VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

PALO ALTO ADULT SCHOOL

50 EMBARCADERO ROAD
PALO ALTO, CA 94301

MARCH 26-29, 2017

ACS WASC Postsecondary Manual, 2013 Edition (Updated)

This report represents the findings of the evaluation team that visited Palo Alto Adult School on March 26-29, 2017

Visiting Committee Members

Laura Rodriguez
Counselor, Stockton Unified School District

Alison Armand
Coordinator, Martinez Adult Education

Steven R. Giudici,
Principal (Retired)

Patricia Hague
Principal (Retired)

Christopher Houston
Dean of Students, King City

Sue Pon
Director, Oakland Unified School District

Yvette Ramos
Principal, Maine Prairie High School

Chapter I. Institutional, Community, and Student Characteristics — Institution's Mission and Schoolwide Learner Outcomes

Palo Alto Adult School first opened its doors in 1921.   Over the years PAAS has offered a wide variety of classes and programs, including academic classes for high school completion, aeronautics, ESL, citizenship, welding and metal work, art classes, world languages, typing, adding machine, business courses, high school equivalency, short term CTE and computer classes. These reflect how PAAS has evolved over the years and have reflected the changing needs of our students and community. This is the strength of PAAS. The school is able to evolve and better serve our students and community.

PAAS is part of Palo Alto Unified School District, located in the city of Palo Alto. Palo Alto is in Santa Clara County, and is considered the gateway to Silicon Valley. It is also the home to Stanford University. Palo Alto sits between San Francisco and San Jose. Palo Alto has demonstrated its support for public education through passage of a parcel tax, bond programs and an educational foundation for PAUSD called Partners in Education (PIE).

Palo Alto is a diverse community; Caucasian and Asian are the largest groups. Palo Alto has high education levels, with 30% of the population holding a college degree. 41% of the people were born in the US

The main campus of PAAS is a shared facility with Palo Alto High School, located across the street from Stanford University. The daytime program is situated on the Greendell campus in southeast Palo Alto bordering Los Altos. The Greendell campus houses PAUDS's pre-school programs, district programs, PAAS ESL program as well as other PAAS programs. The ESL morning program meets four times a week and offers afternoon classes including English Enrichment. Greendell houses PAAS's seventy year old Pre-School family program, a parent education program serving families with children from birth to age 5. The program is two fold in that it offers parents instruction on effective parenting and allows parents to participate in the education of their children. A third campus is on the Barron Park Elementary School campus. The Community Based English Tutoring program provides a venue to assist parents improve communication with schools and school staff. A fourth campus is Escondido Village on the Stanford campus. The program is to support family members of Stanford students with English acquisition.   JSL Middle School, Juana Briones Elementary, Cubberley Community Center and Wesley Methodist Church are also program sites.

PALO ALTO ADULT SCHOOL FACILITY LOCATIONS

Main Campus Locations	Class/Program Locations	
Palo Alto High School 50 Embarcadero Road Palo Alto, CA 94301 650-329-3752 ***Main Office***	**Escondido Village** Escondido Road, Stanford	**Juana Briones Elementary** 4100 Orme Street Palo Alto, CA 94306
Greendell School 4120 Middlefield Road Palo Alto, CA 94303 650-494-2326 ***ESL Office***	**Barron Park Elementary** 800 Barron Ave Palo Alto, CA 94306	**Cubberley Community Center** 4000 Middlefield Road Palo Alto, CA 94303
	JLS Middle School 480 E. Meadow Drive Palo Alto, CA 94306	**Wesley Methodist Church** 463 College Avenue Palo Alto, CA 94306

ESL, English Enrichment and the Writing Academy are strong programs at PAAS, which serve over 2000 students per year. The Writing Academy emerged from a previous action plan. One of those goals was program development based on formative and summative assessments, teacher observation and analysis of student work. The committee responding to the goal saw writing as a clear curricular need. The Writing Academy, which consists of four levels, grew from this idea.

ESL standards had not been updated since 1992, until the implementation of the new English Language Proficiency Standards (ELPS). PAAS has started a full review of ESL classes. The adoption of the standards will include work on alignment, assessment, proficiency, and promotion to higher levels.

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). PAAS is a member of the North Santa Clara County Student Transition Consortium.   The consortium has developed a regional plan with the following seven objectives:

- *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. Some were closed and not re-opened. In 2008-2009, PAAS was deeply affected by budget cut backs and eliminated a fifth teaching day of ESL. The AEBG allows for continuous funding for adult schools and funds for the seventy consortiums established under AB86.

PAAS has added additional support for students by hiring a "transition advisor" who works with ESL, HSET, and transition class students. The transition advisor meets with counterparts within the consortium. As part of the consortium plan teachers and staff meets in designated work groups to plan, design and implement needed programs and classes to improve student's access and services.

PALO ALTO ADULT SCHOOL GOVERNANCE

PAAS has a traditional governance structure with a site principal supervising the whole school program. In addition, the principal serves as a voting member of the North Santa Clara County Student Transition Consortium and a liaison with the local workforce investment board, NOVA. PAAS follows all board policies and administrative regulations adopted by the Board of 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 part-time teaching staff of 100. Teachers in the ESL programs are credentialed and some of the community based teachers 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

Principal	Principal & Coordinator, Pre-School Family	ESL Program Manager and Coordinator
-Manage and coordinate all programs under Adult School (ESL, fee-based, PSF) -WASC (Action Plan and updates) -Coordinate and facilitate Leadership Team and Advisory Committee -Manage and coordinate PAUSD Summer School programs (K-5, 6-8, and 9-12) -District representative on Adult School programs -Manage WIOA II Grant -AB 104 planning work for STC Consortium -Manage and coordinate Adult School budget and marketing	-Manage, coordinate all early childhood programs (Young 5s, transitional kindergarten, springboard to kindergarten, inclusion kindergarten) -Supervise and evaluate early childhood teachers and staff at Greendell site -Manage and coordinate Pre School Family (Adult School) -Leadership Team and Advisory Committee	-Coordinate the ESL program (state supported and fee based) -Data and records for WIOA II grant -Supervise the ESL teachers -Recruit, interview and recommend new ESL teachers and subs -Curriculum development -Supervise ESL classrooms at Greendell -Attend ESL PD and conferences -Leadership Team and Advisory Committee

Secretary/Registrar
 	
-Registration fee based classes (ASAP data base)
-GED verification for prior students
-Budget: accounts payable and receivable, payroll for hourly teachers/staff
-Textbook orders
-Review catalog; edit process, room usage
-Reception duties
	`Secretary/Administrative Assistant`
	
	`-Electronic Communication: PAAS email responses, Facebook, review website for updates`
	`-Forms: payroll sheets for teachers`
	`-PAAS calendar (Fee based and ESL)`
	`-Catalog process (calendar, track areas of responsibility)`
	`-Orientation for new teachers and paper work to HR`
	`-Marketing: newspaper ads, flyers, brochures,`
		`Attendance/Data Secretary`
		
		`-ESL classes: attendance, registration, CASAS data`
		`-Data for Workforce Investment Act II`
		`-Office supplies (orders)`
		`-Aid in class registration (fee and ESL classes`
		`-Fee based classes: attendance`
		`-ASAP data base for report data`

	banners –Grants: maintain paperwork and files –Leadership Team and Advisory Committee	–CASAS trained –Invoice and requisition
ESL Program Secretary -Coordination of ESL office, including reception duties and office management -Assist program manager and ESL teachers -Communicate program specifics to ESL students and public -Part-time	**Assessment Specialist & Transition Advisor** –CASAS testing coordination, data and training; meet a coordinate with attendance/data secretary –Coordinate and assist program manager with ESL program –Meet and coordinate with students interested in transition to work and/or college –Leadership Team	**Webmaster** –PAAS webpage maintenance –PAAS catalog design –Evening clerk (Tuesdays & Thursdays) –Teacher, computer applications –Leadership Team
Tech Coordinator -Technology Plan (part of WIOA II grant) coordination -Tech training (teachers and staff) -Advises principal and program manager of technology needs and assessment -Teacher, ESL -Leadership Team	**Early Childhood Programs & PSF, Secretary** –Coordination of EC programs office, including office management –Assist principal & coordinator, and teachers –Communicates program specifics to community, parents, and public	**PALO ALTO** **ADULT SCHOOL**

MISSION STATEMENT AND SCHOOL WIDE LEARNER OUTCOMES

The mission statement and school wide 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.*

SCHOOL WIDE LEARNER OUTCOMES

SET GOALS
Students will assess their own needs and identify their academic, career and/or personal

➢ 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.

PALO ALTO ADULT SCHOOL PROGRAMS

PAAS has three ten-week quarters beginning in August of each school year, fall, winter and spring. The fourth quarter is a six week summer session. During the fall quarter, the ESL programs offer two eight-week sessions. PAAS uses the PAUSD school calendar and follows the holiday schedule. Every teacher takes attendance and this school year PAASA started using ASAP as an on-line attendance system. It will

increase data gathering and analysis capabilities. Class size at PAAS is contingent upon class and program. ESL and English Enrichment classes range from 15-30. Community Fee-Based Classes range from 8-15. Symphonic band has over 70 members.

The PAAS website, paadultschool.org, is updated frequently and completely updated quarterly with the newest class and program offerings. The digital and printable current catalog as well as related information is available on the website. PAAS maintains a social media presence on Facebook and Twitter.

Every quarter, PAAS has a community partnership with a purpose and mission aligned to that of PAAS. The 2016-2017 partner was Environmental Volunteers, which provides hands-on science and nature education. Mid-Peninsula Media Center will be the spring partner. Past partners have been Stanford Blood Center, Canopy, the city of Palo Alto Library and Abilities United.

PAAS presently has only one program supporting adults with disabilities, Academic Functions. This class is for individuals with emotional illness. They receive assistance in developing appropriate social and work skills. A second program called TPP ended in the fall quarter. A wide variety of fee-based classes and workshops, are added every quarter. Current teaching staff and the community are encouraged to submit proposals for new classes.

PAAS contracts with Cengage Learning to offer online classes. The classes usually are six weeks and average $95 each. Course topics vary and allow students immediate access to relevant topics, which they complete at their own pace. PAAS is looking to develop online courses as part of their 2017-2020 Action Plan.

PAAS considers CTE an area of growth. There are presently three classes, which support students. In one class students meet with a job coach individually and in groups to learn to be successful job candidates. PAAS also partners with the California Regional Education Center to offer two short-term CTE opportunities, medical assistant and phlebotomy. Students must complete tests to be certified in California. In 2017-2018, a pharmacy tech class will be offered.

PAAS offers a full range ESL program with intensive morning classes offered four days a week. Evening classes are offered two days per week. There are other options for people unable to attend classes regularly. Higher levels of ESL are available for students who tested out of ESL.

High School Equivalency Prep is a class, which returned in 2014-2015 with five students. The class enrollment fluctuates from seven to fifteen students and works to prepare students to take the high school equivalency exam (HSET). There is classroom instruction, online learning support and small group instruction. There is not cost for this class.

The Pre-School Family program has a seventy-year history in Palo Alto and is the crown jewel for parents of young children. Parents develop a deeper understanding of early childhood development and parenting skill 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: creativity, cooperation, peaceful conflict resolution, positive communication, fine and gross motor skills development and kindergarten readiness.

PAAS has a partnership with the Palo Alto Police Department for the parent project. The program was created for parents of strong-willed teens. Topics covered are, why teens do what they do, how to identify gang involvement, music and media influences, friendship, dating, alcohol and drug use,

PAAS has classes tailored to students over fifty-five. The program focuses on building community, fitness, nutrition and educational presentations. Every class on the two main campuses is equipped with a teacher computer (Wi-Fi), a document camera and projector. This facilitates sharing and critiquing student work. Daytime teachers at Greendell have access to Chrome book and a PC cart.

Chapter II: Progress Report

According to the report the Leadership Team implemented and coordinated the four action items from the WASC Action Plan, 2011.

The previous self-study identified the following action plan items for implementation:
1. Communicate to Stakeholders
2. Organization
   A.   Department Meetings
   B.   Leadership Team
   C.   Regional Consortium
3. Maintaining Quality
4. Technology

Note: This does not agree completely with the self-study

Action Plan Item 1: Communication

The goal is to communicate information about PAAS to stakeholders (Action Plan 2014).

Step 1 is to provide cabinet (school board) with biweekly (2017 self-study says bi-monthly) Needs to Update.
Step 2 Facebook postings (this is probably part of step 4)
Step 3 Press releases
Step 4 use of the web/ for sharing student outcomes and news

The self-study expanded this by stating that all available information about PAAS is on the website and available to students, teachers, staff and the public. The catalog is also found on the website and updated three time yearly.

The Policy and Procedure Handbook was completed in the spring of 2013 and is updated annually. There was a key issue in the 2011 visiting committee report indicating a need to update the orientation process for new teachers and staff. There is not indication this has been done and is cited as an action item in this report.

Action Plan Item 2: Organization

Goals:
1) Hold Regular Department Meetings. PAAS decided that this was not a priority for the staff.
2) World Languages Department meetings, Spring 2014. Principal met with individual departments and programs in 2015-2016 and facilitated a plan to identify program needs and new ideas for classes and programs.

Cont. goals:
    3).   Maintain a strong Leadership Team

Step 1. Recruiting new LT members. The team was expanded to include two additional teachers and the assessment specialist and transition advisor. They were to recruit students to sit on the leadership team. Currently no students serve on the Leadership Team

Step 2. Hold leadership meetings three times per year.

    4). Referenced the Regional Consortium

Step 1. Retiring and new principal to attend AB86 meetings.

Step 2. Assign staff to work groups. Self-study does not reference the Regional Consortium

Action Plan Area 3 Maintaining Quality

Step 1. Principal to meet regularly with Associate Sup, Parent Ed coordinator to discuss facilities.

Step 2 Publicize the outcomes at Greendell .

Action Plan item 4 in the action plan is Technology, in the self-study it is Maintaining Quality

Area for Improvement 4 Technology

Step 1. Develop a replacement schedule for technology equipment.
(PAAS opted not to invest in computer labs, but rather portable equipment to increase student access).

Step 2. Provide access to training. This is not mentioned in the self-study.

Key Updates from WASC Committee 2011

The biggest change to PAAS since the 2011 WASC is the passage of AEBG and membership in the NSCCSTC consortium.

Chapter III

Criterion 1: Institutional Mission, Purpose, and Objectives

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

Palo Alto Adult School (PAAS) is committed to fulfill the mission and school wide learner outcomes and as such has revised and affirmed both the mission and SL0's in February 2016.

The faculty and staff developed the mission statement and the leadership team facilitated the process. The mission statement is reviewed every three years and reflects the needs of the PAAS students along with local and regional need. The mission and SLO's guide the decision making process in all PAAS classes and programs. Additionally, the mission and SLO's are reflected in the revised action plan, which focuses on communication, curriculum and program development. PAAS measures SLO's through a variety of assessments both formative and summative; goal setting activities, completed projects, in class writing, speaking and listening activities, etc.

PAAS incorporates research-based ideas into the learning programs for students, which ensure the SLO's are current and relevant. This is clearly evidenced in the ESL programs, professional development (CATESOL, CALPRO) and the principal's monthly update which shares research based strategies and practices.

Students have the opportunity at the end of each quarter to evaluate the classes. Currently this is a pencil to paper task and will become electronic by 2017. The data gathered from evaluations will inform faculty and staff on instructional and student needs as the move forward.

Strengths and Key Issues

Strengths:

1. PAAS has a clear mission statement, which reflects the values of its community and stakeholders.
2. School wide learner outcomes are clearly defined.

Key Issues:

1. Mission and SLO's should be a working document reviewed regularly and revised, monitored and communicated as needs change.
2. Students should be included in the development and revision of SLO's.

Criterion 2: Organizational Infrastructure and School Leadership

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.

PAAS has a clearly defined organizational chart along with job descriptions, which are shared annually with faculty and staff. The Palo Alto Unified School District (PAUSD) supports the adult school and the principal has a positive working relationship with the district office. The site principal handles all of the day-to-day operations, short and long term planning, facility needs and budget and resources. Supervised by the Chief Academic Officers of elementary and secondary education, the site principal has regular meetings to discuss relevant needs and leadership for PAAS.

The site principal started in 2014 and leads the school via the mission and SLO's. Focusing on student needs and formal and informal feedback and strong teacher support maintain a positive learning environment. It is evident the faculty, staff and students feel supported by the site and district administration. Additionally, the PAAS has a leadership team, which monitors the action plan.

There are many opportunities for faculty, staff, and students to share feedback on the PAAS classes and programs. Feedback indicates all stakeholders are extremely satisfied with working and attending PAAS. Additionally, surveys, class evaluation forms, and assessment data are reviewed by the leadership team and used to inform decisions regarding classes, programs, and other school improvements. PAAS utilizes the WASC process as their most comprehensive process in terms of organization and decision-making structures to review and gather data as well as make program and class changes.

PAAS policy and procedure staff handbook establishes an infrastructure of policies and procedures to provide stability and consistency the school's programs, activities and events. The handbook has a wide range of information: school materials, administrative policies, instructional guidelines, attendance and record keeping, human resource information, PAUSD policies and sample forms, including a course syllabus. The handbook is reviewed and updated annually. The PAAS leadership encourages faculty and staff and students to provide feedback on PAAS decisions via established meetings, surveys, and class evaluation forms.

Strengths and Key Issues

Strengths:

1. The PAAS comprehensive policy and procedure handbook gives faculty and staff a plethora of resources.
2. The PAAS leadership team provides all stakeholders opportunities to provide feedback on classes, programs, procedures, and decisions.

Key Issues:

1. Provide multiple ways for all stakeholders to provide input and feedback to PAAS stakeholders. (Home language, electronic etc.)
2. Include students in leadership team meetings.

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.

The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs. All teachers are hired in accordance to established policies and procedures as outlined in the school district's board policies available online. All ESL teachers and HSE have a CA teaching credential.

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

The school develops personnel policies and procedures that are clearly communicated to all employees through board policy and the staff handbook. Board Policies are readily available online and teachers are aware of the need to review them in order to inform decision-making. The handbook clearly communicates personnel policies and procedures.

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 although administration sees the need to improve the communication with staff of when observations and evaluations will take place during the year by calendaring those appointments at the beginning of each academic year.

Professional development opportunities are available to staff. Staff clearly communicated that PD is abundantly available and utilized to improve classroom instruction as well as shared among faculty.

Administration should be commended for their support of PD and the process by which they review requests, hold teachers accountable for learning at the professional development sessions, provide the opportunity for them to share with their colleagues, and finally explain how they will use it in their classrooms.

The site principal evaluates all classified staff using the prescribed PAUSD procedures. Classified staff is offered professional development opportunities through the District, online, and/or workshops focused on skill building

Strengths and Key Issues

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 to achieve their goals.
6. There is data to support the fact that professional development has had an impact on student learning in HSE and the writing academy. The ESL staff is dedicated to calibrating and accurate student placement. ESL tools, CA TESOL. The Book Club class is a direct result of professional development—planned for a year, very popular, and use of language in a different modality that supports student language fluency.

Key Issues:

1. Evaluation process needs to be communicated to all staff annually and calendared.
2. Models of effective teaching need to be illustrated and communicated as a clear expectation. PAAS is planning on creating a position for an instructional coach and implementing regular peer observations.

Criterion 4: Curriculum

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 School wide 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.

The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant. The Curriculum Development Binder was developed in the PLCs. Teachers say they are involved with the re-visiting and revising of the SLOs on an annual basis. Technology is available throughout the school and utilized by instructors: Smart-boards, projectors, and Chrome-book carts. Many instructors have an online component as homework and/or use a "blended" approach combining classroom instruction with online components: Google Docs, Google Voice, Moodle, You-tube, and TED Talks.

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

It is evident through teacher and student interviews that access to texts and learning materials at PAAS. Administration affirmed that students are required to purchase texts needed for classes but assistance is available for those who do not have the resources to afford those purchases through a scholarship program that provides those materials for them.

<u>**Strengths and Key Issues**</u>

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

Key Issues:

1. Increase opportunities for more "in reach" within programs to inform each other of needs and best practices. This can be achieved by providing scheduled time to collaborate. This element should be a fixture on the school's calendar.
2. Horizontal and vertical alignment of Writing Academy and ESL classes. A work in progress—constantly calibrating and use of PD.
3. School needs to develop a timeline for the development and implementation of online course offerings: Action plan to begin 2018; LEED certification for teachers of online classes.

Criterion 5: Instructional Program

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve School wide 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.

ESL classes have course outlines with SMART student objectives. ESL program sequences are informed by the ESL Model Standards, the new English Language Proficiency Standards and core text series (Futures). ESL instructors keep current in instructional strategies and methodologies through Professional Learning Communities (PLC**)** and professional development opportunities (conference attendance, webinars).

The Preschool Family program standards are aligned with Palo Alto Unified School District guidelines and best practices. Preschool Family instructors keep current in instructional strategies and methodologies through program meetings and Palo Alto Unified School District early childhood professional development opportunities

PAAS provides opportunities for faculty members to discuss student learning needs and pedagogical approaches through program meetings, and through collegial relationships such as teach teaching, peer mentoring and student teacher programs.

Work-alike groups as well as all-staff can differentiate program meetings. In Professional Learning Communities (PLC), faculty members discuss the relationship

among teaching strategies/methodologies and student performance, including differentiated teaching strategies.

In the Self-Study, PAAS lists numerous instructional practices and strategies. Those commonly observed across programs were: analysis of student work, discovery through inquiry-based learning, demonstrations, student goal setting and student self-assessment, metacognitive reflection activities, use of technology and visual aids, and student presentations.

The school technology team consists of the principal, ESL manager, the technology coordinator and teachers to update the technology plan. Technology integration is facilitated and supported by the technology coordinator, through individualized training and real-time assistance to instructors.

Technology (laptops, document readers, smart boards) is available in most classrooms. Students in the HISET program study in a computer lab and engage in individualized online instruction. ESL students have access to laptops, as needed.

Many classes provide online homework. The Preschool Family program provides alternating face-to-face and online Moodle instruction for working students/parents.

There are two ESL blended learning classes (Project Success, Book Club), and one ESL online class (Learning English at Home with Burlington English).

PAAS contracts with Cengage Learning to offer ed2go online courses.

One instructor engaged in the Online Teaching Academy (OTAC) offered by the Outreach and Technical Assistance Network (OTAN), and her knowledge was evident in the teaching in the Book Club online environment.

Real-time online feedback by the Burlington English program, by face-to-face weekly lesson discussions with the instructor, and by course evaluations/surveys. Students are given weekly assignments in Burlington English and Connect with English for asynchronous online instruction. In Spring 2016, students completed a questionnaire on the effectiveness of Burlington English in meeting their individual language skill needs.

The online component of the Book Club includes immediate feedback on comprehension and vocabulary exercises, as well as peer feedback on student writing assignments. Students engage in 6 hours of work at home, including asynchronous online assignments. The effectiveness of the program is measured by the course evaluations/surveys. Weekly face-to-face classroom activities strengthen student understanding.

Students in the HSE/HISET program engage in individualized, self-paced online learning through the Aztec software and Khan Academy in class. Instructors provide face-to-face direct instruction as needed. Students do not regularly engage in asynchronous instruction. Effectiveness is measured by HSE test readiness and success in the HSE examination, and by course evaluations/surveys.

LEAH online student work is reviewed weekly in face-to-face discussions with the instructor. The discussions include student application of learned language skills in talking about their own lives.

The online component of the Book Club includes student research and evaluation of reading material. Students demonstrate critical and creative thinking in their writing assignments, peer feedback and literature reviews.

The Aztec software in the HSE/HISET program provides students with feedback of knowledge and skills.

The evidence that the processes and strategies are effective for incoming online students with regard to orientation and the ongoing support of the students is that students are able to engage with the online instructional content without being hindered by the technology itself. Online students meet with instructors face-to-face at least once a week where instructors review online student work and provide supplemental work and/or interventions as needed. When online students meet face-to-face as a group (Book Club, Project Success), classroom activities promote student inclusion and engagement also when online.

Strengths and Key Issues

Strengths:

1. Technology is integrated into the instructional program, enhancing instruction and learning.
2. PAAS provides strong instructional programs by dedicated instructors, supported by administration and clerical staff.
3. The ESL program has been innovative in meeting student needs through distance/online learning, and by developing enrichment courses.

Key Issues:

1. Publicly post student-learning outcomes.
2. Further develop online opportunities for students.
3. Further develop program alignment internally at PAAS and within the AEBG Regional Consortium, particularly NSCCSTC Annual Plan Objective 5: Acceleration (curriculum development, alignment and articulation), Objective 6: Shared Professional Development.

Criterion 6: Use of Assessment

PAAS generally adapts the course curriculum to student goals based on student and student surveys and goal sheets. ESL courses have clear learning outcomes based on level and CASAS assessments are used.

PAAS uses assessments to gather relevant information to for curriculum development and to meet students learning goals.

PAAS ESL teachers have been in a 2 year long PLC where they are working toward aligning instruction to the needs of the students and improving student outcomes. As a result of the PLC, the teachers have decided to work together in course alike groups, rather than site based meetings. All ESL courses plan to use instructional strategies learned from the CALPRO course, Designing Programs for Adults with Learning Disabilities, which is being offered as PD in their AEBG consortium. In the community based/fee classes they use formative assessments, student reflections and review of student work to evaluate student achievement and inform course improvements.

PAAS uses the CASAS student tracking system and additional tracking through teacher emails and phone calls to follow up with students. At the end of a course, in addition to being assessed, students are surveyed to see if they have completed their educational and or transitional goals. Student feedback when received is welcome, although students are not always asked to participate in larger planning and visioning exercises.

PAAS is continuing to use the information gleaned from the PLC to continue the development of assessments and lesson plan reorganization for the level alike courses. The incorporation of the English Language Proficiency Standards for writing and the CCRS are used in the Writing Academy. It was developed based on student assessments and supports all students.

<u>**Strengths and Key Issues**</u>

Strengths:

1. The Writing Academy was developed based on data obtained from prior assessments in order to meet the educational needs of PAAS students.

Key Issues:

1. A clear focus on how to develop student surveys that will provide the school and program area with the needed program information

Criterion 7: Student Support Services

Services that provide a positive learning environment and support student achievement of SLO's are present across all of the school's program areas. Financial barriers are minimized by the offering of many free ESL classes with financial aid available for the fee-based classes and reduced rates available to volunteers in the Preschool Family program. New academic and career counseling services were added since the last self-study and students still access information about many services through the PAAS website, catalog, instructor referral, translator assistance, volunteers and email and phone inquiries.

In addition to the base curriculum, ESL students have access to classes in Digital Literacy, Writing, Transitions and Citizenship that provide further support for achieving their goals. Classroom technology and supplemental online resources also provide enhanced learning experiences for ESL and HSE students. Students in the Preschool

Family my even are able to borrow a computer if needed. The Learning English at Home program provides accessibility to online resources with limited instructor support for those students who cannot attend classroom instruction.

ESL Students also receive assistance from a dedicated pool of volunteer tutors who provide support to students in the classroom and in after-school sessions.

Since the last self-study, PAAS has become an active member of the Northern Santa Clara County Student Transition Consortium (NSCCSTC) that is promoting career training and smoother student transitions between adult schools and the community colleges. In January 2016, PAAS hired an Assessment Specialist/Transition Advisor to provide students with support in planning their transitions to post-secondary training and career options. Students receive transition support individually and in classroom presentations. Instructors and staff continue to provide significant support by communicating academic, career and employment opportunities. A Transition to Work, College, Career course, started in 2010, provides students with instruction in communication skills, job market exploration, and application and resume preparation and practice interview/presentation skills. Transition course content is constantly updated to meet evolving student needs. Partnerships with community agencies provide additional support and guidance to targeted populations, and student referrals to PAAS programs.

Information about PAAS programs is primarily available through a very impressive website and the quarterly distribution of the professional and informative school catalog to the 30,000 households of Palo Alto. Additionally, some of the PAAS programs and school partners maintain their own websites and social media presence. Student registration options include phone, mail, and email, FAX and online through the recently acquired ASAP system that also emails class registration/availability reminders.

Student goal setting is an important strategy used across all PAAS programs. Instructors and students review planning sheets to help students monitor their progress toward goal attainment.

A class evaluation form cooperatively developed by PAAS instructors and staff is used every quarter in every class to solicit feedback from students regarding their learning support needs. This practice appears to be consistent with that of the previous self-study; however, the school plans to make this a digital form for use in the coming 2017-18 school year and beyond with the goal of more efficiently compiling and analyzing student responses and addressing identified needs.

The Preschool Family program utilizes a mid-year survey form to identify student priorities and adjust instruction as necessary. They also use year-end surveys for program improvement.

The ESL program has created a departmental student survey that collects additional information that assists in identifying student needs.

Many of the Community Interest/fee-based instructors utilize their own procedures to identify student-learning goals and track student needs for course improvement. This includes significant feedback through student emails.

PAAS maintains the requirements of FERPA and all current PAUSD board policies regarding the confidentiality of student records. District policy regarding student records is published in the PAAS catalog. The school's written records are maintained in locked storage in the main office located on the Palo Alto High School campus. Digital records are stored in the files of the ASAP student management system. The school utilizes a web-based version of this program so Administrative Software Applications can maintain back-ups of all records.

The quarterly citywide distribution of the school's catalog, as well as the maintenance of an updated and informative school website, provide reasonably good access to institutional information for prospective students and stakeholders.

Strengths and key issues.

Strengths:

1. Staff and instructors demonstrate a strong customer service ethic that ensures students and potential students receive the information they need for course selection, appropriate placement and assistance with transitions.

2. ESL student's benefit from the additional learning support provided by a dedicated pool of volunteer tutors.

3. The addition of an Assessment Specialist/Transition Advisor to school staff provides improved Academic and Career transition advisement to students and assessment support for instructors.

4. The attractive, informative and comprehensive school website and course catalog provide students, the community and stakeholders with essential information regarding courses, services and program and district policies.

Key Issues:

1. The school should consider revising the student class evaluation form and identifying additional ways to consistently capture and analyze information that will help in the ongoing evaluation and improvement of student support services.

2. The school is encouraged to address the need identified at both the site and consortium level for professional development that empowers instructors to improve their service to students with disabilities.

3. As a member of the Student Transition Consortium, the school is encouraged to consistently monitor its multiple transition advisement resources in anticipation of increased utilization by the learning community and to ensure that the current quality is maintained.

Criterion 8: Resource Management

The school has operated within its budget for the past three fiscal years (SY 14, 15, 16). Sources of funding for the current year budget include local fees; state funding through the new Adult Education Block Grant and Consortium (State) funds through the school's participation in the North Santa Clara County Student Transition Consortium. The

school continues to receive Federal grant funds from the Workforce Investment and Opportunities Act through its successful student learning outcomes (CASAS payment points). Current CDE and state budget projections indicate that the school should receive AEBG maintenance of effort funding in 2017-18.

A review of recent budgets and in depth discussions with school leadership confirms sound fiscal management and the maintenance of a prudent reserve in the adult education fund.

All aspects of the school's finances are monitored and supported by the PAAUSD Business Offices. They supervise all financial transactions and provide the school's leadership with monthly financial reports to assist with budget management as well as annual end-of-year reports that assist the school with CDE and WIOA compliance reporting. The district audits PAAS finances annually.

The PAAS school leadership relies on the historically strong support of PAAUSD in evaluating current and projected financial data impacting the short and long-term budget planning. The PAAUSD Business Offices facilitate all aspects of the school's financial management. PAAS leadership utilizes this support to confidently plan budgets that address student needs addressed in the school's Action Plan. The school's on-going participation in the new Student Transition Consortium, and the associated consortium action plan, contain many examples of long-range strategic planning.

The school utilizes classrooms and office space on PAAUSD campuses that are exceptionally well maintained by PAAUSD custodial and maintenance staff. The school works closely with the district to coordinate facility needs and this provides staff with a professional workspace and students with a suitable learning environment.

Access to the attractive and diverse Palo Alto High School classrooms make it possible for the school to offer many unique and high quality programs to the community.

Strengths and key issues.

Strengths:

1. PAAS has a sound budget and a leader with conservative and compassionate fiscal management skills that support quality programs, classes and services.

2. The school receives strong support and guidance from PAAUSD in budget planning, production and monitoring.

3. PAAUSD provides PAAS with diverse, clean, safe and well-maintained facilities that facilitate quality-learning opportunities.

Key Issues:

1. School leadership is encouraged to educate stakeholders regarding the school's budget production timeline, gathering of source data, resource allocation and construction of the final budget.

Criterion 9: Community Connection

PAAS has several current and past partnerships and MOUs focusing on student support and increasing resources.

- o MOUs: NSCCSTC, Building Skills Partnership, Castilleja School, Palo Alto Housing Corporation, ALLIES
- o 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

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 partnership with Foothill and ALLIES, the ESL department participates in Student Ambassadors to help promote academic and other post-secondary options to PAAS students.

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.
The leadership uses the school profile to identify new resources for PAAS, including grants and partnerships.

School's Strengths and Key Issues

Strengths:

1. PAAS connects with volunteers and business leaders to enhance student learning.
2. The preschool program has family continuous participation and has some parents returning as instructors.
3. Fee-based programs are unique in meeting the interest of a diverse community.

Key Issues:

1. The school allows for internships, however does not always seek them out.

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

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 continuing school improvement.

Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

There is a lack of connection between the Progress Report on past recommendations and the 2017 self-study. The action plan items in the 2017 self-study do not line up with the action plan items from the 2014 report. The 2017 action plan rehashes many of the past recommendations and is very cumbersome. The present action plan needs to be revised and condensed to include key issues raised by the school and the key issues raised by the WASC visiting committee. As an example, The Faculty Handbook is viewed as a key issue by the school, however it is viewed as strength by the Visiting Committee, and it is recommended that this section from the action plan be reviewed. The action plan needs to address specific goals clearly to include specific personnel responsibilities.

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.

Describe how well the school used the ACS WASC accreditation process to identify its major key issues.

> The key issues in the 2017 Self-Study do not match issues in the 2017 Self-Study Action Plan, therefore it is recommended it be revised.

Major areas of strength

1. The adult school staff is passionate and committed to the learning community.

2. The ESL program effectively serves students from many ethnic and cultural groups through rigorous instruction, and through a wide variety of strategies and methodologies including on-line options.

3. The Pre-School Family program has been serving parents and their preschoolers for over 70 years. The program quality can be evidenced by family continuous participation in the program and some parents returning as instructors.

4. Fee-based classes are robust and fulfill the unique interests of a diverse community.

5. Fiscal Management is a strength. The school has strong district support and maintains a healthy reserve.

Major key issues:

1. Student outcomes should be shared with all stakeholders.

2. Students need to be included in all aspects of school including leadership, program development and WASC preparation and implementation.

3. Student Surveys should be revised to provide the school with a tool that meets the needs of all programs.

4. Action Plan should be revised to reflect key issues from the school and WASC visiting committee. Progress should be clearly documented at least annually.

Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.

The Visiting Committee recommends this section be reviewed and re-written.

Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.

The Visiting Committee believes that PAAS has the competence and commitment of the school in the implementation and monitoring of the revised action plan to address major key issues.