

Irvine Unified School District

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*Adult School Handbook*

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## Creekside Education Center - Notice of Non-Discrimination

Creekside Education Center is committed to equal opportunity for all individuals in education. Creekside Education Center programs and activities including membership in student clubs shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related conditions, physical or mental disability, immigration status, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Creekside Education Center does not discriminate in enrollment in or access to any of the programs available. Admission to these programs is based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). The lack of English skills shall not be a barrier to admission to or participation in the High School's activities and programs. Creekside Education Center also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the California Code of Regulations Title 5, Chapter 5.3 Nondiscrimination. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the High School's compliance coordinators.

The following persons have been designated to handle inquiries regarding the non- discrimination policies:

Section 504 Coordinator: Sunghie Okino, Ed.D., Coordinator, Prevention and Intervention  
3387 Barranca Parkway, Irvine, CA 92606, Phone (949) 936-7253

CTE Coordinator: Patsy Janda, 5050 Barranca Parkway, Irvine, CA 92604, (949) 936-5000

Title IX, Title 5, CCR Coordinator: Keith Tuominen, Ed.D., Director of Secondary Education  
5050 Barranca Parkway, Irvine, CA 92604, Phone (949) 936-5047

Title II, Title VI Coordinator: Tammy Blakely, Coordinator of Student Services, 5050 Barranca Parkway, Irvine, CA 92604, (949) 936-5000

For assistance in translating this document, please contact Language Minority Programs at (949) 936-8500 or [Lang-Minority@iusd.org](mailto:Lang-Minority@iusd.org)

The following IUSD policies are posted on the school and district web pages

[IUSD Complaint procedures](#)

[IUSD Sexual Harassment Policy](#)

[IUSD Nondiscrimination Statement](#)

## **Introduction**

The most reliable predictors of children's academic achievement and social adjustment are the parent expectations of the child's academic attainment and satisfaction with their child's education at school. However, many of parents face great challenges in relation to their children's education. Parents who are literate and proficient in English are more confident and capable in supporting and participating in educational decisions affecting their children. In our efforts to empower parents to become actively engaged in their child's educational process, the Irvine Adult School offers a variety of courses including English as a Second Language, Citizenship, High School Diploma, and career technical education. Additionally, Irvine Adult School offers courses leading to a high school diploma.

## **Irvine Adult School Mission & Vision**

The mission of the Irvine Adult School is to provide a multicultural program dedicated to providing educational access and life-long learning opportunities.

The Irvine Adult School envisions a commitment to all students who come through its doors, without regard to their academic skill or life's challenges, offering innovative, high quality instruction, and student support services.

## **Irvine Adult School Schoolwide Learning Outcomes (SLO's):**

1. Students will identify and achieve their personal learning goals.
2. Students will identify the 21<sup>st</sup> century skills-critical thinking, communication, initiative, and technology-that are most critical to their goals and demonstrate growth in those skills.
3. Students will achieve a measurable increase in knowledge and skills.
4. Students will apply acquired knowledge and skills to their lives outside of class.

## **General Information**

If you have questions, this handbook may provide the answer. The Irvine Adult School website also has helpful information including course descriptions, registration, and placement testing. You can visit our website at [www.irvineadultschool.com](http://www.irvineadultschool.com)

For questions beyond those discussed in these sources or to clarify these sources, please call or email the Irvine Adult School at (949) 936-7454 or email [esmeritagonzalez@iusd.org](mailto:esmeritagonzalez@iusd.org) or [danalloyd@iusd.org](mailto:danalloyd@iusd.org)

### **Staff**

Name	Phone Number	Email Address
Rebecca Roberts, Director	949-936-7405	<a href="mailto:rebeccaroberts@iusd.org">rebeccaroberts@iusd.org</a>
Natalie Hamilton, Coordinator	949-936-7406	<a href="mailto:nataliehamilton@iusd.org">nataliehamilton@iusd.org</a>
Dana Lloyd, Clerk	949-936-7454	<a href="mailto:danalloyd@iusd.org">danalloyd@iusd.org</a>
Esmerita Gonzalez, Clerk	949-936-7456	<a href="mailto:esmeritagonzalez@iusd.org">esmeritagonzalez@iusd.org</a>
Laura Anand, Teacher		<a href="mailto:lauraanand@iusd.org">lauraanand@iusd.org</a>
Mike Anderson, Teacher		<a href="mailto:mikeanderson@iusd.org">mikeanderson@iusd.org</a>
Melissa Browder, Teacher		<a href="mailto:melissabrowder@iusd.org">melissabrowder@iusd.org</a>
Aaron Chabot, Teacher		<a href="mailto:aaronchabot@iusd.org">aaronchabot@iusd.org</a>
Mehrad Kamiabipour, Teacher		<a href="mailto:mehradkamiabipour@iusd.org">mehradkamiabipour@iusd.org</a>
Mimi Kaplan, Teacher		<a href="mailto:miriamkaplan@iusd.org">miriamkaplan@iusd.org</a>
Adelyn Klarin, Teacher		<a href="mailto:adelynkларin@iusd.org">adelynkларin@iusd.org</a>
Janice Taylor, Teacher		<a href="mailto:janicetaylor@iusd.org">janicetaylor@iusd.org</a>
Rahel Schwarz, Teacher		<a href="mailto:rahelschwarz@iusd.org">rahelschwarz@iusd.org</a>

#### **Location:**

Creekside Education Center (CEC)  
3387 Barranca Parkway, Irvine, CA 92606  
**Classrooms at this location – N18, N19,  
N20, N24, Health Conference Room**

## **Why Participate in the Adult ESL Classes?**

In today's global society, becoming bilingual is more important than ever. Clearly parents who become fluent in English and familiar with other cultures will have a distinct advantage in their careers and their personal lives as well. More importantly, a strong foundation in English will help establish a home environment to better support the education of their children.

### **Why English?**

English is the language that students must learn in order to succeed academically in the United States of America.

- It is one of the most widely spoken languages in the world
- The number of people who speak English continues to grow
- It empowers people with opportunities for better careers
- It is a vehicle for communication with school personnel
- It brings the parent and child together in the quest for educational excellence in the home

The Adult ESL Classes offer an innovative language program that features a natural, non-threatening, fun and common sense approach to learning English. Teachers use a well-developed curriculum with effective strategies. The curriculum combines multiple teaching methods to enable parents with all learning styles while engaging them in oral language development activities and daily reading and writing activities.

In addition, the classes offer a comfortable, risk free learning environment and warm, caring, knowledgeable teachers.

# Courses Offered

## **ESL, Beginning Low**

This is a non-credit, open enrollment course that is designed for students who have emerging literacy skills in English. Students will practice communication skills in everyday situations and build a larger vocabulary through listening, speaking, reading, writing and grammar activities.

## **ESL, Beginning High**

This is a non-credit, open enrollment course that is designed for students who have basic English language skills. Students will learn and communicate in everyday situations and build a larger vocabulary through listening, speaking, reading, writing and grammar activities.

## **ESL, Intermediate Low**

This is a non-credit course designed for students who have intermediate language skills in English. Students will improve their listening comprehension, speaking, writing, reading, and grammar.

## **ESL, Intermediate High**

This is a non-credit course designed for students who have intermediate language skills in English. Students will improve their listening comprehension, speaking, reading, writing and grammar.

## **ESL, Advanced Low**

This is a non-credit course designed for students who have low-advanced level of proficiency in English. Students will improve their reading, composition, grammar, listening comprehension, speaking, and study skills.

## **ESL Advanced Writing**

This is a non-credit course designed for students with advanced English proficiency. This class focuses exclusively on developing writing skills in English. This course will cover essay writing, styles of writing, graphic organizers and punctuation rules.

## **ESL, Advanced Pronunciation**

This is a non-credit course that focuses specifically on standard American English pronunciation for Advanced level ESL students.

## **ESL, Advanced Vocabulary**

This is a non-credit course that focuses on vocabulary that you can use daily to enhance your personal vocabulary and increase fluency in English.

## **TOEFL Preparation**

This is a non-credit course focused on preparation for the Test of English as a Foreign Language for students who are preparing to take college course work.

## **US Citizenship**

This is a non-credit course designed to prepare non-native speakers of English to become U.S. Citizens. It provides students with information they will need in order to complete their naturalization applications and learn the U.S. History and Government required for new citizens.

## **Culinary Arts**

This is a non-credit course designed to prepare students for an entry-level position in the restaurant/food service industry. Students will learn safety and sanitation, nutrition basics, and food service operations. Instruction includes planning, preparation, cooking and presentation techniques for a wide variety of food.

## **Diploma Pathway**

Diploma pathway is an independent study program designed to help students finish their high school course work. Students that complete the necessary credits will receive an Irvine Adult Diploma.

## **Who is Eligible for Adult Education Classes?**

Classes are open to all adults over 18 years of age.

## **Initial Class Placement for ESL Classes**

Placement in an appropriate ESL level is important to the success of each student and his or her classmates. A student placed in a level that is too far above his or her ability is likely to become overwhelmed, experience frustration, lose interest in learning, and progress very slowly. In addition, this student's classmates may need to slow down and /or repeat lessons to accommodate him or her. A student placed in a level that is too far below his/her ability is also likely to experience frustration, lose interest in learning, and become bored. This student's classmates may feel less comfortable and/or have fewer opportunities to offer answers or solve problems when in class with this student.

All students seeking to register for an ESL class **MUST** take a placement exam (see placement testing schedule).

## **Level Progression and Adjustment**

In most cases ESL students will progress through their levels along with the class in which they participate. When that group finishes a given level, the students receive recognition and move on to the next level of material. Occasionally, however, when a student in a class begins to move much more quickly than his/her classmate, the student can usually progress at his/her own pace with the same class. Sometimes, a new class placement is necessary. If so, the student will be contacted to discuss the situation. When a student in a class begins to fall behind his/her classmates, a lower class placement is considered and sometimes recommended.

## **Calendar**

### **Holidays**

The program follows the Irvine Unified School District traditional calendar for holidays. Participants are notified of days when classes will not meet and when classes resume. The IUSD website will list these dates for each school year.

### **Cancellations**

Class cancellations are very rare. Participants will be notified in advance.



## **Expectations**

### **Attendance**

Absences can cause students to fall behind, resulting in frustration, confusion and at times, loss of skills already learned. In addition, students that have attended class every day often suffer when students who have missed require additional attention and review. Once a participant enrolls in the program, every effort should be made to attend classes as scheduled.

### **Behavior in Class**

Participants must respect the teacher and the rules of the Irvine Unified School District at all times. Any disruptive behavior will cause termination of students' participation in the program.

### **Homework**

Completion of homework is important for the following reasons:

- It helps students develop their skills.
- It offers them a chance to review information to keep it fresh in their minds and to become more comfortable with the material.
- It helps the teachers to determine whether students need more time or instruction on given lessons or if they are ready to move on.
- All of the students in a class benefit from having classmates who are prepared for class.

### **Evaluation of Students**

- In compliance with state and federal requirements, participants are tested at the beginning and end of each semester in English language proficiency progress, course objectives and reading and writing skills, depending on initial placement level.

### **Evaluation of Program**

- Participants also complete an evaluation of the program and satisfaction with instruction at the end of each course.