

## **DLAC Mid-Project Narrative Report Burbank Adult School**

### **Agency Overview**

Burbank Adult School (BAS) delivers adult education and literacy services to the Burbank community as well as the surrounding region. BAS is located in the southwestern part of the city of Burbank and is a public school open to all adult students, including those who reside outside of Burbank. BAS currently serves 3,730 students. The racial breakdown is: 90% White (of which 55% are Latino), 5.7% Asian, 2.1% African American, 1.2% Filipino. The largest program is English as a Second Language (ESL), which serves 55.9% of the students. Career and Technical Education (CTE) serves 21.8% of the students, Adult Secondary Education (ABE/HSE) 15.7%, and Parent Education 6.4%.

BAS is part of the Los Angeles Regional Adult Education Consortium (LARAEC). LARAEC members include the Burbank Unified School District, Culver City Unified School District, Los Angeles Unified School District, Montebello Unified School District, and Los Angeles Community College District. Our main campus is the Mingay campus where we host most of your classes. We have recently expanded to include the Annex adjacent to the main campus, where we will be adding two new bungalows to accommodate our expanding enrollment. Evening classes are also offered at Burbank High School.

Burbank Adult School has a Leadership Team consisting of representation from key stakeholders. The Leadership Committee is composed of the: Director, Principal, Assistant Principal, WIOA/CASAS Resource Teacher, Academic Department Chair, ESL Department Chair, Parent Education Department Chair, Counselor Lead, Special Education Teacher Lead, and office staff representatives. The committee reviews and monitors the student achievement data and the schoolwide action plan each semester. Furthermore, both student achievement data and the schoolwide action plans are also reviewed during the all-staff meetings.

The BAS Academic and College/Career Counseling (ACCC) offers assessment and guidance relating to ASE and High School Equivalency (HSE) options as well as post-secondary information that includes short-term training and career pathways. As part of academic counseling, there is transcript evaluation, educational planning, and planning for graduation.

In the ASE program, counselors meet individually with students to evaluate their transcripts. Student Educational Plans (SEPs) are created for college bound students in order to assist them in successful transitions to college or career opportunities. The counselors have developed a strong partnership with local colleges and agencies, which regularly visit BAS to provide information to students.

BAS has grown significantly in the ESL instructional program. In addition, through the consortium, BAS has increased Integrated Educational Training (IET) in ESL to support students interested in a health career pathway. Furthermore, more classes and courses have been created to address student needs and provide greater opportunities, particularly opportunities for online learning.

## **DLAC Team Members**

Jacob Baldwin, ESL Teacher  
Yanira Chavez, WIOA/CASAS Resource Teacher  
Todd Laventure, Principal

## ***On-site extended team members***

Juan Noguera, Director  
Dr. Lia Lerner, ESL Department Chair  
Yesenia Gomez, ESL Teacher  
Jennifer Vanegas, ESL Teacher

## **IDEAL 101 - Developing a Plan to Meet Our Goals**

IDEAL 101 provided a framework for us to follow from identifying a need, to developing a site plan, and then implementing the plan. Following this framework, we accomplished the following:

- Identified a need for BAS to address growing demands for ESL instruction while facing limited physical space to host classes.
- Hired two instructors to teach two online ESL classes.
- Reached out to students on waitlists for in-person instruction to gauge interest in an online alternative.
- Developed a plan to offer a 2-week in-person orientation to:
  - Issue laptops,
  - Teach digital literacy skills,
  - And train students to access Zoom and use the embedded features.
- Began instruction in one morning session and one evening session of online ESL classes.

## **Accomplishments to Date**

At the midpoint of our DLAC cycle, our chief accomplishment has been establishing the groundwork for the development of an online ESL program. Steps along the way included:

- Purchasing enough student laptops to accommodate our expansion into greater opportunities for online classes.
- Developing an initial plan for implementing and supporting an online ESL program which includes:
  - Two Online Beginning High - Level 2 ESL Classes - one in the morning and one in the evening.
  - Initially, 27 students enrolled in the two classes - 9 in the morning and 18 in the evening.
  - 17 have attended for at least 12 hours, making them WIOA participants, despite the classes not starting until February 11, 2025, and one of the classes having to be suspended.

- Of the 17 participants, 11 are on track to complete the course. The other 6 were enrolled in the morning class that had to be suspended and couldn't enroll in the evening class.
- Several students have mentioned that they want to see more ESL classes offered online beyond Level 2. Students who dropped did so because of medical reasons or work schedules, not due to satisfaction with the course offering.
- Through marketing, increasing awareness of the availability of online ESL classes to students.
- Using Canvas to share class materials and quizzes. Ellii was also a valuable tool.

### **Application of Skills Attained in DLAC Training**

Identifying our individual strengths through the Clifton surveys was enlightening and helped us to see how our individual strengths could be combined to strengthen the team as a whole. We each bring a different set of skills and a different approach to problem solving, which, when we understand one another's individual strengths and are willing to play off of one another, leads to an effective group dynamic.

While we have not encountered any conflict within our group, we have encountered conflict with external forces - available time, wildfires, to name a couple. Our understanding of, and compassion for, one another, and a willingness to communicate has helped us to work together to manage the conflicts.

### **Challenges, Barriers, and Setbacks**

A significant challenge came in the middle of the semester when our morning instructor for the online ESL course was unable to continue teaching for the remainder of the semester. We were unable to find a qualified instructor to take her place, and we had no choice but to cancel the class. Students were offered the opportunity to move into the evening online class or to join an in-person class if it had openings.

Another barrier for student success was our onboarding process - both at the start of the course and for later enrollees. The instructors were responsible for developing and providing instruction in digital literacy skills during the 2-week orientation. We were implementing the program at a time when the Spring semester had already begun, and we rushed this without giving the instructors enough curricular support to make optimal use of the orientation.

Some students joined the course after it started, making onboarding even more difficult to accomplish virtually while the class was ongoing. Some latecomers needed digital literacy instruction, some needed assistance operating within Zoom, and nearly all needed help navigating Canvas, Ellii, and Burlington English.

The instructor found that she needed more time to be available to answer questions, go through assignments, and give feedback to students.

Due to shipping delays created by economic uncertainty, the delivery of the Mac laptops we ordered was delayed and not available for the start of class.

Staffing was also a challenge. The start of the class was delayed while we found qualified instructors, and, when we were confronted with the morning instructor having to leave, we could not find a qualified replacement.

### **Changes and Next Steps**

In response to the challenges and setbacks we faced this year, we will implement the following next year:

- We will use Northstar to provide the framework for digital literacy instruction during the 2-week orientation.
- We will teach students how to operate in Zoom.
- We will enroll students in the following and teach them how to navigate the platforms:
  - Canvas
  - Burlington English
  - Ellii
- We will also teach students soft skills such as time management and goal setting/pacing for their work outside of the online class period.
- We have already hired three new office staff members (Two ELL I and one ELL III positions) specifically for assisting English Language Learners. They will assist with onboarding students who enroll after the start of classes.
- We have some teachers who are interested in teaching an online class, but they do not feel comfortable yet with how to manage the course online. We will provide training for interested teachers in the hope that we can increase our offerings.

### **Support Needs from DLAC Staff, Coaches, and OTAN**

We will benefit the most from continued DLAC training, coaching from Christina, and sharing experiences with our peers.

### **Summary**

Overall, this pilot has been a success. We are excited to continue the classes in the Fall semester and to hopefully expand our offerings. We feel like we have a solid plan to address most of the challenges and setbacks we faced. In the eyes of the students who attended, the online format provided an opportunity that otherwise would not have been available. Given the fact that demand for our ESL classes continues to grow and that we do not have any more room for in-person instruction, online classes gives us a great opportunity to meet student needs.