



Waipahu Community School for Adults

Academic Plan

SY 2026-2027

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STATE OF HAWAII
DEPT OF EDUCATION
LEWIS & CLARK DIST

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Pat Anbe	
	Date 3/27/26

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
High School Equivalency Preparation Courses	Other: ▾ Essential Education Online	Other: ▾ Essential Education Online	Essential Education Online	Essential Education Online
Adult Basic Education	Other: ▾ Essential Education Online	Other: ▾ Essential Education Online	Essential Education Online	Essential Education Online
Workforce Development Program	Other: ▾ Essential Education Online	Other: ▾ Essential Education Online	Essential Education Online	Essential Education Online
English Language Acquisition	Burlington English	Burlington English		
iCAN program	Essential Education Online	Essential Education Online	Essential Education Online	Essential Education Online

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
High School Equivalency Preparation Courses	Achieve 3000		Achieve 3000	
Adult Basic Education	Achieve 3000			
iCAN Program	Achieve 3000, NROC-EdReady, WIN Learning	WIN Learning, NROC-EdReady		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☐ Current CNA
- ☐ Other current assessment/self-study report: **[Insert text]**
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2026

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

[Insert year]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Continue to develop and further implement a system to address student persistence and completion (WASC Critical Area for Follow-Up #1). <u>Root/Contributing Cause:</u> Student persistence and completion is challenging for adult learners due to the various barriers they face. For some students, family needs, work schedules and other adult responsibilities hinder student persistence and completion.
2	<u>Student Need:</u> Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development (WASC Critical Area for Follow-Up #2). <u>Root/Contributing Cause:</u> Most of our teachers are casual hires who work full time in other capacities. This results in a high turnover of teachers. It's important that our curricular and instructional systems are aligned so that we are providing consistent instruction to all students.

3	<u>Student Need:</u> Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites (WASC Critical Area for Follow-Up #3). <u>Root/Contributing Cause:</u> Our campuses have unique systems and processes for intake and other procedures. There are factors such as enrollment numbers and demographics which have resulted in varying procedures.
4	<u>Student Need:</u> Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills (WASC Critical Area for Follow-Up #4). <u>Root/Contributing cause(s):</u> Adult learners require a unique set of critical thinking skills in order for them to complete and meet their goals. Some of our adult learners were not equipped with these skills in their prior educational experiences so we must be explicit in supporting our adult learners with these skills.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> N/A <u>Identified Student Need(s):</u> N/A
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2	<u>Targeted Subgroup:</u> N/A <u>Identified Student Need(s):</u> N/A
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3	<u>Targeted Subgroup:</u> N/A <u>Identified Student Need(s):</u> N/A
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PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools</i>	Offering educational opportunities for adult students to attain their educational goals will enable students to succeed in post-secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society]	Continue to monitor and refine the High School Equivalency (HSE) program to ensure the necessary supports are in place to prepare students to successfully attain their high school equivalency. <i>WASC Critical Area 4: Continue to work to identify critical thinking skills necessary for students to be successful in post-secondary education and develop a system to document student achievement of these skills.</i> Accountable Lead(s): Curriculum Coordinators/Administrators Continue to provide students with the opportunity to improve upon their speaking, listening and comprehension skills through the English Language Acquisition (ELA) program. We will have a strengthened focus on transition to postsecondary education opportunities and employment by beginning to develop Integrated English Literacy and Civics Education (IELCE) program offerings. Accountable Lead(s): Curriculum Coordinators/Administrators Analyze the CASAS and/or TABE assessment data, as well as transition plan data to identify student need areas and use the data to inform instruction to improve student achievement in the ASE, ABE, and ELA programs. <i>WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.</i> Accountable Lead(s): Registrars/Administrators Continue to provide students with expanded opportunities to utilize technology to help improve upon their literacy, academic and basic computer skills. ☒ BurlingtonEnglish	Essential Education CASAS/TABE Results Burlington English	☐ CSA General Funds ☒ Federal Funds ☐ Fees Revenue ☐ NA
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		☒ Achieve3000 ☒ Edmentum PLATO™ ☒ Essential Education ☒ Northstar Digital Literacy ☒ Google G-Suite Accountable Lead(s): Curriculum Coordinators/Administrator	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Offering transition and job-readiness programs will enable students to succeed in post secondary education and the workforce as well as provide students with the knowledge needed to contribute positively to society.]	Evaluate and refine the Workforce Development Credential (WDC), making the adjustments, as necessary, to support students who want to enter the workforce and/or improve their job-readiness/soft skills. Accountable Lead(s): Workforce Development Coordinator and Administrators Continue to implement and expand the iCAN program, designed to prepare students for success in postsecondary educational programs, vocational training programs, and the workforce. Accountable Lead(s): Program Coordinator and Administrators Continue to monitor student hours to ensure students are post-tested when eligible, providing the school with more accurate retention and achievement data. <i>WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.</i> <i>WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.</i> Accountable Lead(s): Registrars and Administrators	Essential Education Achieve 3000 Northstar Digital Literacy Certificate National Work Readiness Credential TABE CASAS

- ☐ CSA General Funds
- ☒ Federal Funds
- ☐ Fees Revenue
- ☐ NA

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Increase student retention and completion rates by providing a supportive learning environment and reducing barriers.	Monitor student attendance and implement different strategies in an effort to retain more students. WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion. Accountable Lead(s): Registrars and Administrators Provide students with a safe learning environment. Accountable Lead(s): Administrators Continue to fund PTT positions, as appropriate, to assist with student transition and provide counseling, as needed. Accountable Lead(s): Administrators	Google Attendance Forms LACES data Student Survey	☒ CSA General Funds ☒ Federal Funds ☐ Fees Revenue ☐ NA

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.	Continue to partner with the Office of Hawaiian Education to offer Olelo Hawaii classes to current DOE teachers. Accountable Lead(s): Administrators Continue to emphasize trauma informed teaching strategies so our teachers and staff can apply SEL strategies in their day to day interactions with all students. WCSA has provided professional development in this area and will continue to provide professional development opportunities for staff and teachers in the future. Accountable Lead(s): Administrators	Google Attendance LACES data Student Survey	☐ CSA General Funds ☒ Federal Funds ☐ Fees Revenue ☐ NA
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation	Continue to partner with the Office of Hawaiian Education to offer Olelo Hawaii classes to current DOE teachers. Accountable Lead(s): Administrators Continue to emphasize trauma informed teaching strategies so our teachers and staff can apply SEL strategies in their day to day interactions with all students. WCSA has provided professional development in this area and will continue to provide professional development opportunities for staff and teachers in the future. Accountable Lead(s): Administrators	Google Attendance	☐ CSA General Funds ☒ Federal Funds ☐ Fees Revenue ☐ NA

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Increase student retention and program completion by providing support to students as they navigate through the WCSA programs and/or transition to college and/or careers.	Provide students with college and career counseling services, including postsecondary education and job exploration opportunities. <i>WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.</i> <i>WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various Sites.</i> Accountable Lead(s): Counselors and Administrators Developing Integrated Education and Training (IET) and IELCE programs will support a focal transition to post secondary education or training program opportunities. Accountable Lead(s): Coordinators and Administrators Continue the implementation of student transition plans, making refinements, as needed, to better assist students in preparing for success beyond the classroom and working towards attaining their postsecondary/transition goals. <i>WASC Critical Area 1: Continue to develop and further implement a system to address student persistence and completion.</i> <i>WASC Critical Area 3: Use the FOL process to further standardize procedures (i.e., intake, assessment, data analysis, professional development, student services) across all campuses while honoring the unique needs of the demographic groups served at the various sites.</i> Accountable Lead(s): Administrators	Transition Surveys	☒ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA

		Support area high schools with the new Key Performance Indicator (KPI) in Strive Hi around Extended High School Completion as described in the State of Hawaii DOE's strategic plan. Students who are unable to obtain a high school diploma from their respective high school will be able to obtain a high school equivalency from WCSA within their designed cohort. Accountable Lead(s): Registrars and Administrators	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	Require new teachers to partake in professional development or training to fully understand the impact of Adverse Childhood Events and its correlation to learning. Accountable Lead(s): Administrators Conduct classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies. Accountable Lead(s): Administrators Continue to develop and implement a system to align curriculum, instruction, and professional development in all programs and all sites, including regular follow-up to determine the effectiveness of the professional development (WASC Critical Area for Follow-Up #2). Continue with the implementation of the Workshop Model to ensure consistent delivery of instruction across all WCSA campuses. Accountable Lead(s): Administrators	Teacher Surveys Walk Through Data	☒ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Continue to develop and implement a school handbook, including new teacher orientation for new hires. Accountable Lead(s): Administrators Continue to provide professional development opportunities. Accountable Lead(s): Administrators		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	Registrars participate in the following meetings: - LACES Monthly Meetings - Professional Development on updates to LACES -Refining collection of data. - Registrars Monthly Meetings -Articulation time to share amongst campuses -Maintaining LACES Database -Collection of Data Accountable Lead(s): Registrars Provide collaboration time for coordinators to develop professional development to support teachers. Accountable Lead(s): Administrators Participate in all AEFLA trainings and meetings to ensure that all grant guidelines are followed and data collection is accurate. Accountable Lead(s): Leadership Team	Minutes from meetings	☒ CSA General Funds ☐ Federal Funds ☐ Fees Revenue ☐ NA



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

The **Waipahu Community School for Adults** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Waipahu Community School for Adults Principal	Signature	Date
Pat Anbe		Date
SCC Chairperson	Signature	Date
Insert name of SCC chairperson		Date

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

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Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		☐ Date

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☐ N/A, we meet the requirement
Waipahu Community School for Adults Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	