

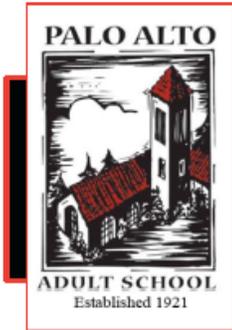


**SELF-STUDY REPORT  
WESTERN ASSOCIATION OF SCHOOLS  
AND COLLEGES**



FOR  
PALO ALTO UNIFIED SCHOOL DISTRICT  
PALO ALTO ADULT SCHOOL  
50 EMBARCADERO ROAD  
PALO ALTO, CA 94301  
*paadultschool.org*

**2017**



# PALO ALTO ADULT SCHOOL

**MISSION:** *Palo Alto Adult School is committed to excellence in providing a broad range of accessible and flexible educational programs that enable our diverse community of adult learners to achieve their academic, career and personal goals.*

## Schoolwide Learner Outcomes (SLOs)

### SET GOALS

Students will assess their own needs and identify their academic, career and/or personal goals.

- With guidance, develop and communicate plans to achieve their goals.
- Be self-directed learners who learn independently and collaboratively in a diverse environment.

### ACHIEVE SKILLS

Using a variety of methods, technology and resources, students will acquire knowledge and skills.

- Develop and apply critical thinking skills.
- Obtain academic and career skills for life and workforce readiness.

### DEMONSTRATE LEARNING

Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education or training.
- Contribute to personal enrichment and the community.
- Demonstrate 21st century skills including critical thinking, communication, collaboration and creativity.

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# PREFACE

*Study the past if you would define the future. – Confucius*

The Palo Alto Adult School (PAAS) self-study was launched in early 2016 with the formation of an expanded representative leadership team. The team participated in a WASC boot camp to reinforce their understanding of their role, responsibilities and outcomes of the self-study process. The team understood the stakeholders would look at the whole PAAS program specifically regarding student learning.

This was the first self-study under a new era for California adult schools with the passage of the Adult Education Block Grant (AEBG) in 2015-2016. The legislation provided state funding support as well as a mandate to implement the collaboration plan as part of the prior AB 86 legislation. As part of AB 86, the Palo Alto Adult School became part of the North Santa Clara County Student Transition Consortium (NSCCSTC). The consortium is a unique partnership among adult schools and community colleges. Along with Palo Alto, Mountain View-Los Altos Adult School, Sunnyvale-Cupertino Adult School, Foothill College, and DeAnza College work to implement our consortium regional plan which focuses on school and/or work/career student transition.

Under AEBG adult schools focus on the following program areas:

- *Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.*
- *Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.*
- *Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.*
- *Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.*
- *Programs for adults with disabilities.*
- *Programs in career technical education that are short term in nature and have high employment potential.*
- *Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area. (AB 104).*

This is an exciting time for PAAS under AEBG as we continue to develop programs to support students to transition to work and/or school. The above seven focus areas guide our work as we review our classes and programs and implement new classes and programs. Embedded in the seven focus areas are the College and Career Readiness (CCR) standards, which will be integrated in new course and program development.

The previous self-study produced a clear mission statement and student learning outcomes (SLOs). As such, the current self-study process served as a lens to observe and reflect on the impact of the SLOs on teaching and learning. The leadership team and staff reaffirmed the mission statement and the SLOs. Furthermore, the leadership team provided opportunities for gathering feedback from all the stakeholders through direct participation in meetings and online participation through surveys. Consistently, our stakeholders expressed similar strengths in our school program—relevant and multiple program offerings and a highly qualified teaching staff.

The Action Plan was developed by the leadership team using feedback from the stakeholders, data analysis from student work, available assessments, and the self-study findings, specifically the key issues. The leadership team will continue to monitor and adjust the Action Plan as needed. Finally, to test if PAAS keeps students at the forefront, the entire self-study document was put into *Wordle*, an app that creates word clouds and gives prominence to the words appearing frequently. The *Wordle* graphic demonstrates that PAAS keeps students as the focus of our work.

## Acknowledgement

The leadership team would like to express their appreciation to the students, teachers, and staff for their energy, time, and amazing ideas. This eighteen-month journey would not have been possible without our *WASC-a-teers*. Our appreciation is also extended to the District and its continued support of our mission.

## WASC Visiting Committee

MEMBER NAME	TITLE
Ms. Laura Rodriguez, Chair	Counselor
Ms. Alison Armand	Coordinator, Martinez Adult Education
Mr. Steven R. Giudici	Principal, retired
Ms. Patricia Hague	Principal, retired
Mr. Christopher Houston	Dean of Students
Ms. Sue Pon	Director, Oakland Unified School District
Ms. Yvette Ramos	Principal, Alternative Programs Maine Prairie High School





**Palo Alto**  
Unified School District

## **Board of Education**

Ms. Terry Godfrey, President  
 Mr. Ken Dauber, Vice President  
 Ms. Melissa Baten Caswell, Board Member  
 Mr. Todd Collins, Board Member  
 Dr. Jennifer DiBrienza, Board Member

## **District Administration**

Dr. Glenn "Max" McGee, Superintendent  
 Dr. Scott Bowers, Assistant Superintendent, Human Resources  
 Ms. Barbara Harris, Chief Academic Officer, Elementary Education  
 Ms. Sharon Ofek, Chief Academic Officer, Secondary Education  
 Dr. Holly Wade, Chief Academic Office, Student Services  
 Ms. Cathy Mak, Chief Business Officer  
 Dr. Bob Golton, Bond Program Manager

## **Adult School Administration**

Ms. Katya Villalobos, Principal  
 Ms. Alexandra Scott, ESL Program Manager & Coordinator  
 Mr. Anthony Moss, Assessment Specialist and Transition Advisor  
 Ms. Sharon Brown, School Secretary and Registrar  
 Ms. Malou Cruz, School Secretary  
 Ms. Florence Liu, Attendance and Data Secretary

## SELF-STUDY COMMITTEE MEMBERS

### WASC Criterion—Curriculum Focus Group

LAST NAME	FIRST NAME	PROGRAM/CLASS
Barg	Katherine	ESL/English Enrichment/Citizenship/Writing Academy
Bazigos	Mary	ESL/English Enrichment/Citizenship/Writing Academy
Belloni	Maireille	World Languages
Bohan	Sherri	Home and Environment
Christensen	Abigail	ESL/English Enrichment/Citizenship/Writing Academy
Cole	Susan	ESL/English Enrichment/Citizenship/Writing Academy
Crandall	Liz	Photography
Farina	Daniela	General Interest
Fekete	Sharon	ESL/English Enrichment/Citizenship/Writing Academy
Goddard	Terri	Parenting and Family
Gordon	Flora	ESL/English Enrichment/Citizenship/Writing Academy
Hampel	Sharon	ESL/English Enrichment/Citizenship/Writing Academy
Harwood	Garth	Nature and Fitness
*Hoshiwara	Dave	Career Training
King	Rebecca	Parenting and Family
Laveroni	Ann	Upholstery
Lori	Stoia	Arts and Crafts
Lowen	Brenda	ESL/English Enrichment/Citizenship/Writing Academy
Ludwick	Emma	Parenting and Family
Mason	Sharon	ESL/English Enrichment/Citizenship/Writing Academy

*Scott	Alex	ESL/English Enrichment/Citizenship/Writing Academy
Stein	Karen	Parenting and Family
Stevick	Susan	ESL/English Enrichment/Citizenship/Writing Academy
Witte	Derek	Woodworking
Ziogas	Sara	ESL/English Enrichment/Citizenship/Writing Academy

**\*Facilitator**

### WASC Criterion—Instruction Focus Group

Last Name	First Name	Program/Class
Appleton	DeAnne	Home and Environment
Brown	Sharon	Other/Office Staff
Doddard	Matthew	Nature/Fitness
Filigheddu	Stefania	World Languages
Furrow	Robert	Nature/Fitness
Ghazal	Rayan	Woodworking
*Gitter	Sarah	ESL/English Enrichment/Citizenship/Writing Academy
Godcharles	Claude	Woodworking
Jones	Quincy	ESL/English Enrichment/Citizenship/Writing Academy
Joshi	Ramesh	Cooking/Culinary
Kannan	Sripriya	ESL/English Enrichment/Citizenship/Writing Academy
*Koenig	Kathleen	Upholstery
Lubarov	Rosemary	ESL/English Enrichment/Citizenship/Writing Academy
Sarma	Anjani	ESL/English Enrichment/Citizenship/Writing Academy
Sevcik	Lori	Parenting and Family
St George	Dana	ESL/English Enrichment/Citizenship/Writing Academy

Stevick	Susan	ESL/English Enrichment/Citizenship/Writing Academy
Trombetta	Paola	Arts and Crafts
Walker	Sharon	Career Training
Wilkes	Marjan	Parenting and Family
Wojtowicz	Simone	ESL/English Enrichment/Citizenship/Writing Academy

**\*Facilitator**

### WASC Criterion—Assessment Focus Group

Last Name	First Name	Program/Class
Abilock	Maria	Parenting and Family
*Bales	Elizabeth	ESL/English Enrichment/Citizenship/Writing Academy
Berry	Karla	Parenting and Family
Borregard	Robert	HSE
Engelman	Ellen	Other
Haze	Margaret	Adults with Disabilities
Howard	Cynthia	Parenting and Family
Koenig	Kathleen	Home and Environment
Kopit-Olsen	Sara	Parenting and Family
Lanz	Robert	ESL/English Enrichment/Citizenship/Writing Academy
Palmer	Charlotte	ESL/English Enrichment/Citizenship/Writing Academy
Shanson	Julie	Cooking/Culinary
Spivak	Lawrence	Other
*Villalobos	Katya	Other

**\*Facilitator**

## WASC Criterion—Student Services Focus Group

Last Name	First Name	Program/Class
Besze	Ferenc	Arts and Crafts
Cruz	Malou	Other/Office Staff
Dorit	Elisha	Arts and Crafts
Evans	Katherine	ESL/English Enrichment/Citizenship/Writing Academy
Goddard	Terri	Parenting and Family
Henderson	David (Ted)	Music
Holt	Nicollete	ESL/English Enrichment/Citizenship/Writing Academy
Jackson	Barbara	ESL/English Enrichment/Citizenship/Writing Academy
Lehmer	Kathilynn	Career Training
Leonard	McCord	World Languages
Liu	Florence	Other/Office Staff
Lorenzon	Francesca	World Languages
Martin	Miriam Sachs	Nature/Fitness
*Moss	Anthony	ESL/English Enrichment/Citizenship/Writing Academy
Nguyen	Thanh	Senior Friendship Day
Rufaro	Jamila	Arts and Crafts
Soriano	Zaida	Cooking/Culinary
*Tanner	Lynn	ESL/English Enrichment/Citizenship/Writing Academy
Vilms	Kamal	Nature/Fitness
Wilner	Carol	ESL/English Enrichment/Citizenship/Writing Academy
Wong-Van Haren	Nerissa	Arts and Crafts
Woveris	Kathy	Music
Wu	Wing Hung, Lucia	World Languages
Zander	Catherine	Arts and Crafts
Zweig	Laura	Parenting and Family

**\*Facilitator**

## Palo Alto Adult School—WASC Leadership Team

Name	Role	Criterion Focus Group
Alexandra Scott	ESL Program Manager and Supervisor	Curriculum
Anthony Moss	Assessment Coordinator and Student Transition Specialist	Student Services
Dave Hoshiwara	Coordinator, Secondary Options (PAUSD)	Curriculum
Dawn Yoshinaga	Principal, Preschool and Preschool Family	
Elizabeth Bales	Teacher, ESL and Transition	Assessment
Ellen Engelman	Teacher, Evening Clerk, Catalog Design, and Webmaster	Assessment
Kathleen Koenig	Teacher, Upholstery	Instruction
Katya Villalobos	Principal	Assessment
Lynn Tanner	Teacher, ESL	Student Services
Robert Borregard	Teacher, HSE Program	Assessment
Sara Gitter	Tech Coordinator and Teacher	Instruction
Malou Cruz	School Secretary, Adult School	Student Services

*Learning without thought is labor lost; thought without learning is perilous.* – Confucius

## **CHAPTER I — INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS**

Palo Alto Adult School (PAAS) is part of the Palo Alto Unified School District (PAUSD), which is located in the City Palo Alto, the northern most city of Santa Clara county, and the gateway to Silicon Valley and home to Stanford University. Our students come from various Santa Clara county cities as well as some San Mateo county cities to the north. Based on the 2010 census the population of Palo Alto is 64,403. The City of Palo Alto is an international destination attracting many individuals for work, academics, and its geographic proximity to San Francisco and San Jose. A key descriptor for Palo Alto is its support for public education as evident by the passage of a parcel tax, bond programs and the establishment of Partners in Education (PiE), an educational foundation for PAUSD. Learning and innovation permeate the community, which makes our motto a reality for our students and community, *Education is for life*.

The main campus of PAAS is a shared facility with Palo Alto High School (Paly) located across the street from the Stanford campus. Its convenient location affords PAAS students and staff easy access to the evening program and facilities. The daytime program is located at the Greendell campus in southeast of Palo Alto bordering Los Altos. The Greendell campus houses the PAUSD preschool programs, district programs, the ESL program and some PAAS community ed classes and programs. The Greendell ESL morning program is an intensive program. Classes meet four times per week. The Greendell site also hosts an afternoon, pre-literacy class, an advanced-level, blended learning ESL class and English Enrichment classes. Greendell is also home to PAAS's seventy-year-old PreSchool Family program, which is a parent education/parent participation program serving families with children from birth through five years. The program is designed to offer parents an opportunity to learn about parenting and to actively participate in their child's education. PAAS also offers a Community Based English Tutoring (CBET) program at Barron Park Elementary, part of PAUSD, which assists district parents with the specific purpose of improving communication with their school community and school staff. Escondido Village on the Stanford campus houses an ESL class to support the family members of Stanford graduate students and visiting scholars.

Palo Alto Adult School (PAAS) has served its community since 1921 by offering a wide range of classes and programs—academic classes for high school completion,

aeronautics, ESL, citizenship classes, welding and metal work, art classes, world languages, typing and adding machine, business courses, high school equivalency, short-term CTE courses, and computer courses. These class and program offerings reflect how PAAS has evolved with each decade and the changing needs of our students and community. This is a hallmark of PAAS—its ability to evolve and implement relevant classes and programs.

Another hallmark of PAAS are the ESL, English Enrichment, and Writing Academy programs which currently serve over 2000 students per year. The Writing Academy program resulted from the previous self-study and Action Plan. One of the Action Plan goals was *program development* and based on formative and summative assessments, teacher observation and analysis of student work, the committee saw a clear curricular need—writing. The Writing Academy was developed and implemented and currently offers four levels, including an advanced level targeting students wanting to transition to the community college and/or specialized training.

The ESL program embarks on a new path with the adoption of the new English Language Proficiency Standards (ELPS). The ESL standards have not been updated since 1992 and the ELPS release initiates a full review of our ESL curriculum and assessments. This work will be the focus of the ESL department’s Professional Learning Community (PLC). The adoption of the ELPS standards will include work on alignment, assessment, and performance outcomes. The work on the ELPS will be ongoing work and is included in the Action Plan.

The biggest change to PAAS and all California adult schools was the passage of AB 104 legislation in 2015-2016, called the Adult Education Block Grant (AEBG). The legislation directs adult school to develop, implement, and fund programs in the following seven areas:

- *Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.*
- *Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.*
- *Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.*
- *Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.*
- *Programs for adults with disabilities.*
- *Programs in career technical education that are short term in nature and have high employment potential.*

- *Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.*

Prior to this funding source, many adult schools severely limited class and program offerings and some were closed and have not been re-opened. In 2008-2009, PAAS was affected by budget cut backs and eliminated the fifth teaching day in the ESL day program; currently it has four teaching days (three hours per day). The AEBG allows for continuous funding for adult schools and funds for the seventy consortia established under prior legislation (AB 86). As stated previously PAAS is a member of the North Santa Clara County Student Transition Consortium. The consortium has developed a regional plan (2015-2018) with the following seven objectives:

1. *Set up a coordinated system that allows students to seamlessly move between systems and into the workforce.*
2. *Align and share applicable assessments.*
3. *Establish a student data tracking system including individual student's learning plan.*
4. *Remove barriers to student access and educational/employment goals.*
5. *Provide student support through mentoring, supplemental instructional support, and case management.*
6. *Ensure that staff and faculty have the tools and resources to effectively work with transitioning students.*
7. *Increase business and industry partnerships to enhance student opportunities for apprenticeships, mentorships, job shadowing, and employment.*

Based on the regional plan and the funds available PAAS added additional student support by hiring a *transition advisor*. This is a resource PAAS had not included due to budget limitations. Currently, the transition advisor provides direct support to students in the following programs: ESL, high school equivalency preparation, and Transitions class. In addition, consortium funds facilitated the expansion of the Writing Academy by offering the classes at no cost to students. The transition advisor meets with job-alike counterparts within the consortium, including newly hired advisors at the community colleges. Collaboration is embedded in AEBG. Therefore, as part of the consortium plan teachers and staff from the five partner agencies meet in designated workgroups to plan, design and implement needed programs and classes to improve student access and services—through the identified seven objectives, as stated above.

## PALO ALTO ADULT SCHOOL FACILITY LOCATIONS

### Main Campus Locations

**Palo Alto High School**  
50 Embarcadero Road  
Palo Alto, CA 94301  
650-329-3752  
*\*Main Office*

**Greendell School**  
4120 Middlefield Road  
Palo Alto, CA 94303  
650-494-2326  
*\*ESL Office*

### Class/Program Locations

**Escondido Village  
Stanford University**  
Escondido Road,  
Stanford CA 94305

**Barron Park Elementary**  
800 Barron Ave  
Palo Alto, CA 94306

**JLS Middle School**  
480 E. Meadow Drive  
Palo Alto, CA 94306

**Juana Briones  
Elementary**  
4100 Orme Street  
Palo Alto, CA 94306

**Cubberley Community  
Center**  
4000 Middlefield Road  
Palo Alto, CA 94303

**Wesley Methodist  
Church**  
463 College Avenue  
Palo Alto, CA 94306

## PALO ALTO ADULT SCHOOL GOVERNANCE

PAAS has a traditional governance structure with one site principal supervising the whole school program, budget and resource allocation, staff evaluations, district and community communications, marketing, organizational representative for outside agencies and partnerships. In addition, the site principal is a voting member as part of the North Santa Clara County Student Transition Consortium and liaison with the local workforce investment board, NOVA. As part of the Palo Alto Unified School District, PAAS follows all board policies and administrative regulations as adopted by the Board Education. PAAS is under the purview of the educational services department and supervised by the chief academic officers of elementary and secondary education.

PAAS has a teaching (part-time) complement of 100 among the various programs and departments. Teachers in the ESL, HSE, and PreSchool Family programs are credentialed as required and some of our community/fee-based teachers are as well.

### Palo Alto Adult School Staff

Administration Certificated	Administration Classified	Certificated Instructors	Classified Instructors	Classified Support Staff
1	2	27	73	4

## PALO ALTO ADULT SCHOOL: PRIMARY AREAS OF RESPONSIBILITY—2016-17

<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>- Manage and coordinate all programs under Adult School (ESL, fee-based, PSF)</li> <li>- WASC (Action Plan and updates)</li> <li>- Coordinate and facilitate Leadership Team and Advisory Committee</li> <li>- Manage and coordinate PAUSD Summer School programs (K-5, 6-8, and 9-12)</li> <li>- District representative on Adult School programs</li> <li>- Manage WIOA II Grant</li> <li>- AB 104 planning work for STC Consortium</li> <li>- Manage and coordinate Adult School budget and marketing</li> <li>- Staff evaluation</li> <li>- NSCCSTC Leadership Team</li> </ul>	<p><b>Principal and Coordinator, PreSchool Family</b></p> <ul style="list-style-type: none"> <li>- Manage, coordinate all early childhood programs (Young 5s, transitional kindergarten, springboard to kindergarten, inclusion kindergarten)</li> <li>- Supervise and evaluate early childhood teachers and staff at Grendell site</li> <li>- Manage and coordinate PreSchool Family (Adult School)</li> <li>- Leadership Team and Advisory Committee</li> </ul>	<p><b>ESL Program Manager and Coordinator</b></p> <ul style="list-style-type: none"> <li>- Coordinate the ESL program (state supported and fee based)</li> <li>- Coordinate the Writing Academy</li> <li>- Monitors compliance for WIOA II grant</li> <li>- Supervise the ESL teachers and support staff</li> <li>- Recruit, interview and recommend new ESL teachers and subs</li> <li>- Administer ESL PLC</li> <li>- EI Civics curriculum development</li> <li>- Supervise ESL classrooms at Grendell</li> <li>- Attend ESL PD and conferences</li> <li>- Leadership Team and Advisory Committee</li> <li>- NSCCSTC Leadership Team</li> </ul>
<p><b>Secretary/Registrar</b></p> <ul style="list-style-type: none"> <li>- Registration fee based classes (ASAP database)</li> <li>- GED verification for prior students</li> <li>- Budget: accounts payable and receivable, payroll for hourly teachers/staff</li> <li>- Textbook orders</li> <li>- Review catalog; edit process, room usage</li> <li>- Reception duties</li> </ul>	<p><b>Secretary/Administrative Assistant</b></p> <ul style="list-style-type: none"> <li>- Electronic Communication: PAAS email responses, Facebook, review website for updates</li> <li>- Forms: payroll sheets for teachers</li> <li>- PAAS calendar (Fee based and ESL)</li> <li>- Catalog process (calendar, track areas of responsibility)</li> <li>- Orientation for new teachers and paper work to HR</li> <li>- Marketing: newspaper ads, flyers, brochures, banners</li> <li>- Grants: maintain paperwork and files</li> <li>- Leadership Team and Advisory Committee</li> </ul>	<p><b>Attendance/Data Secretary</b></p> <ul style="list-style-type: none"> <li>- ESL classes: attendance, registration, CASAS data</li> <li>- Data for Workforce Innovation and Opportunity Act II</li> <li>- Office supplies (orders)</li> <li>- Aid in class registration (fee and ESL classes)</li> <li>- Fee based classes: attendance</li> <li>- ASAP database for report data</li> <li>- CASAS trained</li> <li>- Invoice and requisition</li> </ul>

<p><b>ESL Program Secretary</b></p> <ul style="list-style-type: none"> <li>- Coordination of ESL office, including reception duties and office management</li> <li>- Assist program manager and ESL teachers</li> <li>- Communicate program specifics to ESL students and public</li> <li>- Part-time</li> </ul>	<p><b>Assessment Specialist and Transition Advisor</b></p> <ul style="list-style-type: none"> <li>- CASAS/EI Civics testing coordination, data and training; meet a coordinate with attendance/data secretary</li> <li>- Coordinate and assist program manager with ESL program</li> <li>- Meet and coordinate with students interested in transition to work and/or college</li> <li>- Develop resources for transition students and students with barriers</li> <li>- Leadership Team</li> </ul>	<p><b>Webmaster</b></p> <ul style="list-style-type: none"> <li>- PAAS webpage maintenance</li> <li>- PAAS catalog design</li> <li>- Evening clerk (M-Th)</li> <li>- Teacher, computer applications</li> <li>- Leadership Team</li> </ul>
<p><b>Tech Coordinator</b></p> <ul style="list-style-type: none"> <li>- Technology Plan (part of WIOA II grant) coordination</li> <li>- Tech training (teachers and staff)</li> <li>- Advises principal and program manager</li> <li>- of technology needs</li> <li>- and assessment</li> <li>- Teacher, ESL</li> <li>- Leadership Team</li> </ul>	<p><b>Early Childhood Programs &amp; PSF, Secretary</b></p> <ul style="list-style-type: none"> <li>- Coordination of EC programs office, including office management</li> <li>- Assist principal and coordinator, and teachers</li> <li>- Communicates program specifics to community, parents, and public</li> </ul>	<p><b>PALO ALTO</b></p>  <p><b>ADULT SCHOOL</b></p>

## MISSION STATEMENT AND SCHOOLWIDE LEARNER OUTCOMES

The mission statement and schoolwide learner goals were reaffirmed in February 2016 as part of the self-study process by the leadership team and shared with staff for feedback.

**MISSION:** *Palo Alto Adult School is committed to excellence in providing a broad range of accessible and flexible educational programs that enable our diverse community of adult learners to achieve their academic, career and personal goals.*

### SCHOOLWIDE LEARNER OUTCOMES

#### SET GOALS

Students will assess their own needs and identify their academic, career and/or personal goals.

- With guidance, develop and communicate plans to achieve their goals.
- Be self-directed learners who learn independently and collaboratively in a diverse environment.

#### ACHIEVE SKILLS

Using a variety of methods, technology and resources, students will acquire knowledge and skills.

- Develop and apply critical thinking skills.
- Obtain academic and career skills for life and workforce readiness.

#### DEMONSTRATE LEARNING

Students will apply their acquired core knowledge and skills appropriate to their goals.

- Advance to post-secondary education or training.
- Contribute to personal enrichment and the community.
- Demonstrate 21<sup>st</sup> century skills including critical thinking, communication, collaboration and creativity.

## PALO ALTO ADULT SCHOOL OVERVIEW AND PROGRAMS

- **Calendar**

PAAS has three ten-week quarters beginning in August every school year—fall, winter, spring, and a shorter summer quarter of six weeks. The ESL program offers four eight-week sessions to increase class time for the students. PAAS uses the adopted school calendar of PAUSD and follows the district holiday schedule. Every teacher in every class takes attendance and as of 2016-2017 PAAS has online attendance via ASAP, our registration and student database. The ASAP system allows for increased accurate attendance data. The ASAP system has increased data gathering and analysis capabilities that we are currently learning. As the CDE and WIOA continue to require additional data in light of AEBG, the ASAP system will facilitate our compliance and reporting abilities. Class size at PAAS is contingent upon program and class. ESL and English Enrichment classes may range, 15 to 30; Community/Fee Based classes, 8 to 15, except for the symphonic band, which has over 70 members.

- **PAAS Website (LERN Award Winner\*) and Social Media**

The PAAS website, [paadultschool.org](http://paadultschool.org), is updated frequently and completely updated quarterly with the newest class and program offerings. The website contains class and teacher/instructor descriptors, a digital and printable current catalog, contact information, registration links, Google calendar, news and events, and PAUSD policy information. PAAS maintains a social media presence, which is updated frequently on Facebook (PaloAltoAdultSchool) and Twitter (@AdultSchoolPA).

Every quarter, except summer, PAAS has a community partner whose mission and purpose is aligned to our mission. This is a mutually beneficial relationship to cross-market, share resources (if needed), and builds community. The 2016-2017 winter quarter partner was Environmental Volunteers, which provides hands-on science and nature education, inspiring a lifelong love and respect for the natural world. In the spring quarter, PAAS will partner with the Mid-Peninsula Media Center and past partners include the Stanford Blood Center, Canopy, the City of Palo Alto Library, and Abilities United.

- **Adults with Disabilities**

PAAS has two programs directly supporting adults with disabilities: an Academic Functions class and the Adult Transition Partnership Program (TPP) with HOPE Services. The Academic Functions class is for individuals recovering from emotionally disabling illnesses. They receive assistance in developing appropriate social and work skills (pre-vocational counseling, guidance in

part-time training, individual and family counseling). In the fall quarter the TPP program ended and HOPE Services is seeking additional partnerships with other county programs.

- **Community/Fee Based**

PAAS offers a variety of classes, courses, and workshops (review current catalog) every quarter including five to ten new classes. The main areas of classes/courses are: arts and crafts, birding and nature, business and finance, CTE, computer skills, cooking, English Enrichment, health and fitness, home and environment, music (including a symphonic band), parenting and family, photography, Senior Friendship Day, upholstery, woodworking, world languages, and writing and literature. New classes are solicited among the current teaching staff and through outside class proposals submitted to the PAAS office, for example, *Classic Illustration* beginning in fall 2016. The English Enrichment classes are designed for students who are advanced ESL learners, but want and need additional opportunities to speak, read, listen, and write. In the current winter quarter thirteen English Enrichment classes were offered, for example, *Focus on Pronunciation and Listening*. A highlight of the music program is the Peninsula Symphonic Band which performs four times per year for our community and currently has over 70 members.

PAAS contracts with Cengage Learning to offer online courses, called *ed2go*. The classes and courses are typically six weeks long for an average cost of \$95. The course topics include accounting and finance, business, college readiness, computer applications, design and composition, health and medical, language and arts, law and legal, personal development, teaching and education, technology and writing and publishing. The *ed2go* classes afford students immediate access to relevant topics at low cost and to complete at their own pace. PAAS will investigate designing online courses as part of 2017-2020 Action Plan. The classes are aligned to the PAAS mission and SLOs by obtaining *real-time career skills for life and work readiness* and independent learning.

- **Career Technical Education**

The CTE program is an area of growth for PAAS. Currently, there are three classes that support students' transition to work and training. In the Work Readiness/Job Skills class students meet with a job coach individually (12 times) and in groups to learn the job search process and how to prepare a resume and cover letter, develop networking and interviewing skills, and create a LinkedIn profile.

PAAS partners with the California Regional Education Center (HarperRand) to offer two short-term CTE opportunities, the Medical Assistant Program and

Phlebotomy Technician Program. In both programs, students must pass specialized examinations to be certified in California. In 2017-2018, the Pharmacy Technician class will be offered.

- **English as a Second Language**

PAAS offers a no cost, full-range (pre-literacy through advanced levels) ESL program in the morning, afternoon, and evening. The morning and afternoon classes meet three or four days a week (Monday-Thursday) and the evening program is two days (Monday and Wednesday). All students in the state-supported ESL program complete EL Civics units as part of the curriculum. The ESL program also includes two distance learning options to support students who cannot attend classes regularly in the morning, afternoon or evening. Students enrolled in the Learn English at Home (LEAH) and Community Based English Tutoring (CBET) programs meet with a teacher once per week, complete weekly assignments, and use DVDs or web-based learning programs to study at home. Students in the CBET class have children enrolled in PAUSD. Their participation in CBET is designed to support them in learning English for the expressed goal of engaging in the school community and helping their children in school. Our pre-literacy classes were created for students who cannot read or write in their language or English for the purpose of preparing them to fully participate in an ESL class. The Transition to Work or College class supports advanced ESL and HSE students who have identified work or college as a short-term goal. The Writing Academy offers three levels of Fundamentals of Writing classes for ESL and HSE students and an advanced level for students who have specific needs for academic and research writing. As of 2016-2017, the ESL program added a *Computer Literacy* class for students whose first language is not English. As the ESL program integrates more technology into instruction and uses more online materials, digital literacy is a necessary skill.

PAAS offers a variety of English Enrichment classes for non-native speakers who have tested above the levels of our state-supported program or who wish to focus on one specific skill area. Students can enroll in classes such as American Idioms, Diversity in the Community, ESL Book Club, Exploring Everyday Grammar, Focus on Pronunciation and Listening, How to Avoid Common Grammar Mistakes in Conversation, Let's Talk: ESL Conversation, US History and Culture, TOEFL preparation, and Top Five US Presidents. New enrichment classes are developed yearly based on student need and feedback.

- **High School Equivalency Preparation (HSE)**

The HSE program was re-established in 2014-2015 with five students. Due to open enrollment, the class enrollment fluctuates from seven to sixteen students. The class prepares students to take the HiSet equivalency examination. The

HSE class is a combination of in-class lessons, online learning support, and small group instruction. While the focus of the HSE class is HiSet preparation there are students who choose to prepare for the GED. As part of ASE the class is offered at no cost to the students.

- **Parent Education**

The PreSchool Family program has a seventy-year history in Palo Alto and is a crown jewel for parents of young children. Parents develop a deeper understanding of early childhood development and parenting skills through adult discussion classes, formal and informal observations, and community exchanges. The school provides children and their families a nurturing play-based curriculum helping children develop in all areas including creativity, cooperation, peaceful conflict resolution, positive communication, fine and gross motor skills and kindergarten readiness.

In partnership with the Palo Alto Police Department (PAPD), PAAS offers a research-based and nationally recognized program—the Parent Project. The program was created for parents with strong-willed teens. Topics addressed include understanding why teens do what they do, identifying gang involvement, music and media influences, friendships and dating, and alcohol and drug use. The class is offered in both English and Spanish.

Established by Stanford students, Dreamcatchers provides free tutoring and mentorship to low-income and historically underrepresented PAUSD middle school students. In addition, the program includes a parent education component which focuses on parent advocacy and college process.

- **Programs for Older Adults**

PAAS classes are open to all adults, but a few are tailored to students over fifty-five. Senior Friendship Day is a partnership with the City of Palo Alto Recreation department and Avenidas. The program focuses on building community, fitness and nutrition, and features educational presentations. The community/fee-based classes enroll a large percentage of students over fifty-five. Creative Writing and Genealogy are highly enrolled every quarter and attracts a large percentage of students over 55.

- **Technology Integration**

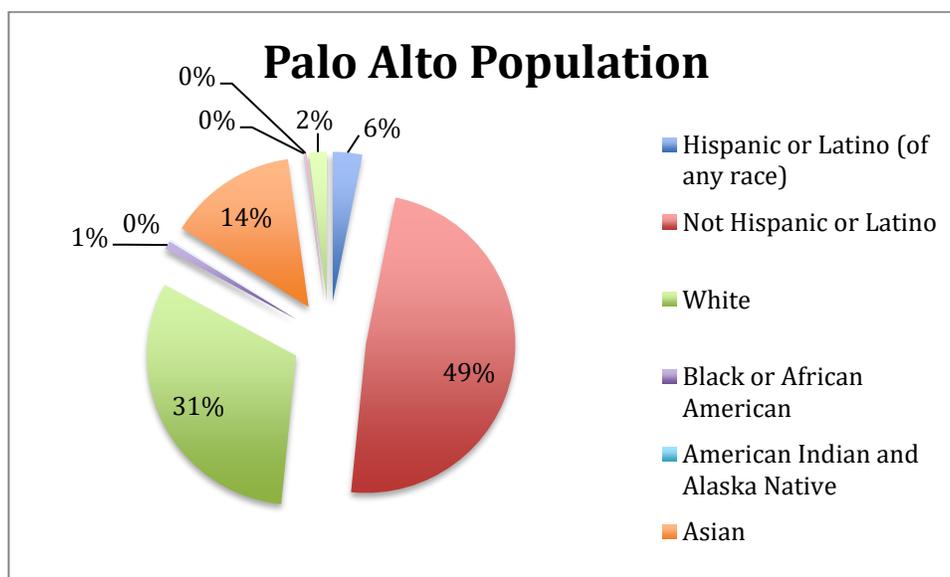
Every classroom on our two main sites is equipped with a teacher computer with wireless access, a document camera, and projector. This facilitates sharing and critiquing student work. Many teachers use the textbooks' online materials and publisher software to project the textbook pages as well as the Internet, to deliver their lessons. Teachers can easily access supplemental material to enhance and

extend their presentation and discussion of a topic, as well as direct students to additional resources. Daytime ESL teachers at Greendell have access to a Chromebook and a PC cart. Our evening ESL teachers at Paly have access to two computer labs, and many have access to a Chromebook cart in their classrooms. All of our teachers have used one of these carts or a computer lab to teach digital literacy skills (i.e filling out medical history and job application forms, emailing their child's teacher, and exploring the district website and post-secondary educational opportunities.)

Two advanced-level ESL classes use the *Project Success* series—a blended learning text. The classes are standards-based blended-learning courses with a strong focus on work and career readiness, 21<sup>st</sup> Century skills, and digital literacy. *Project Success* integrates audio, video, and online tools to blend classroom and online learning. The online component allows students to learn at their own pace with the video and digital workbook activities may be repeated often. Students receive direct classroom instruction 2-3 times a week in regularly scheduled classes and are assigned online activities in the digital workbook for additional practice and homework.

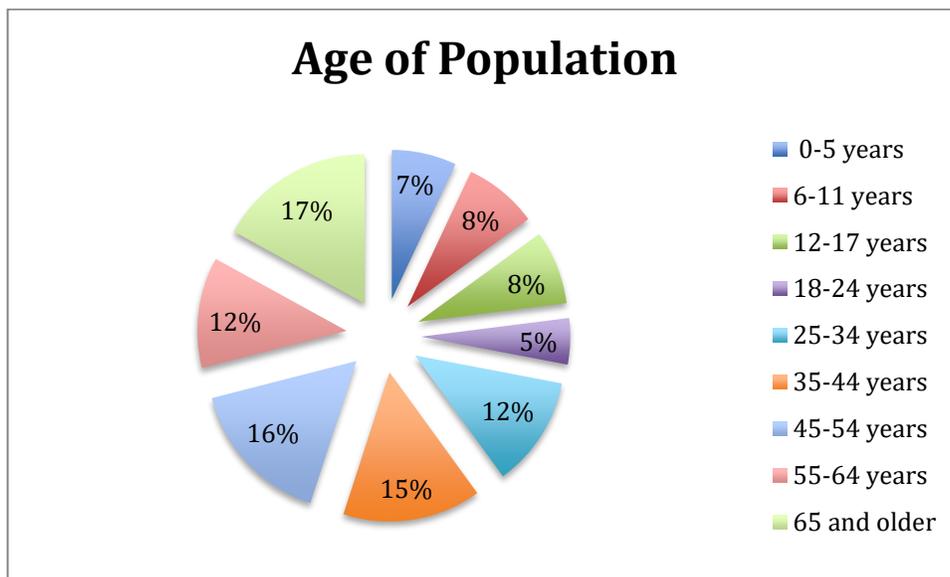
## PALO ALTO COMMUNITY DATA

### City of Palo Alto Population



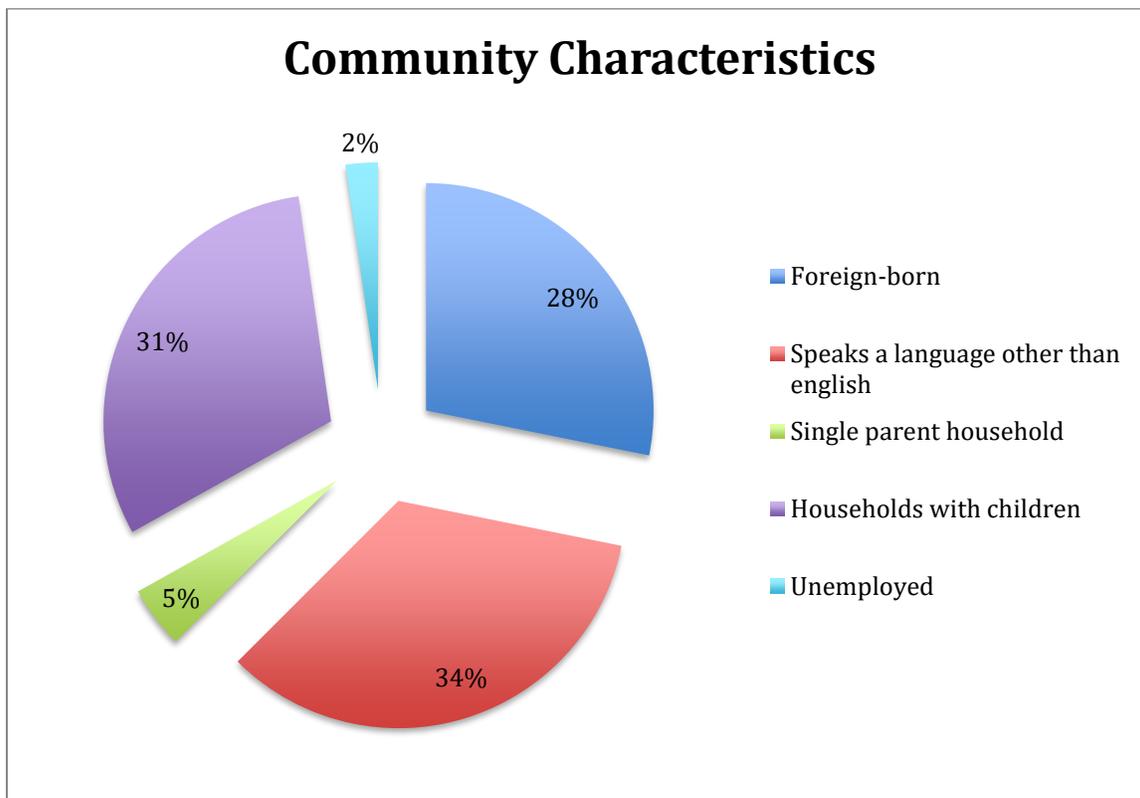
**\*2010 Census—64,403**

**City of Palo Alto, Age Distribution**



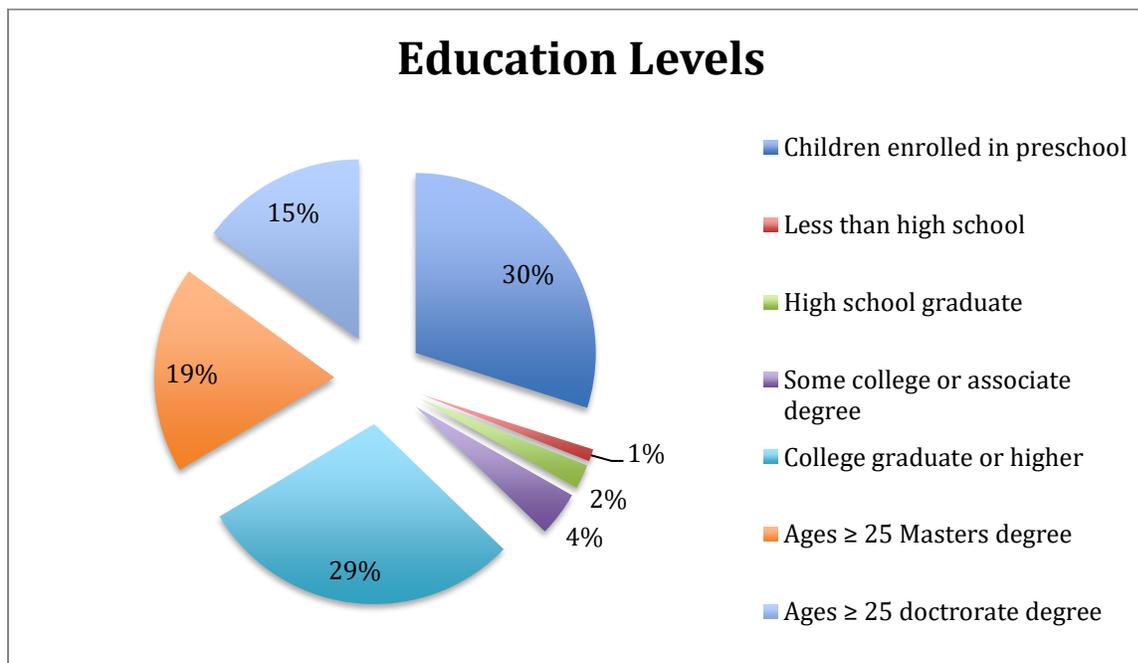
*\*2010 Census—64,403*

**Community Characteristics**



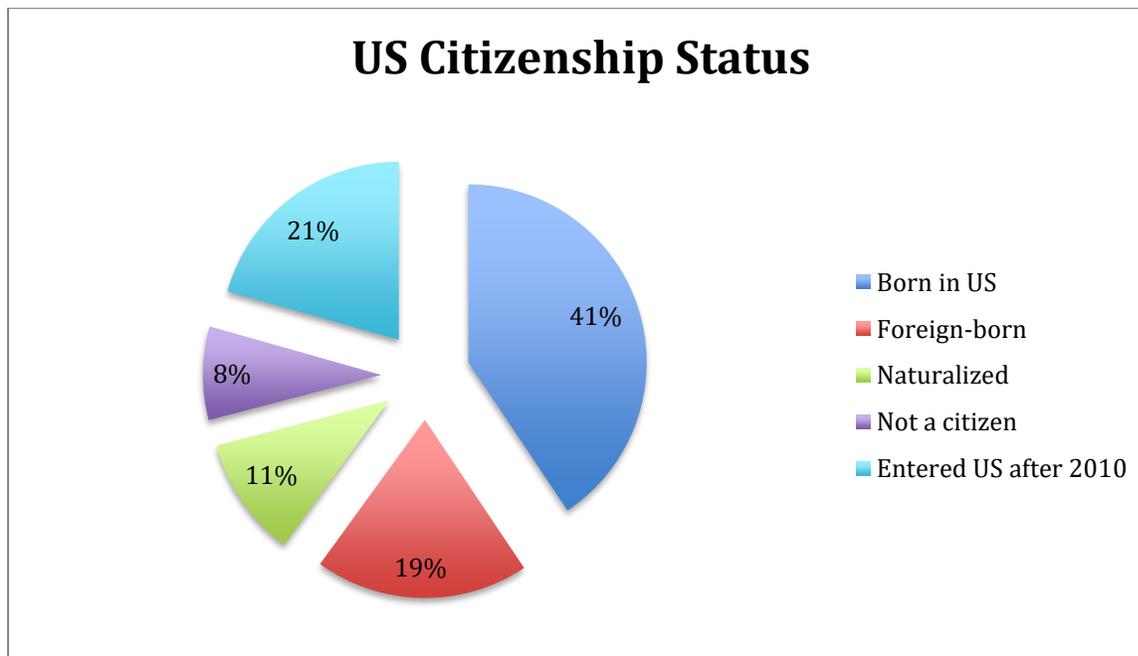
*\*2010 Census—64,403*

**Education Levels**



**\*2010 Census—64,403**

**Citizenship Status**



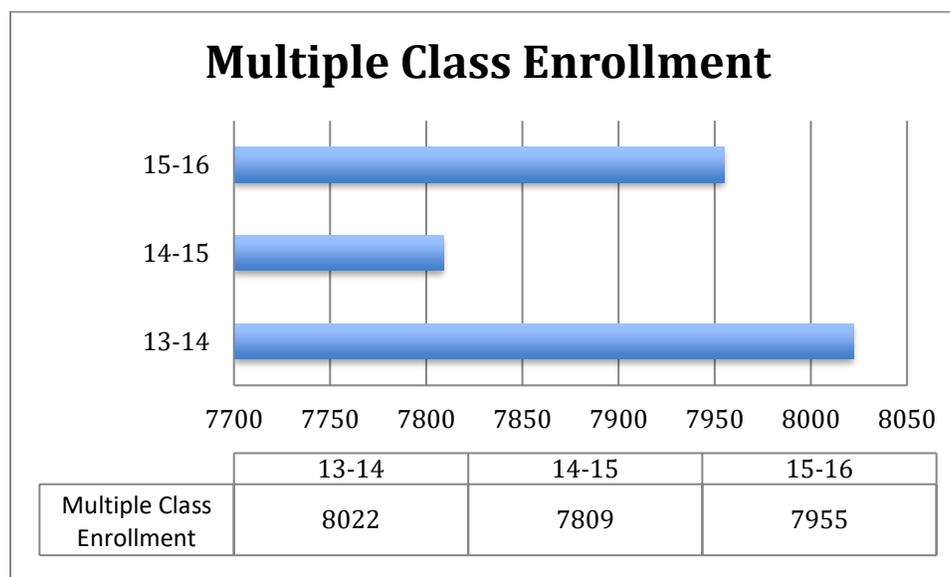
**\*2010 Census—64,403**

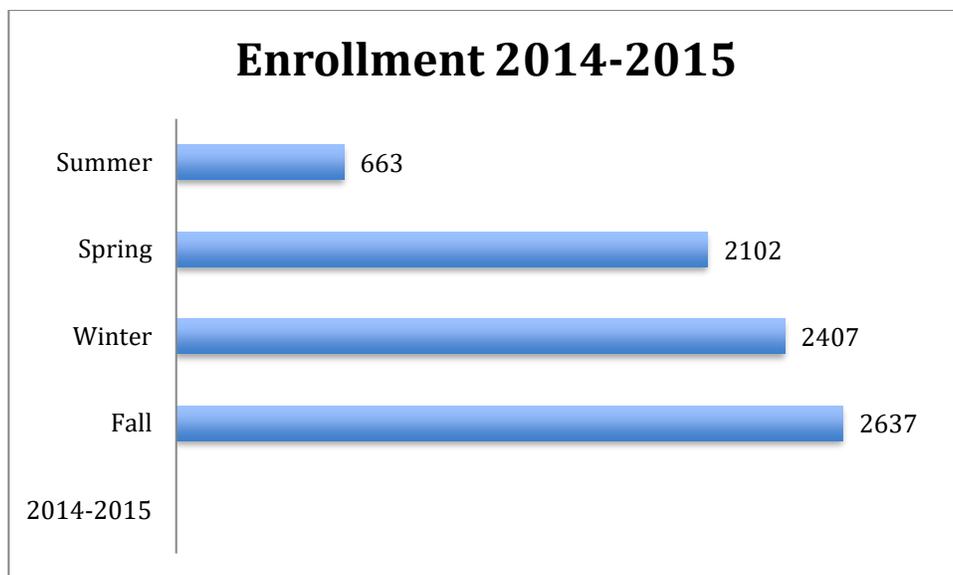
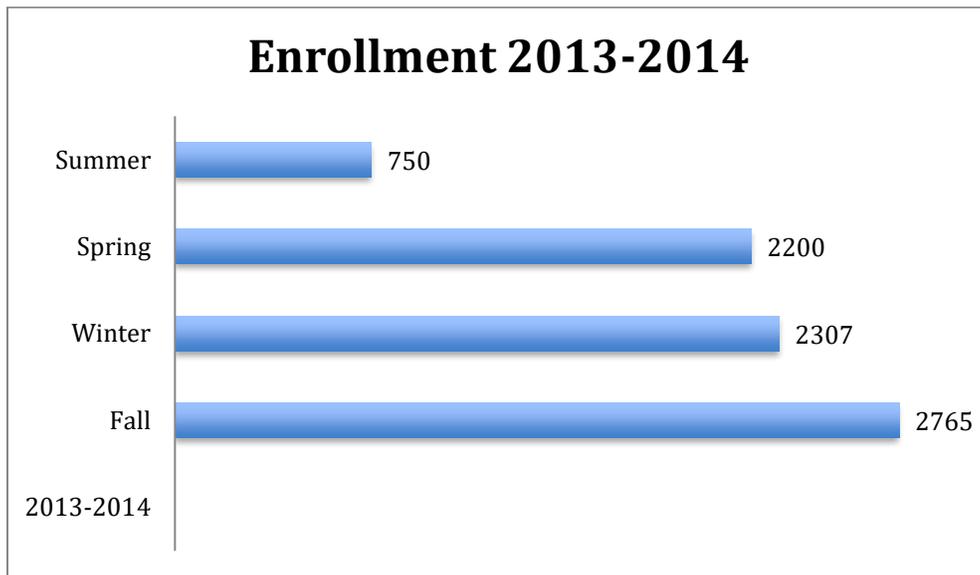
## Key Analysis of Community Characteristics

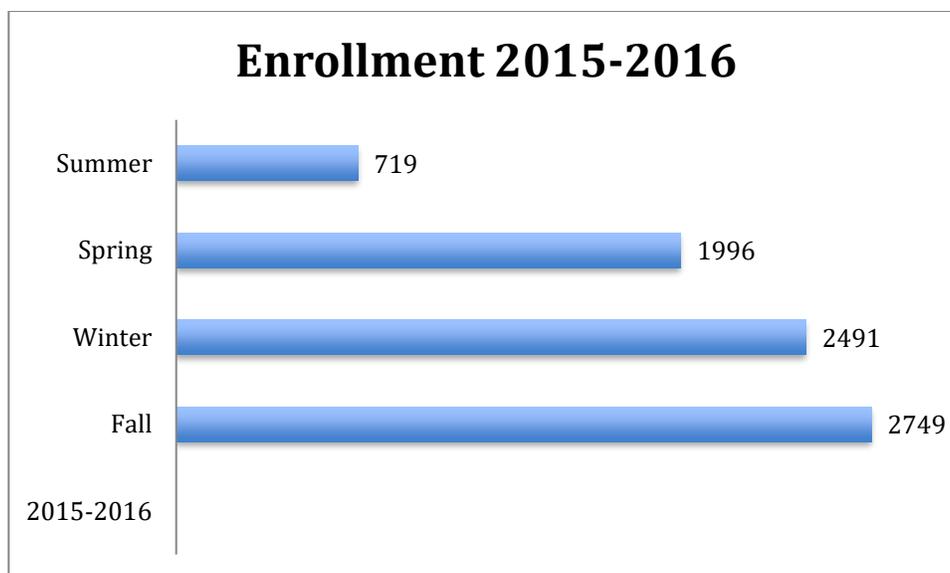
- Since the 2000 census the population of Palo Alto is no longer a white majority.
- Since the 2010 Palo Alto census has seen an increase of individuals from Asia, as our ESL data indicates.
- A majority of individuals living in Palo Alto are from outside the US, including twenty-one percent entering the US after 2010.
- For a large majority of Palo Alto inhabitants English is their second language.
- Latino/Hispanic population in Palo Alto has doubled to six-percent since the 2000 census.
- Over half of Palo Alto residents have some college or higher, including twenty-nine percent with a college or graduate degree or higher.

## PALO ALTO ADULT SCHOOL STUDENT DATA

### Total Student Enrollment







### Enrollment by Program

2013-2014

Classes/Programs	Summer 13-14	Fall 13-14	Winter 13-14	Spring 13-14
HSE	0	0	0	0
ESL	13	583	525	519
Citizenship	0	6	7	4
Adult w/ disabilities	42	46	44	51
Career	13	26	24	22
Parenting	0	443	379	367
Older Adult / Senior Friendship	244	258	238	234
<b>Sub-total</b>	<b>312</b>	<b>1362</b>	<b>1217</b>	<b>1197</b>
<b>Community/Fee-Based</b>				
Art and Crafts	14	102	81	71
Birding	*0	71	0	60
Business and Finance	*0	8	14	14
Computer Skills	*0	19	15	0
Cooking	*0	99	85	44
English Enrichment	120	305	166	179
General 55+	14	35	32	26
Photography	0	17		12
Health and Fitness	0	84	65	72
Home and Environment	60	114	153	111
Music	76	144		125
Woodworking	44	72	139	74

World Languages	110	248	260	160
Writing Academy	0	85	80	55
<b>Sub-total</b>	<b>438</b>	<b>1403</b>	<b>1090</b>	<b>1003</b>
<b>Total</b>	<b>750</b>	<b>2765</b>	<b>2307</b>	<b>2200</b>

**\*Not Offered**

### 2014-2015

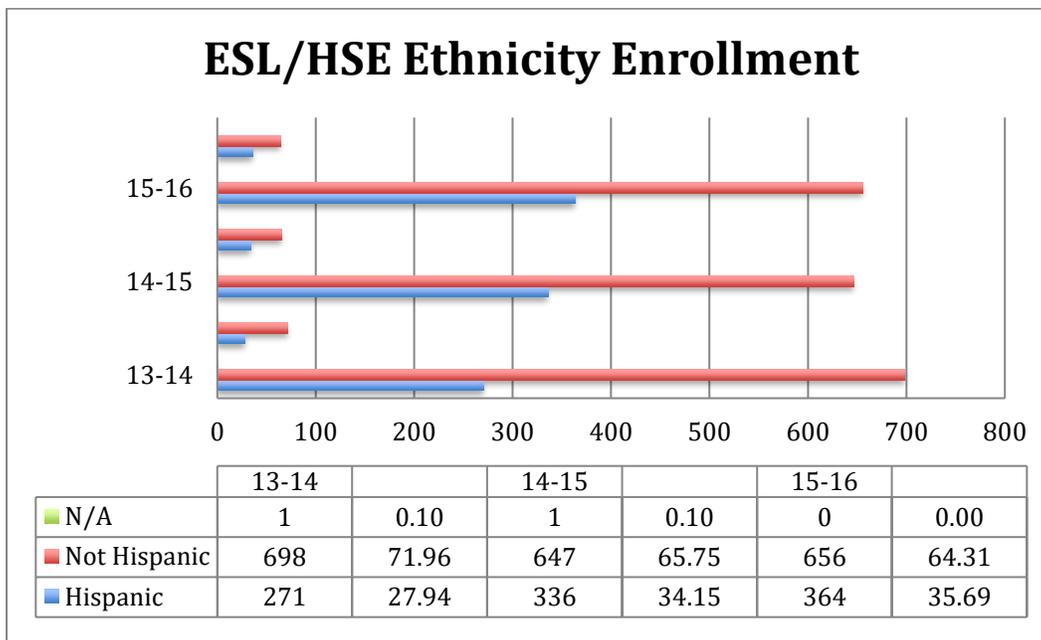
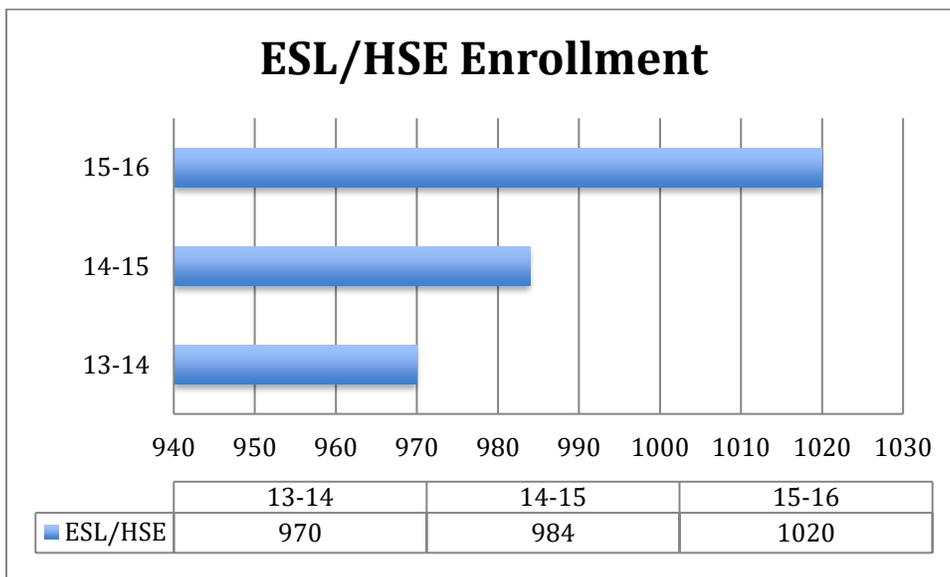
Classes/Programs	Summer 14-15	Fall 14-15	Winter 14-15	Spring 14-15
HSE	4	23	15	15
ESL	8	651	584	456
Citizenship	0	10	8	8
Adult w/ disabilities	46	52	54	50
Career	8	11	19	26
Parenting	0	366	336	335
Older Adult / Senior Friendship	191	224	229	215
<b>Sub-total</b>	<b>257</b>	<b>1337</b>	<b>1245</b>	<b>1105</b>
Community/Fee-Based	Summer 14-15	Fall 14-15	Winter 14-15	Spring 14-15
Art and Crafts	36	70	68	58
Birding	*0	66	68	51
Business and Finance	*0	19	27	17
Computer Skills	*0	42	41	25
Cooking	*0	86	90	94
English Enrichment	155	357	163	171
General 55+	12	48	60	57
Photography	0	15	16	13
Health and Fitness	9	68	57	26
Home and Environment	61	114	126	116
Music	72	100	111	86
Woodworking	28	60	58	64
World Languages	33	189	211	188
Writing Academy	0	66	66	31
<b>Sub-total</b>	<b>406</b>	<b>1300</b>	<b>1162</b>	<b>997</b>
<b>Total</b>	<b>663</b>	<b>2637</b>	<b>2407</b>	<b>2102</b>

**\*Not Offered**

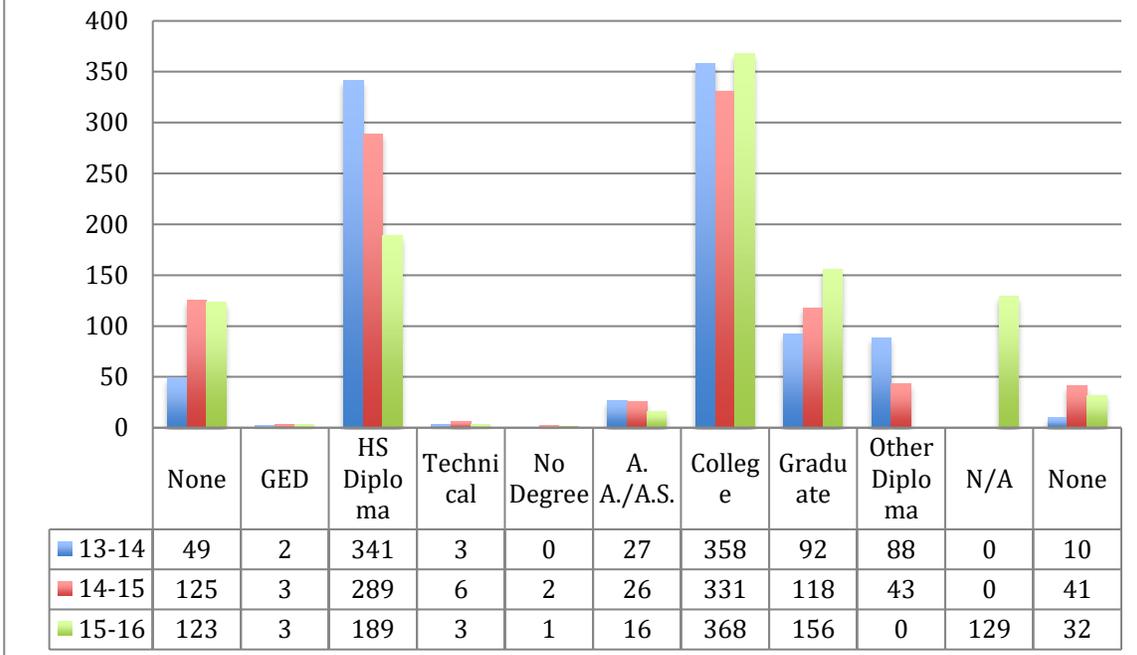
## 2015-2016

Classes/Programs	Summer 15-16	Fall 15-16	Winter 15-16	Spring 15-16
HSE	8	12	23	14
ESL	4	615	609	418
Citizenship		22	25	20
Adult w/ disabilities	39	51	39	39
Career	21	82	77	10
Parenting		343	285	305
Older Adult / Senior Friendship	220	274	173	213
<b>Sub-total</b>	<b>292</b>	<b>1399</b>	<b>1231</b>	<b>1019</b>
<b>Community/Fee-Based</b>				
Art and Crafts	37	69	74	68
Birding		86	102	83
Business and Finance		26	27	
Computer Skills		23	17	25
Cooking	21	90	64	78
English Enrichment	114	422	235	179
General 55+	18	45	55	54
Photography		23	16	15
Health and Fitness	26	46	54	
Home and Environment	74	111	131	105
Music	58	93	105	98
Woodworking	20	74	88	91
World Languages	59	204	234	172
Writing Academy		38	58	9
<b>Sub-total</b>	<b>427</b>	<b>1350</b>	<b>1260</b>	<b>977</b>
<b>Total</b>	<b>719</b>	<b>2749</b>	<b>2491</b>	<b>1996</b>

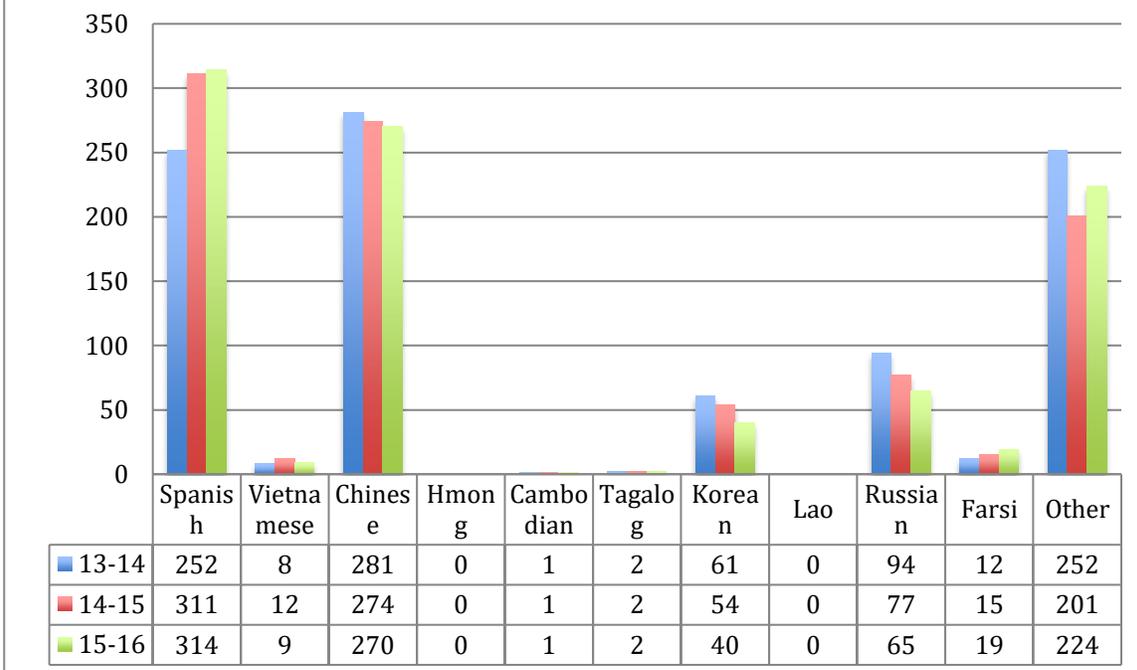
**ESL/HSE Enrollment**



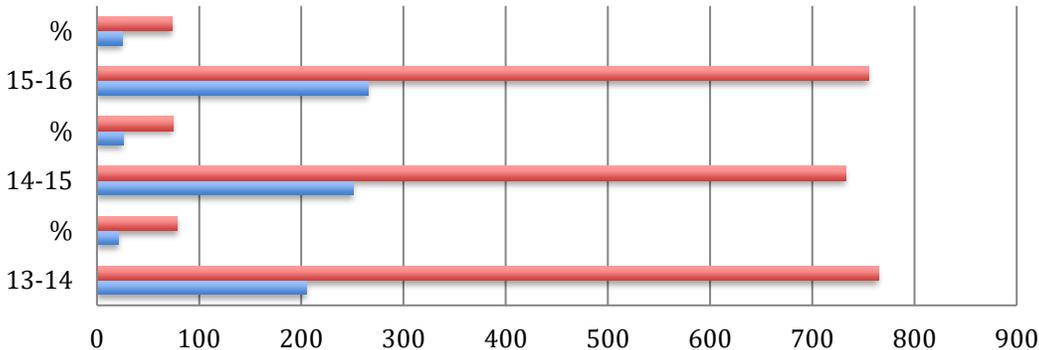
### ESL/HSE Education Levels



### ESL/HSE Languages Spoken

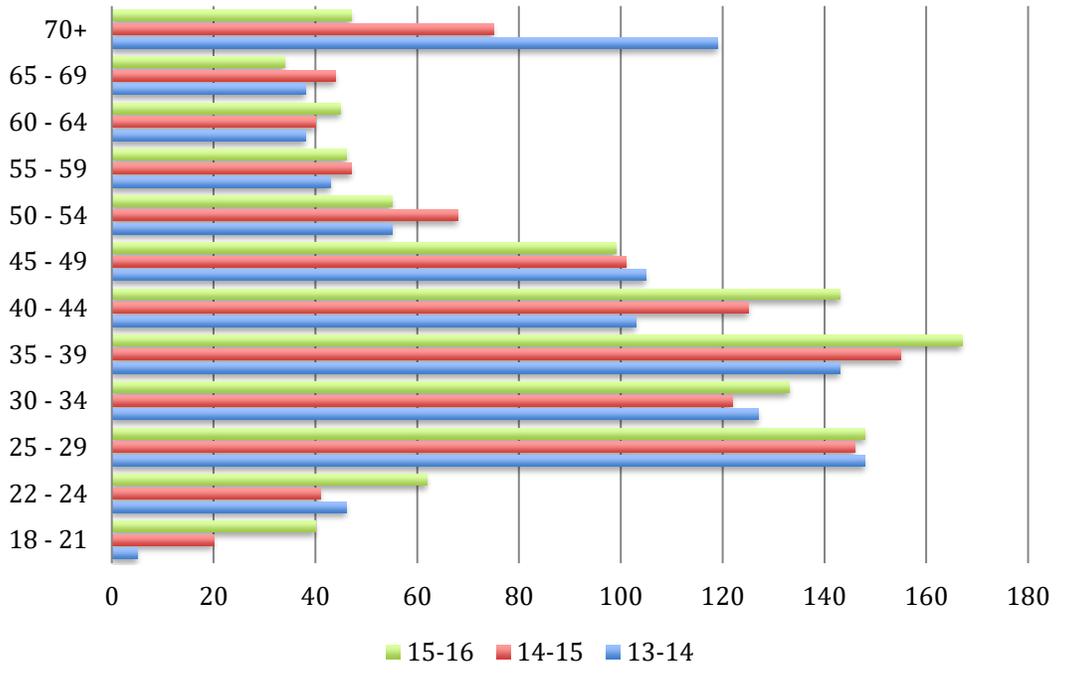


### ESL/HSE Enrollment by Gender

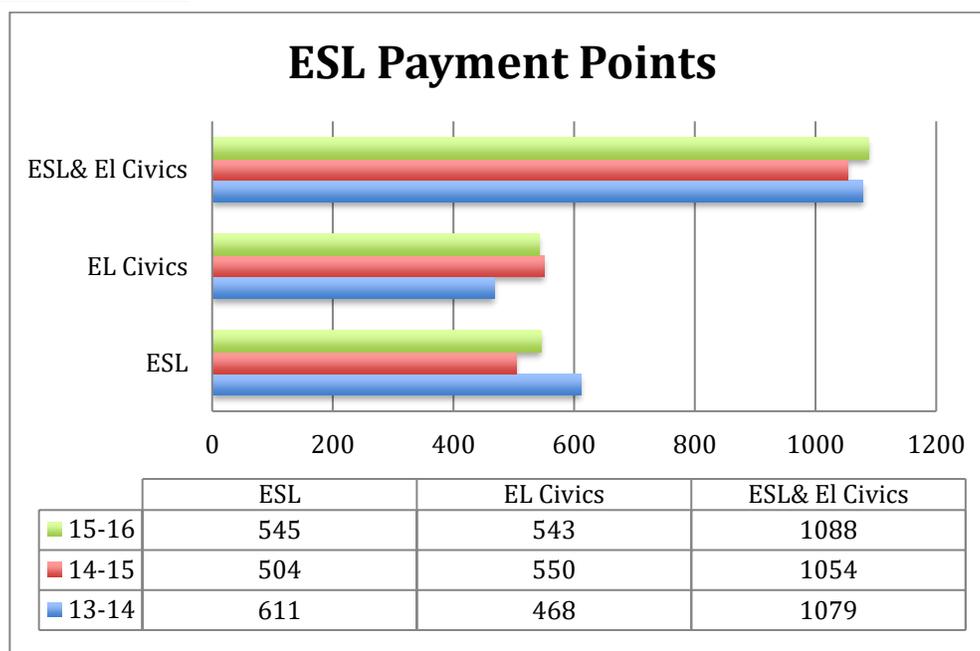


	13-14	%	14-15	%	15-16	%
Female	765	78.87	733	74	755	74.00
Male	205	21.13	251	26	265	25.00

### ESL/HSE Enrollment by Age



## CASAS ESL Data



### Key Analysis of Student Data

- PAAS has maintained a steady enrollment for the last three school years.
- ESL/HSE enrollment has increased by fifty students, 5% since 2013-2014 and continues to grow.
- Two-thirds of our ESL/HSE students are female and between the ages of twenty-five and forty-nine, and about eight-percent of students are over 70 years old.
- The majority of ESL/HSE students have high school diploma, college degrees, including graduate degrees and speak Chinese or Spanish.
- Since 2013-2014 our Latino/Hispanic student population has risen consistently from twenty-eight percent to thirty-five percent, which is reflected in the increase of the Latino/Hispanic population within Palo Alto.
- Since 2013-2014 ESL/HSE students have improved on the CASAS as evident on the payment points, the biggest gain has been in EL Civics.
- Additional student data is needed, specifically with the new AEBG and WIOA reporting requirements on student completion and achievement. Therefore, professional development on assessment and data analysis will be needed for teachers and staff. The goal would be to create a *data culture*.

*Progress is impossible without change, and those who cannot change their minds cannot change anything.* – George Bernard Shaw

## **CHAPTER II — PROGRESS REPORT ON PAST RECOMMENDATIONS**

The leadership team implemented and coordinated the four action items from the WASC Action Plan, 2011. Extensive progress has been made on the items by the staff.

The previous self-study identified the following four Action Plan items for implementation.

1. *Communication*
2. *Organization*
3. *Program Development*
4. *Maintaining Quality*

### **Action Plan Area 1: Communication**

The rationale for this Action Plan area was to inform the community and support students.

**Goal A** — The PAAS website includes all available information for students, teachers, staff, and public use. The website, paadultschool.org, is frequently updated. Every quarter the website is updated with all new class and program offerings. The website includes information on PAUSD as well as a Google calendar which can be linked. The calendar contains updated information, including ESL placement testing. The resource list is available online, principally the City of Palo Alto, NOVA (local workforce investment board), and other Santa Clara county resources.

**Goal B** — On a bi-monthly basis the superintendent and the board of education receive updated information about PAAS, which is included in a weekly district update. The Superintendent's Weekly is sent to all staff members and posted on the main district website. The district continues to support our communication needs by sending press releases and sharing PAAS news in the superintendent's update at board meetings. Updates about PAAS are shared with the district's communications coordinator. PAAS has a social media presence through Facebook and Twitter which are updated daily.

PAAS continues to produce a paper class/course catalog for distribution. The catalog is distributed to over 30,000 Palo Alto households through the Palo Alto Weekly (local newspaper)—three times per year for the fall, winter, and spring quarters. The catalog is included on the website and a PDF version is available for printing. Per a student survey (2015), the catalog was identified as a key way to read about PAAS—number one is the website.

**Goal C** — The PAAS' Policy and Procedures Handbook was completed in the spring of 2013 and updated by the school secretary annually. The handbook is available to all current and new staff once hired. As indicated in our updated Action Plan there is an identified need to update the on-board orientation process for new teachers and staff.

## Action Plan Area 2: Organization

The rationale for this goal was to coordinate efforts to implement standardized procedures regarding course outlines, goal-setting activities, assessment, professional development, and school programs.

**Goal A** — The leadership team continued to meet to monitor the Action Plan. The yearly staff meeting was used to communicate key school goals. The ESL teachers meet regularly and begin with a yearly retreat prior to the start of the school year. The ESL Manager communicates all meetings and compliance information frequently. This is an on-going goal and is included in the updated Action Plan. In 2015-2016 the principal organized meetings with all the individual departments and programs and facilitated a group SWOT analysis (group activity to facilitate feedback). The feedback identified program needs, facilitated conversations between teachers, and generated new ideas for their classes and programs.

PAAS will continue to invest in their teachers and staff with professional development and professional learning. In addition, a schoolwide professional development plan will be developed during the 2017-2018 school year.

**Goal B** — The PAAS and CTE Community Advisory Committee continues to meet every quarter (three times) and is facilitated by the district coordinator for secondary options and the PAAS principal. Currently, the committee has ten members and added the district's Advanced Research Project Coordinator in 2016-2017. The committee continues to advise and shares information on local workforce needs.

**Goal C** — The leadership team continues to meet and monitor the Action Plan as updated in 2012-2013. The team will begin 2017-2018 with a retreat to plan and

implement the Action Plan. The team was expanded to include two additional teachers and the assessment specialist and transition advisor.

### **Action Plan Area 3: Program Development**

The rationale for this goal was to develop new programs relevant to student needs, the Action Plan, and enhance existing programs.

**Goal A** — A program development committee was established to initiate, create and implement program/class proposals. Based on student and teacher feedback, the committee supported the implementation of the Writing Academy. The Writing Academy has four levels including an advanced research and writing class for students whose goal is college and/or specialized training. In 2015-2016, 105 students enrolled in the academy and currently there are sixty-two students enrolled in winter quarter. The Writing Academy is funded through AEBG consortium funds. The program development committee will continue and is included in the updated Action Plan.

### **Action Plan Area 4: Maintaining Quality**

The rationale for this goal is to support students to set achievable goals, keep mission and SLOs in the forefront, improve technology integration, improve teacher observation and evaluation process, and preserve facilities to ensure students and staff will have well-equipped classrooms.

**Goal A** — Facilities is an ongoing need for PAAS. PAAS has two main locations, Palo Alto High School and Greendell School with six additional satellite locations. The principal meets district and school facilities managers to review classroom needs.

**Goal B** — All ESL teachers are required to complete a course outline and class syllabus. HSE, PreSchool Family, and community/fee-based instructors are required to turn in class descriptions yearly. The class/course descriptions are the physical document, which are based on the schoolwide learning outcomes. In tandem with classroom observations the principal and ESL manager observe how the SLOs are integrated in the classroom. Based on a teacher survey the SLOs were understood and incorporated in classes/programs. Furthermore, teachers indicated the importance of the mission to the SLOs.

**Goal C** — PAAS has increased use and integration of technology by teachers to improve instruction and student learning. Since 2012, PAAS has added a blended learning ESL class, Burlington English for the LEAH program, Aztec software for HSE

students, and hardware purchases (Mac Air Book and Chromebooks). PAAS updates a yearly technology plan focusing on ESL/HSE classes and program. PAAS opted not to invest in computer labs but purchased portable hardware to increase student access.

**Goal D** — Teacher and instructor observations are ongoing and completed by the ESL manager and principal. ESL teachers are formally observed once every two years but informal observations take place as needed. New ESL teachers are observed and evaluated during their first year. Additional work on the evaluation process will continue in the revised Action Plan for 2017-2020.

### **Key Updates from WASC Visiting Committee—2011**

The PAAS integrated the key issues as indicated by the WASC Visiting Committee in 2011. The SLOs continue to be a schoolwide focus for student and program improvement as evident in the course syllabi, class descriptions, and classroom observations. The ESL/HSE students have improved their performance based on CASAS data.

The leadership team with significant teacher feedback revised the student class evaluation form. The form is used in every class, every quarter and used by teachers and principal to gauge student input on classes/programs. The principal and ESL manager reviews the student class evaluation forms to improve the school program. In addition, the form is used to find a *student showcase* for the upcoming catalog.

The teacher evaluation system is based on the Adult Education Teacher Competencies and an ongoing task of the ESL manager and principal. The evaluation process needs to be further communicated, developed and articulated to the teachers and staff.

As explained earlier, the biggest change for PAAS was the passage of AEBG and membership in the NSCCSTC consortium. PAAS will continue to maintain and implement new classes and programs. The PAAS students value many of the programs as evidenced by the yearly enrollments in woodworking, upholstery, English Enrichment, birding, world languages, Senior Friendship Day, art and crafts, and the nature and fitness classes. The students make it clear they value the community/fee-based classes for personal enrichment and community building. PAAS advertises for and solicits new classes on the website—new classes are included every quarter. Current PAAS teachers submit new class proposals as well. English Enrichment teachers, create classes based on needed students' needs and requests, for example the US Elections class in the 2016 fall quarter.

The ESL program continues to review student assessment data, in class student work, and CASAS and EL Civics data. The ESL program has seen increased gains for the last four school years. The next big task for the ESL teachers is the development and implementation of a new curriculum based on the newly adopted English Language Proficiency Standards.

PAAS will continue to maintain and update the website with needed information for students, teachers, and the greater community—catalog, calendar, policies, and available resources. As previously stated PAAS continues to print and distribute our award winning (LERN) catalog, fall, winter, and spring through the Palo Alto Weekly. The summer catalog is distributed through PAUSD schools, local partner organizations, including the Palo Alto Library and YMCA.

*The real man smiles in trouble, gathers strength from distress, and grows brave by reflection.* – Thomas Paine

## Chapter III. Self-Study Findings based on the WASC Postsecondary Criteria

### Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

**Criterion:** The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

**Indicator 1.1:** The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

- The mission statement and schoolwide learner outcomes were developed in the previous self-study. The mission statement was revised and reaffirmed in February 2016. Changing *educational* to *academic* and *vocational* to *career* updated the mission statement. The mission is reflected in the classes, courses and programs developed at PAAS. For example, the Writing Academy was developed and implemented to improve students' writing skills, therefore giving them the option of potentially enrolling in college level classes.

**MISSION:** *Palo Alto Adult School is committed to excellence in providing a broad range of accessible and flexible educational programs that enable our diverse community of adult learners to achieve their academic, career and personal goals.*

- PAAS does have the authority to grant diplomas but the diploma program is not currently active and currently there are no plans to resume the program. PAAS does issue certificates of completion, which verifies attendance in class or program. Certificates of verification are issued based on student request.

**Indicator 1.2:** The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

- The teachers and staff in the previous self-study developed the mission statement. The process was facilitated by the leadership team and reviewed every three years. The mission statement reflects the needs of the PAAS students and local and regional needs. The leadership team will continue to monitor the mission statement and review it in 2019. The current version was revised in February 2016. The mission statement is posted on the website and reprinted in all catalogs and materials.

**Indicator 1.3:** The institution's mission statement is central to institutional planning and decision-making activities.

- The mission statement guides program decisions at PAAS when developing new classes and programs, for example the development of a Computer Literacy class designed for ESL students and the addition of short-term CTE offerings.
- The revised Action Plan reflects the mission statement and SLOs and were referred to as the Action Plan was developed. The Action Plan focuses on communication, curriculum and program development (please refer to Action Plan in Chapter IV).

**Indicator 1.4:** The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

- The SLOs were developed along with the mission statement in the previous self-study. Through the SLOs, PAAS expects students to (1) Set Goals; (2) Achieve Skills; and (3) Demonstrate Learning. The SLOs are reflected throughout the PAAS program. The English Enrichment classes are designed with the SLOs in mind by beginning with goal setting and class activities are focused on improving communication skills. The Phlebotomy Tech class (short-term CTE offering) integrates technology, knowledge and practical skills to prepare students for careers in phlebotomy.
- The SLOs were developed by the teachers and staff of PAAS and reflect the mission statement. The SLOs are incorporated in all ESL course outlines. The

SLOs are implemented in the community/fee-based classes as well as students set goals and achieve skills.

- The SLOs are measured through a variety of formative and summative assessments: goal setting activities, completed projects, in class writing, speaking and listening role-plays, oral presentations, etc.

**Indicator 1.5:** The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

- The ESL, HSE, and PreSchool Family teachers attend professional development conferences and webinars and review current literature and software to improve instructional practices and student learning. The ESL teachers have begun the task of integrating the new English Language Proficiency Standards. In addition, the ESL teachers are participating in PLCs to enhance instruction, develop common formative assessments and improve student performance.
- Teachers participate in research-based professional development through CATESOL, CALPRO, and OTAN and shared articles on pedagogy and instructional strategies and practices.
- The principal shares articles and research-based strategies and practices in a monthly email update to all staff.

**Indicator 1.6:** The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

- All students in every class, every quarter have the opportunity to fill out a class evaluation form. The form allows students to give feedback about the class/program, including class activities, offer suggestions to the teacher/instructor, and comment on skills gained and goals achieved. In 2017-2018 the form will be converted to an electronic format to improve data gathering and analysis. The form provides quarterly feedback from students to teachers and staff on possible instructional adjustments if needed and identifies potential student needs. ESL students complete an annual Student Needs Assessment survey to identify the life skill topics and competencies most relevant to their needs. The results of the survey are used to select appropriate EI Civics units for the coming year.

## **Institution's Strengths and Key Issues for Criterion 1**

### **Strengths:**

1. A clear mission statement that reflects the values of its community and stakeholders.
2. Clearly defined schoolwide learner outcomes, which outlines relevant student learning expectations.

### **Key Issues (Prioritized):**

1. Re-affirm processes to monitor, review, and communicate mission statement and SLOs to all stakeholders.
2. Develop a process to collect and monitor additional student data on the SLOs.

## **Criterion 2: Organizational Infrastructure and Leadership**

**Criterion:** The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

**Indicator 2.1:** The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

- PAAS has a clearly defined organizational (see p. 19) structure and job descriptions. The organizational chart of PAAS is shared at the beginning of the school year.
- As part of the Palo to Unified School District (PAUSD), PAAS is supported through the various support departments: Business Services, Educational Services, Assessment and Evaluation, Human Resources, I/T, and Maintenance and Facilities. The site principal works in conjunction with the district to facilitate the needed support for PAAS. PAAS follows all adopted board policies and administrative regulations. Therefore, the site principal coordinates and facilitates the day-to-day operations, short and long term planning, facility needs and budget and resources. The elementary and secondary chief academic officers

(CAOs) supervise the site principal. The CAOs meet with the site principal to discuss site and leadership goals and the needs of PAAS.

**Indicator 2.2:** The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

- A new site principal began in 2014 and spent the first year learning and asking a lot of questions. The site principal leads the school by keeping the mission and SLOs at the forefront. The site principal's vision is the continuous improvement of the school-wide programs and student achievement. The site principal fosters a positive learning environment by focusing on student needs, acquiring informal and formal feedback form, and supporting teachers through professional development and professional learning. The staff survey revealed the site principal and administration are highly supportive of teachers and students.
- The site principal encourages open feedback and input to generate ideas and foster collegiality among teachers and staff.
- PAAS has a representative leadership team, which monitors the Action Plan.

**Indicator 2.3:** The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

- Teachers and staff are given a yearly opportunity to share feedback on the school program through an electronic survey. The survey revealed a majority of teachers and staff are *extremely satisfied* in working at PAAS. ESL teachers and staff complete an end of the year reflection to identify areas of strength and improvement. The feedback is used to inform program policies and planning for the next year.
- Students have an opportunity to share feedback in every class, every quarter through the class evaluation form. In addition, students have completed online surveys, which state their positive view of PAAS and the value they place on classes and programs.
- The surveys, class evaluation forms, enrollment data, and assessment data are reviewed and analyzed by the leadership team to identify student needs and potential program improvements.

- The organizational and decision-making structures are in place to review and gather data, program and class changes, and compile feedback from stakeholders. The WASC process is the most comprehensive process to review the whole of the school program.

**Indicator 2.4:** The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

- The PAAS Policy and Procedure Staff Handbook contains wide-ranging information: school materials, administrative policies, instructional guidelines, attendance and record keeping, human resource information, PAUSD policies, and sample forms, including a course syllabi. The handbook is reviewed and updated on a yearly basis; in addition, it is shared with PAUSD. The handbook revision was an Action Plan item from the previous self-study and was completed in spring 2013.
- The leadership team strongly encourages teachers, staff, and students to provide feedback on PAAS decisions through established meetings, surveys, and class evaluation forms.

## **School's Strengths and Key Issues for Criterion 2**

### **Strengths:**

1. A comprehensive policy and procedure handbook, which integrates district administrative policies and provides teachers a resource on PAAS information.
2. The leadership provides teachers, staff and students opportunities to provide feedback on classes/programs, procedures, and decisions.
3. PAAS has a strong organizational structure with well-defined job descriptions.

### **Key Issues (Prioritized):**

1. Increase communication and opportunities for students and staff to provide feedback and input on school program.
2. Continue to revise and update policy and procedure handbook yearly.

## **Criterion 3: Faculty and Staff**

**Criterion:** The institution employs qualified personnel to support student learning programs and services to ensure institutional effectiveness.

Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

**Indicator 3.1:** The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

- All PAAS teachers and staff are hired with the established policies and procedures of PAAS and PAUSD and the Human Resources department. ESL HSE, PreSchool Family teachers are required to have and maintain a California teaching credential, which is verified by the ESL Program Manager and the district credential analyst. Many community/fee-based teachers and instructors have a California teaching credential and with corresponding experience and content knowledge. The ESL teachers participate in research-based professional development and professional learning to enhance instructional strategies and practices.
- The ESL manager and/or site principal interviews all the community/fee-based and ESL teachers. Once hired the new teachers and staff are given an orientation, hiring documents, and a copy of the policy and procedure staff handbook. ESL teachers completing the requirements to *clear* their credentials are assigned a mentor teacher and supervisor.
- Student enrollment, program needs, and budget and resources determine the hiring of new staff. The class and program needs reflect the mission and SLOs, for example, for the ESL Book Club class, the teacher received professional development on blended learning, online technology and collaborated with the tech coordinator.

**Indicator 3.2:** The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

- As previously shared, PAAS teachers and staff are hired with the established policies and procedures of PAAS, PAUSD and the Human Resources department. ESL teachers are required to have and maintain a California teaching credential, which is verified by the district credential analyst. Many community/fee-based teachers and instructors have a California teaching credential and with corresponding experience and content knowledge verified through references. The ESL teachers participate in research-based professional

development and professional learning to ensure the latest instructional strategies and practices are reviewed.

- All positions and job descriptions are posted on the PAUSD website and EDJOIN as required by district board policy.

**Indicator 3.3:** The school develops personnel policies and procedures that are clearly communicated to all employees.

- PAAS follows all personnel policies and procedures as adopted by PAUSD. The staff handbook contains the district policies and procedures for teacher and staff reference. An electronic version of the handbook was sent to the staff by email at the start of the school year. In 2017-2018 we expect to post a digital handbook to increase access. PAUSD board policy is available on the district website and is searchable.
- PAAS teachers and staff must follow all policies and procedures as outlined in PAUSD board policy (BP 4119.21/4219.21/4319.21). As stated,
  - *[the board] expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies, regulations, and, if applicable, the California Standards for the Teaching Profession (CSTP), abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.*
- Employee records are confidential and protected as prescribed by board policy, the CA education code, and other pertinent regulations. Employee records are reviewed by the employee and/or authorized individual(s) only. All PAUSD employee records are secured and kept at the district office. The PAAS main office at Paly keeps a secured copy of monthly time sheets and sick leave, which can be accessed by employees during regular office hours. In addition, PAAS teachers may access the county office of education's online system (ESS) to view payroll records.

**Indicator 3.4:** The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

- The ESL manager formally evaluates ESL teachers every two years, including a pre and post meeting with a written record. The process focuses on the adult education teaching competencies and areas for professional growth. Both ESL and community/fee-based teachers are informally observed with walk-throughs

by the site principal. The site principal evaluates all teachers; and classified staff is evaluated using the prescribed PAUSD process.

- As defined by the Adult Education Induction Toolkit an effective teacher; monitors and manages student learning and performance through data, plans and delivers high-quality, evidence-based instruction, effectively communicates to motivate and engage learners, and pursues professionalism and continually builds knowledge and skills (the four domains). The purpose of the process is to provide feedback to staff—to improve student performance and the school program.
- The evaluation process needs to be communicated further to the teachers and staff, including a detailed calendar of observations.
- Professional development and professional learning are available to all staff; CALPRO, CCAE, CASAS Institute, HSE (GED and HiSet), PAUSD developed professional development, AEBG (workgroups), CATESOL, and OTAN. The community/fee-based teachers have requested additional professional development opportunities be communicated.

**Indicator 3.5:** Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

- The teachers and staff of PAAS developed the SLOs as part of the previous self-study. The 2016 teacher and staff survey demonstrates understanding and ownership of the SLOs and mission statement.
- The ESL and community/fee-based teachers integrate the SLOs in course outlines and class descriptions. The policy and procedure staff handbook offers several examples on teaching strategies, lesson planning, sample syllabi, and working with adult students.
- All teachers are expected to design lessons, activities and assessments based on the SLOs. The ESL teachers will be meeting regularly to discuss curriculum. They follow an accountability calendar to administer the CASAS and EL Civics assessments. In February 2017, the ESL PLC was re-configured to focus on integrating the English Language Proficiency Standards.

**Indicator 3.6:** The school provides all personnel with appropriate opportunities for professional development.

- Professional development and professional learning are available to all staff; CALPRO workshops, CCAE conferences, the CASAS Institute, HSE (GED and HiSet), PAUSD developed professional development, technology integration, AEBG (workgroups), online webinars, CATESOL, and OTAN. The

community/fee-based teachers have requested that additional professional development opportunities be communicated.

- In the last three school years, a majority of the professional development has been focused on the ESL teachers. Professional development is a priority. As a result, a schoolwide professional development plan will be updated. Currently, the site principal and ESL manager reviews professional development requests—an approval is based on the alignment to the SLOs. The teachers have requested specific professional development regarding students with disabilities and our AEBG professional development workgroup is planning a workshop for members' teachers and staff.

**Indicator 3.7:** The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

- The site principal evaluates all classified staff using the prescribed PAUSD procedures. The classified staff has professional development opportunities through the district, online, and/or workshops focused on skill building.
- The classified staff is a part of the decision-making process by having representation on both the leadership team and CTE/Adult Education Advisory Committee.
- PAAS is fortunate to have a strong main office team that supports students, staff, and the public. As shared earlier, the attendance/data secretary, secretary/registrar, and school secretary coordinate the logistical and administrative duties of the school.

**Indicator 3.8:** The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

- PAAS teachers have not developed online only courses to date. Currently, teachers have received professional development on blended learning and online support. Online curriculum is an Action Plan item, which will be researched.

## **School's Strengths and Key Issues for Criterion 3**

### **Strengths:**

1. Highly qualified ESL teachers trained in research-based pedagogy teach PAAS students.
2. Highly qualified community/fee-based teachers and instructors with experience and content knowledge teach PAAS students.
3. PAAS teachers and staff have access to researched-based professional development and learning.
4. Teacher and staff developed SLOs are integrated into the classes and programs of PAAS.
5. PAAS students, teachers, and staff have highly-skilled non-teaching staff focused on supporting them in their work.

### **Key Issues (Prioritized):**

1. Evaluation process needs to be communicated to all staff annually, including models of effective teaching.
2. Development of a schoolwide researched-based professional development plan focused on supporting the PAAS mission and SLOs.

## **Criterion 4: Curriculum**

**Criterion:** The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

**Indicator 4.1:** The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

- The ESL Model standards have been the basis ESL curriculum since 1992. With the recent release of the English Language Proficiency Standards the ESL

teachers will begin the work of developing new curriculum and assessments aligned with the standards.

- All courses at PAAS are listed in the catalog (hard copy) as well as online. Each course has a brief synopsis in the catalog and online. In addition, the ESL teachers develop detailed course outlines and course objectives with the PAAS SLOs and submit them to the ESL manager. A syllabus is also given to students the first day/night of class. Each instructor reviews them in depth with students and answers questions. By submitting outlines, all stakeholders (administration, staff, teachers, the ESL manager etc.) are made aware of the goals and objectives of each course offered.
- Examples of Learner Outcomes tools:
  - ESL: uses course outlines/ syllabi; Community/Fee-based: calendar of topics including expected learning outcomes; Book Club: use of weekly instructions for online assignments; Writing Academy: uses a rubric; Woodworking: integrates safety instructions, project planning; PreSchool Family: parent handbook lists *learner outcomes*, class syllabi, parent goal setting forms, instructor uses information to set learning objectives, helps parents to explore what they *know and don't know*; Gardening: course curriculum with learning objectives.
- Resources are set aside for department meetings to discuss current needs and program development. The faculty is compensated for curriculum development. Both campuses maintain extensive supplies and reference materials for teacher and staff use.
- For ESL teachers to keep current in their field, the administration provides funding for teachers to attend statewide conferences (CATESOL for ESL), CALPRO (Professional Development Courses, etc.) These resources are allocated for teachers' professional development and learning. The seminars and conferences aid teachers in their instruction to implement the curriculum and improve student performance. Furthermore, teachers share what they have learned in collaborative sessions that take place periodically.
- PreSchool Family purchased two Smartboards for teacher use to enhance delivery of the digital content—videos, websites, movies, and TED Talks to support the curriculum.

**Indicator 4.2:** The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

- The ESL manager meets regularly with ESL coordinators in the area to discuss and review new state and federal standards for adult education (e.g. CCRs and

ELPs). The ESL manager convenes department meetings and committee meetings to discuss implementation of the new standards and review textbook choices. The department hosts trainings and workshops for teachers on how to incorporate more academic content in their lessons, for example. Teachers, the principal and ESL manager attend these sessions. All stakeholders are informed of current developments in the field to determine what curricular adaptations and additions are suitable for our particular program.

- PreSchool Family teachers collect informal feedback from students during conferences and after night classes. Formal feedback related to the curriculum is solicited during mid-year teacher evaluations. The teachers discuss curriculum within and between grade levels during monthly curriculum meetings. In addition, professional development training and experts in the field are invited.
- Frequently, ESL teachers are asked to review texts and/or materials and make recommendations to stakeholders for adoption, for example, textbook selection committees, and online resources (OTAN, CALPRO, CATESOL, publishers, catalogs, blogs and newsletters, professional conferences).
- The Woodworking program allocates its budget for upgrading and maintaining tools, safety equipment, and catalogs.
- The ESL and Writing Academy teachers attend conferences; collaborative textbook reviews with colleagues, on-site professional development activities (which all teachers are required to attend), and revisiting our SLOs all teachers are involved in contributing to the curriculum development process.
- The PreSchool Family all teachers are involved in the curriculum development process because each teacher designs and teaches the curriculum for his/her individual class.
- The ESL program has incorporated digital literacy components into the EI Civics curricula, and placed a greater emphasis on workforce prep, text-dependent questions, and critical thinking skills.
- Diverse course offerings that incorporate the SLOs.
- Several times a year teachers within a specific class and program area gather to discuss current trends in the education of our adult learners and alignment with local junior colleges. If it is determined, for example, that more students are coming with literacy needs, then classes are created and staffed to meet those needs.
- School curriculum is evaluated in numerous ways. Through our WASC self-study internal review, and external validation by trained educators, educational institutions such as PAAS are provided the opportunity to identify strengths and weaknesses and can thus chart a course for ongoing school improvement. In addition, schoolwide curriculum is evaluated through individual administrative evaluations conducted by the ESL manager. Through these teacher evaluations,

the ESL manager gets a true picture of what is going on in the entire program and how it holds together. By observing and evaluating teachers, coordinators can also observe changing student demographics from classroom to classroom. Resulting in further professional development and/or PLC meetings to discuss outcomes. Students are also required to complete goal tracking forms (in ESL) and these help teachers examine the relevancy of what we are teaching as it pertains to individual student needs and changing student demographics.

- New EI Civics units and curricula are developed based on the results of the annual Student Needs Assessment survey.

**Indicator 4.3:** Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

- Students are always given or asked to purchase a relevant text or manual to help them meet course objectives. In some cases, materials are provided weekly. There are adequate resources available in terms of paper and copying to do this. Students are also provided with other in class options such as relevant videos and visuals to help them meet learning objectives.
- ESL students purchase texts at the beginning of the quarter/semester.
- PreSchool Family students purchase *Becoming the Parent that You Want to Be*, photocopies; handouts/emails related to class topics are available in class.
- PreSchool Family has a loaning library for parents both books and videos. Class sets of books for the classroom.
- Scholarships are available for students who cannot afford to purchase books.
- In the ESL Book Club, students are directed to buy the book online.
- Woodworking utilizes free online materials on You Tube.
- The Woodworking program communicates with students via email through ASAP system.
- The District and the adult school support instructional programs by providing computer carts, computer labs, computer classes and a tech mentor and other learning resources to facilitate educational offerings.

### **School's Strengths and Key Issues for Criterion 4**

#### **Strengths:**

1. PAAS has a caring, inclusive and welcoming environment.
2. PreSchool Family (PSF) is a dynamic program keeping curriculum relevant and offering a variety of options.
3. The ESL program offers a variety of classes and tutoring program.
4. The extended instructional time in curriculum help address individual students' needs.

5. Many of the PAAS teachers and tutors are from the Palo Alto community, which aids in building a strong sense of community.
6. PAAS is flexible and responds to students' needs and goals.
7. The PAAS catalog is updated quarterly with relevant information.
8. PAAS has a highly professional and well-trained staff teaching relevant curricula.

### **Key Issues (Prioritized):**

1. Increase opportunities for more *in reach* within programs to inform each other of needs and best practices.
2. Provide additional professional development opportunities focused on specific curricular needs and compensation for curriculum development, for example PreSchool Family.
3. Horizontal and vertical alignment of Writing Academy and ESL classes
4. Increase communication of the curriculum to all stakeholders.

### **Criterion 5: Instructional Program**

**Criterion:** The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

**Indicator 5.1:** The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

- All departments utilize class evaluation forms that survey students for effective teaching.
  - The digital literacy class utilizes an effective online survey. Within the ESL classrooms, we utilize a mentor program for observations for new teachers. The ESL Program manager has oversight.
  - The PreSchool Family program coordinator visits the classrooms for observations and follows up with the students that have left the program. PreSchool Family also has a mentor program for new teachers.
  - Recognition events exist for distinguished students that have been participating in class for five years and beyond.
  - Reflective inquiry is used in the project-oriented classrooms.
  - Our ESL and HSE programs use CASAS scores to monitor student progress.

**Indicator 5.2:** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

- In the ESL program, a few teachers team-teach to implement effective teaching practices and expose to different instructional styles.
- Woodworking and Upholstery classes have developed student teacher programs based on skill practice, observation, demonstration and lectures. In addition, the teachers meet quarterly to discuss student needs and pedagogical approaches.
- Teachers meet with colleagues, conduct peer observations, feedback, and collaborate on curriculum. It is common for teachers to share their expertise with colleagues.
- PreSchool Family programs have PLC meetings for two-hour sessions per month for sharing best practices and strategies.
- There is an open-door policy to meet with our site principal and other administrators to discuss student needs.
- A list of instructional practices and strategies used by PAAS teachers and instructors:

<ul style="list-style-type: none"> <li>• Analysis of student work</li> <li>• Conferencing in the parent and family programs</li> <li>• Cooperative learning</li> <li>• Differentiated instruction</li> <li>• Cues, questions, sourcing prior knowledge of topic questions</li> <li>• Discovery through inquiry-based learning</li> <li>• Field trips: ESL utilizing opportunities to use the library and birding sessions held out in the field</li> <li>• Flexible and strategic groupings in classrooms that create participation</li> <li>• Guest speakers, especially utilized in the preschool program and ESL</li> <li>• Identifying with similarities and differences in class discussions that help reinforce effort and recognition.</li> <li>• Lectures and demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching and observation activities</li> <li>• Singing, which also help with nonlinguistic communication</li> <li>• Metacognitive reflection activities</li> <li>• Think-pair-shares</li> <li>• Short writing or observation homework assignments</li> <li>• Project-based learning that is best expressed in Woodworking and Upholstery</li> <li>• Reading aloud practice that is effectively used in the ESL programs</li> <li>• Student goal setting and student self-assessment</li> <li>• Scaffolding</li> <li>• Choral reading (ESL)</li> <li>• Use of technology and visual aids</li> <li>• Previewing/frontloading</li> <li>• Student presentations</li> </ul>
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- ESL teachers use support from textbooks to accommodate students at different skill levels. Teachers and staff have an open-door policy for meeting with any staff, but teachers must be proactive in talking to administrators. Community/Fee-based skill classes allow time for individual instruction and meeting multiple student needs. For new low-level ESL learners: translations of ESL program

descriptions and placement information are provided. ESL faculty occasionally have student teachers assigned to their classes. Discussions with student teachers help to clarify strategies and methodologies. In teaching night courses, there is limited interaction with other faculty, however some teachers establish connections with teachers at other schools. Teachers recognize and desire increased time with colleagues to collaborate on curriculum, instructional strategies and practices, assessment, and student performance.

**Indicator 5.3:** The school is actively engaged in integrating new technology into the instructional program of the school.

- The PAAS technology mentor provides staff support in technology integration, real-time assistance, one-one training, and coordinates yearly tech plan as required by WIOA. In addition, the tech mentor represents PAAS at district-wide technology meetings and trainings. The school technology team (ESL manager, principal, teachers, tech mentor) meets to update the tech plan, which includes goals for student learning and professional development. Furthermore, the tech plan includes maintenance and replacement goals to increase student access and teacher use of technology, resulting in the purchase of Chromebooks in 2016, Burlington English learning software, and textbooks with online resources.
- Currently, two ESL classes provide students with different instructional approaches; (1) ESL Book Club is a blended learning class and; (2) Project Success incorporates online resources and assignments. The Learn English at Home (LEAH) program was designed for students who could not attend the ESL classes regularly. The students meet weekly with the teacher and complete assignments online using Burlington English, or other web-based programs. The PreSchool Family program incorporates online curriculum components to support working parents. Further assessment is needed to evaluate student learning.
- As shared previously PAAS, contracts with Cengage Learning to offer *ed2go* online classes. The classes provide students with skill building courses to support their career goals.

**Indicator 5.5:** The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

- Teachers use various methods to measure the effectiveness of instructional strategies as indicated below.
  - Students using Burlington English receive immediate feedback after completing the exercises. A questionnaire was given to all students using Burlington English in spring 2016. The survey asked students to identify their strong and weak skills (reading, listening, writing, grammar, pronunciation and speaking), and on the program's effectiveness in helping them with areas of needed improvement. In addition, LEAH teachers have face-to-face interaction with students weekly. LEAH students using Burlington English, DVD's and other web-based programs complete a comprehensive paper evaluation, as do all our ESL students.
  - The Online Book Club incorporates comprehension and vocabulary exercises and students receive immediate feedback from the program. In addition, student-writing assignments receive immediate feedback from peers during online discussions. The teacher regularly checks-in with the students regarding the effectiveness of the online strategies. An end-of-course evaluation directly solicits feedback on the strategies used.
  - In Project Success, there is no direct instruction or individual student-teacher interaction online. However, the in-class time is evaluated with an end-of-course paper evaluation.
- In the community/fee-based classes the pacing is dependent on learning goals. In ESL classes, the teachers have eight-week quarters to complete curriculum and assess students with CASAS and EL Civics assessment. The teachers adjust the pacing based informal and formal assessments.

**Indicator 5.6:** Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills

- Project Success: Students assess their own work, but the teacher sees the final results. Students receive a high/medium/low evaluation of their work. The teacher reviews all the work in class with the whole class. The teacher can immediately identify struggling students based on their results, and offer additional assistance in class. Students occasionally have supplemental assignments to search for online, and share their results with the class.
- LEAH: The reviewing of student work is very thorough. Students can see their progress reports with exact numeric scores for each exercise. The teachers can access the scores by skill levels, and can follow up as needed with recommendations to repeat exercises as necessary.

- Online Book Club: Students review each other's work. The teacher participates in online discussions and brings relevant student ideas back to the in-person class. Students research literature online at goodreads.com to evaluate future reading material for themselves and the book club. Furthermore, students generate online content by submitting reviews.

**Indicator 5.7:** Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options, which allow access in the rigorous standards-based curriculum.

- Project Success: On the first day, students get logged into Quizlet and Remind.com in the classroom on Chromebooks or laptops to orient them to online work. By the second week, most of the students have textbooks and log in codes. All students register and practice using the website, following the teacher's lead. The teacher monitors the students' use of the website throughout the course. The online profile for Project Success includes name (only), country of residence (USA) and home language.
- In the LEAH program (Learn English at Home), uses Burlington English (online learning software), the teacher checks-in with the students periodically. The teachers monitor all their online work. Teachers motivate the students at each weekly meeting and provide alternatives for any students who need additional engagement.
- The Book Club students meet in-person first. Together, everyone registers for the Moodle online in class. New apps are first introduced in class before they are used at home. Students have the option to choose which technologies serve their purposes. The teacher monitors all student posts submitted online, which are included in in-class discussions. The students have brief profiles on the *Moodle* but our adult students are responsible for monitoring their own information.

## **School's Strengths and Key Issues for Criterion 5**

### **Strengths:**

1. PAAS has an open-door policy and administration and clerical staff provide support.
2. All classrooms have appropriate resources (technology, safe, and clean).
3. The tech mentor is available for first-line tech support; and the PAAS supports teachers' acquisition of tech skills through district training, OTAN training, and conferences.

4. PAAS has creative, experienced, dedicated, cooperative, well-educated, and highly credentialed teachers and staff.
5. Student progress on Burlington English is easily measured and supports their learning goals.
6. PAAS recognizes the need for online and blended classes and has begun to pilot courses.
7. Volunteers assist in some ESL and community/fee-based classrooms.
8. PAAS consistently expands its marketing efforts to inform the public of the classes available.
9. Students repeating classes form supportive international communities.

### **Key Issues (Prioritized):**

1. Increase opportunities for all teachers to meet, collaborate, and share best practices on instruction, including peer observation.
2. Development of a schoolwide professional development and learning plan, including compensation and support for students with disabilities.
3. Increase communication of district technology available and collaboration to share best tech practices.
4. Increase classroom materials to support curriculum, instructional practices and strategies, activities and tech support for blended learning classes.
5. Continue work on horizontal and vertical alignment, scope and sequence and assessments in ESL classes and Writing Academy with regards to the new English Language Proficiency standards.
6. Continue work on teacher and staff on-board orientation process and communication of evaluation and feedback process.

### **Criterion 6: Use of Assessment**

**Criterion:** The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

**Indicator 6.1:** Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

- The teacher-developed curriculum in the community/fee-based classes integrates the SLOs and is updated quarterly aided by student feedback from the class evaluation form. The Transitions to Work/Career updates curriculum based on student feedback and identified needs.
- The ESL curriculum has been based on the state Model Standards for ESL and is being adapted to align with the new English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS) for Adult Education. Listening, speaking, reading and writing skills are taught in the context of competency topics such as school, employment, daily life, community resources, etc. Student-centered, outcome-based instructional strategies are used to develop communicative competence and accommodate different learning styles. Listening and speaking activities include, real-life simulations using role-plays to practice authentic model dialogues based on the life skills competencies introduced in the textbooks. To provide students with additional writing practice to prepare them for college, post-secondary training or work, we offer three levels of subsidized, fundamentals of writing classes that teach students the basics of sentence and paragraph formation and essay writing. These classes supplement the writing instruction students receive in their ESL classes. In addition, we have and are incorporating complex texts and text-dependent reading comprehension activities and digital literacy lessons into our required EL Civics units to ensure that our students have the skills they need to access post-secondary educational opportunities and job openings and succeed in college/training programs and the workplace. Each of the ESL classes has a course description, which include the SLOs. The ESL managers the course descriptions quarterly and teachers meet to discuss learning outcomes and class activities.
- The PAAS ESL program uses a separate curriculum for our pre-literacy students. The curriculum is based on the Center for Applied Linguistics (CAL) and the National Center for ESL Literacy Education (NCLE) studies on reading and adult English language learners, which support the use of an interactive model—to promote fluency and reading comprehension. In a small group setting, students learn decoding skills, vocabulary recognition, syntactic processing, prediction and previewing techniques and relate background knowledge to build comprehension (i.e. schema.) Writing practice is incorporated in each lesson, beginning with forming the letters of the alphabet with the goal of being proficient enough to write a 5-line life story by the end of the semester.

**Indicator 6.2:** The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

- The community/fee-based teachers examine student work, project completion, and formative assessments to evaluate student achievement.
- As part of our continuing effort to align instruction with students' needs and improve student-learning outcomes, our ESL administrative/instructional team created a program-wide PLC two years ago to work towards those goals. The PLC reviews student test results and CASAS competency data to identify competency areas requiring additional or enhanced instruction. Teachers chose Model Standards and CCR standards related to those competency areas, designed and implemented lessons and developed common formative assessments to evaluate students' mastery of the skills and competencies taught. Beginning in February 2017, our plan is to continue with our work on assessment and lesson planning re-organizing into level-alike groups instead of site-based groups and incorporating the new English Language Proficiency standards in our process.
- The teaching strategies that are used in all of our ESL classes include effective instructional practices for adults with learning disabilities as recommended in CALPROs research on *Designing Programs for Adults with Learning Disabilities*. Posting and announcing the learning objectives and the agenda of activities for each class session, reviewing previously taught material, introducing new topics and concepts with a direct and explicit explanation and/or demonstration of their relevance and usefulness for learners, modeling, guided practice, scaffolding content and multi-sensory practice, checking for understanding and providing corrective feedback are examples of those strategies. At present, the professional development focus of our consortium is training staff on instructional techniques for supporting students with learning disabilities and as well as identifying additional resources to assist them.
- HSE students are administered a diagnostic assessment and the CASAS. Students scoring a CASAS score of 235 and below are counseled to enroll in the ESL program, English Enrichment, and/or the Writing Academy. The diagnostic assessments direct the teacher and students to the content areas that need further practice and review

**Indicator 6.3:** Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.

- PAAS has been offering ESL classes for 96 years and currently serves approximately 800 students from our local community as well as those from San Mateo to San Jose and several in the East Bay. That students are willing to commute 15-20 miles to attend our classes is a testament to the quality of our ESL program. We have been administering the WIOA grant for many years and our staff has extensive experience working with English language learners. One measure of the effectiveness of our agency's ESL program is our overall level completion rates. The 2015-2016 data demonstrates that our program met or exceeded the California state averages and performance goals for levels beginning high advanced low. Our educational gains at these levels exceeded the state's averages by an average of 7.5 percentage points and the state's performance goals by an average of 6.75 percentage points. At the lowest levels, the level completion rate for beginning literacy matched the state's average (59%) and was just .74% points shy of the state's goal.
- The beginning low completion rate was somewhat below the state's average (56%vs. 61%) In the last 2 years there have been a couple of developments in our evening program that may have impacted the level completion results for the beginning low level. The first is that students in our evening pre-lit program advanced to a combined literacy/beginning low level class joining a larger number of students who tested in at the beginning low level. As a result, the class instruction and materials tended to lean more towards the higher -level students and the students who began in our pre-literacy program had difficulty bridging the gap. This year we are looping the pre-lit class with the literacy class to ease the transition to beginning low. Secondly, we had considerable staff turnover at the beginning low level in 2015-2016. The lack of continuity was no doubt disruptive to students and may have impacted their performance. Overall, our ESL program has maintained the pattern of improved educational gains achieved during the period 2008-2012 when our total percentage of students completing a level rose 22.63 percentage points.
- The HSE program was re-established in 2014 with five students. Currently, the HSE class has over 20 enrolled students with a core of 10 students attending consistently. The program is geared to prepare students for the HiSet but a few students are trying to complete and pass the GED. In the current school year, two students have passed the five sections of the HiSet exam.

**Indicator 6.4:** Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

- ESL measures performance and transition outcomes in large part through the use of the CASAS student tracking system while students are in our program. Additionally, we follow up with phone calls, emails and Google Voice texts at various intervals after they have left our program. Tracking student outcomes is essential for maintaining high quality data, and moreover, for planning an intervention to student success. Here is a detailed description of the methods we use for all the categories:
  - Completing an Instructional Level: ESL staff determine all CASAS-test-based results by following proper testing protocol of pre-testing and post-testing of students in all ESL, Writing Academy and Transitions classes. All students are post-tested before they leave the program.
  - Transition Outcomes Workforce: we follow up with the students while they are active students in our classes, and offer support services such as resume and cover letter assistance, job search counseling, and referrals out to job placement services. At the end of the class we survey the students to determine if they have met their stated transition goal. After the students have been out of the program for an extended period from six months to a year, we follow up again with phone calls and email.
  - Transition Outcomes Postsecondary Education: we follow up with students whose stated goals were postsecondary education or training. It is important for us to know whether they were able to start a program and if they were able to, did they complete the program. Our HSE students self-report their test results to their instructors.

**Indicator 6.5:** The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

- As part of our continuing effort to align instruction with students' needs and improve student-learning outcomes, our ESL administrative/instructional team created a program-wide PLC two years ago to work towards those goals. The PLC reviews student test results and CASAS competency data to identify competency areas requiring additional or enhanced instruction. Teachers chose Model Standards and CCR standards related to those competency areas, designed and implemented lessons and developed common formative assessments to evaluate students' mastery of the skills and competencies taught. Beginning in February 2017, our plan is to continue with our work on assessment and lesson planning re-organizing into level-alike groups instead of site-based groups and incorporating the new English Language Proficiency standards in our process.

- The Writing Academy class was created and implemented based on student writing assessments, both formative and summative. The Writing Academy (WA) curriculum is currently aligned with the CCRs. At the lowest level, our instruction focuses on the use of visuals, sentence frames and starters to support our ESL WA students. The WA teaching staff is reviewing the ELPS writing standards to determine additional, instructional supports for students in all levels of our Fundamentals of Writing classes.

### **Additional Online Indicators**

- Indicators 6.6, 6.7, and 6.8 currently do not apply to the instructional program. However, the revised Action Plan includes a goal of investigating online curriculum.

### **School's Strengths and Key Issues for Criterion 6**

#### **Strengths:**

1. The SLOs are integrated in each class offered at PAAS.
2. The breadth and depth of instructional offerings.
3. The use of a variety of assessments (subject/class appropriate and flexibility in use of assessment).
4. Flexibility to respond quickly to student and program needs for implementation.

#### **Key Issues (Prioritized):**

1. Increase sharing assessment feedback to all stakeholders consistently.
2. Class/course evaluation form needs to be developed into an electronic/online format to improve analysis.
3. Increase opportunities to share best instructional and assessment practices among staff.
4. Review SLOs and ESL assessments to address alignment and congruence with new English Language Proficiency Standards

### **Criterion 7: Student Support Services**

**Criterion:** The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of

students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

**Indicator 7.1:** The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

- PreSchool Family shares information and/or assessments regarding developmental and health concerns of their children and provides translators for teacher student conferences. In addition, one-on-one appointments with a psychologist to talk through child or parent issues are available. Financial aid is available and volunteer jobs come with a reduced rate. Students can talk to administrators as needed. Learning resources are available, for example a free computer. In addition, teachers have tech support.
- Senior Friendship Day has over 150 students every week. The school provides help with registration and facilities.
- Students can request financial aid for community/fee-based classes.
- Academic and career advising is available through our Assessment Specialist and Transition Advisor and Job Counselor.
- ESL students may enroll in no-cost classes/programs, Computer Literacy, Writing Academy, ESL classes, HSE, Transitions, and citizenship.
- Student learning support through online learning systems: Burlington English, online textbook resources, Aztec (HSE), Project Success, Moodle, and technology integration (Chromebooks, whiteboards, and document cameras).
- Student support services are communicated through a variety of methods; PAAS website, catalog, teachers, teacher referrals Assessment Specialist and Transition Advisor (visits classrooms), email, flyers, phone inquiries, dedicated volunteers, and translation services.
- Students demonstrate effectiveness of support services by: attendance to support services, student persistence through class performance (Transition portfolio, assessments), and feedback in class evaluation form.

**Indicator 7.2:** The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

- In January 2016, PAAS hired an assessment specialist and transition advisor specifically to support students and advise them on academic and career options. Students meet with the Transitions Advisor individually to plan their transition to post-secondary options or career/work. In addition, work readiness, job search skills, and career training information is shared. The advisor makes class presentations on advising services.
- Teachers and staff share and communicate job openings, academic, and career opportunities.
- The Transitions to Work, College/Career class is ten-week course that introduces students to the research, reading, writing, and oral communication skills necessary for success at work and in college. Students explore the local job market and an educational resource, create a resume and cover letter for a job search, and sharpen speaking skills by preparing for an oral presentation or a mock job interview.
- Staff and transition advisor have access to professional development and learning through specialized conferences on academic and work/career.

**Indicator 7.3:** The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

- Registration and enrollment in PAAS classes and programs is open to all adults (over 18). There are multiple options for registering for PAAS classes: by phone, email, FAX, mail, and through the online registration and management system, ASAP. The PAAS catalog and website outline registration and enrollment procedures, including the ESL placement testing requirement. The catalog and website are the primary methods of student recruitment. As previously shared the catalog is sent to over 30,000 Palo Alto households through a widely-read newspaper three times per year. Furthermore, some programs have additional information through their websites and handbooks, for example PreSchool Family. The ASAP system has an email feature and is used to send reminders of registration availability.
- PAAS and district policies and procedures are available online for student and community awareness.
- Students setting learning goals is an important component in classes and programs. Teachers are the primary vehicle students review with on goal completion and progress. All ESL students complete goal-tracking forms that are reviewed by teachers and used to track student goal attainment. In PreSchool Family, parents complete a goal sheet for themselves and their child that is used

by teachers and staff to review progress through the year at parent-teacher meetings.

- ESL volunteer tutoring program provides ESL students with extra support in all skill areas.
- The Transition Advisor visits all ESL and HSE classrooms to discuss the services provided.
- PAAS partners with different community based organizations to offer information and services to lower barriers:
  - Building Skills Partnership—offers ESL classes to custodians at Stanford University
  - International Rescue Committee—offers one-on-one sessions about immigration process
  - Palo Alto Housing Organization—offers one-on-one sessions for job coaching
  - Hope Services—offers services for adult with disabilities

**Indicator 7.4:** The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

- PreSchool Family (PSF) uses end of the year surveys in each class to check if the expectations are met and new ideas or needs arise. PSF uses a mid-year feedback form to check in with students to see what they want to talk about and learn in the second part of the year. PSF teachers attend trainings, NAEYC conferences, etc. to hear the latest research and ideas on early childhood education.
- PAAS teachers and staff developed a class evaluation form to solicit feedback on individual classes and programs. The form is used in every class, every quarter to solicit feedback on program improvement.
- A few field trips are completed by classes/programs and students are given an opportunity to provide feedback on the class evaluation form.
  - Senior Friendship Day aids students in acquiring flu shots, haircuts, check blood pressure, and a subsidized lunch program.
  - Genealogy classes visit local libraries and organizations to learn about genealogy resources.
  - Birding, Hiking, Gardening, and Wildlife classes visit local parks and preserves to practice skills studied in class.
  - Transitions students who are actively looking for work have access to our job counselor for job development and 1-1 help with resumes and cover letters.
  - The transition advisor and ESL manager refer students with special needs (e.g. senior programs, legal and health services) to community agencies.

**Indicator 7.5:** The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

- PAAS follows the Family Educational Rights and Privacy Act (FERPA) and all board policies with regards to student records. PAUSD has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Such policies, procedures and practices address the collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.
- Any release of student records/information may be released only with the expressed permission of the PAAS student. The PAAS catalog includes the specific board policy that outlines student records, BP 5125. Written records are housed in the main office (locked) and electronic records are in the ASAP information and management system. Access to student records is limited to PAAS administrative staff.

**Indicator 7.6:** Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

- PAAS publishes a catalog every quarter (fall, winter, spring, and summer) both a hard and electronic copy on the website. The website is updated every quarter and updated frequently by the webmaster. The fall, winter, and spring catalog is distributed to 30,000+ households in the Palo Alto Weekly and to all PAUSD schools and facilities. The summer catalog is distributed to local organizations.
- The catalog and website contains updated information on registration and enrollment, policies and procedures, PAUSD information, classes/programs, class descriptions, teacher biographies and emails, start dates and calendar, resources, student services, facility locations, mission statement and student learner outcomes.

### **Additional Online Indicators**

- **Indicators 7.7, 7.8, 7.9, and 7.10** are related to online indicators; currently PAAS does not have classes designed for solely online instructional delivery. As previously stated, PAAS contracts with Cengage Learning to offer online courses, called *ed2go*. The classes and courses are typically six weeks long for an average cost of \$95. The course topics include accounting and finance, business, college readiness, computer applications, design and composition,

health and medical, language and arts, law and legal, personal development, teaching and education, technology and writing and publishing. The *ed2go* classes afford students immediate access to relevant topics at low cost and to complete at their own pace. PAAS will investigate designing online courses as part of 2017-2020 Action Plan. The classes are aligned to the PAAS mission and SLOs by obtaining *real-time career skills for life and work readiness* and independent learning.

## **School's Strengths and Key Issues for Criterion 7**

### **Strengths:**

1. Teachers, instructors, and non-teaching staff focus on the *warm hand-off* for students receiving additional support services.
2. The Volunteer Tutor Program supports ESL students with extra help in specific skill areas.
3. The Transition Advisor position to advise students on their academic and /or career goals.
4. A frequently updated website which includes resources, class/program information, and links to district policy.

### **Key Issues (Prioritized):**

1. Continue to develop and evaluate student support services.
2. Develop the Assessment Specialist and Transition Advisor position further in light of work around AEBG.
3. Support teachers with information and professional development around students with disabilities.

## **Criterion 8: Resource Management**

**Criterion:** Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

**Indicator 8.1:** The school has sufficient resources to offer its current educational courses and programs.

- PAAS has stayed within its budget for the last three fiscal years (2013-2014, 2014-2015, and 2015-2016). As of 2015-2016 PAAS receives state funding for adult education through Adult Education Block Grant (AEBG) and consortium funds as a member of the North Santa Clara County Student Transition Consortium (NSCCSTC). In addition, PAAS receives funds under the Workforce Innovation Opportunity Act (WIOA) and recently submitted an updated WIOA application to continue receiving funds. Based on current CDE and state budget information the AEBG will continue to be funded, therefore PAAS continue to receive its maintenance of effort funds. The total budget was \$2,205,888 for 2015-2016.
- The budget is planned with the support of the PAUSD Business office. The budget is aligned to the school's mission and program needs.

**Indicator 8.2:** The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

- As part of PAUSD, PAAS has well-established financial and budgeting procedures. The Business Office supervises all financial transactions based on established accounting procedures, including yearly audits.
- The site principal coordinates with the district fiscal manager to prepare the budget and reviews the monthly financial reports. Additional end-of-the-year reports are available to track income, expenses, and cash flow; and used to report required compliance information to the CDE on WIOA.

**Indicator 8.3:** Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

- PAUSD supports the school by maintaining award winning budget procedures and sharing historical and current financial data. The data is used is for budget planning and required compliance reporting. The district oversees all PAAS accounts regarding liabilities and obligations, health benefits, payroll, insurance costs, and maintenance costs.

- The support from the PAUSD Business Offices allows the PAAS leadership to plan the budget with confidence and strategically and focused on the Action Plan.

**Indicator 8.4:** The school provides facilities that are clean, safe, and well maintained in order to provide for an effective learning environment.

- PAAS believes the physical learning environment correlates to student achievement and effective instruction. As such, the school works closely with the district maintenance and facilities department to coordinate facility needs.
- All PAAS classrooms are clean, safe, and well maintained because of highly skilled maintenance employees. In addition, the PAUSD custodians are highly supportive of the teachers and staff.

### **School's Strengths and Key Issues for Criterion 8**

#### **Strengths:**

1. A budget that supports and maintains PAAS classes, programs, and services.
2. Clear budget policies and procedures established by PAUSD.
3. WIOA and AEBG funds provided by the state of California to maintain and grow the PAAS program.
4. Continued support from PAUSD.
5. Clean, safe and well-maintained facilities supported by PAUSD.

#### **Key Issues (Prioritized):**

1. Increase communication of budget process and resource allocation to staff.

### **Criterion 9: Community Connection**

**Criterion:** The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

**Indicator 9.1:** Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

- PAAS has several current and past partnerships and MOUs focusing on student support and increasing resources.
  - MOUs: NSCCSTC, Building Skills Partnership, Castilleja School, Palo Alto Housing Corporation, ALLIES, NOVA/WIB
  - Partnerships: Mid-Peninsula Media Center, Canopy, International Rescue Center, Avenidas, Abilities United, City of Palo Alto, Palo Alto Library, Stanford Blood Center, Dreamcatchers, Palo Alto Police Department, Environmental Volunteers, Palo Alto Community Childcare, Gardening Project, and Streets Team

**Indicator 9.2:** The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

- Based on the student survey, enrollment numbers, class evaluation forms, and informal feedback, PAAS is a valued member of the Palo Alto community. The positive feedback is consistent. In addition, students outside of Palo Alto continue to enroll in PAAS programs.
- In partnership with Foothill and ALLIES, the ESL department participates in Student Ambassadors to help promote academic and other post-secondary options to PAAS students and adult school classes to students enrolled in programs sponsored by community-based organizations.

**Indicator 9.3:** The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

- The CTE and Palo Alto Adult School Community Advisory Committee meets three times per year to share, discuss, and update a representative community body regarding the latest news. The committee has members from NASA, Mid-Peninsula Media Center, Palo Alto Community Child Care, NOVA (local workforce investment board), Advanced Academic Research (PAUSD program), and PAAS staff. The committee has provided input and feedback on programs being considered for implementation such as the writing program.
- As previously stated PAAS has quarterly partnerships chosen because their mission and vision are aligned to the school's mission. The City of Palo Alto Library's mission of literacy and access was straightforward choice. These partnerships serve as a vehicle to build and explore new and potential services.

- The principal, ESL manager, and Assessment Specialist and Transition Advisor attend meetings, workshops, conferences, and educational gatherings to promote the school's mission, SLOs, classes, and programs. These points of contact are pivotal to gather and maintain resources, partnerships, and generate new ideas. The leadership uses the school profile to identify new resources for PAAS, including grants and partnerships.
- PAAS needs to gather additional data on students upon leaving and/or completing classes and programs. As AEBG and WIOA require additional student data, a system to track and monitor is needed.

**Indicator 9.4:** The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

- Currently, PAAS does not have co-curricular programs or concurrent enrollment with the high school program

### **School's Strengths and Key Issues for Criterion 9**

#### **Strengths:**

1. PAAS's classes and programs are highly valued by the students and community.
2. PAAS maintains and cultivates partnerships and MOUs with community-based organizations (CBOs) to increase resources for students.

#### **Key Issues (Prioritized):**

1. Continue to cultivate partnerships and MOUs with CBOs to increase resources and aligned to the PAAS mission.
2. Continue to investigate the data reporting and monitoring capabilities of ASAP.

### **Criterion 10: Action Plan for Ongoing Improvement**

**Criterion:** The school uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used

regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

**Indicator 10.1:** The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

- With feedback and input from all stakeholders the Action Plan was developed to address the school and program needs of PAAS.
- The Action Plan reflects student needs, support and learning:
  - Three main action areas—communication, curriculum, and program improvement.
  - Integration of English Language Proficiency Standards
  - Development of a schoolwide professional development plan
  - Increase communication to all stakeholders
  - Increase opportunities for teacher collaboration
  - Maintain and develop instructional offerings
- The Action Plan includes timelines and persons responsible for its completion. The leadership team will continue to review and monitor the Action Plan yearly.

**Indicator 10.2:** As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

- The leadership team prioritized the schoolwide areas of strength and key issues, which are incorporated in the Action Plan (see chapter four). The Action Plan reflects the PAAS mission and SLOs. As such, the Action Plan was developed to improve student learning and program improvement.

**Indicator 10.3:** The school has procedures in place to implement the Action Plan with the support of stakeholders.

- The leadership team identified the individuals responsible for coordinating and implementing the Action Plan items.
- The leadership team will meet frequently to monitor the progress of the Action Plan goals. In the 2017-2018 school year, the leadership team will begin with a retreat to further delineate and plan out the Action Plan items and launch the new and ongoing goals. The all staff meeting in August 2017 will serve as a *launch*

*event.* As expressed in the Action Plan, communication to all stakeholders is critical in keeping them well informed and part of the decision-making process.

**Indicator 10.4:** The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

- The leadership team with the support of teachers and staff will monitor the implementation of the Action Plan. The launch of the Action Plan will begin in the school year with a retreat of the leadership team. The retreat will focus on communication and implementation. The leadership team will create a workflow and product plan.

**Indicator 10.5:** The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

- The Action Plan and WASC report are available to all staff and will be posted on the PAAS website. The students, teachers, and staff with their feedback and participation are crucial for the implementation of the Action Plan. Consistent communication and follow up with the stakeholders will support the decision-making progress for resource allocation and program evaluation.

### **School's Strengths and Key Issues for Criterion 10**

#### **Schoolwide Areas of Strengths:**

1. PAAS has a caring, inclusive and welcoming environment.
2. PAAS has creative, experienced, dedicated, cooperative, well-educated, highly credentialed teachers and staff.
3. PAAS continues to consistently extend marketing efforts to inform the public of the variety of classes and programs available; as exemplified by the PAAS catalog and website.
4. The use and integration of schoolwide learner outcomes to each class and program.
5. PAAS' relevant curriculum and the breadth and depth of instructional offerings.
6. PAAS' flexibility to quickly respond to program needs and changes for students.

**Schoolwide Key Issues:**

1. Increase opportunities for all teachers to meet, collaborate, and share best practices on instruction, including peer observation.
2. Continue work on horizontal and vertical alignment, scope and sequence and assessments in ESL classes and Writing Academy with regards to the new English Language Proficiency standards.
3. Development of a schoolwide professional development and learning plan, including compensation.
4. Continue and increase communication of teacher and staff on-board orientation process, evaluation and feedback process, and budget process.
5. Develop the role of Assessment Specialist and Transition Advisor further.

*The secret of change is to focus all your energy, not on fighting the old, but on building the new.* – Socrates

## **Chapter IV. Revising the School Action Plan**

Below are the schoolwide areas of strength and key issues based on the nine criterions.

### **Schoolwide Areas of Strengths:**

1. PAAS has a caring, inclusive and welcoming environment.
2. PAAS has creative, experienced, dedicated, cooperative, well-educated, highly credentialed teachers and staff.
3. PAAS continues to consistently extend marketing efforts to inform the public of the variety of classes and programs available; as exemplified by the PAAS catalog and website.
4. The use and integration of schoolwide learner outcomes to each class and program.
5. PAAS' relevant curriculum and the breadth and depth of instructional offerings.
6. PAAS' flexibility to quickly respond to program needs and changes for students.

### **Schoolwide Key Issues:**

1. Increase opportunities for all teachers to meet, collaborate, and share best practices on instruction, including peer observation.
2. Continue work on horizontal and vertical alignment, scope and sequence and assessments in ESL classes and Writing Academy with regards to the new English Language Proficiency standards.
3. Development of a schoolwide professional development and learning plan, including compensation.
4. Continue and increase communication of teacher and staff on-board orientation process, evaluation and feedback process, and budget process.
5. Develop the role of Assessment Specialist and Transition Advisor further

## Palo Alto Adult School: Action Plan, 2017-2020

### Action Area: Communication

**Action Item #1: The leadership team and AS staff will develop and expand current systems of communication to support students and their learning, teachers, staff, and community partners.**

**Rationale: The self-study affirms the need to continue work on communication with all stakeholders within and outside of the Adult School.**

Steps Required	Person Responsible	Resources Needed	Timeline Start-End Date	Means to Assess Improvement (What will we do)	Means to Report (Evidence to show completion)
1.1 Expand the current orientation process for new teaching staff	- Administration - Leadership Team	- Personnel - Time - Survey software	August 2017 to June 2018  *ongoing	Identify and develop specific content needed for orientation	- Measuring tool and survey for feedback - Orientation schedule packet
1.2 Expand a system to communicate <i>state of the Adult School</i> to all stakeholders	- Leadership Team - Administration - Marketing consultant	- Personnel - Time - Survey software	January 2018 to July 2018	- Identify specific information to be shared - Gather feedback from stakeholders	- Use of communication platforms; website, catalog, district website - Examination of analytics
1.3 Expand use of marketing tools to promote AS programs	- Administration - Marketing consultant - Teachers - Advisory Committee	- Personnel - Time - Review budget for expansion	July 2017 to July 2020  *ongoing	Identify and implement strategies to increase promotion of AS classes and programs	Increased website usage and social media presence. Increased student enrollment.

<p><b>1.4</b> Develop electronic version of course/program evaluation</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Teachers</li> <li>- District IT</li> <li>- Webmaster</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- TBD software</li> </ul>	<p>August 2018 to March 2019</p>	<p>Assess current course/program evaluation form to and make it accessible in electronic format to improve analysis</p>	<p>Data from course/program evaluation to be used to improve courses, develop new course ideas, and identify student needs</p>
<p><b>1.5</b> Develop and implement a professional develop plan for teachers and staff to further improve student learning, support, and aligned to the SLOs</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Leadership team</li> <li>- Administration</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Calendar needed meetings</li> <li>- PD budget</li> <li>- Research on best practices</li> </ul>	<p>September 2017 to June 2020</p>	<ul style="list-style-type: none"> <li>- Re-launch PLC groups for ESL program, PSF, and other departments to identify needs.</li> <li>- Use district PD plan as a model.</li> <li>- Leverage district calendar to support PD plan.</li> <li>- Use of PD</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement of student learning demonstrated through assessments, completed student learning goals, and course/program evaluations forms</li> <li>- Meeting calendars, agendas and minutes</li> </ul>
<p><b>1.6</b> Improve support system for teachers and staff to promote collaboration and alignment.</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Leadership team</li> <li>- Teachers</li> <li>- Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Calendar needed meetings</li> </ul>	<p>July 2017 to June 2020</p>	<p>Survey teachers and staff specifically around support, budget needs and climate of AS</p>	<p>Tracking and analysis of annual survey results from teachers and staff</p>

## Action Area: Curriculum

**Action Item #2: The teachers and administration will continue to develop and implement courses/classes and programs, which support student learning.**

**Rationale: The self-study affirms the need for breadth and quality of instructional offerings and the continued expansion of opportunities for students to learn and to achieve their goals.**

Steps Required	Person Responsible	Resources Needed	Timeline Start-End Date	Means to Assess Improvement (What will we do)	Means to Report (Evidence to Show Completion)
<b>2.1</b> Review and align the English Language Proficiency Standards (ELPs) with PAAS curriculum	<ul style="list-style-type: none"> <li>- Administration</li> <li>- ESL Program Manager and Supervisor</li> <li>- ESL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Increased budget for meetings, potential software, and identified PD</li> </ul>	February 2017 to June 2020  * ongoing	<ul style="list-style-type: none"> <li>- Re-launch PLCs for ESL teachers</li> <li>- Develop plan to target standards and align to ESL levels</li> <li>- Develop and implement new assessments</li> <li>- Review current classes and offerings</li> </ul>	<ul style="list-style-type: none"> <li>- Use of assessment data for student promotion, and improvement of student performance and achievement</li> <li>- Expanded the implementation and variety of assessments</li> </ul>
<b>2.2</b> Maintain and develop instructional offerings of relevant curriculum	<ul style="list-style-type: none"> <li>- Leadership team</li> <li>- Administration</li> <li>- Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> </ul>	June 2017 to June 2020  *ongoing	<ul style="list-style-type: none"> <li>- New course and programs offerings</li> <li>- Review current offerings</li> <li>- Improve process on developing and implementing courses/classes</li> <li>- Reconvene the Program Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and tracking data on student enrollment rates</li> <li>- Feedback from Advisory Committee</li> <li>- Meeting minutes and course proposals</li> </ul>

### Action Area: Program Development

**Action Item #3: The leadership team and the administration will continue to expand and implement systems and programs to support student transition to college or career, and/or of achievement of a personal goal(s).**

**Rationale: The self-study affirms the continued need to improve student support services and transitions through course/program development and implementation.**

Steps Required	Person Responsible	Resources Needed	Timeline Start-End Date	Means to Assess Improvement (What will we do)	Means to Report (Evidence to Show Completion)
<b>3.1</b> Continue to identify student support needs and improve services	- Leadership team - Administration - Teachers	- Personnel - Time	June 2017 to June 2018  *ongoing	- Use data from student surveys - Teacher feedback - Expand referral services - Use of identified AEBG and WIOA requirements	- Course/program evaluation feedback form - Implementation of identified student support needs
<b>3.2</b> Continue to develop Transitions program to promote student transition to school and/or career	- Administration - Transition Teacher - Transition Advisor	- Personnel - Time - Partnership with job alike teachers (AEBG)	January 2017 to June 2020  *ongoing	- Review of student feedback from classes - Review of class curriculum - Meetings with Transition teacher	- Monitoring and tracking of students' transitions to college and/or career - Course/program evaluation feedback

<p><b>3.3</b> Continue to develop and implement CTE, community education and ASE classes/courses</p>	<ul style="list-style-type: none"> <li>- Leadership team</li> <li>- Advisory Committee</li> <li>- Administration</li> <li>- Teachers</li> <li>- AEBG partners</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Research of best practices</li> <li>- Survey of local adult school offerings</li> </ul>	<p>January 2018 to June 2020</p> <p>*ongoing</p>	<ul style="list-style-type: none"> <li>- Review and improve system for submitting new community education courses</li> <li>- Investigate potential partners for new CTE courses</li> </ul>	<ul style="list-style-type: none"> <li>- Course/program evaluation feedback</li> <li>- Monitoring and tracking data of student enrollment rates in courses/programs</li> </ul>
<p><b>3.4</b> Continue to expand the role of the Transition Advisor to support students in their learning and achievement of their transition goals</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Transition Advisor</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Partnership with job alike teachers (AEBG)</li> <li>- Budget for identified PD</li> </ul>	<p>March 2017 to June 2020</p> <p>*ongoing</p>	<ul style="list-style-type: none"> <li>- Meetings with Transition Advisor</li> <li>- Review of Transition Advisor's responsibilities</li> <li>- Increase visibility and promotion of use of Transition Advisor</li> <li>- Continue to develop student monitoring plan</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and tracking data of student learning goals and transition to college and/or career</li> </ul>
<p><b>3.5</b> Investigate, expand and pilot online and blended courses</p>	<ul style="list-style-type: none"> <li>- Administration</li> <li>- Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Personnel</li> <li>- Time</li> <li>- Research on best practices</li> <li>- Budget</li> </ul>	<p>September 2017 to September 2019</p>	<ul style="list-style-type: none"> <li>- Identify training and PD for course/class development</li> <li>- Review current courses/classes to identify which are potential offerings</li> <li>- Identify course/class, skill, and curriculum needs</li> </ul>	<ul style="list-style-type: none"> <li>- New course/class offerings</li> <li>- Monitor and track enrollment rates</li> <li>- Student feedback from course/program evaluation form</li> </ul>



## APPENDIX

### Glossary of Acronyms and Terms

ACRONYM	NAME/PROGRAM
AEBG	Adult Education Block Grant (AB 104, state funding)
ASAP	Administrative Software Applications Program
ASE	Adult Secondary Education
CASAS	Comprehensive Adult Student Assessment Systems
CATESOL	California Teachers of English to Speakers of Other Languages (provides professional development opportunity)
CBET	Community Based English Tutoring
CCAE	California Council for Adult Education
CCRs	College and Career Readiness Skills
CDE	California Department of Education
CTE	Career Technical Education
CUE	Computer Using Educators
EL CIVICS	English language civics instruction
ELPS	English Language Proficiency Standards
ESL	English as a Second Language
HSE	High school equivalency
LEAH	Learn English at Home Program
NOVA	Local workforce investment board
NSCCSTC	North Santa Clara County Student Transition Consortium
PAAS	Palo Alto Adult School
Paly	Palo Alto High School
PAUSD	Palo Alto Unified School District
WIB	Workforce Investment Board
WIOA	Workforce Investment Opportunity Act