



PALO ALTO ADULT SCHOOL SELF STUDY REPORT

**PALO ALTO UNIFIED SCHOOL DISTRICT
PALO ALTO ADULT SCHOOL
50 Embarcadero Road
Palo Alto, CA
*paadultschool.org***

November 6 - 8, 2023

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Palo Alto Adult School—WASC Leadership Team

Name	Role	Criterion Focus Group
Jim Sherman	Adult School Principal	n/a
Nikole Manou	PreSchool Family Principal	Instruction
Lynn Tanner	ESL Program Manager	Curriculum, Student Support Services
Mary Ann Carmack	Woodworking Instructor	Curriculum
Susan Cole	ESL Instructor and Tech Mentor	n/a
Malou Cruz	Adult School Secretary	n/a
Ellen Engelman	Catalog Design, and Webmaster	Curriculum, Instruction
Dave Hoshiwara	Adult School Principal (Retired)	n/a
Sripriya Kannan	Assessment Specialist & Transitions Advisor	Student Support Services
Shelly Kim	Upholstery Instructor	n/a
Rebecca King	PreSchool Family Instructor	Curriculum, Instruction
Susan Phillips Moskowitz	Community Ed Student Representative	n/a
Kara Rosenberg	Adult School Principal (Retired)	n/a
Alex Scott	ESL Program Coordinator (Retired)	n/a
Natalie Skelton	ESL Adult School Secretary	Student Support Services
Simone Wojtowicz	ESL Instructor	Curriculum, Instruction
Sara Ziogas	ESL Instructor and Tech Mentor	n/a

SELF-STUDY COMMITTEE MEMBERS

WASC Criterion — Curriculum Focus Group

LAST NAME	FIRST NAME	PROGRAM/CLASS
<i>Keating*</i>	<i>Tom</i>	<i>Adult School Principal (Retired)</i>
Abilock	Maria	PreSchool Family Instructor
Belloni	Mirelle	Community Ed Instructor (French)
Breeman	William	ESL Instructor (Intermediate Low)
Carmack	Mary Ann	Community Ed Instructor (Woodworking)
Dieckman	Darryl	Community Ed Instructor (Woodworking)
Engelman	Ellen	Catalog Design, Webmaster, Night Clerk Sub
Kauffman	Samantha	Community Ed Instructor (Writing)
Leonard	McCord	Community Ed Instructor (Spanish)
Papanicolaou	Linda	Community Ed Instructor (Art)
Richardi	Deborah	Community Ed Instructor (Spanish)
Tanner	Lynn	ESL Program Manager
Tsuno	Ryoko	Community Ed Instructor (Japanese)
Wu	Wing Hung	Community Ed Instructor (Chinese)

**Facilitator*

WASC Criterion — Instruction Focus Group

Last Name	First Name	Program/Class
<i>Manou*</i>	<i>Nikole</i>	<i>PreSchool Family Principal</i>
Dieckman	Darryl	Community Ed Instructor (Woodworking)
Engelman	Ellen	Catalog Design, Webmaster, Night Clerk Sub
Kauffman	Sam	Community Ed Instructor (Writing)
Keating	Tom	Adult School Principal (Retired)
King	Rebecca	PSF Instructor
Richardi	Deborah	Community Ed Instructor (Spanish)
Wang	Lu	PreSchool Family & Greendell Elementary School Clerk
Wojtowicz	Simone	ESL Instructor (Writing & English Enrichment); English Enrichment Advisor

**Facilitator*

WASC Criterion — Assessment Focus Group

Last Name	First Name	Program/Class
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Engleman	Ellen	Catalog Design, Webmaster, Night Clerk Sub
Kannan	Sripriya	Assessment Specialist and Transitions Advisor
Liu	Florence	Data and Attendance Clerk
Manou	Nikole	PSF Principal
Tanner	Lynn	ESL Program Manager
Wojtowicz	Simone	ESL Instructor (Writing & English Enrichment); English Enrichment Advisor
Wu	Wing Hung	Community Ed Instructor (Chinese)

**Facilitator*

WASC Criterion — Student Services Focus Group

Last Name	First Name	Program/Class
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Bazigos	Mary	ESL Instructor
Gardiner	Jennifer	Adult School Secretary & Registrar
Gersh	Fiona	PSF Secretary
Kauffman	Sam	Community Ed Instructor (Writing)
Lubarov	Rosemary	ESL Instructor
Sarma	Anjani	ESL Instructor; Volunteer Tutor Manager
Skelton	Natalie	ESL Adult School Secretary
Tanner	Lynn	ESL Program Manager
Wilkes	Marjan	PSF Instructor
Wojtowicz	Simone	ESL Instructor (Writing & English Enrichment); English Enrichment Advisor

**Facilitator*



Board of Education

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Dr. Jesse Lodomirak, Vice President
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Mr. Trent Bahadursingh, Assistant Superintendent, Chief of Staff
Ms. Anne Brown - Assistant Superintendent - Elementary Education
Mr. Guillermo Lopez - Assistant Superintendent - Secondary Education
Ms. Jeong Choe - Assistant Superintendent - Innovation & Agility
Ms. Yolanda Conaway - Assistant Superintendent, Equity and Student Affairs
Ms. Carolyn Chow, Chief Business Officer

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Introduction

The Palo Alto Adult School (PAAS) celebrated its one-hundredth anniversary on September 11, 2022, a year delayed due to the COVID-19 pandemic. The Centennial Celebration captured the spirit of community, collegiality, and caring, epitomized by the three signature Adult School programs: English as a Second Language (ESL), PreSchool Family (PSF, celebrating its 75th year) and Community Education (CE).

The ESL program offers a broad range of classes from low to advanced writing and communication levels. ESL students come from over 8 different language groups in order to learn English to function in their everyday lives.

The PreSchool Family (PSF) program offers classes for parents of infants, toddlers, and preschoolers ages 0-5. The program is twofold: (1) parent education classes run by the classroom teachers for the parents to explore a range of parenting topics and (2) the “lab” portion of the class where parents spend one morning a week with their child and other parents to implement the lessons and ideas taught during parent education. The morning classes are offered 1 day to 5 days a week – depending on the age of the child – with parents attending one of those days. PSF adult students participate with teachers and fellow adult students to help them guide their children effectively and successfully.

Community Education is very broad, offering classes that fit the Palo Alto community. Popular programs include Spanish, woodworking, upholstery and music. All of these classes reflect the needs of our community, helping students address their goals and the skills needed to achieve them. Their goals range from enriching their lives by learning new activities to acquiring job skills.

This self-study was launched in the spring of 2021 by the Leadership Team. The Leadership Team was composed of PAAS staff, instructors, students, and present and past administrators from our three primary programs. The WASC self-study leads (Tom Keating [currently retired] and Natalie Skelton) 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 PAAS program specifically regarding student learning.

The Palo Alto Adult School is a core member of the North Santa Clara County Consortium of Adult Education (NSCCC). The consortium is a unique partnership between adult

schools and community colleges. Palo Alto Adult School, Mountain View-Los Altos Adult School, FUHSD Adult School, Foothill College, and DeAnza College work to implement our regional consortium plan, which focuses on school and/or work/career student transition.

The NSCCC creates “educational opportunities to help students transition between adult schools and community colleges and/or between school and work with the goal of becoming a regional hub of opportunities for personal, professional, and economic advancement through robust partnerships.”

Rebounding from the early challenges of the COVID-19 pandemic, the past two school years have been characterized by the reinvigoration of our core programs and associated learning communities and the exploration of new course offerings and community partnerships. With the retirement of the Adult School principal in June 2021, the principalship was redefined to focus exclusively on the three programs listed above. This streamlining of responsibilities has allowed the Principal to spend time visiting classrooms and connecting with faculty and students. It also allows the Principal to work closely with District and Adult School leadership to further the Adult School mission and elevate community awareness of PAAS program offerings.

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.

Chapter 1: Progress Report

Four significant developments have had a major impact on Palo Alto Adult School (PAAS) since the March 2020 mid-cycle WASC visit—the pandemic, administrative changes, facilities changes, and lack of teaching staff.

The ASC WASC Visiting Committee (VC) visited PAAS from March 1-3, 2020. Shortly thereafter, on March 16, 2020, all in-person classes were suspended due to the COVID-19 pandemic. Every aspect of our programs was impacted by the closure: state-supported programs (ESL), the PreSchool family program, and Community Ed classes. Like other adult schools, we learned to offer classes in new ways.

In addition to the pandemic, Palo Alto Adult School has grappled with changes in administration. Since the 6-year WASC visit in 2017, the adult school has had several changes in leadership. The principal, Mr. Dave Hoshiwara retired in June 2021. His replacement, Mr Tom Keating, served from July 2021 to June 2023, when he retired. Mr. Jim Sherman succeeded him in July 2023. The longtime ESL Program Coordinator retired in November 2020. The PreSchool Family principal left the adult school in June 2022 to accept a new role in the District. Each change initiated a period of adjustment for the school and staff as the new leaders devoted time to acquainting themselves with the PAAS community, programs, the school mission, Action Plan and regional consortium.

In the fall of 2021, the adult school was informed that due to major construction projects in the District, the ESL program would be relocated to a nearby site in 2022. In June 2022, the ESL program moved from the Greendell site to a co-owned PAUSD/Palo Alto city site across the parking lot from Greendell, Cubberley Community Center. The ESL program occupied the I-building and three classrooms of the A-wing for (most of) the 2022-2023 school year. In April 2023, an arson fire destroyed several classrooms in the B-wing of the building, displacing several special education program (SpEd) classes. In order for those special education students to maintain consistency in their classes, the SpEd program moved into the three ESL classrooms in the A-wing, displacing the three ESL classes held there. In the fall 2023, adult education ESL was given three classrooms at Hoover Elementary to make up for the lost classrooms. The frequent moves disrupted teachers, staff, and students and shifted the priorities of the ESL Program Manager. There has been a silver lining, however, since some of the locations have improved parking and access, especially those at Hoover Elementary School. Every effort was

made to see that the classrooms were appropriately and technologically equipped and supervised.

An additional significant development has been the issue of finding teachers for the ESL program. Throughout the last few years, finding teachers, especially for evening programs has been difficult. We have had to cancel evening and low level classes due to this difficulty. Other schools in the Bay Area have had similar issues.

The adult school Leadership Team continued to meet regularly, via Zoom, during the shutdown, starting in August 2020. In-person Leadership Team meetings resumed in 2021. Although during the shutdown and the year following reopening, the majority of meeting time was spent on pandemic-related matters, the action plan was reviewed regularly and progress on action plan items was recorded

(https://drive.google.com/file/d/1IMGbK94m0hztO8x-iEyfk4kU8OHgLyH/view?usp=drive_link).

The action plan submitted with the mid-cycle progress report (January 17, 2020) was revised with the WASC Visiting Committee's recommendations made during their March 2020 on-site visit. A new action area, (4) Resource Management, was added to the updated plan. With this new key area, our action plan focuses/ed on four areas: Communication, Curriculum, Program Development and Resource Management.

We continue to make good progress on the **Communication** action area. A "silver lining" of the shutdown was the creation and implementation of digital surveys to communicate with all stakeholders.

1.1 Principal Jim Sherman attends monthly PAUSD principal meetings to keep updated on PAUSD matters. Within the Adult School, Leadership Team minutes are kept regularly and uploaded to a Google site.

1.2 and 1.4 Google form surveys, including class evaluations forms were developed, so that we could get input from teachers, staff and students remotely. We created a teacher Google site for teacher reference, and started uploading ESL PLC Powerpoint presentations to the Google drive, also for teacher reference. Student electronic course evaluations have begun, and will need time for data on effectiveness to be gathered.

Our PSF (PreSchool Family) program created Google groups for weekly communication and classroom connectivity; Google-sites that include a wide range of parent education and classroom resources dependent on the teacher; and digital calendars and digital photo albums to

share morning class learnings and observations with parents. PSF has an increased social media /digital presence for awareness and education (@PreschoolFamily on Instagram and Twitter as well as a private facebook group for the parent community).

<https://www.facebook.com/profile.php?id=100065144253654>

1.3 Marketing tools have been effective in that student enrollment has increased. Our longtime goal of updating the PAAS (Palo alto Adult School) website was realized in August 2023 when our new website went live. The website will need time for data analysis to document its effectiveness.

1.5 See below

1.6 This action item was identified as an area of critical follow-up in the WASC VC report, dated March 2, 2020. The 2021 one-year progress report, including updated student/community information and achievement data, and the accompanying updated action plan is evidence that the adult school met this requirement. As a result of the VC recommendations, PAAS also completes an annual Fact Sheet about the adult school that is posted to the website

(https://drive.google.com/drive/folders/148UTWg51Df1hetb6HMLrYG7OHS0XD4UI?usp=drive_link). Regular Leadership Team meetings have been held with representation from teachers, staff, students and retired administrators.

2.1 In the **Curriculum** action area, significant progress was made in aligning the ESL curriculum with the English Language Proficiency Standards (ELPS) prior to the shutdown. We continued that work after the shutdown by piloting the assessments that were written with the new curriculum. In the winter/spring quarters 2021, two ESL teachers completed a small pilot project using the assessments previously created in conjunction with the curriculum alignment project. The regular use of the developed assessments has not yet been implemented in classes.

In addition, the ESL program adopted a new textbook in fall 2023, *Future*, that is aligned with state and federal standards as well as with our updated curriculum. PSF continued their work on aligning curriculum and sequencing across age levels for continuity and exposure of topics that are developmentally important. Professional development in the PSF program included areas that impact areas of play, equity, diversity and inclusion. Work with Inclusion Collaborative has encouraged thoughtful conversations and actions on what inclusion looks like across PreSchool Family and in relation to the PAUSD Learning Centers (special education

preschool program). Designated meeting time has encouraged a closer development of these relationships. Furthermore, teachers are exploring their own teaching values in relation to the mission and values of PreSchool Family. Goals and focuses in each age level and across the school are being developed to align these values with action items. After the pandemic caused a loss of students/parents in the PSF program, numbers have begun to climb back up. PSF wants to continue to build capacity and increase enrollment. This year they have hired five new teachers and added more classes.

2.2 The adult school continued to actively participate in the consortium (NSCCC) *Curriculum Alignment* group to develop the alignment of ESL classes with the community college offerings. In November 2020, two additional ESL teachers joined the consortium group to increase the adult school's participation in this project. The consortium led alignment project was completed in spring 2022. Beginning with the 2022-2023 AY, the consortium is focusing on the transitions of students from adult schools to college and career training programs, especially with dual enrollment and bridge classes. In collaboration with the consortium, PAAS is developing the first component of a possible healthcare pathway (to college or training) program: a Medical Terminology class. It is expected that we will develop the class and secure teachers (and funding) in the 2023-2024 school year, and begin the first Medical Terminology class in fall 2024.

3.1 and 3.3 An action item in the **Program Development** area, written prior to the shutdown, was to “investigate, expand, and pilot online and blended courses.” This objective was met when we moved all in-person state-supported classes to an online (Zoom) platform by April 2020 due to the pandemic shutdown. PreSchool Family and Community Ed online courses were also developed and offered. Our tech mentor was key in offering classes on using Zoom and Google products and providing support to our teachers so that they could teach classes online. Based on the results of a Google form survey, *Student Technology Needs*, administered to ESL students in spring 2021, a small pilot Chromebook Loaner program was developed. Students in online classes and in the *Beginning Computer Skills for ESL Students* class may borrow a Chromebook computer to use at home to attend their online class and for completing homework exercises, etc.

In summary, the adult school moved all classes to online (Zoom) instruction for the Spring 2020, Fall 2020, Winter 2021 and Spring 2021 quarters. All state-supported ESL classes,

with the exception of the Pre-Literacy level (which was not offered in-person or online from March 2020 through May 2023), were conducted via Zoom. A number of community ed classes also ran online for the 2020-2021 AY. We returned to in-person instruction in fall 2021 for the 2021-2022 AY. We offered all of our state-supported classes in-person and reduced our state-supported online offerings from 12 classes (6 morning and 6 evening) to 6 (3 and 3). For the 2022-2023 AY, based on an analysis of enrollment /attendance rates, we did not offer evening online classes for state-supported ESL classes. Student surveys still show strong support for an online ESL class component, so we offer three morning online classes. Enrollment and attendance is appropriate and consistent.

In spring 2023, the adult school joined an OTAN pilot program to bring additional digital literacy instruction to students. This program utilizes the computer digital literacy curriculum developed by NorthStar Digital Literacy. The plan is to create a “Friday Computer Academy” program where students will take modules to learn about different aspects of digital literacy. It will be taught by a credentialed ESL teacher. (Although the focus to start is on ESL students for the Northstar Digital Literacy program, we hope and plan to make the modules available to any PAAS student.)

3.2 Our Transitions Advisor has been successful in tracking student transitions progress and helping students identify and reach their transition goals. The Transitions Advisor visits the advanced-low classes weekly. In addition, she meets with each advanced low student at the beginning and end of the quarter to ensure successful transition of student to college/career or other goal. We recorded the greatest number of student goal attainments during the 2022-2023 school year. Student surveys helped us to identify student support needs such as more tech help, including access to technology. In 2021, we instituted a small laptop loaner program, and in 2022 (re)offered the class *Beginning Computer Skills for ESL Students*. We are currently developing a “Computer Academy” program, for students to study digital literacy skills using the Northstar Digital Literacy curriculum. The ESL and PSF programs continue to use Google products.

The fourth key action area, **Resource Management**, remains on our action plan with its original directive. Action item “Safety and emergency plans” continues to be outstanding, especially since our relocating to new sites. Similarly, we had made progress in obtaining new facilities (a new ESL portable classroom had been purchased for the Greendell site) but lost access as we were moved to the Cubberley site. We are still “site insecure” for ESL classrooms.

As such, Resource Management remains firmly on the plan for the future.

The full detailed description of progress made through May 2021 may be found [here](#).

Adult School Administrative Assignment

In addition to his principal responsibilities, adult school principal, Mr. Dave Hoshiwara, oversaw the District's Secondary Options program, PAUSD Summer School program and the PAUSD Hospital School. Mr. Hoshiwara retired in June 2021. At that time, the (then) new adult school principal, Mr. Tom Keating, did not assume those additional responsibilities (Secondary Options, PAUSD Summer School, Hospital School). Mr. Keating retired in June 2023. The new adult school principal does not hold the additional responsibilities.

Student Leadership Representation

The PAAS Leadership Team added Action Item 1.2 to our Action Plan (revised March 2020): *Identify and implement methods to increase student voice and feedback*. Since the shutdown in March 2020, we have not implemented any in-person student meetings, but we have administered a number of student surveys to learn of student preferences regarding online versus in-person classes and student technology needs. Based on survey input, we continue to offer an online component to our ESL program. Also based on student surveys, we have a small pilot program of lending Chromebook computers to our ESL students. The Leadership Team has tried to recruit student participation on the Leadership Team (see letter) but thus far has been unsuccessful in recruiting student participation from the ESL or PSF programs. A community education student (upholstery) has been on the Leadership Team since January 2019.

Community Education Programs

The visiting committee recommended that PAAS explore ways to provide more significant program support to the community education classes/programs. (Retired) principal Tom Keating, was able to be more directly involved with the adult school's community ed programs and developed a class to educate the community about how to qualify to be an adult school teacher. Our community partnerships and the offering of classes related to the

partnerships - i.e. film festival, environmental ed, etc. vary each quarter, as well as making our classes available to Alta Housing residents, NOVAworks clients and students in the consortium area.

PAAS Community Engagement

The visiting committee recommended that the adult school expand their community relationships by working with /through consortium and community partners. The adult school has maintained its active presence and participation in consortium work. In addition, PAAS has a MOU with Alta Housing, a non-profit organization for which we provide 80 hours a year of educational instruction.

Great progress has been made in 3 of the 4 action areas of our Schoolwide Action Plan since the mid-cycle visit of March 2020. Identifying and meeting student learner needs have been prioritized by improved communication, updated and relevant curriculum, and relevant program development.

The visiting committee report guided the Leadership Team in addressing the growth areas of the then-current Schoolwide Action Plan. and moved the action plan forward. Refocusing the principal's duties has allowed him to support improvement efforts and student achievement.

As part of the self-study process, new areas of growth were identified and added to the new schoolwide action plan; previous Action Plan items that will remain on the plan have been updated and further developed. Dealing with Covid and moving facilities has been a major undertaking and has made expanding the resource section difficult. This will remain as an action item. Much was done to make sure that students had appropriate resources and classes during COVID and the facilities moves. Classes that were moved needed furniture and technology, for example. Meeting the immediate needs of the students took priority.

CHAPTER I I (A) — SCHOOL PROFILE

Chapter 2: School Profile and Supporting Data and Findings

Palo Alto Adult School Overview

Palo Alto Adult School (PAAS) was established in 1921 and completed its 100th year of operation in 2021. The extended Adult School community came together to honor this achievement with a Centennial Celebration in September 2022.

PAAS is part of the Palo Alto Unified School District (PAUSD), which is located in the City of Palo Alto, the northernmost city of Santa Clara County, the cornerstone of 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 2020 census, the population of Palo Alto is 68,572. 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. Learning and innovation permeate the community, which makes our motto, *Education is for life*, an apt one for our students. Palo Alto Unified School District was named the top public school District in California by the Niche 2023 Best School Districts in California.

(<https://www.niche.com/k12/search/best-school-Districts/s/california/>).

The Palo Alto Unified School District (PAUSD) serves approximately 12,000 students, most of whom live in the City of Palo Alto, areas of Los Altos Hills and Portola Valley, and the Stanford University campus. Through the Voluntary Transfer Program, each year 60 students from the Ravenswood School District in East Palo Alto can transfer into early grades in PAUSD. The District consists of twelve elementary schools (TK-5), three middle schools (6-8), and two high schools (9-12). In addition, the District operates a pre-Kindergarten program, a self-supporting Adult School, the Children's Hospital School at Stanford's Lucile Packard Children's Hospital, and a summer school program.

The District website is <https://www.pausd.org/>. PAAS has served its community since 1921 and has been accredited through WASC since 1969. The Palo Alto Adult School (PAAS) website is www.paadultschool.org. The Board of Education establishes policy and delegates administrative responsibility to the District Superintendent of Schools, Dr. Donald Austin, who delegates responsibility for the Adult School to its principal, Jim Sherman.

Palo Alto Community Data

The 2020 Census listed a (city) population of 68,572, representing a growth of 6.5% from a decade earlier. As a group, Asians made an increase of 8% to represent greater than one-third of the total makeup. Hispanic or Latino and mixed race/multi-racial exhibited smaller gains. In the ten-year period between censuses, Palo Alto became a more diverse community, with Caucasians no longer accounting for over half the total population.

<https://docs.google.com/document/d/1z-gGOyjovgLYikJj31-agmrOWgFjktOPOH9GO2YBVVY/edit?usp=sharing>

About 72% of the residents of Palo Alto are adults. The median age for Palo Alto residents in 2020 was 41 years. Five-year age groupings are somewhat equally distributed, except for notable upticks for the 25 to 54 year cohorts, all of which exceeded 10%. Ages 25 through 54 represent prime work/career activity.

<https://docs.google.com/document/d/1crELt5Q9DVMxfqKUURqfWsb8Cop1nUlOzgY0aDXmkWw/edit?usp=sharing>

Palo Alto continues to be one of the most highly educated communities in the United States. Over 50% of the population has obtained a postgraduate degree, in contrast to 14% for the State of California. Stanford University has increased its stature as a top elite university worldwide. A staggering 80% of Palo Altans have graduated from college, over twice the state average. This does not mean that they don't need education, however. 28% of Palo Alto residents have children and want to enter them in preschool, making PreSchool Family an important program. The language surveys which follow demonstrate the need for ESL.

<https://docs.google.com/document/d/1T9mI-Khx4DxrsvS0j7R2F6BYU81f4YZotFdWSOV4UGY/edit?usp=sharing>

Just over 50% of households of Adults over 18 speak English at home as their primary language. It's interesting that Palo Alto has 51.9% of its households speaking English only, close to the California average of 59.2%. Atypically, Asian/Pacific Islanders comprise 28.2% of the population while the California average is 5.5% This is most likely related to Stanford University, where there are roughly 12% Asian undergraduates and Silicon Valley work opportunities, where 57% of the workers are of Asian descent.

https://docs.google.com/document/d/1RA7C_GcFy-yYx7j5-y7iKr-LtYJcdmrG8a3Z8LPHSM/edit?usp=sharing

PAAS Campuses

The main campus of PAAS is a shared facility with Palo Alto High School (Paly), located across the street from the Stanford campus. The Adult School evening classes largely take place on the Palo Alto High School campus. The daytime program is located at the Cubberley campus in southeast Palo Alto, bordering Mountain View. The Greendell campus houses the District preschool programs associated with the PreSchool Family Adult School Program. The Cubberley campus houses the daytime ESL program and some PAAS community education classes. In addition to the Palo Alto High School, Greendell, and Cubberley campuses, the Adult School offers classes at two other locations: Community Education courses (Sewing and Aikido) at the JLS Middle School Campus, and ESL, ESL English Enrichment, and two community ed classes are held at Hoover Elementary School.

During the Summer of 2022 all three PAAS programs underwent a major relocation and compaction of facilities due to District bond construction projects at Palo Alto High School and Palo Verde Elementary School. The ESL morning programs, formerly housed at Greendell School, relocated to the Cubberley Community Center facility, a former District high school now jointly managed by PAUSD and the City of Palo Alto. Hoover Elementary has temporarily relocated to the Greendell campus for the duration of new construction on the home campus.

The Cubberley ESL morning in-person classes meet for three hours, four times per week. Evening in-person classes are held at Palo Alto High School, two times a week for three hour class periods. The Cubberley site also hosts English Enrichment classes. The Job Search Skills for ESL Students class is offered two afternoons a week at Cubberley.

The ESL program offers three online classes: (1) Mixed-beginning level (BegLow and BegHigh), (2) Mixed-intermediate level (IntLow and IntHigh) and (3) Advanced level. Online classes meet three mornings per week, from 9:00 - 11:00 a.m. Students have six instructional hours per week, the same as our evening in-person classes. Student requirements are the same as in-person classes: pre and post CASAS tests, EL Civics unit completion, etc.

Palo Alto Adult School (PAAS) Community Education Program has served the Palo Alto community since 1921, initially offering citizenship, English and high school completion. It has

expanded to offer a wide range of classes and programs which include English Enrichment, citizenship classes, art classes, world languages, 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.

Greendell is a shared site with a rotating cast of District elementary schools undergoing construction on their home campuses. Greendell has been home to PAAS’s seventy-five 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.

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 <i>Main Office</i>	JLS Middle School 480 E. Meadow Drive Palo Alto, CA 94306 (Sewing and Aikido)
Greendell School 4120 Middlefield Road Palo Alto, CA 94303 (650) 856-0833 <i>PSF Office</i>	Hoover Elementary School 445 Charleston Avenue Palo Alto, CA 94306 (ESL, English Enrichment, Creative Writing, and Genealogy)
Cubberley Community Center 4000 Middlefield Road Palo Alto, CA 94303 650-494-2326 <i>ESL Office</i>	

- **Calendar**

PAAS community education 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 two eight-week sessions in the fall and two nine-week sessions in the

winter and spring. PAAS uses the adopted school calendar of the District and follows the District holiday schedule. Every teacher in every class takes attendance. 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. As the CDE and WIOA continue to require additional data in light of CAEP funding , the ASAP system facilitates our compliance and reporting abilities. Class size at PAAS is contingent upon program and class. ESL classes may range from 12 to 30; Community/Fee-Based, including English Enrichment classes may range from 8 to 24, except for the symphonic band, which has over 70 members.

- **PAAS Website and Social Media**

The PAAS website, paadultschool.org, is updated frequently, and completely updated quarterly with the newest class and program offerings. Our new website came online on August 6, 2023. The website contains class and teacher/instructor descriptors, a digital and printable current catalog, contact information, registration links, Google calendar, news and events, and District 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 build community. During the 2021-22 school year PAAS leadership decided to pursue the theme of Environmental Stewardship. The 2021-22 spring 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 partnered with Acterra, a non-profit organization that promotes electrification of homes and transportation, food sustainability, sustainable workplace, and climate education, to serve diverse Bay Area communities. These partnerships have translated into ongoing course offerings as part of Community Education.

PAAS Programs

The adult school comprises three programs: ESL, PreSchool Family and Community Education.

English as a Second Language

English as a Second Language (ESL) is the largest adult school state-supported program, with an enrollment of 694 students for the 2022-23 academic year (AY). PAAS offers a no-cost, full-range (pre-literacy through advanced levels) ESL program in the morning and evening. The morning classes meet (in person and online) 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, except for Literacy level classes, 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) program meet with a teacher once per week on Zoom, complete weekly assignments, and use a web-based learning program, Burlington English, to study at home. We also offer three online multi-level ESL classes, in the morning, three days a week. 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. Pre-literacy hadn't been offered since the COVID-19 shutdown in March 2020; it will be offered for the Fall 2023 session at Cubberley. The Transition to Work or College class supports advanced ESL and students who have identified work or college as a short-term goal. The Transitions class has been re-configured to be two 10-week modules to more specifically meet the needs of students: Transitions to Work or Career AND Transitions to College or Career Training Education. HSE hasn't been offered since 2018-19, hence there are no students for the three-year reporting period. The Writing Academy offers three levels of Fundamentals of Writing classes for ESL students.

PAAS offers a variety of (fee-based) 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*, *ESL Book Club*, *Focus on Pronunciation and Listening*, *Let's Talk: Advanced ESL Conversation*, *Time to Talk:*

ESL Conversation, and *US History and Culture*. New enrichment classes are developed yearly, based on student need and feedback.

PreSchool Family

The PreSchool Family (PSF) program has a seventy-five-year history of helping parents develop a deeper understanding of early childhood development and parenting skills through adult discussion classes, formal and informal observations, and community exchanges.

PreSchool Family (PSF) provides an age-specific parenting curriculum for parents and a developmentally-appropriate, play-based program for their children. Programs are available for families with children from birth to age 5. PreSchool Family classes have three important elements:

- Parent participation
- Parent education
- Play-based learning

Parents join their children for one class each week during the September to May school year, regardless of the age of the child. These classes are analogous to a science lab where the parents observe and learn about the children as they play and interact. Most of these classes are held before noon; however, the 4:00 - 6:15 p.m. dinner class is designed for those who are busy in the morning. As parents participate in the classroom, they can put into practice what is learned in PreSchool Family Education classes.

PreSchool Family Education classes include a variety of topics related specifically to the age of the child and are designed to support parents as they participate in the classroom at school. Topics are diverse with examples from swaddling, feeding, and sleep, to temperament, limit-setting, and positive discipline. Key areas such as developmental milestones, play, and positive conflict resolution help both parents and children as they grow.

Community Education

The Community Education (CE) program at Palo Alto Adult School was established by the Palo Alto Unified School District (PAUSD) in 1921. Community Ed offers a robust program and annually serves a student population of approximately 2,600 students. The Community Education program is committed to excellence by providing a broad range of affordable, high-quality education programs. Our goal is to meet the diverse lifelong learning needs of our community.

Community Education offers a variety of classes, courses, and workshops (<https://paadultschool.org/course-catalog/>) every quarter, including five to ten new classes. The main areas of classes/courses are as follows: arts and crafts, birding and nature, environmental stewardship, computer skills, cooking, English Enrichment, health and fitness, home and environment, music (including a symphonic band), parenting and family, photography, upholstery, woodworking, world languages, and writing and literature. New classes are solicited among the current teaching staff, during recruitment seminars (in-person and online), and through outside class proposals submitted to the PAAS office. For example, *Electric Cars Demystified* began in spring 2021. 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.

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 \$120. 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 the flexibility to complete at their own pace. The classes are aligned to the PAAS mission and SLOs by offering *real-time career skills for life and work readiness* in an independent learning format.

Associated Programs

- **Adults with Disabilities**

PAAS has discontinued its Adult with Disabilities program. PAAS had 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 was for individuals recovering from emotionally disabling illnesses. They received 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.

- **Career Technical Education**

The CTE program is an area of growth for PAAS. The Work Readiness/Job Skills class is a state-supported class in which students meet with a job coach individually 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. Additional Career and Technical certifications are offered through our online partnership with Ed2go. PAAS is currently collaborating with consortium members to develop a medical terminology IET (Integrated Education and Technology) class as a part of the health care pathways that the state is promoting.

- **Technology Integration**

Every classroom on our two main sites (Cubberley and Paly) is equipped with a teacher computer with wireless access, a document camera, and projector. This facilitates sharing and critiquing student work. Many teachers use 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 Cubberley and Hoover have access to a Chromebook cart, each cart containing 30 Chromebook computers. Our evening ESL teachers at Paly have access to one PAAS Chromebook cart. All of our teachers have used one of these carts 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.) The adult school purchased 90 new Chromebook computers in the spring 2023 to replace the aging inventory. In addition to using the Chromebook computers in our classes, we will institute eTesting for placement and post-testing in the ESL program in the 2023-2024 school year.

<https://docs.google.com/spreadsheets/d/1Xcq2mvOmIdTAa0n3CatRPV5kHhgYZOAGPupq5ujOELU/edit?usp=sharing>

PALO ALTO ADULT SCHOOL STUDENT DATA

PAAS Enrollment By Program (1)

Student Enrollment in all PAAS Programs					
Program	2019-2020	2020-2021	2021-2022	2022-2023	% change from 2019-20 to 2022-2023
Community Ed*	2720	1037	2456	2605	-4%
State-supported**	1103	548	672	738	-33%
PreSchool Family***	144	66	92	107	-26%
TOTALS	3967	1651	3220	3450	-13%

Data taken from TOPSPro Enterprise Demographic Summary.

Note: Deleted HSE row because of zero value in all four years.

(1) From PAAS Fact Sheets; checked and %s checked, 9-16-23

PAAS programs experienced a drastic reduction in enrollment due to the COVID-19 pandemic that caused a shutdown of in-person courses in March 2020. Beginning in the 2021-2022 with the return of many of our in-person courses, enrollment in our primary programs began a return to pre-pandemic levels.

In the first school year after the pandemic shutdown, 2020-2021, all PAAS classes were moved to the online platform, Zoom. The Community Education classes showed the greatest decline with a loss of 62% of student enrollment from 2019-20 to 2020-21. Many of the Community Ed classes, such as cooking, music, woodworking and photography, could not or did not move to the online format. Our state-supported and PreSchool Family programs showed a 50% and 54% decline respectively in enrollment. The majority of classes in those programs did move to an online format, but student enrollment in them was not at the level as when they were held in person. All three programs have shown yearly increases in enrollment; while the Community Education classes showed the greatest decline from 2019-2020 to 2020-2021, those

classes rebounded to almost pre-pandemic level for the most current reporting year, 2022-2023, with only a 4% decline from 2019-20. State-supported classes are still about 30% below prepandemic levels, and PreSchool Family is 26% lower than 2019-2020 enrollment.

We believe that the drops in enrollment are COVID-19 related, especially since enrollments are steadily increasing. It will be important to keep an eye on the data to evaluate whether or not the classes being offered continue to be those the students need.

*A list of Community Education enrollment by specific classes can be found [here](#).

**Current state-supported classes include ESL, Citizenship Preparation, Learn-English-at-Home, Fundamentals of Writing, Job Search Skills, Transitions to College, Work Readiness, and ESL Summer Bridge. A breakdown of their enrollments are below.

***PreSchool Family enrollment is the number of families enrolled in the program.

State-supported Programs Enrollment: Breakdown by class/program

Class/program	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Adults with disabilities	32	35	34	0
Citizenship Prep	33	25	26	18
Engaging in your child's education	27	0	0	0
ESL	1003	487	598	694
Fundamentals of Writing (ESL writing skills)	212	72	131	162
Job Search Skills	n/a	13	16	23
Learn English at Home (LEAH)	109	59	60	37
Pre-Literacy class	40	0	0	0
Summer Bridge	n/a	9	8	35
Transitions to Career or College	34	40	51	24
Work readiness	35	39	54	58

The pattern here is very similar to the summary enrollment chart. Most classes are continuing to climb toward pre-pandemic levels.

- The adults with disabilities programs have returned to HOPE.
- Finding a teacher for the pre-literacy class has been challenging and during the shutdown

and year online, we found that pre-literacy students struggled with using Zoom for online classes. Our morning literacy level teacher agreed to teach the pre-literacy level three times a week. We have restarted this class for fall 2023, with 8 in-person students. We are the only adult school in our consortium to offer the pre-literacy level class.

- We have not offered the *Engaging in Your Child's Education* class since the 2019-2020 school year, first because of the shutdown and year online, and more recently because of the struggle to find available and credentialed teachers. We hope to run the class again; in spring 2023, approximately 40% of surveyed students indicated that they have a child(ren) or grandchild(ren) attending school in the District.
- We note the drop in Transitions enrollment; this class has been challenging to maintain. We changed the class format, from one class that addressed both College and Career to two modules, one to focus on college and one to focus on career. Classes start with full enrollment of 12+ students, but often students drop before the end of the program. It warrants a review of the curriculum and teaching to see how it is (or is not) meeting student needs. Another factor to consider is that the Transitions teacher was not available to teach in spring 2023, and so the data shows only fall and winter enrollment.
- The enrollment of our LEAH program dropped because of a policy change; previously, we allowed students who tested out of our regular classes (scoring 236+) to take a LEAH class. In May 2021, we brought the LEAH requirements in line with the other regular ESL class requirements that students are not eligible for a regular state-supported class if their CASAS score is above 235. In addition, we believe the availability of our online classes takes away some of the students who might have signed up for LEAH.

Community Education Enrollment

<https://docs.google.com/document/d/18TfgMIQKo96VpwiA0kbADQYKSeyww09OKmyBrnMUcEQ/edit?usp=sharing>

Community Education enrollment

As noted in the summary chart above, Community Ed classes showed the greatest decline from 2019-2020 to 2020-2021 with a 62% drop in enrollments. Community Ed classes rebounded to almost pre-pandemic level for the most current reporting year, 2022-2023, with only a 4% decline from 2019-20. See [here](#) for the breakdown of CE classes.

Student demographics: State-supported programs

We consider race/ethnicity, gender, age, education level, language background when we review demographic data for our state-supported classes. We are required to collect this demographic information as a WIOA II agency.

Student population data has not changed significantly over the past three years. The top three ethnicities/races reported are Asian, 39% which remains consistent from four years ago, after dipping to 34% in 2020-21; Hispanic or Latino, which increased from 23% to 35% from 2019-20 to 2022-23; and White, which dropped from 38% in 2019-20 to 21% in 2022-23. Spanish and Chinese at about 33% and 22% respectively, are the home languages of the majority of our students. Korean, Japanese and Portuguese each make up about 6% each of our student population. The rest of student home languages include Russian, Ukrainian, Farsi, French, German, and Vietnamese. The gender breakdown has remained consistent at about 70% female to 30% male in our ESL classes over the past four years.

Anecdotally, students report that they are glad for the variety of language backgrounds in our classes because the students are expected to use English more to communicate and therefore they increase their classroom English learning. Diversity among students in education directly impacts their performance. Studies show that [students work better in a diverse environment](#), enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as

those with differing viewpoints are able to collaborate to create solutions.

(<https://online.queens.edu/resources/article/benefits-of-diversity-in-school/>)

A look at the age categories reveal that half of our students fall into the 25-44 age range. Interestingly, from 2019-20, the percentage of 18-24 year olds fell from 21% of our students to 11% in 2022-23. During that same time, the age categories 25-44 and 45-59 each increased 5% from 2019-2020. The majority of our ESL students have a high school diploma, a 4-year college degree or have a degree higher than a BA/BS degree. However, the percentage of students who have a high school diploma dropped from 29% to 20%.

Student Demographics: State-supported programs

<https://docs.google.com/document/d/1t0Q1ZrfOXq9s6Zd1Q4bRFLGBbJpCRE5Egzu9iNvckRc/edit?usp=sharing>

Palo Alto Adult School Enrollment: Race/Ethnicity, Age, Gender Report 2020-2021

https://docs.google.com/document/d/1ytL7Yh3FzZL_x4MJlc9m0oD1vtHXHKktXf7ACkXVodY/edit?usp=sharing

Palo Alto Adult School Enrollment: Race/Ethnicity, Age, Gender Report 2021-2022

https://docs.google.com/document/d/1jPM4Q6dXMgVZwzsmnelbZQnvgxbE6-J4g_-9nTecZBI/edit?usp=sharing

Palo Alto Adult School Enrollment: Race/Ethnicity, Age, Gender Report 2022-2023

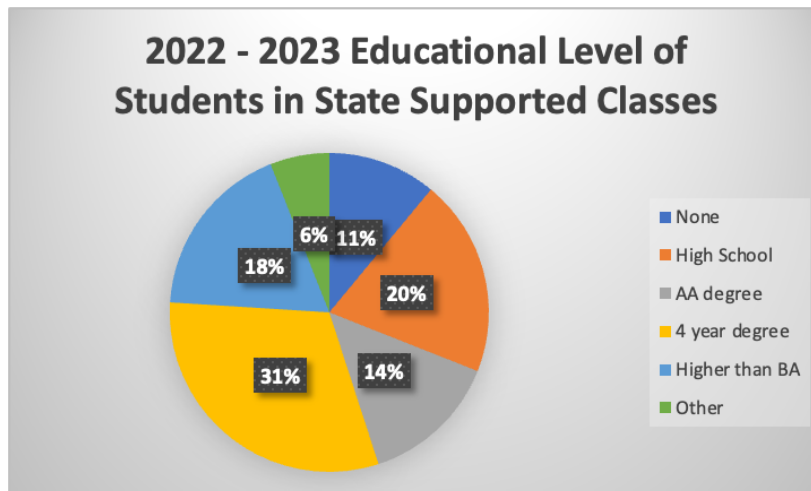
<https://docs.google.com/document/d/1JVNARu-uJubF91zrTcCdl4-Yiq3WZBozgfZ5EEp4M6Y/edit?usp=sharing>

Education levels data of state-supported students

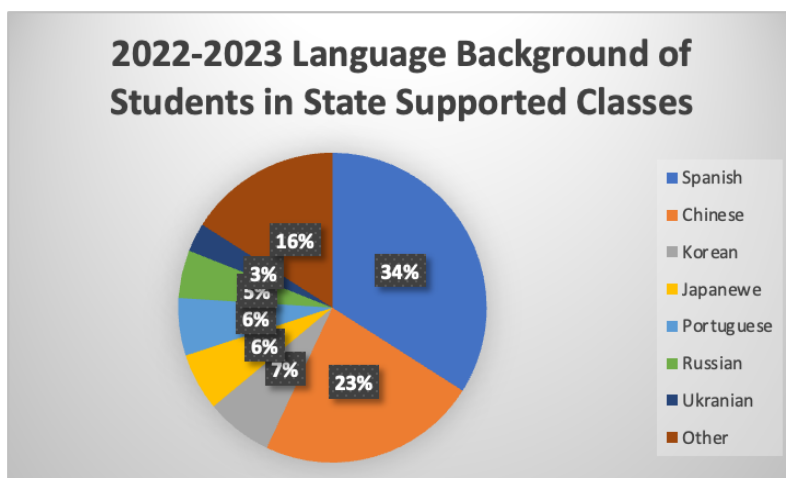
https://docs.google.com/document/d/1WKVitR5qV5cxd_DoEppReB2zGUKvII0T4d3YI7-hQAA/edit?usp=sharing

Language background data of state-supported students

https://docs.google.com/document/d/1je6Xeb8Bvz3MV7XUEjsSMMDkQa3rSKeRdJ_zXYg3Bho/edit?usp=sharing



83% of our state supported students have high school diplomas or higher. Language backgrounds remain fairly stable with Spanish (34%) and Chinese (23%) language backgrounds being the highest. The newest language group is Ukrainian (3%). We have seen an increase in students from Ukraine; anecdotally (at placement testing and registration) we learn that they are here because of the unstable situation in Ukraine due to the war.



English as a Second Language (ESL) Student Achievement Data:

ESL student achievement is assessed using the federally approved *Comprehensive Adult Student Assessment System* (CASAS). CASAS is the most widely used competency assessment in the United States, designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. Palo Alto Adult School uses the reading modality *Life and Work* version CASAS assessment as both a formative, at placement testing, and a summative assessment through regularly scheduled testing cycles. Post CASAS testing, per CASAS requirements, is administered at a minimum after 42 hours of instruction. For evening and online students, whose total instruction time is half of the morning in-person classes, the post-test is administered after 42 hours of instruction. It is administered after approximately 72 hours of instruction for morning in-person students. Students are more likely to show level gains after more hours of instruction.

Level gains are only recorded for students who have a pre and post CASAS test, which emphasizes the critical importance of consistent and regular student testing. As an indication of the effectiveness of our instructional/testing practices, MSGs show that PAAS exceeded the state goal for all ESL levels in 2022-2023 except for the ESL Level 1 level for online instruction. Further analysis is necessary to determine the cause of the drop from 2020-2021 to both school years, 2021-2022 and 2022-2023.

NRS Persister Report

Entering Educational Functioning Level	Percentage of Persister			
	2019-2020	2020-2021	2021-2022	2022-2023
ESL Level 1	78.26	40.00	100	83.33
ESL Level 2	77.78	57.14	87.50	66.67
ESL Level 3	87.69	75.76	89.36	83.78
ESL Level 4	76.92	50.00	79.31	87.60
ESL Level 5	79.83	48.28	81.71	90.43
ESL Level 6	72.92	52.86	71.76	80.92
Grand Total	76.84	53.56	78.03	84.25

Data from NRS Persister report; TOPSpro

The NRS Persister report calculates the total number of students who have a pre and post test divided by the number of enrolled students. The value of looking at persister data is to see how many students take a pre and post test; it is one indication of our effectiveness in getting students (post) tested *and* that students are staying in our classes long enough to be eligible for a post test. For most levels, the percentage of students staying long enough to be post-tested has risen.

NRS Table 4

Measurable Skill Gain by Entry Level: all classes, in-person and online

ESL Level	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023 California State Goal
ESL Level 1	70%	40%	100%	50%	32%
ESL Level 2	52%	57%	88%	62%	39%
ESL Level 3	75%	61%	79%	69%	37%
ESL Level 4	46%	25%	47%	55%	34%
ESL Level 5	64%	21%	55%	70%	32%
ESL Level 6	29%	17%	21%	28%	23%
Grand Totals	45.71%	25%	42.42%	50.72%	

Percentage of students achieving measurable skills gains from NRS Table 4, column J

Measurable Skill Gain (MSG) is the measurement of student achievement as students progress from one Educational Functional Level (EFL) level to another. MSGs are indicated on the NRS Table 4 report. Per CASAS, “*Table 4 = Gains by Educational Functioning Level = Reports learners who entered program at one Instructional Level and finished the program year (June 30) at a higher level.*” The percentage of students progressing from one level to another is increasing.

NRS Table 4: Measurable Skill Gain by Entry Level: ONLINE classes

ESL Level	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023 California State Goal
ESL Level 1		40%	0%	0%	32%
ESL Level 2		57%	100%	100%	39%
ESL Level 3		61%	80%	37.50%	37%
ESL Level 4		25%	34.48%	45%	34%
ESL Level 5		21%	33.33%	84.62%	32%
ESL Level 6		17%	20.75%	36.36%	23%
Grand Total		25%	35%	48%	

Percentage of students achieving measurable skills gains from NRS Table 4, column J

Online students are also increasing in Measurable Skill Gain.

Payment Points Summary ESL Payment Points for Level Gains

ESL Payment Points for Level Gains	2019-2020	2020-2021	2021-2022	2022-2023
Number of students enrolled	619	255	388	480
Number of paired CASAS scores	475	167	307	403
Number of completed NRS level (payment points)	259	64	162	235
% of completed NRS level (payment points)	42%	25%	42%	49%
Payment points earned	271	71	168	248

Payment Points Summary from TOPSpro Enterprise 4.0

An examination of the payment point percentages for the past four years shows that the percentage of students who completed a level gain dropped in 2020-21, not surprisingly, but then rebounded back to the 2019-20 level in 2021-22 and increased by 7% in the 2022-2023 school year. We attribute this rebound and growth partly to a concentrated focus on post-testing and on better placement at placement testing. We hired a new Testing Specialist in July 2022 and implemented new stricter testing protocols for placement and post-testing (for example: more consistent testing of students who are leaving our program; not placing students in regular classes who exceed 235 on the CASAS; not allowing students to continue in the next class until they've post-tested.)

Level 1, 2, 3 drops in MSG from 2021-2022 to 2022-2023 may be due to lack of teacher consistency in the classroom. We have experienced greater teacher turnover in the lower level classes, particularly in the evening program. Teacher recruitment and retention in our evening program has been very challenging. We were unable to offer the literacy level class in the evening for the Winter/Spring sessions in 2021, had to combine levels BegLow and BegHigh in Winter/Spring sessions in 2022 due to not having two available teachers, and have had 4 substitute teachers in the Beginning Low evening class in Spring 2023 and Fall 2023. We are eager to see how that testing data improves when we have the consistency of a regular teacher.

ESL Payment Points for EL Civics units

PAAS participates in the EL Civics section of the WIOA II grant. The program supports instructional technologies that integrate civics education content, with such topics as *Health*, *American Education*, and *Employment*, with ESL instruction. EL Civics units help students connect school-based learning with community experience and personal knowledge. With the exception of pre-literacy and literacy level students, all students enrolled in a regular state-supported ESL class participate in EL Civics units in their classes. Students are surveyed every spring to choose the EL Civics units they would like to study the following school year (<https://forms.gle/o3A8cFqE2HPcYFBa7>).

Payment Points Summary: EL Civics Payment Points detail

EL Civics Payment Points	2019-2020	2020-2021	2021-2022	2022-2023
# of students enrolled in EL Civics	312	126	221	311
# of enrollees with paired scores	312	126	221	311
# of completed NRS level Payment points earned	410	195	323	414

Payment Points Summary from TOPSpro Enterprise 4.0

Payment Points Summary: Total ESL Payment Points (level gains + EL Civics)

Payment Points earned	2019-2020	2020-2021	2021-2022	2022-2023
Payment points Level gains	271	71	168	248
Payment points EL Civics	410	195	323	414
Total payment points earned	681	266	491	662

Payment Points Summary from TOPSpro Enterprise 4.0

ESL Civics payment point data has steadily increased back to pre pandemic levels. This reflects teaching student-chosen appropriate units and carefully documenting student achievement.

Transitions Data

2022-2023 Student Transition Outcomes

Student Outcomes	Number of students
Dual enrollment in community college class or program	20
Dual enrollment in PAAS Work Readiness	10
Transfer to community college or 4-year college	9
Complete community college applications	10
Attend college workshops or information sessions	38
Register GED program (MVLA)	1
Got jobs	12

2022 - 2023 Work Readiness Class Outcomes

2022 -2023 Student Outcomes	Number of students
Total number of students served	57
Students from Alta Housing (community partnership MOU)	15 (26%)
Students from PAAS Job Search Skills class	8
Students who got jobs	35 (61%)
Students who enrolled in additional school or certification programs	14
Students who completed Employment Portfolios* *Portfolios usually include resume, cover letter, <u>Linkedin</u> profile, Skills and Accomplishment sheets, Interview answers, and at least one mock interview	52

PAAS has made great strides in tracking ESL transition students and helping them to achieve their goal(s). The Transitions Advisor is a part time position at our school, with Testing Specialist as the other half of the job responsibilities to make a full-time position.

We have made great strides in obtaining student goals and tracking progress of our students in their transitions to work or college goals. While our Transitions Advisor (/Assessment Specialist) meets with all classes and with any student who requests an

appointment, the great majority of her time is spent with meeting with our advanced-level students to help them transition from our ESL program to their next steps: jobs, career training, and college. In the last school year, 2022 -2023, we recorded that approximately 100 students reached one of their transition goals. In the 2022-2023 school year, the Transitions Advisor tracked advanced level students with a Google form; students were asked to fill out the form and she would follow up with them. While we saw good progress on our transition data, we noted that some students never filled out the Google form. This year, 2023-2024, it is her practice to meet with *every* student in our three advanced level classes to be sure every student has the opportunity to work with her (if they want to).

PreSchool Family

In May 2021, the PSF 3s/4s programs piloted an online (Google forms) evaluation survey for parent participants. Since then, PSF has returned to using paper copies of all their goal-setting and evaluation activities. PSF determined that parents weren't completing the online goal-setting and evaluation activities. Instead, PSF has returned to incorporating goal-setting and evaluation activities into regular class time.

May 2021 survey results: 27 parents responded. Survey found [here](#). Analysis of the collected data shows that the adult students consistently increased their confidence, meeting their beginning of the year goals. By the end of the year the average of all respondents reported that they were confident in the knowledge and skills they acquired in class in all categories. The greatest gain was in parenting during a pandemic, followed by developmental characteristics, positive discipline, and kindergarten readiness.

The biggest challenge faced by parents was in the category of parenting during a pandemic. Parents were asked to reflect on their experiences during the first half of the school year conducted online via Zoom and their return to in-person classes. Parents emphasized the importance of a shared community, support during a pandemic, and connecting with peers via discussions and exchanging ideas as valuable. Parents responded overwhelmingly that they felt more comfortable asking questions and sharing ideas during in-person classroom sessions.

Community Education

In the Fall of 2021, the Community Education Program initiated a move to an online evaluation instrument delivered on Google Forms. The form combines open-ended and Likert scale questions based on the PAAS Schoolwide Learner Outcomes and course objectives. Survey data is readily transferred to a spreadsheet that allows stakeholders to query and analyze data. Instructors are supplied with survey data specific to their courses. Summary data and analysis are provided to the Leadership Team and District Administration.

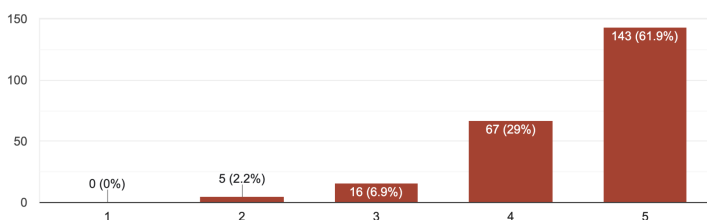
Below is an example of results for Fall and Winter Quarters for the question:

How successful were you in achieving your goals for taking this course?

A (1) represents *very unsuccessful*, while a (5) represents *very successful*.

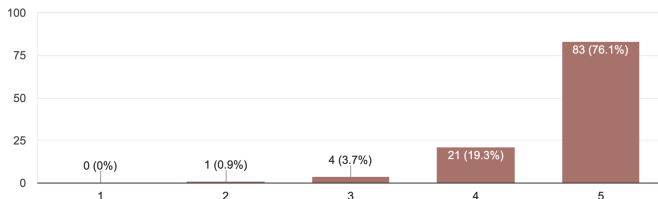
Fall Quarter 2021

1. How successful were you in achieving your goals for taking this class?
231 responses



Spring Quarter 2021

How successful were you in achieving your goals for taking this course?
109 responses



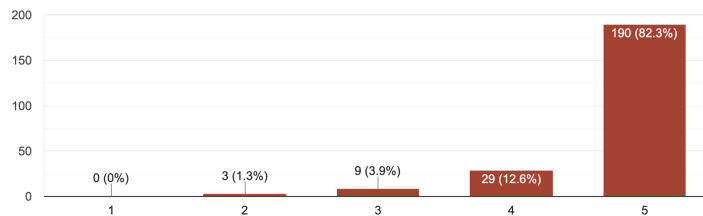
Students reported a high degree of satisfaction with achieving their goals in both quarters, with over 60% stating they were highly successful. A major challenge is to find a way to effectively communicate with students and instructors to complete the survey, thus the discrepancy in participation between Fall and Spring Quarter.

A second question pertained to the effectiveness of instruction and guidance in the context of the course: How helpful were the instruction and guidance you received related to the objectives of the class?

Fall Quarter 2021

7. How helpful were the instruction and guidance you received related to the objectives of the class?

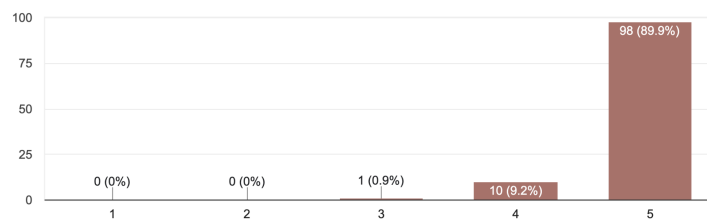
231 responses



Spring 2021

How helpful were the instructions and guidance you received related to the objectives of the course?

109 responses



Once again, students reported that the instruction and guidance were highly effective in both quarters. Fully over 80% of the students in both quarters reported the instruction and guidance were very helpful in making for a successful learning experience.

We were also able to collect a plethora of qualitative data. The combination of qualitative data with quantitative data helps frame a more accurate approximation of the learning experiences of students in classroom settings. Below is a sample from 300 plus responses:

- I learned the process of tempering chocolate on a marble slab and then crafted Belgian chocolates with a St. Patrick's Day design
- I completed a difficult knitting project for me.

- I wanted to improve my comprehension, conversational skills in French, and improve my grammar.
- I had a huge opportunity to speak in French and I began to learn certain verb tenses that I had not learned before, but really needed to. I have more to learn.
- This was my intro into birding and it was a wonderful overview and motivates me to keep learning more. The class was excellent.
- It hasn't really helped me achieve my goal.
- Cardiovascular improvement, enjoyable & great work out, muscle Toning
- Awesome teacher & make it fun
- She politely reviewed homework and corrected it in the best way. It's very effective to know exactly how to use the right French expressions.

Chapter 2b: School Profile Analysis

- The limited data on impact of school and program improvement measures make it difficult to gauge the effect of school and program improvement measures on student learning.
- Inconsistencies in communication with instructors and students result in less reliable data regarding student success and missed opportunities for staff professional development.
- To maintain programs and develop new classes, PAAS needs a long-term commitment from PAUSD regarding dedicated classrooms and facilities.
- Recruiting and hiring new teachers needs to be an ongoing activity.

Chapter 2c: School Profile Discussion

Our Schoolwide Learner Outcomes, that students will be able to set goals, achieve skills, and demonstrate learning are still relevant and do fit all three of our programs.

Goal setting and assessment collection is a formalized, consistent part of the ESL and PSF programs. Given other focuses during the past three years, we have not consistently collected goal-setting and achievement data from the Community Ed program.

Chapter 3: Self-Study Findings

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

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 Palo Alto Adult School mission states that the school *is committed to providing a broad range of accessible, flexible, and effective educational programs that enable our diverse community of adult learners to achieve their academic, career and personal goals.*

The mission is reflected in the classes, courses and programs developed and offered at PAAS to meet the needs of its students and community. In addition to the state-supported ESL program and the PreSchool Family program (parent education), PAAS offers a broad range of community education classes tailored to the needs and interests of the local community as evidenced by student responses in class evaluations, surveys and input from our Marketing Consultant.

The mission statement and schoolwide learner outcomes were developed by the Leadership Team with input from teachers and staff. The mission statement was revised and updated in February 2016 and presented at a back to school meeting in the Fall of 2016. In May 2021, the mission statement was reaffirmed by the Leadership Team with a slight modification changing “educational” to “academic” and “vocational” to “career.” In September 2022, the mission statement was reaffirmed once more by our leadership team with a slight modification: the word “excellence” was removed from “committed to excellence in providing.” Our courses were (are) developed and implemented to help students build not only interpersonal skills, but to create more opportunity for them, including the option of potentially enrolling in college-level classes. The Writing Academy, for example, was created to help improve students’ writing skills, which will make college and vocational options more accessible. Our mission now is clear, concise, and accurately describes our purpose and focus as it reflects the needs of our adult learners and our local and regional community.

PAAS does have the authority to grant diplomas, but the diploma program is not currently active and there are no plans to resume it. PAAS does issue certificates of completion, which

verify attendance in a class or program. Certificates of verification are issued based on student request.

Indicator 1.2: The school’s mission statement is central to organizational planning and decision-making activities. 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 mission statement and schoolwide learning outcomes (SLOs) are reviewed regularly by the Leadership Team as part of the annual update of the Action Plan. Each action area and item is evaluated to ensure that it is aligned with our mission and SLOs as evidenced by the growth areas in communication, curriculum and resource management. The school principal works with the District business office and adult school staff to confirm that all expenditures and resource allocations are aligned with our mission and support the SLOs.

The Leadership Team and staff regularly reference the mission statement and SLOs in our strategic planning discussions around future course offerings. Offering courses that are accessible to all (e.g. easy to navigate website with the ability to have the page translated in multiple languages), flexible (e.g. online, in person, and on different days of the week at different times), and effective (based on evaluations providing quality instruction and courses that meet students’ learning objectives) describes the goals of our programs as stated in our mission.

Note: The mission statement and SLOs are found on the school’s website, printed in the course catalog and on the “PAAS Fact Sheet,” posted in all the classrooms and shared with PAUSD, and our community and regional partners.

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

All PAAS program areas - ESL, PreSchool Family and Community Education - provide students with the opportunity to set individual learning goals and evaluate their progress. Administrators and teachers in the ESL and PreSchool Family programs developed goal-setting forms and activities that students complete at the beginning of the course and update at the end of the class. ESL students identify their academic, career and personal goals and PreSchool Family students rate the level of their knowledge on a variety of parenting topics. Community

Education instructors survey students on their learning goals at the beginning of the course and students complete an end of class evaluation that asks them to rate to what degree the class helped them to achieve their goals.

ESL students enrolled in the Learn English at Home (LEAH) program follow an individualized curriculum tailored to their level and learning goals. Arts and Crafts (e.g. woodworking, upholstery, etc..) classes offer students personalized, guided studio time to assist them with completing their projects. ESL and PreSchool Family administrators and staff participate in department meetings and PLCs that focus on student learning needs and outcomes.

ESL students who identify college or career goals are referred to our Transitions Advisor who arranges individual meetings to discuss the options and resources available to them. The ESL program also provides volunteer tutors to work 1-1 with students requiring additional assistance with the listening/speaking and reading/writing skills taught in class.

Indicator 1.4: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

The SLOs were developed by the Leadership Team, teachers and staff of PAAS and reflect the mission statement. The Schoolwide Learner Outcomes were reaffirmed by the Leadership Team at the May 2021 meeting. Both the modified Mission Statement and the SLOs were shared at the October 2021 faculty meeting for feedback.

The PAAS SLOs state that students will (1) Set Goals; (2) Achieve Skills; and (3) Demonstrate Learning, and they are embedded in the curricula of all PAAS programs. The SLOs are incorporated in ESL course outlines. All classes are designed with the SLOs in mind beginning with goal setting activities and by focusing instruction on helping students to learn and demonstrate new skills.

The SLOs are measured through a variety of formative and summative assessments including goal setting activities, CASAS tests, completed projects, in-class writing, speaking and listening role-plays, oral presentations, etc. ESL students take quarterly CASAS tests, complete El Civics units and class-specific assessments to demonstrate their learning. The ESL program convenes a textbook review committee to make recommendations of new texts that address the current needs of our students. The ESL teachers and the ESL Program Manager attend

CATESOL conferences and consortium-sponsored workshops to stay up to date with new developments and trends in their field. PreSchool Family parent education classes are tailored to the identified needs based on feedback from parent education meetings and parent surveys.

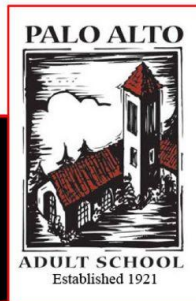
Criterion 1: School Mission, Culture and Schoolwide Learner Outcomes/Completion Profile

Areas of Strength

1. The mission statement is clear, concise, and accurately describes the school's purpose and focus and reflects the needs of our adult learners in our local and regional community.
2. The mission statement and SLOs are easily accessible to all stakeholders.
3. All PAAS programs provide students with the opportunity to set individual learning goals and evaluate their progress.

Areas of Growth

1. Students and other stakeholders have had limited involvement in the review and revision of the mission statement and SLOs .
2. There is currently no formalized process for incorporating the SLOs into community ed course outlines.
3. There is currently no consistent data collected on goal setting in Community Ed classes.



PALO ALTO ADULT SCHOOL

MISSION: *Palo Alto Adult School is committed to providing a broad range of accessible, flexible, and effective 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.

Revised 9/23/2022

Criterion 2: Governance, Organizational Infrastructure and School Leadership

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

PAAS has a traditional governance structure with one site principal supervising the entirety of the school program, budget, resource allocation, staff evaluations, District and community communications, marketing, organizational representation for outside agencies and partnerships. In addition, the site principal is a voting member of the North Santa Clara County Consortium (NSCCC) of Adult Schools and the liaison with the local workforce investment board, NOVAworks. As part of the Palo Alto Unified School District, PAAS follows all Board policies and administrative regulations as adopted by the Board of Education. PAAS is under the purview of the educational services department and the principal reports to the Assistant Superintendent of Secondary Education, Dr. Guillermo Lopez. Dr. Lopez meets with the site principal to discuss site and leadership goals as well as the needs of PAAS before the school year begins and monthly thereafter, unless needs arise that dictate meeting more often.

PAAS is supported by various PAUSD departments including Business Services, Educational Services, Assessment and Evaluation, Human Resources, Information Technology (IT), as well as Maintenance & Facilities. The site principal works in conjunction with these departments to facilitate that support and coordinates and facilitates the day-to-day operations, short- and long-term planning, facility needs, the budget and resources.

The principal works closely with the Preschool Family principal, the ESL Program Manager and a Leadership Team (LT) representing all programs, students and classified staff. In addition to the principals and the ESL Program Manager, the Leadership Team is composed of teachers representing the three school programs, (ESL, PreSchool Family, and Community Ed), the Transitions Advisor, a tech mentor, classified staff, two former principals, the former ESL coordinator and a student representative. (See Leadership Team table on p. 2) At a minimum, the team meets quarterly to discuss operational issues and monitor the implementation of the Action Plan. Meeting minutes are recorded and posted on the shared google drive.

The principal makes presentations to the School Board of Trustees and the Superintendent at least once a year. The Board agenda and minutes are available before and after the meetings and are posted on the District website. Board members were invited to attend the

100th Anniversary Celebration and are invited to participate in other special events. These occasions and the annual Board presentation provide opportunities for the Board members to become acquainted with the programs and work of the adult school.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

Pre-pandemic, teachers and staff were given a yearly opportunity to share feedback on the school programs through an electronic survey. The last time the survey was administered, it revealed a majority of teachers and staff were very satisfied with working at PAAS. Reinstating this survey as a yearly practice would allow teachers and staff to give feedback about the adult school process.

Students have an opportunity to share feedback in every class, every quarter through the class evaluation form link [here](#). 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.

(https://docs.google.com/spreadsheets/d/17DQQn0vXx5Koqvwaxb2nZB4ONKqJbOgjUAZcwpi2YI/edit?usp=drive_link)

In department meetings, Leadership Team meetings, back to school meetings and WASC Focus Group meetings, administrators, teachers, staff and Leadership Team members review data and feedback from stakeholders to inform decisions about program development and class offerings that meet student needs and support student learning.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

The PAAS Policy and Procedure Staff Handbook contains wide-ranging information including school administrative policies, instructional guidelines, staff resources, attendance and record-keeping, human resource information, PAUSD policies and sample forms, including course syllabi. The handbook is reviewed by the adult school secretary and updated as needed. A

print version of the handbook is available to staff. Along with the handbook, the website has a fresh new look, with updated content and a much more user-friendly interface.

PAUSD Board policies outline various requirements and expectations regarding professional and ethical conduct and procedures for reporting harassment, bullying, workplace discrimination and more. School Board policies are publicly available and shared with staff through the District website. At the beginning of each school year, all employees must complete a series of annual personnel trainings offered through Keenan Vector training.

Indicator 2.4: 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 and success for students.

The PAAS Leadership Team provides collaborative opportunities for teachers, staff and students to provide feedback on PAAS programs, classes, services, learning outcomes and the Action Plan through (at the minimum) quarterly meetings, annual surveys, and quarterly class evaluation forms.

Each Fall before classes begin, we hold an all-school Back to School dinner and presentation for our entire staff. During “WASC years” after the meal and information session, all staff members are invited to participate in Focus Groups. The focus groups provide input on our strengths and growth areas, and the Leadership Team incorporates that feedback into our self study process and Action Plan. These activities are key features of our efforts to inspire innovation and engage in the continual improvement of our programs to ensure student success.

Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

Areas of Strength

1. The results of student surveys indicate that students have a positive view of the school and its programs and classes
2. Opportunities are provided by the Leadership Team for all-staff collaboration on continuous improvement.

Areas of Growth

1. Students have had limited involvement in collaborative activities focused on school improvement.
2. There is limited data on the impact of school/program improvement measures on student learning.

Criterion 3: Faculty and Staff

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.

All PAAS teachers and staff are hired with the established policies and procedures of PAAS and the PAUSD Human Resources department. PAAS administrators work with the PAUSD HR staff to advertise teaching and other positions and hire qualified candidates. ESL and Preschool Family teachers are required to have and maintain a California Teaching Credential, which is verified by the ESL Program Manager and the PSF principal and the District credential analyst. Many community/fee-based teachers and instructors have a California teaching credential and all have corresponding experience and content knowledge in the subject area they teach.

The ESL Program Manager and/or site principal interviews all the ESL teacher candidates and community/fee-based teacher candidates. PSF teacher candidates submit a resume, interview with the PSF Principal and a current teacher. References are checked and proper credentialing is verified by the Principal and HR for ESL and PSF teachers.

During the interview process and new teacher orientation, teachers are introduced to the school's mission and SLOs. Once hired the new teachers and staff are given 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, budget and resources determine the hiring of new staff.

Indicator 3.2: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

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. Students and the public, in general, can access this information both from the PAUSD website

(<https://www.pausd.org/>) and from the Adult School website (<https://paadultschool.org/>) . 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 Palo Alto High School 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 Santa Clara County Office of Education online system (ESS) to view payroll records.

Our staff receives memos and calendars as do all PAUSD employees, notifying them of upcoming meetings, holidays, and deadlines. For example, each year employees must take the Keenan trainings which ensure employees are aware of the proper response to such things as mandated reporting, sexual harassment policies, and workplace injuries.

Open positions are posted to internal candidates on the District website and to external candidates through EdJoin. All job postings include the job description, education, experience and skills needed, the credential required, application procedure and pay rate.

Indicator 3.3: The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

All classified staff are evaluated formally on an annual basis. Classified staff meet with their assigned administrator to discuss performance, goals and professional growth areas. The meetings include a generative and reciprocal discussion of the results contained in the evaluation.

The employee receives the original of the evaluation, signed by both the principal and the employee, and the principal sends a copy to the Human Resources Department.

Teaching staff is evaluated informally by observation. The principal regularly observes teachers and notes their interaction with students, their ability to utilize appropriate teaching strategies, and helps teachers identify areas of concern. The ESL Program Manager conducts informal, class walkthroughs/ visits in-person and online to observe instructional methodologies, strategies for checking for understanding and inclusivity among others.

There has been a formal process for ESL teachers (i.e. pre/post meetings, lesson plan and observation using California Teaching Standards) as noted in the 2016 self study. It was discontinued during COVID, but there are plans to reinstate the formal procedure.

PSF teachers meet with the Greendell principal at the beginning of each school year to set goals for the year. There is no formal evaluation process, but informally teachers are evaluated regularly.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Professional development and professional learning opportunities vary among the PAAS programs. A Professional Learning Community (PLC) is the model for professional growth for the ESL program. Beginning in 2018, curriculum development and the creation of level-appropriate skills assessments were the main focus areas of the ESL PLC. The curriculum was aligned with the new English Language Proficiency Standards (ELPS) and assessments were designed to demonstrate students' mastery of the competency areas in the curriculum. Work on the curriculum continues with the development and incorporation of digital literacy skills. In the past two years, the focus of the PLC work has been on digital literacy, in line with the CDE's required Continuous Improvement Plan (CIP) that now links professional development with a tech plan for adult schools. As a part of the CIP plan SMART goals, our technology-related goals were for teachers and then students to be able to use Google docs and forms (21-22) and to be able to proficiently use the new classroom technology (or Zoom tools, for online classes) that we acquired in early 2022 (22-23) as well as use a language learning app to extend learning outside of the classroom. The attainment of these goals were measured with a checklist, indicating a

teacher or student's proficiency with the tasks.

CALPRO's PLC Institute and Training of Trainers Effective Teaching for Adult Educators workshops informed the key elements of the ESL program's support for effective teaching practices leading to successful program outcomes. In addition, each year PAAS provides funding for up to 8 ESL/Writing Academy instructors and administrators to attend the annual CATESOL conference. In 2021, two PAAS ESL teachers earned a CATESOL grant to participate in an Equity, Inclusion and Diversity seminar. Upon completion of the seminar, they were part of a panel presentation at CATESOL and later shared their presentation with the rest of the PAAS ESL staff in a PLC meeting. The PLC meets monthly, in-person for daytime teachers and online for evening teachers.

All ESL instructors are encouraged to explore the professional development opportunities offered by OTAN, CALPRO, CASAS, etc. Instructors who do attend are requested to prepare and present summaries of the workshops at ESL meetings. The primary source of professional development for the Transitions Advisor is through conferences and workshops organized by our consortium and designed for transitions staff.

PSF staff members are offered professional development opportunities through staff meetings, based on overall school or District trends. Teachers are reimbursed for conference fees or workshop fees for professional development at Community of Practice or preschool workshops offered through the Early Childhood department at SJSU, etc.

All PAAS teachers and staff are paid and encouraged to attend technology-related training and classes offered internally by PAUSD or by the adult school tech mentors. As a result of these opportunities, several community ed teachers were able to offer their classes online during the pandemic. Additional professional development opportunities have been requested by community ed instructors and PAAS recognizes this as an area for continued growth.

Adult School Staff

The Adult School Principal is a full-time administrator. The ESL program has a full-time classified Program Manager and the Transitions Advisor (/Assessment Specialist). The site administrator of Greendell (where the Preschool Family program resides) is a full-time administrator supported by the general fund and not paid through the adult school. All instructors are part-time, hourly employees, and those who teach in state-supported classes are appropriately credentialed. The adult school is supported by dedicated classified staff.

Last Name	First Name	Title	Site	Ethnicity	Language
Cole	Susan	Tech Mentor at Cubberley	Cubberley	White	English
Cruz	Malou	Adult School Secretary	Palo Alto High School	Asian	English, Tagalog
Engelman	Ellen	Web Facilitator	Palo Alto High School	White	English
Gardiner	Jennifer	Adult School Secretary and Registrar	Palo Alto High School	White	English
Gersh	Fiona	PreSchool Family Secretary	Greendell	White	English
Kannan	Sripriya	Assessment Specialist and Transitions Advisor	Cubberley	Asian	English, Tamil
Liu	Florence	Data and Attendance Clerk	Palo Alto High School	Asian	English, Mandarin
Manou	Nikole	PreSchool Family Principal	Greendell	White	English
Navarro	Veronica	Adult School Night Clerk	Palo Alto High School	White /Latin	English, Spanish
Sherman	Jim	Adult School Principal	Palo Alto High School and Cubberley	White	English
Skelton	Natalie	ESL Adult School Secretary	Cubberley	White/Latin	English, Spanish
Tanner	Lynn	ESL Program Manager	Cubberley	White	English
Wang	Lu	PreSchool Family Clerk	Cubberley	Asian	English, Mandarin

Wojtowicz	Simone	English Enrichment Advisor	Cubberley	White	English
Ziogas	Sara	Tech Mentor at Palo Alto High School	Palo Alto High School	White	English

Certificated Administration	Classified Administration	Certificated Instructors	Classified Instructors	Classified Support Staff	Certificated Support Staff
2	1	51	53	9	1

1 Adult School Principal
1 PSF Principal
1 ESL Program Manager
10 Support Staff
19 ESL Teachers
12 PSF Teachers
60 Community Ed Teachers

Palo Alto Adult School

Primary Areas of Responsibility: 2023-2024

https://docs.google.com/document/d/1lyqv_I2IA6V5shfbI4cWDiPDbBHv_NaELX9hmuu9x00/edit?usp=sharing

Criterion 3. Faculty and Staff Summary

Areas of Strength

1. PLC model of professional development for the ESL program
2. Extensive professional development opportunities for ESL instructors
3. All PAAS ESL and community ed instructors have access to our tech mentor

Areas of Growth

1. Reinstate the formal process for evaluating ESL teachers
2. Expand professional development opportunities for staff and community ed instructors

Criterion 4: Curriculum

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

PAAS Mission & SLO's [here](#) & PAAS 2023-24 Master Calendar found [here](#).

The PAAS staff is committed and well-versed in connecting the school Mission Statement and Student Learning Outcomes in the form of current, accessible, and appropriate curricular materials to ensure successful student learning. The mission statement and SLOs are prominently displayed in classrooms, except for shared classrooms with Palo Alto High School, and on Community Ed course evaluation surveys (<https://forms.gle/754wyDMxJkX8p19j8>). All courses at PAAS are listed with a brief synopsis in a hard copy catalog distributed to local communities and in an interactive format online (<https://paadultschool.org/course-catalog/>).

ESL Program

ESL students attend an introductory presentation at placement testing featuring a slideshow that clearly maps the progression of courses needed to progress through the ESL class levels. The Transitions Advisor meets with ESL students to recommend our classes that prepare students who are planning to go to work or college. Both classes have curricula designed to offer students the skills they need to find jobs and enter college. Time and resources are set aside for department meetings to discuss current needs and program development. The faculty is compensated for time spent on curriculum development. Cubberley, Greendell and Paly maintain extensive supplies and reference materials for teacher and staff use. At PSF, there are reference materials related to recent research, professional development workshops, and school textbooks that have been adopted for various age groups.

The ESL curriculum was revised in 2017-2018 to align with the new English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS) for Adult Education. After textbook review and discussion at ESL PLC meetings, we have adopted the *Future* series for all state supported ESL classes: morning and evening in-person, and online for the 2023 - 2024 school year. *Future* aligns with WIOA, ELPS, and the CCR standards. Online regular ESL classes follow the same curriculum and use the same textbook and resources as the

in-person classes. Students in our LEAH program use the Burlington English curriculum, which is also aligned with state and federal standards.

ESL teachers develop detailed course outlines with course objectives and the PAAS SLOs. They submit them to the ESL Program Manager at the beginning of every year along with a class syllabus. Each instructor reviews the class syllabus in depth with students and answers student questions. By submitting outlines, all stakeholders know each course's goals and objectives.

ESL students record their learning goals at registration/placement testing and they complete a Student Goal Tracking form during the first week of class. The goal tracking form is updated at the end of each quarter. In addition, our fall EL Civics unit, for BeginningHigh to AdvancedLow students, requires students to write a paragraph describing one or more of their learning goals.

PreSchool Family

The PreSchool Family program supplies parents with a handbook that lists learner outcomes, class syllabi, and parent goal-setting forms. Instructors use the information to set learning objectives and help parents explore what they know and don't know. The PreSchool and Adult School principals meet regularly to discuss programmatic and curricular issues and desired improvement. In addition, the PreSchool principal meets with the individual PreSchool Family teachers to discuss curriculum changes based on student evaluations of their knowledge and progress. In addition, we have dedicated early-in-the-year staff meetings to analyze data in individual age groups and across our school to see trends and to create action items if needed to move our program forward. An example of this is our pilot program this year to increase time spent in our 3s and 4s program. Each program increased by 30 minutes in length of time per day to respond to the needs in our community.

Community Education Program

The Community Education program offers diverse courses based on community members' interests and instructors' availability. Community Education courses are informal in nature. The National Science Foundation¹ (1997) defined informal education as consisting of

¹ Citation: National Science Foundation (1997) Informal Science Education: Supplements to Active Research Awards

“learning activities that are voluntary and self-directed, life-long, and motivated mainly by intrinsic interests, curiosity, exploration, manipulation, fantasy, task completion, and social interaction.” Instructors are paid hourly for their time teaching. Curriculum and materials vary with instructors and their particular approach to their subject matter. Some of the courses offered by Community Education take on a more formal, articulated approach to course offerings. For example, the Woodworking program has evolved into a series of courses with multiple sections that build on acquired skill sets. A challenge for PAAS is supporting a more departmental approach to programs like World Languages and Woodworking, staffed by hourly instructors and volunteers. Providing time and support to staff to develop curricular guidelines, course outlines and goal setting activities should be a priority.

In accordance with our first SLO: *Students will set goals*, CE classes, as PSF and ESL do, should be able to document their student’s goals. However, since the pandemic this has not been a standard practice across all classes. We plan to develop a goal setting activity /form that will be appropriate and relevant for all CE classes.

During the height of the COVID-19 pandemic, the adult school dramatically shifted to delivering courses online via the Zoom platform. Moving online entailed an extensive investment in instructional technology resources and faculty and staff training. With the gradual return to in-person classes in the Fall of 2021, it was decided to continue offering some online courses. In specific contexts, online course delivery was effective and helped to increase the reach of programs to a broader community and accommodate students' needs. The current list of online CE courses can be found on our website and in the paper catalog (<https://paadultschool.org/course-catalog/>)

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

The last full curricular review by ESL staff and teachers occurred in 2017-2018. At that time, teachers and the ESL Program Coordinator worked to align the then-current curriculum, which was modeled on the 1997 Model Standards, to the then- new English Language Proficiency Standards (ELPS). This curriculum development occurred in teacher Professional Learning Communities (PLC meetings) during the 2017 - 2018 school year. During the following year, assessments were created, by teachers in PLC meetings, to go along with the newly created

curriculum. ESL curriculum review(s) occur when teachers or students indicate that the existing curriculum is not meeting student learner needs.

PSF staff and teachers regularly review the curriculum to align curriculum standards, topics, and techniques across developmental age groups and staff. Review of the overall PreSchool Family curriculum is in process currently, starting in late fall 2022 and will be finished in late fall 2023. In monthly curriculum meetings, teachers within specific age groups delve deeper into curriculum review as teachers adapt and integrate evolving research specific to their age levels. Preschool Family incorporates new topics into the curriculum and classes based on child development research and the needs of the parent community.

The Adult School Principal meets regularly with local Adult School and Community College administrators to discuss and review new and existing state and federal standards for adult education as part of the North Santa Clara County Consortium of Adult Schools. The ESL Program Manager convenes department and committee meetings to discuss the implementation of the standards and review textbook choices. All stakeholders are informed of current developments in the field to determine what curricular adaptations and additions are suitable for our particular program. This happens at Back to School Night and required Parent Education classes/meetings. Preschool Family instructors also update parents with newsletters and other regular correspondence.

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, newsletters, professional conferences). The ESL and Writing Academy teachers attend conferences and participate in collaborative textbook reviews with colleagues. Extensive on-site professional development activities focused on tech training.

The ESL program revised its curricula and adopted a new textbook series in the morning program in 2017 to align with the CCR standards and incorporate more academic content in an effort to better prepare students for postsecondary education and training. In spring 2023, teachers reviewed and voted to adopt a new textbook series with updated content and activities that incorporate more tech/digital literacy into the curriculum. For the instructors, this means access to digital resources with which to provide a more interactive experience for students. For the learners, those resources allow them to learn in and out of the classroom. *Future* was adopted

across all state-supported regular ESL classes: morning, evening, and online in fall 2023. These standards-based textbooks are appropriate for our literacy level through advanced level students. The literacy level materials and methodology is appropriate for the learning needs of our literacy level students. The textbook package that students purchase includes the textbook, accompanying workbook and a digital app that students download onto their phones for out-of-class instruction and practice.

The Writing Academy (WA) offers three levels of Fundamental of Writing (FOW) classes to provide ESL students with additional writing practice to develop the written communication skills needed to be successful in the workplace and college. In spring and summer 2023, WA teachers reviewed several writing textbooks to better support student learning. We are piloting two levels of a new writing textbook series this fall 2023 and will review teacher and student feedback to decide if we will include the second level and adopt the new series for the remainder of the school year.

The ESL teaching staff continually reviews class evaluations and solicits feedback from current students to guide the planning of new English Enrichment classes for the most advanced ESL students who “test out” of our state-supported ESL classes. In the past three years, we have offered new or new levels of conversation-based classes focused on developing students’ critical thinking skills and knowledge of idioms and current events. Fundamentals of Writing classes teach students the basics of sentence and paragraph formation and essay writing. In fall 2022, we piloted a fourth level writing class, Research Writing, to help students who plan to transition to community college classes, but there wasn’t enough consistent student interest to maintain that class.

These classes supplement the writing instruction students receive in their ESL classes. In addition, we have incorporated complex texts and text-dependent reading comprehension activities and digital literacy lessons into some of our required El Civics units to ensure that our students have the academic and job readiness skills they need to access post-secondary educational opportunities and job openings and succeed in college/training programs and the workplace.

The 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. By observing and evaluating teachers, staff can also observe changing student demographics from classroom to classroom, resulting in further professional development and/or PLC meetings to discuss outcomes.

ESL students are also required to complete goal-tracking forms. These help teachers examine the relevance of what we are teaching regarding individual student needs and changing student demographics. New El Civics units and curricula are developed based on the annual Student Needs Assessment [survey](#) results

([https://docs.google.com/spreadsheets/d/1NkeNU_spYqjPjQVSXadMF3VawV5x6p-Jc9wjoRKDdQw/edit?usp=drive link](https://docs.google.com/spreadsheets/d/1NkeNU_spYqjPjQVSXadMF3VawV5x6p-Jc9wjoRKDdQw/edit?usp=drive_link)).

All PreSchool Family teachers are involved in the curriculum development process. Each teacher designs and teaches the curriculum for his/her individual class. Curriculum is based on California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) for the morning “lab” portion classes. Preschool Family uses the textbook Becoming the Parent You Want To Be by Janis Keyser as the base content to parenting classes. Additional school wide texts/resources include Lousia Bates Ames’ 1-, 2-, 3-, 4-, 5-year-old books, How to talk so Little Kids Will Listen by Joanna Faber, Hunt, Gather Parent by Michaelleen Doucleff, John Gottman’s emotional intelligence resources, Jane Nelson’s Positive Discipline, Watch Me Grow series, How to Raise an Adult by Julie Lythcott Haims, Good Inside by Dr. Becky, and Curious Neuron Podcast, etc. PreSchool Family teachers collect informal feedback from students during conferences, after classes and during observations of parenting and child behavior in the morning “lab” classes. Formal feedback related to the curriculum is solicited during mid-year teacher evaluations and end of year 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 to those monthly meetings.

The CTE program is an area of growth for PAAS. We expect to explore career training opportunities outside of our programs. A preliminary look at data from the Fall 2023 Student Technology Intake survey (CDE) shows that 17% of surveyed students answered “yes” to “Career Technical Education” as a choice to the question “What classes do you want to take?” A follow-up, thoughtful and thorough student survey will help us to see and understand what student needs for a CTE class or program may be.

New Community Ed programs continue to be introduced if there is an interested and

qualified instructor. Course evaluations are given at the end of each quarter so we know how the current courses were accepted, and we gain insight into courses that students would be interested in. PAAS pilots classes to see if they will run and allows the possibility of continuing to offer them if there is sufficient enrollment. In the two school years, 2021 - 2023, the PAAS Principal initiated a series of in-person and online seminars for community members interested in teaching a class in a subject area where they have a passion and expertise to share with others. In 2021, Community Ed adopted an Environmental Stewardship theme for a series of new courses. PAAS established partnerships with the community environmental organizations Acterra, EVucation, and Environmental Volunteers to deliver courses as part of Community Education. PAAS offers courses in Sustainability 101, Is An Electric Car For You?, Nature Science Hikes, and Plant-Based Cooking. Seeking partnerships with community organizations and nonprofits is an excellent way to establish and sustain new and enhanced programming. During the fall of 2023, Line Dancing, Genealogy, and violin classes are now being offered.

In conversation with the PAUSD Superintendent and senior administrators during the fall of 2021, it was decided to pilot a series of Community Ed courses for District employees as a way to promote staff health, well-being, and community. Funded by PAUSD and free to staff, several Community Ed classes were offered to PAUSD employees: Zumba classes, hand-made Belgian Chocolate Cooking classes and a series of Environmental Volunteer hikes. Participating staff warmly received the courses, and the same courses will be offered in the fall 2023. During both our Back to School Night and one of the initial Palo Alto High School staff meetings, staff members expressed their pleasure for the courses.

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

Students are always given learning materials 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 other in-class options, such as relevant videos and visuals, to help them meet learning objectives. Supplemental materials such as online resources, handouts, and multilevel materials are used by teachers as deemed appropriate for students enrolled in their classrooms.

ESL students purchase texts at the beginning of the quarter/semester. Scholarships are

available for students who cannot afford to purchase books. In the ESL Book Club, students are directed to buy books online. The Learn English at Home (LEAH) program – a distance learning option for students who cannot attend our regular classes – combines a once-a-week meeting with an instructor and online studies using Burlington English, providing students access to digital books, pronunciation activities, and life skills courses. The adult school buys a number of licenses every year for students to use Burlington English. The class is free for students.

PreSchool Family students purchase or are lent a copy of Becoming the Parent that You Want to Be. Handouts related to class topics are available in class. PreSchool Family has a lending library of parenting books and videos for parents. There are also class sets of books available for classroom use.

Community Ed students purchase books and materials for their classes online or through the Adult School Office. Additional fee-based courses and certificate programs are offered through a partnership with ed2go online learning portal.

The PAUSD District and the adult school support instructional programs by providing computer carts, mobile touch screen monitors, computer classes, a part-time tech mentor, and other learning resources.

Criterion 4. Curriculum Summary

Areas of Strength

1. ESL curriculum aligned with standards
2. Leveraging educational technology to deliver ESL and PreSchool Family course content
3. ESL clear curricular map, including transitions
4. Community education courses for district employees.

Areas of Growth

1. Professional development /departmental meetings for Comm Ed classes
2. Every three years undertake broad curriculum review
3. Develop curricula for leveled Community Ed classes
4. Expand CTE programs to support students needing career opportunities.

Criterion 5: Teaching and Learning

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

PAAS delivers high-level instruction and associated curriculum that provide appropriate breadth, depth, rigor, and sequencing for all programs and courses.

ESL and PSF staff participate in a variety of professional development opportunities to remain current in research-based practices and models of instruction. PSF staff and teachers engage in discussions and review classroom teaching methods at monthly PLC meetings, in staff meetings and in our individual curriculum meetings by age level.

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. Our consortium has offered teacher training on instructional techniques to support students with learning disabilities as well as identifying additional resources to assist them.

Input gathered at all-school back-to-school meetings indicates the interest our Community Ed program also has in developing a departmental organizational structure to discuss instruction, cross-class collaboration, and the sequencing and requirements of leveled classes (such as in world languages and woodworking).

The ESL program’s required El Civics curricula supports students’ acquisition of the skills and knowledge needed to transition successfully to postsecondary education/training and/or the workforce. The Education and Employment units teach students how to set goals, interpret college/training course descriptions and registration information, fill out job applications, and prepare for and practice a job interview. We have incorporated digital literacy lessons into our El Civics units to ensure that our students have the skills they need to access

educational opportunities and job openings. Students learn how to use the Internet to research information on educational options and apply for jobs online.

ESL teachers teach listening, speaking, reading, and writing skills in the context of competency topics such as education, employment, 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 curriculum. Students appreciate the practical applications found in EL Civics units: interviewing, making appointments, having doctor’s appointments, etc. For example, during the year online, 2020-2021, we introduced the “TeleHealth” EL Civics unit to our students. It remains a popular, yearly student-chosen unit for its practice Zoom medical appointment.

PreSchool Family has developed a more comprehensive mentor teacher program. New teachers are mentored by an experienced teacher who has expertise in the age range the new teacher is teaching. Mentor teachers meet with their mentees over the summer and throughout the year for a total of 10 paid mentor hours to discuss classroom format, set-up, curriculum teaching and discussion techniques, and family concerns or issues they have brought up. The mentor teachers and mentees also spend time during age level curriculum meetings furthering their discussions with other teachers to bring in different perspectives. New teachers are also approved to shadow other teachers on staff to gain ideas and insight across the program overall. In relation to our mentor teacher program, a new teacher handbook was created to handle specific school-wide questions about the general daily operations of PreSchool Family. As a quick-guide to PreSchool Family, it's proved useful for new (and returning) teachers to clarify questions and align ideas.

Indicator 5.2: The school leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

PAAS staff utilize several approaches to ensure they remain current in new and innovative teaching methods. Staff members are encouraged to participate in professional development opportunities delivered in person or online. In the case of ESL, the staff is encouraged and compensated for attending OTAN, CALPRO, CASAS, and a variety of other

pedagogical offerings featured online. Teachers have the opportunity to attend annual professional conferences, for example, CATESOL, with fully paid expenses. There is an expectation that they will follow up with a presentation of their findings and insights in a PLC session to the rest of the staff. Beginning the first week of the shutdown and since then all adult school teachers, state-supported and community ed, were offered and participated in multiple paid opportunities for professional development related to technology and distance learning. Our two tech mentors trained teachers in the use of Zoom, Google suite, and Google classroom. One tech mentor even paid “house calls” to help teachers get their tech working for Zoom classes. District tech staff also offered staff and teachers tech training. The ESL program has continued with tech training for teachers to deliver classroom content with our new classroom technology, ViewSonic SmartBoards, and the tech aspects of our new textbook series, *Future*.

The Principal and the ESL Program Manager visit classrooms on a regular basis and engage teachers in follow-up conversations about the teaching and learning taking place in their classrooms. PAAS had planned to implement a peer-to-peer coaching program in the 2022-2023 school year, where teachers would receive paid time to visit and observe other teachers to share and observe teaching methodologies and strategies. This goal is still unrealized, but it remains a priority.

Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity)

In 2012-2013, the ESL program created a pre-literacy class for students who were unable to fully participate in our lowest-level ESL classes because they lacked basic reading and writing skills. Since its beginning, an estimated 400 students have enrolled in these classes. We discontinued the class during the pandemic due to reduced enrollment; we found many of the previously enrolled students lacked the digital literacy skills necessary to participate in online instruction. We restarted this class in fall 2023 with 8 in person pre-literacy level students.

We have incorporated digital literacy skills into the ESL curricula by including a digital literacy activity in every EL Civics unit and by adopting a textbook with digital literacy components for teachers and students. To address the needs of students with limited digital literacy skills, in 2022-2023, we offered a Beginning Computer Skills for ESL Students class at night for our beginning-level ESL students, taught by a bilingual Spanish speaking instructor. We

lent each student a Chromebook computer to use for the quarter. Unfortunately, we do not have the instructor to teach this class this fall 2023, but it remains a priority for us to offer the class again. In the fall 2023 /winter 2024 we will pilot a new digital literacy curriculum, Northstar Digital Literacy, that was offered through OTAN. We plan to offer digital literacy classes for ESL students (at first, then expanding to any PAAS student).

During the year of online learning, 2020 -2021, we instituted a small Chromebook laptop loaner program. Students were/are able to borrow a Chromebook computer from the adult school. Those students who borrowed a computer participated in a short tutorial program to learn the Chromebook's basic operations. We are continuing with the Laptop Loaner program.

Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

PAAS has made a concerted effort to integrate technology into instruction. Every classroom at Cubberley, Greendell and Hoover is equipped with a teacher's computer with wireless access, a document camera, and a projector. The Cubberley and Hoover sites are outfitted in each classroom with ViewSonic SmartBoards. This includes a flat panel display (75" touch interactive), a document camera, and an Extron sound system with microphones. This upgraded system greatly enhances teaching presentation and students' learning. During summer 2023, the classroom technology at Palo Alto High School, where our evening classes are held, was updated with ViewSonic SmartBoards and is currently being updated with audio systems.

One of our tech mentors developed the [Palo Alto Adult School Teacher Resources](#) page on our website and online guides to assist all PAAS instructors with their technology needs and to give them quick access to commonly used websites for PAAS staff, an introduction to available digital tools, and basic tech training.

ESL teachers use their textbooks' online materials and publisher software to project the textbook pages as well as internet content to deliver their lessons. Teachers can easily access supplemental material to enhance and extend their presentation and discussion of a topic and direct students to additional resources. One of our 2022-2023 Continuous Improvement Plan (CIP) goals was(is) for teachers and students to become proficient in using the new classroom technology. CIP goals included teacher and student tech training along with teacher and student demonstrating proficiency with the tech employed. (2021-2022: Google suite; 2022-2023: new

classroom tech and language learning app.)

In spring 2023, the adult school purchased 90 new Chromebook computers for the ESL department, for classroom use and for the move from ESL paper testing to eTesting (CASAS).

Over the past 2 years, PreSchool Family has created technology training featuring Google group, Google photo album, Google calendar, and Google sites creation and implementation for all teachers to encourage an increase in technology use across parent education classes.

Expanding the Tech mentor position would allow the mentor to provide technology assistance to all programs in the school.

Indicator 5.5: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

Staff members are encouraged to participate in professional development opportunities delivered in person or online. In the case of ESL, the staff is encouraged and compensated for attending OTAN, CALPRO, CASAS, and a variety of other pedagogical offerings featured online. Teachers have the opportunity to attend annual professional conferences, for example, CATESOL, with fully paid expenses. There is an expectation that they will follow up with a presentation of their findings and insights in a PLC session to the rest of the staff. The Principal and the ESL Program Manager visit classrooms on a regular basis and engage teachers in follow-up conversations about the teaching and learning taking place in their classrooms. PAAS had planned to implement a program in the 2022-2023 school year where teachers will visit and observe other teachers. While not yet implemented, this remains a priority for us.

The Palo Alto Adult School offers 15 (12 in-person, 3 online) regular ESL classes scheduled in the morning and evening to accommodate students' needs. Notice of our classes appears in our quarterly catalogs, available in print and online. Our print catalogs are distributed throughout the community (i.e., libraries, YWCA, etc..) and at local events. PAAS partnerships with local organizations have also enhanced the visibility of the adult school, identified local needs, and connected us with potential students. Our registration data indicates that many of our students, including those most in need of literacy services, learn about our classes through word of mouth (i.e., referrals from friends and family.) Our Spanish-speaking staff can assist students with registration in our morning and evening programs. We have a Mandarin Chinese speaker in our main adult school office to assist with translation for our native Chinese speakers, if

necessary. Students who cannot attend classes during scheduled morning and evening class times can enroll in our Learn English at Home (LEAH) program, a distance learning option for students whose schedules conflict with our class schedules. Students meet with an instructor once a week at a mutually convenient time in the morning, afternoon, or evening. In order to offer the most convenient option for our LEAH students, they may choose to meet with their teacher online, via Zoom, or in person. The curriculum is web-based, but the teacher meeting can be on Zoom or in person. Our Transitions to Work and Transitions to College classes are offered online on Thursday evenings from 7:00 – 9:30 p.m. Our Job Search Skills class is offered in person on Tuesday and Thursday afternoons.

Our ESL Volunteer Tutor Program was created to meet the specific learning needs of our students, primarily with one-on-one tutoring outside of the classroom. Students, who are recommended for a tutor by their teacher, are matched with a community volunteer by our Volunteer Tutor Manager. In response to student feedback asking for more speaking practice (mostly from class evaluations), we have a volunteer-based “Conversation Club.” Students meet with a volunteer tutor once a week for directed group discussion. As a result of student requests, we plan to expand the Conversation Club to include an evening meeting time later in the fall 2023 session.

Criterion 5. Teaching and Learning Summary

Areas of Strength

1. Successful integration of educational technology to support teaching and learning in ESL classrooms
2. Provides a variety of strategies for personalized instruction and instructional practices.
3. Highly qualified, experienced and dedicated staff provide high quality instruction to all learners

Areas of Growth

1. Departmental organization for Community education programs to discuss instruction and cross-class collaboration within programs
2. Establish an official Tech mentor position in order to serve the entire adult school.

Criterion 6: Assessment and Accountability

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

PAAS gathers and analyzes student learning data from various sources appropriate to the nature of the program and the desired learning outcomes.

The PSF program uses a number of methods to assess students. They use observations of parents and children's behaviors, 1:1 conferences, class discussions/burning issues during parent classes, goal setting beginning/mid year/end of year, as well as mid-year evaluations and end of year evaluations to track student growth and progress (both children and adults). Children in the 4s classes are explicitly assessed on preschool standards twice a year in their Kindergarten readiness exploration. PSF teachers meet two times per month: 1) staff meeting and 2) a curriculum planning meeting.

The ESL Program uses formative and summative assessment data to assess student learning and progress. PAAS uses CASAS, as described in Chapter II, as one measurement of student achievement. All CASAS testing follows required protocols for pre-testing and post-testing of students in state-supported ESL classes. New ESL students take the CASAS Life Skills reading test as the pre-test for placement into an ESL class, in accordance with CASAS placement recommendations. In addition to the CASAS pre-test, students are evaluated for placement with a short oral interview by a testing teacher and by writing a paragraph about why they want to study English. Occasionally, students do change classes in the first week due to misplacements, but our experienced testing team, led by our Assessment Specialist, has been able to (mostly) accurately place students in the correct level the majority of the time. All students are pre-tested upon enrollment and post-tested before they leave the program. We are able to measure performance using the traditional metrics offered by the CASAS testing system. CASAS post-testing dates are scheduled at the beginning of the school year and posted on the school accountability calendar, which is distributed to all teachers at our back-to-school meeting before the start of the first quarter. Post-testing is scheduled on the 6th or 7th week of the quarter, depending on the number of hours per week that the classes meet.

The creation of the Writing Academy is a clear example of using assessment data for program improvement. Based on formative assessments and student work, ESL teachers

observed the need to create writing classes to enhance the ESL program and improve students' writing skills. A three-level Fundamentals of Writing series of classes was developed to meet those needs. The Writing Academy students also complete a CASAS pre and post-test to show their improvement. The restart of our evening Beginning Computer Skills for ESL Students class was in response to observations that showed our beginning-level students couldn't complete the Student Technology Intake Survey on their own. The development of the volunteer-based ESL Conversation Club came about from student input in class evaluations.

In addition to CASAS testing, ESL classroom teachers use EL Civics unit COAPP task assessments, textbook unit tests from the textbook series, and teacher generated assessments (for example, several classes give "daily dictation" exercises as a short daily assessment of students' listening skills) to gauge student learning.

While the CASAS pre-test seems to be a good match for our class level placements, there continues to be questions of whether a student is ready for promotion to the next level at the end of the 16-week session. Teacher-created assessments based on our then-new curriculum were developed in 2019-2020 to provide additional data for teachers to make promotion/exit decisions about students' next steps. Due to the pandemic shutdown and subsequent year online, assessments for only two classes were piloted. The assessments will be revisited and reviewed for their relevance and adaptability now.

The instructional schedule is coordinated with the testing schedule to allow students the maximum time to learn while at the same time giving the tests within the quarter. We aim to get learning gains with a high percentage of paired scores. Without a paired score, there is no opportunity to get a learning gain. Students who stay in our program for more time have more opportunities to demonstrate progress on the CASAS tests.

PAAS uses the TOPSPRO application as required for WIOA and inputs all assessment data through TOPSPRO Enterprise. The data secretary completes all compliance reporting for WIOA with the quarterly and yearly deliverables and the data integrity reports.

The data secretary coordinates with the Assessment Specialist and the ESL Program Manager to review the assessment data for accountability, scheduling, reporting, and verification. CASAS and EL Civics assessments are scheduled for each 8-week session, and the results are recorded and tracked using CASAS TE. In addition, the data secretary archives both electronic

and hard copy records. Gathering and disaggregating learning data will be more efficient with the use of eTesting in 2023-2024 year.

We follow up with Transitions Workforce students while they are active students in our classes and offer support services such as resume writing, job search advice, and referrals to job placement services. At the end of the Transitions and Job Search Skills classes, we survey the students to determine if they have met their stated transition goal.

We follow up with Transitions Postsecondary students whose stated goals were postsecondary education or training. Our Transitions Advisor tracks each student she meets with during the quarter to follow their progress.

Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure that student learning remains the focus of the school.

Palo Alto Adult School disseminates adult school learner outcomes to our diverse community of stakeholders in a number of ways, both quantitatively and qualitatively. Our students' reflections on community and personal growth provide a rich set of qualitative vignettes that express successes and challenges, in addition to the quantitative data that we collect.

PAAS shares assessment and agency data with local, state and federal agencies:

- Quarterly and annual CAEP reports to the California Department of Education (CDE) and WIOA to the federal reporting agency
- Shared reporting with NSCCC consortium partnering organizations during monthly meetings
- Annual OTAN Student Technology Survey Report to CDE
- Annual PAAS Fact Sheet included on the adult school website
- Monthly PAAS Leadership Team meetings with administrators, teachers, staff, and student representatives
- Semi-annual program reviews with the District superintendent, senior District administrators, and the PAAS principal.
- Periodic presentations and reporting at PAUSD School Board meetings (slideshow: [PAASBoardPresentation20220525](#))

- Fall PAAS back-to-school all-school meetings
- ESL ongoing PLCs - monthly
- PAAS school and student vignettes in Superintendent Updates
<https://www.pausd.org/about-us/news/superintendents-update>
 and quarterly PAUSD School News Magazine
<https://www.pausd.org/about-us/news/school-news>

Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

Learning outcomes are clearly articulated in ESL and PSF course syllabi that are distributed to students at the beginning of each quarter or semester. Student success and goal attainment as outlined and described in state-supported ESL courses are measured by CASAS pre/post test results and monitoring individual program persistence.

PSF parents evaluate whether they reached their learning goals with a “retroactive” assessment. As a part of the end-of-year evaluation, they look back at their learning throughout the year and evaluate their growth from the beginning to the end of the year.

Community Education classes include setting learning goals. As part of PAAS SLOs, students set their own learning goals. Completion of those goals is self-reported at the end of the class. Feedback on the effectiveness of Community Education courses is collected via the [Student Course Evaluation form](#) available in electronic and paper formats. The form gathers students' Likert scale and anecdotal feedback on their success in meeting their individualized goals:

- How successful were you in achieving your goals for taking this course?
- Based on the course description, how well did the course meet your expectations?
- How helpful were the instructions and guidance you received related to the objectives of the course?
- Consider your overall experience as a PAAS student. Do you have suggestions for improvement?

Student evaluations should be gathered quarterly (or at the end of a class) and shared with the matched course instructor in a Google Sheet. Cumulative student evaluation data is used

in a number of contexts to engage stakeholders in conversations about course outcomes, course effectiveness, course sequences, and potential for new offerings.

<https://docs.google.com/spreadsheets/d/1MKQjPdLnA2pTfXIWKZMbgeUpDuvtwY7RKWTPGu4uGZQ/edit?usp=sharing>

Community Education assessment data is collected through class evaluations of student satisfaction and student assessment on whether their learning goal(s) were met in the course. While a Google form, found on the adult school website, was created to improve the collection of class evaluations from Community Education classes, we still lack a *consistent* collection of Community Education evaluation data. A formalized approach to sending out and collecting Community Education class evaluation forms will improve our data collection.

Indicator 6.4: A range of student work and other data measures are used to assess student achievement of standard schoolwide Learner Outcomes/completion profile and program goals and to make organizational changes to better support all students.

PAAS staff regularly reviews a wide array of available schoolwide data including student work and attendance, curriculum, LEAH data, learning gain reports, placement levels, student surveys, end of year reports, etc. with the goal of determining the relevance and usefulness of our classes and services to student learning.

Student surveys, for example, led to the decision to maintain online sections for ESL and Community Education classes. In spring 2023, as we were considering our fall slate of ESL classes, (then) online ESL students answered the survey question: For the next school year, 2023-2024, do you prefer an online class, in-person morning class, or in-person evening class? 25/31 students (81%) indicated that they preferred to continue in an online class. The 3 reasons given were “best schedule,” “transportation,” and “childcare.”

Indicator 6.5: The school uses assessment results for organizational planning, *Action Plan* revision, and resource allocation.

The school uses student achievement data and surveys for organizational planning, *Action Plan* revision, and resource allocation.

ESL CASAS assessments indicate that students are progressing through the ESL program appropriately. Surveys indicate that students would like to have an additional listening speaking component in their programs. ESL survey assessments have been used as a basis for the a

consideration of additional resource allocation for creating (or reinstating) classes, such as Pre-Literacy, a 4th level writing class and online classes.

Community Education surveys indicate students would benefit from a formalized plan for progression within departments.

Criterion 6. Assessment and Accountability Summary

Areas of Strength

1. Well-established norms and procedures for reporting student achievement in ESL and PSF programs to a variety of stakeholders.

Areas of Growth

1. Increase Community Education student submission of Course Evaluation (student self-assessment) forms.
2. Institute eTesting for CASAS pre- and post-testing.
3. Formalize goal collection for Community Ed classes.

Criterion 7: Student Support Services

Indicator 7.1 The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

PAAS is committed to the goal of achieving equal educational opportunities and full participation for all students, including those students with disabilities. No interested student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity offered at PAAS or PAUSD. PAAS provides effective student support services that enhance the learning environment and support student achievement. PAAS programs and services prioritize concern for student access, progress, and learning success. Student support services offered at PAAS are communicated through a variety of methods: PAAS website, catalog, teacher referrals, Transitions Advisor visits to classrooms, email, flyers, phone inquiries, and volunteers.

PAAS staff are friendly, helpful, and welcoming when interacting with students via phone, email, texts, and walk-ins with available bilingual communication in English, Spanish, and Chinese. PAAS staff are very knowledgeable about the various programs, courses, levels, staff, school procedures and policies. In addition, the adult school website is frequently updated with current class and program information.

PAAS employs highly qualified teachers, administrators, classified staff, and along with consortium partners work to ensure students' academic, career, and personal goals are met. We have one full-time principal, one part-time principal (PreSchool Family), one ESL Program Manager, one transitions/testing advisor, 2 part-time tech mentors, 6 support staff (4 full-time, 2 part time) to serve all students, in person, on the phone, and online, answering questions about new student registration, course information and more. Staff respond to all inquiries in a timely manner. PAAS teachers are qualified in their fields and attend workshops, professional development, and training to keep abreast of current educational topics and trends. The knowledge they acquire ensures quality support, and student feedback from group discussion sessions, personal conferences, and class evaluations is evidence of the high regard that students have for the services they receive. Here is the [class evaluation form](#).

Indicator 7.2 The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities

PAAS staff has worked diligently to create a successful entry into any of our programs for adult learners. From the first enrollment inquiry until class or program completion, the focus of all PAAS staff is student centered so that students can achieve their goals. As the first Schoolwide Learner Outcome: *Students will assess their own needs and identify their academic, career, and personal goals*, goal setting is an important first step that students can take in reaching their goals. PAAS supports students in setting goals by directed goal setting activities in our three programs.

PAAS teachers are the primary contact for their students in all of our programs, and the teachers take great care to maintain open channels of communication. Students are encouraged to speak with their teachers before class, during break, and after class, or to communicate questions via email, about academic concerns or the need for assistance in other areas.

ESL students with issues that require expertise outside the classroom are connected with the Transitions Advisor or ESL Program Manager for appropriate support and referrals. At the start of each academic quarter, the ESL Transitions Advisor makes class presentations to each class level so students know that the advisor is an available resource for all students within the program. Additionally, the Transitions Advisor meets individually with each Advanced Low ESL student to discuss long and short-term vocation and career goals and is involved in the students' plans for next steps upon completion of the program. The Transitions Advisor encourages postsecondary and/or employment options and invites PAAS ESL graduates into the classroom to speak with current students, encouraging them to continue their studies and consider vocational and/or academic studies in community college. When thoughtfully recommending a path to a student, the Transitions Advisor considers various factors including skills, life experience, short- and long-term educational and career goals, learning style, and personal factors. See the [PAAS Student Support Services Table](#) for specific ways the Transitions Advisor supports student transition to post-secondary and career pathways.

While the ESL program follows a managed enrollment system, teachers communicate with students via emails and phone calls to check when students are missing too much class time.

When there is a waiting list for a particular class, students who exceed the absence limit are contacted to determine the reason. Staff tries to find a workable solution for them, such as transferring to another class or to LEAH. If they are no longer able to attend any class on a regular basis, they are placed on a waiting list and their seat given to a student who has been on the waitlist for the longest amount of time.

The PSF community consists of families from a variety of backgrounds and PAAS is committed to meeting the needs of each individual family. To ensure open communication, parents are required to attend mandatory monthly parent meetings as well as volunteer weekly in their child's classroom. Parents commit to attending 80% of the monthly parent education classes with opportunities for make-ups, in case of illness or other conflicts. If parents do not meet the attendance requirements, individual meetings are held with the families to discuss their challenges and find solutions. If there is no resolution, the PSF administration and teachers work with the parents to recommend other programs that better meet the family needs.

PSF and ESL classroom celebrations are held at the end of each class year or semester to honor the participating students. ESL students who are promoted to the next level or from the program are presented with a certificate by their teacher indicating their progress. Many Community Education classes have optional end of class gatherings to celebrate and stay connected to students who do not continue on in the class. PreSchool Family hosts a yearly Fun Day, a community building event that the public, current students and alumni are invited to attend. The nonprofit organization, Friends of PreSchool Family offers monthly school wide community building events as well as Fun Parties that act as community builders and fundraisers for the school.

Indicator 7.3 The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

Indicator 7.4 School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

Counseling and academic support services are developed as a result of data analysis, student survey results and informal feedback and discussions with students, teachers, support staff, and community and consortium partners. PAAS regularly evaluates adult learner needs in order to provide relevant, real-time support to enrolled students across programs and locations.

In the PSF program, through observations during morning "lab" classes, teachers offer suggestions and connections to parent education topics and concepts for real-time growth opportunities. Through formal conferences offered 2x a year, teachers discuss each family's opportunities for further learning. Informal mini-conferences are offered on an as needed basis if parents need additional support outside of the formal conferences. Teachers review mid-year and end of year evaluations, individual goal setting, and feedback to track the adult learners goals. Teachers adapt curriculum to tailor to the needs of the adult learners based on observations and conversations. Topics are enhanced, added, or removed on a year to year basis depending on the needs of the families in each class. Burning issue discussion times are allocated to address urgent concerns that are addressed as a learning community. Teachers take into account temperaments of children and adult learners as learning is adapted and crafted.

PreSchool Family teachers meet individually with families who are struggling to access the program fully. Family dynamics and challenges are discussed in order for teachers to fully meet the needs of their students and in order to guide them into their own personal growth.

PSF teachers work closely with the special education (SPED) team to brainstorm action plans and ideas to explore for undiagnosed students in the PSF program. Often developmental differences and neuro-divergence emerges throughout the preschool years. PSF staff adapt morning class and evening class teaching based on the needs that surface throughout the school year and guide families towards assessment or therapies if needed.

In order to ensure PAAS students are receiving quality support services and to encourage students to advance academically and transition to postsecondary education and/or career training, it is crucial for adult school students across programs to have multiple pathways. PAAS works strategically with community and consortium partner agencies to accomplish these goals, implementing program additions as new needs arise.

As part of the South Bay Consortium, PAAS participates in monthly discussion regarding strategies to strengthen student support services available to the PAAS ESL adult learners. PAAS works directly with Novaworks, the Workforce Development Agency. The PAAS Principal and Transitions Advisor participate in monthly meetings with Novaworks and consortium partners to ensure the most current information, opportunities and resources are available for PAAS ESL Adult students.

A spring 2023 student survey shows that many ESL students used transition services in

the 2022-2023 school year.

Beginning in fall 2023, our Transitions Advisor now meets with *every* advanced-level student at the beginning of each session to evaluate what the student needs are for transitioning out of our program to work or college or other goals.

PAAS regularly evaluates adult learner needs in order to provide relevant, real-time support to enrolled students across programs and locations.

PAAS engages in partnerships with consortium members as well as with local non profits such as Novaworks and Alta Housing to provide needed services and resources to adult learners. Student data analysis validates the support and services in place for adults at PAAS. Sources of evaluation data include student test scores, attendance, in class assessments, informal discussions, and student survey data. Quarterly and annual reports required by the State and Federal grants that fund PAAS serve as a template for such evaluation.

These annual assessment data can be useful for understanding broad areas of relative strengths and weaknesses among students, for identifying students or groups of students who may need particular support, and for setting schoolwide, classroom, or department-level goals for students' annual performance. Specifically, by gathering this data PAAS identifies and responds to students' learning needs through instructional modifications and providing additional classes, such as ESL tutoring, ESL Conversation Club, and Basic Computer Literacy.

PAAS student support services impact student learning and well-being. From their first inquiry about a class or program to their completion of a class or program, students are positively impacted from the support services they receive. Our services ensure that the classes a student takes are appropriate and relevant to their goals and learner needs. Teachers and staff continue to support students throughout their time in our classes/programs. As they may transition out of our programs at ESL and PSF, they are given resources and information about making the next steps in their education or career training.

Criterion 7. Student Support Services Summary

Areas of Strength

1. A strong and systematic intake and orientation process in PAAS promotes the culture of success
2. A dedicated Transitions Advisor to advise and guide students on their academic and/or career goals.
3. A frequently updated website (translations to most languages) which includes resources, class/program information, and links to District policy.
4. Twice a year conferencing with all families focusing on individual needs and growth

Areas of Growth

1. Identify and implement methods to increase student voice and feedback.

Link to district policies:: <https://paadulthoodschool.org/administrative-policies/>

Criterion 8: Resource Management

Indicator 8.1: 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.

PAAS has stayed within budget for the last six fiscal years, managing to navigate the COVID-19 Pandemic. As of 2022-2023, PAAS receives primary funding from three sources:

- California State funding for adult education through the state of California as part of the California Adult Education Program (CAEP)
- Federal funding from the US Department of Labor via the Workforce Innovation and Opportunity Act Title II (WIOA)
- Fee-based courses in the Community Program.

Funding Sources for the Past Six Years

Category	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
CAEP	1,488,361	1,552,546	1,603,135	1,603,374	1,679,141	2,104,163
WIOA	158,868	151,073	170,465	166,424	169,724	194,640
Fee-Based	698,149	860,858	995,581	431,644	615,359	467,311**

** As of May 2023

CAEP funding is allocated from our membership in the North Santa Clara County Consortium for Adult Education (NSCCC). PAAS was recently awarded a four-year renewal of WIOA funding. Workforce Innovation Opportunity Act Title II (WIOA).

The budget is planned with the support of the PAUSD Business office. The budget is aligned with the school's mission and program needs. 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 review monthly financial reports. Additional quarterly and end-of-the-year reports are generated to track income, expenses, and cash flow; and used to report required compliance information to CAEP, WIOA, and the NSCCC consortium. All funds (cash, check, and credit card) are balanced with the correct program code daily and deposited monthly to the bank. All transactions are

reported to the District Business Office. The Adult School principal meets monthly with a District Senior Accountant and office staff to monitor the expenses and current budget status.

Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

PAUSD supports the school by maintaining budget procedures and sharing historical and current financial data. The data is used 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 Team to plan the budget with confidence and strategically and focus on the PAAS Mission, Student Learning Outcomes, and Action Plans.

The cost of living in Silicon Valley is amongst the highest in the United States. PAAS teachers are paid hourly. Retaining and recruiting new instructors is an ongoing challenge. During the 2021-2022 School year, PAAS instructors received a raise in starting (Step 1) hourly pay. The non-credentialed teachers saw their pay go from \$37.05/hr to \$39.64/hr, and the credentialed teachers saw their pay rise from \$41.44/hr to \$44.34/hr. There is a need to plan for further pay increases and to budget funds for teacher lesson planning, professional development, and committee participation.

PAAS maintains a budget reserve to fund new initiatives, equipment purchases and maintenance, faculty, and staff professional development opportunities, WASC committee work, and unforeseen emergencies, i.e., the COVID-19 outbreak.

Indicator 8.3: 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. PAUSD custodians are highly supportive of the teachers and staff. Accidents and incidents follow a formal reporting procedure and are acted on

by the principal and District staff.

An ongoing issue has been outdoor lighting for our evening classes at Palo Alto High School. Our previous principal worked diligently with high school and maintenance staff to be sure that this issue is/was addressed but it seems to be a continued issue.

Allocation of classroom space is an ongoing challenge for PAAS. During the Summer of 2022, all three PAAS programs underwent a significant relocation and compaction of facilities due to PAUSD bond construction projects at Palo Alto High School and Palo Verde Elementary School. The ESL morning programs, formerly housed at Greendell School, relocated to the Cubberley Community Center facility, a former PAUSD high school now jointly managed by PAUSD and the City of Palo Alto. The Cubberley campus serves as a temporary location for the English as a Second Language (ESL) program and some PAAS Community Education classes and programs. Recently, an arson incident impacted three ESL daytime classrooms.

Hoover Elementary School has temporarily relocated to the Greendell campus for the duration of new construction on the home campus. The PreSchool Family program sacrificed a portion of their classroom facilities to Palo Verde (the school on site last school year) to accommodate the move and now share the playground and other outdoor amenities with Special Education. It is difficult to plan strategically for the long-term growth and improvement of Adult School programs without a stable, dedicated allocation of classroom and office facilities.

Given the tenuous nature of facilities assignments for Adult School programs, safety and security planning is ongoing. The Adult School Principal and ESL Program Manager meet with the District Safety, Security and Disaster Preparedness Manager to establish protocols and procedures for existing and temporary classrooms and facilities. Priority needs to be given to scheduling fire and safety drills at all sites.

Criterion 8. Resource Management Summary

Areas of Strength

1. Budget supports and maintains programs
2. Continued in-kind support by PAUSD
3. Well-developed financial systems

Areas of Growth

1. Continue to develop and improve safety and security procedures for existing and temporary classrooms and facilities
2. Work with PAUSD administration to commit to the long-term allocation of classroom facilities for all Adult School Programs and Administrative offices
3. Develop procedures for teacher recruitment and retention .

Criterion 9: Community/Educational Partnerships

Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

The goals of PAAS programs reflect the school's mission statement which articulates our commitment to "providing accessible and flexible programs" that allow "our diverse community" of students "to achieve their academic, career and personal goals." Program goals are communicated to all stakeholders, including students, staff, the local community and regional partners. The PAAS mission is aligned with that of our consortium, NSCCC, and the workforce development board's strategic local plan.

PAAS with its consortium partners provide adult basic skills, ESL, citizenship, CTE, transitions, and parent education classes to enhance students' opportunities for future employment and personal growth. The LWDB (i.e. NOVAworks,) strategic local plan was developed with input from the NSCCC and is designed to support the economic growth of the region as well as to promote self-sufficiency among the population we serve. In collaboration with its consortium partners, PAAS shares information about its programs and course offerings with NOVAworks and refers students seeking employment services to the NOVA job center and Job Train, if appropriate. To facilitate the referral process, consortium partners have access to the technology platform, CommunityPro.

In addition to NSCCC partners and LWDB organizations, PAAS has had a long-standing partnership with Alta Housing, a Silicon Valley affordable housing non-profit located in Palo Alto that builds, develops, acquires, and manages low- and moderate-income housing in Santa Clara and San Mateo Counties. PAAS established an [MOU with Alta Housing](#) to provide onsite educational services at their newly constructed 60-unit housing project, Wilton Court, for low-income and developmentally disabled adults. Once in place, PAAS classes at the Wilton Court site will be open to the greater Palo Alto community. In addition, PAAS employs a job counselor who works with Alta residents providing one-to-one job development and counseling services. Alta clients needing English classes are referred to the PAAS ESL program. During summer 2023, PAAS offered Alta Housing residents at their Wilton Court location a once a week onsite ESL class. This class option will be offered again when we can secure another teacher to teach the class. This year, PAAS also partnered with the Palo Alto Rotary Club to secure a \$2000

scholarship for an adult school student wishing to enroll in an Ed2Go Healthcare program. For several years, pre pandemic, we worked with Palo Alto Library Mitchell Park branch to help our students discover and use library resources and services. Our (then) Volunteer ESL Tutor Manager ran the library's summer ESL Conversation Club for two summers at Mitchell Park library with PAAS volunteer ESL tutors. We plan to reestablish that relationship this fall.

PAAS students needing assistance beyond the scope of the adult school (legal, housing and mental health etc..) are referred to community social service agencies such as IIB and the Asian Law Alliance.

Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

The PAAS principal is on the Leadership Team of the consortium. The ESL Program Manager, Transitions Advisor and data secretary are members of the consortium's Curriculum Articulation and Alignment, Student Support Services and Data Integrity workgroup committees. In addition, two ESL teachers regularly attended the Curriculum Articulation and Alignment meetings in the 2021-2023 school years.

The adult school and the other members of the NCCC renewed their Memorandum of Understanding (MOU) with the LWDB, NOVAworks, in July 2022. The PAAS principal and Transitions Advisor attend scheduled meetings of the NOVAworks Stakeholders Group.

The school's Transitions Advisor works directly with students, community college counselors and admissions staff to help students enroll in community colleges within the consortium as well as other community colleges in the area.

Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tours of the business, or work-based learning experiences.

PAAS ESL and transitions students have multiple opportunities for job search skills practice and contact with educational advisors. In our Transitions to Work and Job Search Skills classes, students prepare presentations on educational programs related to their areas of interest and/or complete a mock job interview with the job developer/counselor from our partner organization, Alta Housing. The Transitions Advisor together with the Student Support Services

consortium workgroup organizes college and job fairs to introduce students to the educational programs and job opportunities available in the area. Students referred to NOVAworks and Job Train receive additional assistance with career navigation and job placement.

Through our community and consortium partnerships, PAAS is able to offer increased access to resources, services, education and employment opportunities to assist students in meeting their goals.

Criteria 9. Community/Educational Partnerships Summary

Areas of Strength

1. PAAS students benefit from our consortium collaboration and local partnerships, increasing opportunities for training and job search support.
2. Partnership with Alta Housing offers residents job counseling and development as well as ESL.

Areas of Growth

1. Create and develop procedures that strengthen community partnerships and schoolwide collaborations that establish pathways leading to the workplace and higher education.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Summative Table lists the areas of strength and growth for each criterion.

Criterion	Areas of strength	Areas of growth
1 Mission, Culture, SLOs	The mission statement is clear, concise, and accurately describes the school's purpose and focus and reflects the needs of our adult learners in our local and regional community. The mission statement and SLOs are easily accessible to all stakeholders All PAAS programs provide students with the opportunity to set individual learning goals and evaluate their progress	Students and other stakeholders have had limited involvement in the review and revision of the mission statement and SLOs There is currently no formalized process for incorporating the SLOs into community ed course outlines. No consistent data collected on goal-setting practice in the Community Ed program.
2 Governance, Organization, Leadership	The results of student surveys indicate that students have a positive view of the school and its programs and classes Opportunities are provided by the Leadership Team for all-staff collaboration on continuous improvement.	Students have had limited involvement in collaborative activities focused on school improvement. There is limited data on the impact of school/program improvement measures on student learning
3 Faculty and Staff	A PLC is the model of professional development for the ESL program Extensive professional development opportunities are available for ESL instructors	Reinstate the formal process for evaluating ESL teachers Expand professional development opportunities for staff and community ed instructors

	All PAAS ESL and community ed instructors have access to our tech mentor	
4 Curriculum	ESL curriculum aligned with standards Leveraging educational technology to deliver ESL and PreSchool Family course content Clear ESL curricular map, including transitions Community education courses for district employees	Professional Development / departmental meetings for Comm Ed classes Provide time and support to staff to revise and develop curriculum review Every 3 years, undertake broad curriculum review cycle Expand CTE programs to support students needing career opportunities
5 Teaching & Learning	Successful integration of educational technology to support teaching and learning in PAAS classroom Instructors provide a variety of strategies for personalized instruction Highly qualified, experienced and dedicated staff provide high quality instruction to all learners	Departmental organization for Community education classes/programs to discuss instruction cross-class collaboration Establish an official Tech mentor position in order to serve the entire adult school.
6 Assessment and Accountability	Well-established norms and procedures for reporting student achievement in ESL program to a variety of stakeholders.	Increase Community Education student submission of Course Evaluation (student self-assessment) forms Formalize goal collection for Community Ed classes

		Institute eTesting for CASAS pre- and post-testing
7 Student Support Services	A strong and systematic intake and orientation process in PAAS promotes the culture of success and SLOs achievement. A dedicated Transitions Advisor to advise and guide students on their academic and/or career goals. A frequently updated website (translations to most languages) which includes resources, class/program information, and links to district policy. Twice a year conferencing with all families focusing on individual needs and growth	Identify and implement methods to increase student voice and feedback
8 Resource management	Budget supports and maintains programs Continued in-kind support by PAUSD Well-developed financial systems	Continue to develop and improve safety and security procedures for existing and temporary classrooms and facilities Work with PAUSD administration to commit to the long-term allocation of classroom facilities for all Adult School Programs and Administrative offices Recruit and retain teachers (Step: Work with employee unions to identify avenues to increase pay rates for instructors to be more competitive with

		comparable adult school programs).
9 Community /educational partnerships	PAAS students benefit from our consortium collaboration and local partnerships, increasing opportunities for training and job search support. Partnership with Alta Housing offers residents with job counseling and development and ESL.	Create and develop procedures that strengthen community partnerships and schoolwide collaborations that establish pathways leading to the workplace and higher education.

**Major student learner needs based on school profile
and criterion focus group findings**

Major Student Learner Need	Evidence	Comment
1) Data Collection and Analysis	1) No consistent data collected on goal-setting practices across all program areas. ESL and PSF does collect goal setting data consistently 2) There is limited data on the impact of school/program improvement measures on student learning	We ask students to set goals but we have not gathered consistent data across all program areas (i.e. there is no formalized process for collecting this information in community ed classes) Without reliable data and analysis in this area, it is difficult to gauge the effectiveness of school and program improvement measures
2) Communication	There are inconsistencies in communication with instructors and students in community ed programs (e.g. # of students completing goal-setting activities and class evaluations, course outline requirements and knowledge of professional development opportunities)	These issues result in less reliable data regarding student success and missed opportunities for staff professional development
3) Resource Management	Loss of ESL classroom space due to site construction, relocation and fire Consolidated and reduced classes	To maintain programs and develop new classes, PAAS needs a long-term commitment from PAUSD regarding dedicated classrooms and facilities Recruiting and hiring new teachers needs to be an ongoing activity

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Chapter 5: Schoolwide Action Plan or CIP

Action Plan linked here:

https://docs.google.com/document/d/1wd8JWKq5GD-GXLM9lePiN3MiGhcnlDd8/edit?usp=drive_link&ouid=104256925173027627189&rtpof=true&sd=true