School Diploma (HSD), National External Diploma Program (NEDP)
- English as a Second Language: ESL (beginning to advanced), Citizenship, Community-based English Tutoring (CBET)
- Bridge Programs across Academics and ESL: ABE/ESL Cohort and GED/ESL Cohort for students continuing after Advanced ESL
- Career Technical Education (CTE): Vocational Nurse, Certified Nursing Assistant, Medical Math, Medical Terminology, (previously) Medical Assistant, Computer Education, Pre-Apprentice Barber, Apprentice Barber, and Apprentice Meat Cutter
- Adults with Disabilities (AWD): Workplace Skills, Life Skills, Functional Academics, Creative Handcrafts
- Parent Education: Parent Education, Effective Parenting Techniques

ICEC Vision, Mission, and SLOs

Vision Statement

Inland Career Education Center empowers and inspires individuals through education to contribute to the economic growth of the community.

Mission Statement

Inland Career Education Center provides a bridge to postsecondary education and the workforce through the delivery of quality education and student support services.

Schoolwide Learner Outcomes

Inland Career Education Center prepares adults to become:

Self-Directed Lifelong Learners Who:

- Know how to access career planning information and apply for employment and college.
- Know how to evaluate and access continuing education and training opportunities.
- Achieve levels of literacy, computational, and technological proficiencies required to meet personal, educational, and career goals.

Effective Employees Who:

- Earn required academic credentials for initial employment, career advancement and postsecondary education.
- Earn industry-recognized certifications and licensure leading to living wage employment.
- Understand workplace expectations and consistently apply the qualities of successful workers.

Actively Involved Community Members Who:

- Possess the knowledge and skills to become informed and engaged members of the community.
- Commit to improving their lives and the success of the community through productivity, service, and action.

ICEC Student Profile

The students attending ICEC represent a diverse multicultural population. Students’ ethnicity is predominately Hispanic/Latino; Hispanics/Latinos have made up between 84-88% of the student population each year between 2018 and 2022. In San Bernardino city, 54% of the population has identified as Hispanic or Latino (of any race) as of the 2020 Census.

Table: Participants by Ethnicity

	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	More than One Race	TOTAL
2018-2019	.15%	4.7%	5.5%	84.6%	.2%	3.2%	1.7%	2643
2019-2020	.1%	4.4%	4.5%	85.7%	.1%	3.4%	1.9%	2381
2020-2021	.2%	3.9%	3.1%	88.6%	.1%	1.9%	2.1%	1356
2021-2022	.2%	6.9%	4.2%	83.2%	.2%	4.2%	1.1%	1372

Over the past three years, the majority of students have identified as female, remaining at about 68% of the student population.

Table: Participants by Sex

	Female	Male	TOTAL
2018-2019	68%	32%	2643
2019-2020	68%	32%	2381

2020-2021	80%	20%	1356
2021-2022	76%	24%	1372

The majority of students attending ICEC are within the 25-44 age range; the second-largest age group is 45-54 years old, followed by students in the 19-24 range. This trend has remained about the same over the past three years.

Table: Participants by Age

	16-18	19-24	25-44	45-54	55-59	60+	TOTAL
2018-2019	4.2%	16.2%	52.6%	18.0%	4.3%	4.7%	2643
2019-2020	4.0%	14.2%	51.4%	20.5%	4.9%	5.1%	2381
2020-2021	2.4%	13.9%	53.9%	20.1%	4.7%	4.9%	1356
2021-2022	3.3%	12.2%	53.6%	18.2%	6.1%	6.6%	1372

Student Counts

Between 2018 and 2022, the average unduplicated number of students attending all ICEC programs was 1,966. The number of students attending each program is in the tables below. The collection of data across these years changed slightly, as can be seen by the names of programs. The largest program enrollment as of 2021-2022 is ESL. All programs saw a decrease in enrollment from 2020 to 2021, but the current year (2021-2022) already shows a return to previous enrollment numbers, with a few months of instruction left.

The programs that took the largest hit because of the COVID-19 pandemic were Adults with Disabilities, Apprentice Vocational, Vocational and Career/Tech Ed, and Parent Education. Adults with Disabilities programs continued via distance learning, but caregiving situations changed and not all students remained in the program from one year to the next.

Vocational/Career Technical Education classes also continued, but students faced clinical hours and state testing delays for Certified Nursing Assistant and Licensed Vocational Nursing.

Unduplicated Enrollment By Program

2018-2019	
Program	Students Enrolled
Basic Skills	527
HSD/GED	1185
ESL	1523
Adults with Disabilities	17
Vocational	167
Parenting	462
Apprentice Vocational	167
Unduplicated Enrollment Count	2679
Duplicated Enrollment Count	7978

2019-2020	
Program	Students Enrolled
Basic Skills	1096
HSD/GED	917
ESL	1453
Adults with Disabilities	12
Vocational	264
Parenting	480
Apprentice Vocational	1
Unduplicated Enrollment Count	2429
Duplicated Enrollment Count	9307

2020-2021	
Program	Students Enrolled
Basic Skills	501
HSD/GED	954
ESL	920
Adults with Disabilities	1
Vocational	10
Parenting	10
Apprentice Vocational	1
Unduplicated Enrollment Count	1358
Duplicated Enrollment Count	5656

2021-2022	
Program	Students Enrolled
Basic Skills (ABE)	497
HSD/GED	882
ESL	994
Adults with Disabilities	2
Career/Tech Ed	18
Parent Education	13
Unduplicated Enrollment Count	1399
Duplicated Enrollment Count	5559

Types of Certificates Awarded

CTE programs offer Certificates of Completion, including the following classes:

- | | |
|---------------------------------|--|
| Acute Awareness | Home Health Aide |
| Apprentice Barber | Introduction to Computers |
| Certified Nurse Assistant (CNA) | Keyboarding |
| CPR | Meat Cutters Apprentice |
| Google Suite | Medical Assistant (previously offered) |

Medical Math
 Medical Terminology
 Vocational Nursing

Non-CTE Certificates of Completion:

Advanced ESL Completion (transition to ESL/GED Cohort)
 High School Diploma
 GED Certificates

As programs shifted to distance learning during the pandemic, the CTE program was impacted differently. Courses such as Medical Terminology and Medical Math continued seamlessly, as no lab or clinical hours are required. Licensed Vocational Nurse, Certified Nurse Assistant, and Medical Assistant faced a setback because of school closures; ICEC administration requested approval for students to complete lab and clinical hours—both on campus and at clinical sites in the community, and San Bernardino City Unified School District approved. ICEC administration closed the Medical Assistant program due to a decline in enrollment and staffing limitations. Because of the delay in approval to allow students at clinical sites, the starting of one new Vocational Nursing class was delayed one year. Once students returned to clinical training, they were able to uniquely work at COVID-19 testing and vaccination events to directly impact the San Bernardino community.

CTE Completion

	2018-2019	2019-2020	2020-2021	2021-2022
Medical Assistant	Fall 2018: 19	Fall 2019: 13	Fall 2020: 6	Fall 2021: 0
	Spring 2019: 11	Spring 2020: 8	Spring 2021: 0	
Medical Terminology	1T18: 20	1T19: 13	1T20: 18	1T21: 13
	2T18: 20	2T19: 16	2T20: 13	2T21: 20
	3T19: 0	3T20: 14	3T21: 15	
Medical Math	1T18: 13	1T19: 14	1T20: 20	1T21: 16
	2T18: 18	2T19: 16	2T20: 14	2T21: 22
	3T19: 0	3T20: 14	3T21: 17	
CNA	1T18: 10	1T19: 10	1T20: 7	1T21: 10
	2T18: 12	2T19: 14	2T20: 12	2T21: 10
LVN		7/24/19: 12	4/23/21: 13	12/6/21: 13
		2/12/20: 16		

ABE & ASE Students Test Scores & Grade Level Equivalency

Skill level within the ABE and ASE students enrolled between 2018 and 2022 has remained about the same. The majority of ABE/ASE enrollees over these years has stayed in the 6th-8th grade level.

2018-2019 School Year	Grade Level	CASAS Score	Total
Beginning ABE	2nd-3rd	201-210	97
Low Intermediate ABE	4th-5th	211-220	291
High Intermediate ABE	6th-8th	221-235	657
Low Adult Secondary Education	9th-10th	236-248	92
High Adult Secondary Education	11th-12th	249 and higher	11
Subtotal			1148

2019-2020 School Year	Grade Level	CASAS Score	Total
Beginning ABE	2nd-3rd	201-210	143
Low Intermediate ABE	4th-5th	211-220	272
High Intermediate ABE	6th-8th	221-235	390
Low Adult Secondary Education	9th-10th	236-248	149
High Adult Secondary Education	11th-12th	249 and higher	33
Subtotal			987

2020-2021 School Year	Grade Level	CASAS Score	Total
Beginning ABE	2nd-3rd	201-210	36
Low Intermediate ABE	4th-5th	211-220	96
High Intermediate ABE	6th-8th	221-235	182
Low Adult Secondary Education	9th-10th	236-248	66
High Adult Secondary Education	11th-12th	249 and higher	65
Subtotal			445

2021-2022 School Year	Grade Level	CASAS Score	Total
Beginning ABE	2nd-3rd	201-210	44
Low Intermediate ABE	4th-5th	211-220	121
High Intermediate ABE	6th-8th	221-235	166
Low Adult Secondary Education	9th-10th	236-248	68
High Adult Secondary Education	11th-12th	249 and higher	40
Subtotal			439

Program Completion

At the end of a term, instructors mark students as completed if the student finished the objectives of the class. This does not necessarily mark graduation from a program.

	2018-2019	2019-2020	2020-2021	2021-2022
Basic Skills	190	215	16	58
High School/GED	382	177	131	50
ESL	716	546	283	237
Adults with Disabilities	4	3	0	4
Vocational/CTE	113	157	5	113
Parenting	235	178	1	235
Apprentice	0	0	0	0

High School Diploma/GED Test Graduates by Year

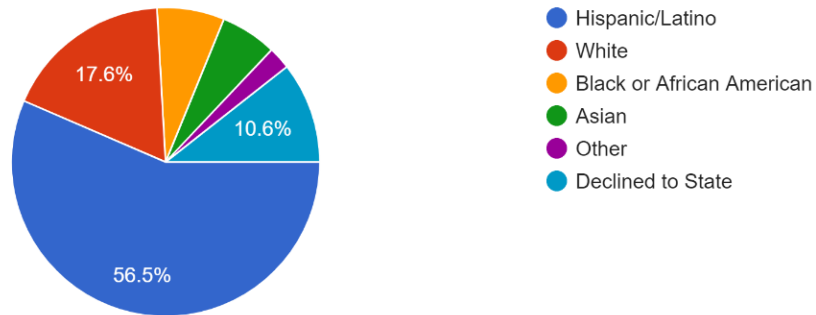
Graduates from the HSE (High School Equivalency), or GED Test Preparation program and the HSD (High School Diploma) program are seen below. The obvious decline in high school completion and HSE completion is seen in the difference from 2018-2019 and 2019-2020. The school’s GED Testing Center remained closed for almost a full two years beginning in March 2020, but high school diploma remained an option during physical closures.

	2018-2019	2019-2020	2020-2021	2021-2022
HSE (GED Test Passed)	93	33	14	13
High School Diploma	105	85	82	23

Staff Demographics

Staff ethnicity is in the following chart. Most staff identify as Hispanic/Latino, as reflected in the overall demographics of San Bernardino. Out of the 85 staff members, 60 are female and 25 are male.

Ethnicity
85 responses



II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

School Wide Changes

Since the last full visit, ICEC has faced several changes that have affected the services provided to students. In October of 2019, hackers attacked servers maintained by San Bernardino City Unified School District with ransomware. District Information Technology staff quickly identified that the impacted servers housed the district email system, and no student or staff information was compromised. This event halted the school's means of communication by email, but definitely did not slow down instruction. Students attended classes as usual, and staff and teachers worked collaboratively to smoothly provide services during what ultimately ended up being an internal issue. The district resolved the issue within a few weeks; instruction continued the entire time.

Soon after, the world entered the COVID-19 pandemic, which brought so many challenges to the entire world. In the first two months of 2020, ICEC administrators anticipated a stay-home order, and began carrying out contingency plans in case staff was ordered to stay home. This ultimately came sooner than expected, and most staff members were prepared with devices already checked out and instructional materials prepared. For the remaining staff, administrators rotated on-campus access, and requests for equipment and resources were fulfilled in a timely manner. Staff members worked quickly across virtual platforms to enable a consistent delivery of instruction. Teachers and staff worked with their respective Vice Principals and Teachers on Assignment to review available instructional methods and seek out additional training.

Overall, much of the training in Google Apps for Education and online learning platforms finally had a universal purpose in daily instruction. Two options for completing our high school diploma program were already in an online format: the A+ credit-recovery software (which shifted to Edmentum) and National External Diploma Program. Students and staff were quick to connect to one another through Zoom classes, Google Classroom, and additional online resources available such as Aztec Learning System. Student services such as counseling and tutoring continued during the stay-home order.

Staffing Changes

The past three years have seen several staffing changes at ICEC. Leticia Villa, the current Principal, will retire at the end of 2021-2022 school year. ICEC's former Head Counselor, Raul Pedraza, is now Vice Principal, after leaving the school in 2019 to take a district level position as

Program Specialist. John Carranza, previously Vice Principal of Academics, shifted to the Career Technical Education department, and Raul Pedraza is over the Academics department. After the resignation of the former Head Counselor, Eduardo Aldas, the position was closed and another Counselor position was opened, which was recently filled by an Academics teacher, Virginia Reyes. In Spring 2020, Elsa Martinez, previously Bilingual Clerk II, was promoted to Registrar of the school. Several staff members have retired or resigned, followed by a mixture of both closing positions and filling them based on student need. The school now has a dedicated Information Technology staff member, Microcomputer Specialist II, Hector Franco. Non-classroom certificated staff, including Program Specialists and Teachers on Assignment, have shifted from 11 staff members to six. This change has happened over the past three years to serve the programs more efficiently. As some programs saw declining enrollment, and as the pandemic decreased the number of usual networking and outreach efforts, the school has shifted duties across support staff accordingly.

CTE Program Changes

The CTE program played an important role in our community over the past three years. As the pandemic hit, ICEC's graduates of Vocational nurses, medical assistants, and certified nurse assistants entered the workforce. Although the school was closed and classes only took place via distance learning, the CTE program continued to offer as much as possible prior to the return to on-site clinical training. Unfortunately, the Medical Assistant program was closed because of low enrollment and staffing limitations. Upcoming regional labor market information will inform the future decision to reopen the program. ICEC's previous Medical Assistant instructor shifted to the Licensed Vocational Nursing teaching staff, filling a great need within that class.

ESL Program Changes

The ESL program has continued without major changes during the past three years. In 2018-2019, Integrated Education and Training was implemented, where upper levels of ESL classes were assigned both ESL and computer literacy/keyboarding teachers for short-term training to prepare their skills in new ways. The department hoped to transition ESL graduates to Career Technical Education programs such as Certified Nurse Assistant, for example; ultimately, the program did not end up meeting requirements for reporting outcomes. This was because of the requirement of eligibility for students to work with the United States, which was overwhelmingly lacking. Despite this formal change, workplace skills continue to be integrated into the curriculum.

Academics Program Changes

The largest change in the academics program is the shift from in-person high school diploma options, which previously offered textbook-oriented classes or an online credit-recovery program available in an in-person lab setting. We have eliminated the textbook-oriented classes, and have switched to an entirely online platform, with in-person lab hours available, but is largely attended through distance learning. Students work at their own pace and receive instructional assistance as needed. ICEC has grown its partnership with San Bernardino Valley College. College Counselors are dedicated to adult education partners, and two counselors rotate office hours on ICEC campus up to four days per month. Counselors work with the Teacher on Assignment of Academics to provide virtual workshops for students exploring options for postsecondary education. The option to complete a high school diploma through the online National External Diploma Program continues to prove successful, as adult learners apply life and work experience to demonstrate competencies for graduation requirements.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Review of Student Achievement Data/Action Plan

ICEC structures its review of student achievement data through various group meetings such as Professional Learning Communities (PLCs) and Steering Committee meetings. Each August, during the three days before the start of the school year, the Administration Team presents an overview of student achievement and outcomes to the entire staff. When the staff then breaks into smaller groups by department, colleagues discuss strategies that worked and collaborate on what to improve upon. Once the August professional development is complete, the PLCs meet one to two times per month, and the Steering Committee meets up to four times per year.

The Schoolwide Action Plan guides the work of the Steering Committee. We discuss the progress of our school and make recommendations for improvement. Along with program-based PLCs, smaller groups meet regularly, including Classified Staff, Counseling Staff, and Student Services. Short-term and long-term goals are set within each group, aligning with the Schoolwide Action Plan.

In the Fall of 2021, the Administration Team attended training for schools scheduled for Mid-Cycle Progress Reports, and soon after scheduled a meeting with the Visiting Committee chair, Nadine Elwood. The team prepared subsequent meetings with all staff and the Steering Committee. The staff was informed of the school's progress in the six-year cycle and the virtual visit date was publicized during department meetings.

The Administrative Team and the CTE Placement Specialist, who served as our WASC Co-Chair in 2019, prepared this Progress Report. The Assessment Team played a critical role, providing updated student achievement data. The Steering Committee, PLCs, and smaller workgroups will all have access to this report once complete.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

** Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

In October 2021, each staff member was invited to complete a Significant Developments survey on Google Forms. Staff was asked to reflect on the past three years, describe any significant developments, recall the evidence that the development took place, and to ultimately reflect on what impact the change had on students, the staff, or the school. A little over half of the staff completed the survey (49 respondents), and the Administration Team and WASC Chair agreed that in a different time, the responses would like very different.

Overwhelmingly, the responses referenced changes the school made because of the pandemic. While the pandemic undoubtedly affected every school in many ways, teachers and staff thought critically about how the school wanted to implement new practices prior to the closures and being forced to make these new practices work helped our school even as we reopened in-person. The changes in use of technology were noted as the most significant development over the last three years. Forty-three out of forty-nine responses referenced a sort of change in technology. Most responses were in support of changes made over the past three years.

Technology is one of the positive lasting impacts of the pandemic. The past two years served as a catalyst for ideas and practices the staff previously hoped to implement. These practices ultimately changed the way the school operates to this day. Seven staff members specifically referenced the significant development of online registration and enrollment, as seen from a sample of responses below:

What was the significant development?	What evidence do we have to prove this?	What type of impact has it made to students/staff/school?
Online enrollment	We have anecdotal evidence and records of online enrollment	A positive impact for everyone involved. We have streamlined the process, improved efficiencies, and eliminated unnecessary paperwork. Students are able to register when it's most convenient for them - they no longer have to wait in line for hours on end to register for classes. Besides, online registration is a popular way of registering for all kinds of events.

		Moreover, with online registration staff can pull and analyze data in real-time, and download the data in various formats. The ease of access to sort and store information in one place is very convenient. Forms can be customized and changed as needed to collect necessary data from students. Oh, and no wastage of paper since all of this is done online.
Online courses, registrations, and testing	ICEC school website	Made it more accessible to students who have trouble getting to school.
Online registration	Student’s registration forms	Online registration has made it easier, streamlined, accurate & quicker.
Academic Online Registrations	Google Forms/Sheets	So much easier to track data

The themes pointed out by staff were increasing access to students and efficiency of staff. Prior to the school closure, practices of in-person registration and classes were the norm. ICEC previously offered two hybrid distance-learning courses, but they were closed before the 2019-2020 school year. While the school understood that distance learning courses increased access to our programs, it was difficult to market the classes and to retain students. From March 2020 – August 2021, the school was required to only offer distance learning courses. With the option to return to campus, many students prefer the distance learning courses to meet their goals. Factors such as childcare, transportation to campus, and schedule flexibility are no longer barriers for many students.

Staff from the ESL department noted how the significant developments from the past few years impacted the students, staff, and school, as seen below:

What was the significant development?	What evidence do we have to prove this?	What type of impact has it made to students/staff/school?
online ESL classes offered	We had online ESL classes all year in 2020 and even for 2021 we have half ESL classes offered online.	Online ESL instruction has enabled us to reach more students during the pandemic and especially students who have schedule conflicts, or have concerns attending school in person due to the Covid-19 virus, or have transportation problems, or other schedule conflicts. Students are very happy to be able to learn English at home while taking care of their kids, etc. And also some students who live far away are able to attend our ESL

		<p>classes. Also we used Remind group messaging and ASAP emailing so we have been able to keep in touch with students. Communication has improved a lot. Students can reach teachers at any time and get prompt replies right away. Both students and the teachers are very happy about the [much-improved] communication.</p>
<p>Individualized learning became easier. So many resources became available to use. No more excuses to individualize learning for a student!</p>	<p>Many students continued to use Aztec Software. In High School Credit Recovery, many graduates, and many credits earned. In ESL, students continued to attend and gain in CASAS. Teachers' resource pages provided links to help students take charge of their own learning with guidance from teachers. Tutors continued to be available even during Covid and now in person and online.</p>	<p>All that were hesitant or reluctant to embrace technology were forced. Though it may have been difficult in the beginning, technology has made us effective students, staff, and schools overall. We are now serving students (those that needed online classes before COVID19) that could not attend class in person. Those students are thriving in this new teaching era.</p>
<p>ESL instruction is now available for all levels both in person and online</p>	<p>By making in person and online instruction available to all students, ICEC is reaching a much wider population. The online portion of the instruction had had as good registration as the traditional in person classes. Now those students who could not attend class before (mainly because of lack of transportation or childcare) have accessed our ICEC website and enrolled themselves.</p>	<p>More people in the community are benefiting from our classes. CASAS scores for online and in person modalities have had similar outcomes.</p>

The responses collected from the survey above, along with the changes based on the recommendations from the Visiting Committee in 2019, paint a unique picture of how ICEC continuously focuses on student achievement. The Visiting Committee identified the 17 key issues in its Report from March 2019. The table below lists each key issue and references the progress made on each one.

Key Issue	Progress
<p>Student Learning Outcomes should [be] included in the course catalog</p>	<p>Since the school closures in Spring 2020, ICEC changed its structure of the previously printed course catalog. The school website (https://icec.sbcusd.com) includes the SLOs and each department has its own Google Site, linked from the main website, that serves as a digital brochure.</p>

<p>Create a Comprehensive policy manual for the school</p>	<p>The Leadership Team (Administration Team, CTE Placement Specialist, and Teachers on Assignment) are in the process of creating a New Staff Orientation slideshow that orients new personnel to the school. Materials include organization charts, absence reporting, payroll information, safety references, and references to district policies. This item is a working document and will be reviewed each semester. The document draft can be found here: New Staff Orientation.</p>
<p>Student participation in the Steering Committee should include more active students</p>	<p>Student participation outside of the classroom has been a challenge for ICEC over the past few years. The last successful student leadership event took place in January 2020, and plans were drastically changed because of the stay-home order. Now that staff has returned to campus, the Leadership Team has asked teachers from each department to recommend students from their classes, and events will be scheduled before the end of the school year in Spring of 2022.</p>
<p>Collaboration across PLCs regarding performance is limited without follow up</p>	<p>The three PLCs that function (Academics/Counseling, CTE, and ESL) continue to collaborate across their departments. Proof is found in the cohort program as students complete ESL Advanced and move to Academics in the ABE/Pre-GED level. Tutors are coordinated through the Academics PLC but are available to all students. As PLCs take place during the year, the Administration Team meets weekly, allowing for time to discuss issues that need to be addressed and to confirm the success of the ongoing collaboration.</p>
<p>Training on PLCs needs to be provided</p>	<p>Formal PLC training has not taken place, but the Steering Committee will explore options for professional development through the Outreach and Technical Assistance Network (OTAN).</p>
<p>Students need to be made aware of additional supplemental materials</p>	<p>This issue has been improved by departments creating their own websites with links to outside materials. Some teachers have a website with their individual class materials posted. Certain classes use online platforms such as Moodle and Edmentum, where instructional staff can post announcements and adjust resources as needed. Outside of classrooms in the school, teachers</p>

	have posted QR codes of these resources for students to access in multiple ways.
Students need additional documentation of the process and outcomes of the NEDP program and clear evident procedures to their transition to higher learning	Since the addition of the NEDP to our curriculum, staff and students have been made better aware of what the program offers and options upon completion. The largest misunderstanding from the Visiting Committee report and visit was that completion of the NEDP provided a unique diploma; however, completion of the program meets the board-approved requirements for a high school diploma issued by ICEC. All students in academic programs are provided postsecondary preparation resources by the Counseling Office and Teacher on Assignment for Academics.
Continue to remain current to changing citizenship procedures	This is an ongoing item which is critical to the success of our students. We continue to grow the partnership with Catholic Charities to offer additional courses at convenient times for students. Our schedule has expanded and continues to offer enrollment at various times of the year.
Developing a regular system of establishing employer contacts for transitioning students to employment, training, or volunteer opportunities	The CTE Placement Specialist has a growing directory of employer contacts and works with the Workforce Development Board (AJCC) to identify and share relevant job leads to all students. Students are referred to the AJCC for ongoing career planning resources. Career Institute (CI) also has an office located at ICEC and provides opportunities for qualifying students within ages 18-24.
Continue to expand partnership with San Bernardino Valley College to increase student enrollment in postsecondary programs of study	Since the visit in 2019, Valley College has two transition counselors on campus at ICEC 2-4 times per month, and appointments are available for students. An introductory Valley College Counseling class is also offered at ICEC, increasing access to our students and graduates. Students gain a head start on earning college credit while in the programs at ICEC.
Develop a regular Student Advisory Committee to facilitate student input about projects and programs that may enhance students' success and persistence	As previously mentioned, student participation outside of the classroom has been limited, but this is actively identified and being worked on.
Reconfigure student parking lot to provide additional parking spaces	The number of parking spots is limited to the two designated lots on our campus, and

	<p>unfortunately the design cannot be changed. Fortunately, there are changes in class schedules that lighten the traffic on campus. With more online options for classes, less students are on campus each day.</p>
<p>Explore additional partnerships to assist with student fees</p>	<p>ICEC continues to collaborate with the AJCC and CI to refer students and inform them of possible funding available. Scholarships are available to high school graduates of our programs. The Counseling Office provides information session and guidance on how to apply each year.</p>
<p>Develop expanded relationship with the San Bernardino County Workforce Development Board to provide on-site services at ICEC</p>	<p>The San Bernardino County Workforce Development Board AJCC recently moved to a location that is 3.4 miles from ICEC. There is a large parking lot and a new bus stop at this location. At this time, we will not be providing on-site services at ICEC, but we work with the Workforce Development Specialists to provide referrals from our school. Other adult schools in our Consortium will offer on-site services to their students because of the difference in proximity to the San Bernardino AJCC.</p>
<p>Reestablish method for connecting with alumni regarding educational or career placements, and student successes</p>	<p>Each department is exploring ways to reconnect with alumni to offer student support. Informally, students often return to our teachers to share job openings at their various places of employment. Formally, we would like to distribute surveys to alumni 2-3 times per year to check on success and placement and to offer additional career planning support.</p>
<p>Plan ahead for Community Advisory Board meetings, set dates ahead for each school year to include outside stakeholders</p>	<p>ICEC previously held Community Advisory Board meetings, hosting up to ten industry partners within the San Bernardino area; however, due to staffing changes, the school will be exploring options to attend Advisory Board meetings offered by San Bernardino County Superintendent of Schools ROP or Colton-Redlands-Yucaipa ROP, as these sites regularly offer events pertinent to in-demand industries.</p>
<p>Objective and goals need to be prioritized and resources allotted accordingly</p>	<p>ICEC has significantly adjusted its Action Plan to be more effective. While we previously adopted an action plan that followed the outline of the regional adult education consortium model, the Steering Committee and Leadership teams have identified key items that can be adjusted and accounted for to work on.</p>

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

As stated in Section IV, the Steering Committee and Leadership Team has adjusted the Action Plan to suit the school more effectively, with the focus shifting on ways to increase student access and achievement. The plan has been refined during Steering Committee meetings over the past three years.

**Inland Career Education Center
THREE-YEAR ACTION PLAN
July 2021 thru June 2024**

Goal One: Gaps in Service

Implement objectives and strategies that will close gaps in services that currently exist at ICEC.

Department	Strategy	Lead Administrator	Due Date	Key Performance Indicator
Academics	Increasing access to online course offerings by expanding laptop loaner program.	Raul Pedraza Jr.	Ongoing	Established Tracking System: Loaner Requirements for Teacher (Google Form) / Students (Paper Form)
CTE Steering committee will look at LMI to determine which program is in demand	Research of the LMI (Labor Market Information)	CTE Program Specialist will do research. Committee will update what program is needed.	Spring 2022	Community responses

ESL	Provide In-person and On-line instruction, for all schedules. This includes in-person and remote assessment.	Jesse Galdamez	June 2022	Schedules and attendance; Level Gain Reports
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Goal Two: Seamless Transitions & Student Acceleration

Implement objectives and strategies that will create more seamless transitions for ICEC students and provide additional acceleration strategies to support the educational and workplace goals of all ICEC students.

Objective Area	Strategy	Lead Administrator	Due Date	Key Performance Indicator
Academics	For Students who are absent, establish Recovery Strategies: Making Resources/Lessons available to students and assuring their alignment with the course outline.	Raul Pedraza Jr.	Ongoing	Teacher Websites: Course Outline with links to lesson materials, videos, worksheets, and optional recorded lessons.
CTE Transitioning C.N.A. students to the Home Health Aide class certification.	-Reach out to current and prior C.N.A. students -Reach out to other institutes that offer C.N.A. -Summer school option (2 weeks) total of 40 hours -Advertise class on website	Glynn Ramer- Director of Nursing	June 2022	-C.N.A. completers as well as passing the state test to qualify for program

<p>ESL</p>	<p>Resume orientations for In-person and Online instruction. This will provide guidance to the programs at ICEC with the following information:</p> <ul style="list-style-type: none"> • Timelines • Guidance • Pre-requisites • Schedules • Child Care • Level Descriptions • Grading Policies • Services offered • Technology assistance 	<p>Jesse Galdamez</p>	<p>Spring 2022</p>	
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Goal Three: Shared Professional Development & Leveraging Resources

Implement objectives and strategies that will provide professional advancement for all classified and certificated staff at ICEC and leverage community resources to enhance service offerings for all ICEC students.

Objective Area	Strategy	Lead Administrator	Due Date	Key Performance Indicator
<p>Academics</p>	<ul style="list-style-type: none"> • Develop Teacher Websites • Teach Teachers how to develop their own targeted and quality resources. 	<p>Raul Pedraza Jr.</p>	<p>Spring 2022</p>	<p>Websites will be created for each teacher</p> <p>Teacher created resources will be found on their websites.</p>
<p>CTE Continue to develop and update REAFs that are based on partnerships with current and new clinics.</p>	<p>-Reaching out to clinics to update current REAFs -Reaching out to new clinics to explain programs at ICEC and how their partnership will benefit the school and their clinic</p>	<p>-VP/Director of Nursing/CTE Program Specialist</p>	<p>ongoing</p>	<p>-REAFs -MOU</p>

ESL	Provide Adult Ed training through OTAN, Cal Pro and CASAS. Staff can attend these training sessions during their Monday meetings. Completion Certificates are usually awarded to participants at the end of the training.	VP and TOSA	Ongoing	Certificates of completion provided to admin
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Goal Four: Institutional Advancement

Implement objectives and strategies that will support and enhance all programs at ICEC.

Objective Area	Strategy	Lead Administrator	Due Date	Key Performance Indicator
Academics	Standardization of Department Websites	All Admin	Ongoing	Standard Information Shared
CTE -Continue to implement hybrid classes consisting of online and in person options	-Use data to determine which classes are to remain online and which ones are to be in person, use a survey by trimester -Offer assistance for students that need computer skills to work on an online class (Transition Center)	Director of Nursing, CTE Program Specialist	End of each trimester	-Survey -Determine number of students using transition center -Compare results of success of the same classes offered online versus in person

ESL	Provide technology support for both staff and students. Support includes hardware and software for both Students and staff. Continue training in Google Apps and Distance Learning Software (Zoom).	TOSA	Ongoing	Student engagement, specifically in the On-line courses.
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