ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

SELF-STUDY REPORT

FOR

PARAMOUNT ADULT SCHOOL

14507 PARAMOUNT BOULEVARD
PARAMOUNT, CA 90723
(562) 602 – 8080

FEBRUARY 5, 2017 – FEBRUARY 8, 2017

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PARAMOUNT ADULT SCHOOL

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- Hector Lujan, Assistant Principal
- Tonya Cobb, Teacher on Special Assignment (TOSA)

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- Hector Lujan, Assistant Principal
- Tonya Cobb, Co-Chair
- Ashley Ruiz, Co-Chair
- Theresa Diaz, ESL Instructor
- Angie Holdeman, ESL/HSE Instructor, HSE Coordinator, DL Co-Coordinator
- Alejandra Pena, Counseling Technician
- Laura Rheaume, HSE Instructor
- Angela Scott, ASE Instructor
- Jennifer Tribe, ESL Instructor/EL Civics Co-Coordinator

WASC SELF-STUDY FOCUS GROUP PARTICIPANTS

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ASE	**CLASSIFIED STAFF**	**ESL**
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WASC VISITING COMMITTEE MEMBERS

- Mr. Robert J. Holtz – Visiting Committee Chair
- Ms. Gayla Jenise Baker – Member
- Mr. Simon Gindy – Member
- Mr. Gary D. Kraucyk – Member
- Mrs. Devon Monson - Member

PREFACE

A lot has happened at Paramount Adult School (PAS) since our mid-cycle visit in 2013. Once again, we changed principals and assistant principals. Further, we have become part of the Tri City Adult Education Regional Consortium. As a member of Tri City and the new funding structure under AB 86 and now AB 104, PAS (via Paramount Unified School District) now shares the Adult Education Block Grant (AEBG) with Compton Unified, Lynwood Unified, and El Camino College Compton Center. We also act as the fiscal agent for the consortium.

In the meantime, we have continued with the two central tenets mentioned in our latest Self-Study Report—namely:

We cast a wide net to include all types of stakeholders during the self-study process, and we have striven to change WASC accreditation from an event to an ongoing process for school improvement.

As we complete this latest edition of the Self-Study Report and launch our updated Action Plan, we are very proud of the progress we have to those two principles.

First—our wide net of stakeholders. More than ever before, we have not only increased the duties and responsibilities of our focus groups and focus group leaders, but we've allowed them a freer hand and more direct role in researching, reflecting, and drafting this Self-Study Report. This approach was chosen very purposefully. While it has presented the challenge of taking a wide range of perspectives, experience, and knowledge and melding them into an accurate and cohesive narrative, it has already—and more importantly—yielded benefits. Namely, many more onsite educators now have a deeper knowledge of what our organization does, how we do it, and what the challenges are. They are more familiar with who the stakeholders are and what progress we have made. They have provided effort and input into the future of our school. They are even more prepared to help us become what we envision ourselves to be. In short, they have grown.

Secondly, we have set the groundwork for making the accreditation a *process* rather than an *event*. Iterations of our focus groups are organized to continue the work of helping PAS look at itself and thereby continue to improve long after the Visiting Committee has left. Although the annual updates will be less demanding in terms of time and effort, the benefits will be long lasting. Even if past patterns hold and site leadership changes before the next full visit, these updates and self-examinations will have become institutionalized and thereby be more likely to endure…and continue to help PAS meet its mission: "…to provide a quality education which ensures that all students reach their goals."

Thank you for taking the time to read this document, visit us to verify its accuracy, and provide your perspective on how we can continue to grow and improve.

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CHAPTER I – INSTITUTIONAL, COMMUNITY, AND STUDENT CHARACTERISTICS -INSTITUTION'S MISSION AND SCHOOLWIDE LEARNER OUTCOMES

The mission of the PAS is to provide a quality education which ensures that all students reach their goals.
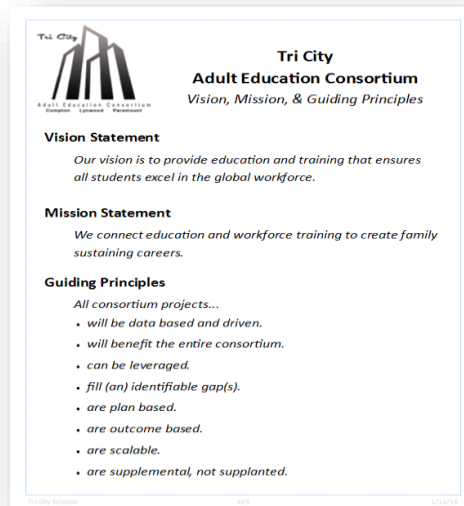
INSTITUTIONAL INFORMATION

History of PAS

Founded in 1974, the school was originally known as the Paramount Adult Education Center. Programs were first offered in what is now a residential neighborhood then were moved to share a campus with one of PUSD's elementary schools. The program grew under its second principal and as a result of a wave of immigrants from Latin America. Bungalows and office space were added. Approximately 20 years ago, the Amnesty program of the Department of Immigration sparked increased interest in adult ESL and citizenship classes. So the school continued to grow, offering classes at local K-6 campuses and the comprehensive high school. Vocational Education courses were also expanded, while the Adult Basic Education, GED, and Adult Secondary Education programs remained small.

In 1996 the school moved to its current location adjacent to the popular Paramount Swap Meet. It continued to grow, although the percentage of students studying ESL and citizenship began a slow decline from a high of over 75% to the current 64%. By the turn of the millennium, all 12 offsite ESL classes were converted to Community Based English Tutoring classes, and administration of that program was shared with the district office. Attendance in all adult programs hit a new high at 1,208 ADA in 2008-2009.

Then the state and local budget cuts of 2009 hit. State funding was reduced to about 80% of the 2007-2008 levels, and PAS reserves were swept by the district. 2009-2012 produced a sea change in finances, yet PAS was able to maintain its core programs and continued to meet the needs of the surrounding communities.

In 2013-2014, the State Budget appropriated $25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. In response to this budget bill (AB 86), PAS, Lynwood Community Adult School, Compton Adult School, and El Camino College Compton Center formed the Tri City Adult Education Regional Consortium. PAS has served as the fiscal agent since its inception. To comply with the provisions of the bill, now AEBG 104, the Tri City Board meets weekly to discuss plans to expand and improve the provision of adult education with incremental investments that started in the 2015-16 fiscal year. The Board follows Brown Act guidelines and has developed close working relationships with one another to help in delivering their vision.

Tri City
Adult Education Consortium
Vision, Mission, & Guiding Principles

Vision Statement
Our vision is to provide education and training that ensures all students excel in the global workforce.

Mission Statement
We connect education and workforce training to create family sustaining careers.

Guiding Principles
All consortium projects...
- will be data based and driven.
- will benefit the entire consortium.
- can be leveraged.
- fill (an) identifiable gap(s).
- are plan based.
- are outcome based.
- are scalable.
- are supplemental, not supplanted.

Much of the efforts of Tri City have been geared toward creating pathways and seamless transitions for students that lead to careers. This includes CTE expansion at PAS as well as the other sites.

What PAS Does Best

PAS prides itself on its dedication to continually provide professional development for all staff members. In 2008, PAS implemented mandatory professional development days for teachers at the beginning of each semester. These days consist of school business and district initiatives, but also have included technology, engagement strategies, and EL Civics trainings. Time is also provided for teachers to participate in department meetings. All PAS staff enjoy lunch together and teachers appreciate the variety of opportunities to collaborate and develop their craft.

In 2015, administration offered teachers a year membership to a professional organization related to their department. 11 teachers joined CATESOL, 6 joined COABE, and 2 joined CCAE. Teachers have also joined such organizations on their own.

Professional Organization Membership

44%

34%

11%

11%

- Adult Education
- Other Education
- Other Professional
- None
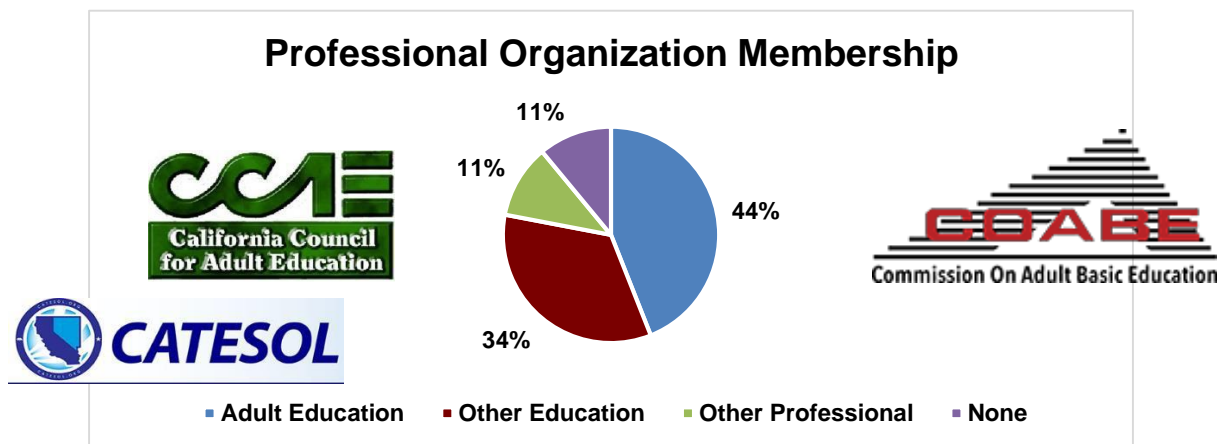
Governance

PAS is administered through the Paramount Unified School District (PUSD). PUSD had a total K-12 enrollment of 15,508 students in 2015-2016, while PAS served over 3000 adult and concurrent students.

PAS, on the corner of Paramount Boulevard and All America City Way

Address and contact:

14507 Paramount Blvd.
Paramount, CA 90723
(562) 602-8080
jking@paramount.k12.ca.us
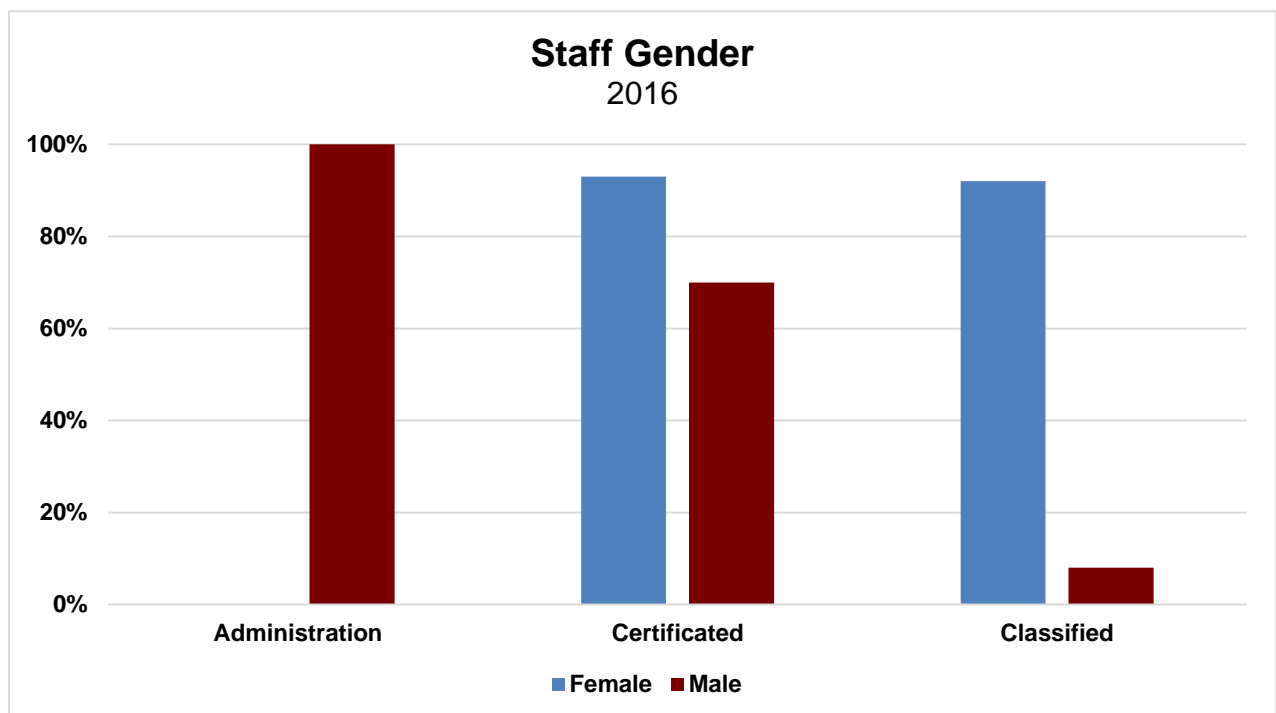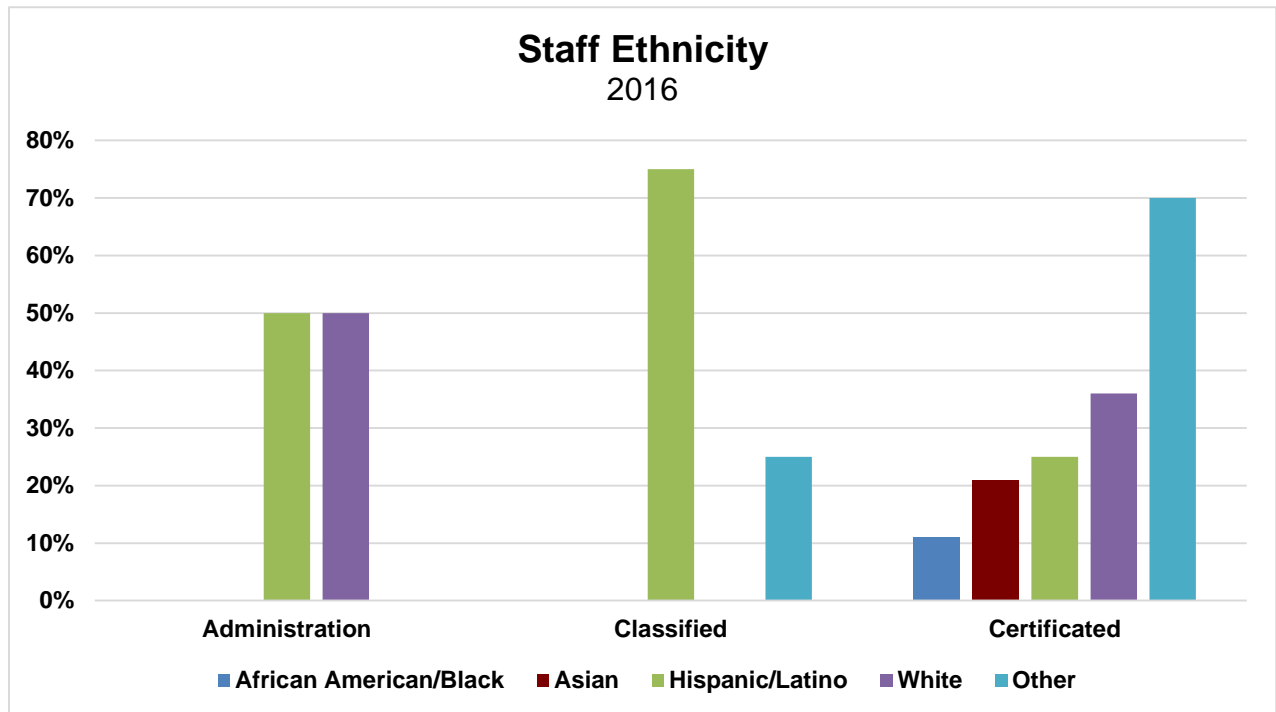hlujan@paramount.k12.ca.us
www.mypas.org

Infrastructure

Three programs share the campus: PAS, the PUSD Community Day School (CDS), and Paramount Adult Transition (PAT) program for special needs students up to 22 years of age.

PAS has 20 classrooms in two permanent buildings. Six bungalows along the south side of campus allow for more adult learners in the evening.

All of Building "A" is used for adult school classes as well as the administrative office. Half of Building "B" has adult school classrooms while the other half houses PAT. The "C" bungalows are shared: CDS in the daytime with 1 HSE Preparation Class, PAS at night. An adult class at a City of Paramount Parks and Recreation facility augments the offerings at the main campus.

PAS is administered through the office on the main campus, where the principal, assistant principal, and teacher on special assignment are stationed. The school employs 38 credentialed instructors, 12 full-time classified staff (four of whom provide academic counseling), and six part-time student workers, for a total of 56 employees. All teachers are credentialed for the classes they teach. In addition, all are hourly employees hired on a semester basis. Only the TOSA is tenured/full-time.

The ethnicity and gender of PAS staff have remained largely the same since the last full cycle visit.

Staff Ethnicity
2016

Legend: African American/Black, Asian, Hispanic/Latino, White, Other

Staff Gender
2016

Legend: Female, Male

One indicator of the dedication and commitment of each and every staff member on campus is the staff attrition rate. The majority of staff members have worked at PAS for over 5 years with an overwhelming 36% of them having worked here 15 or more years.

Staff Attrition
2016

■ **less than 1 year**   ■ **1-4 years**   ■ **5-9 years**   ■ **10-14 years**   ■ **15+ years**
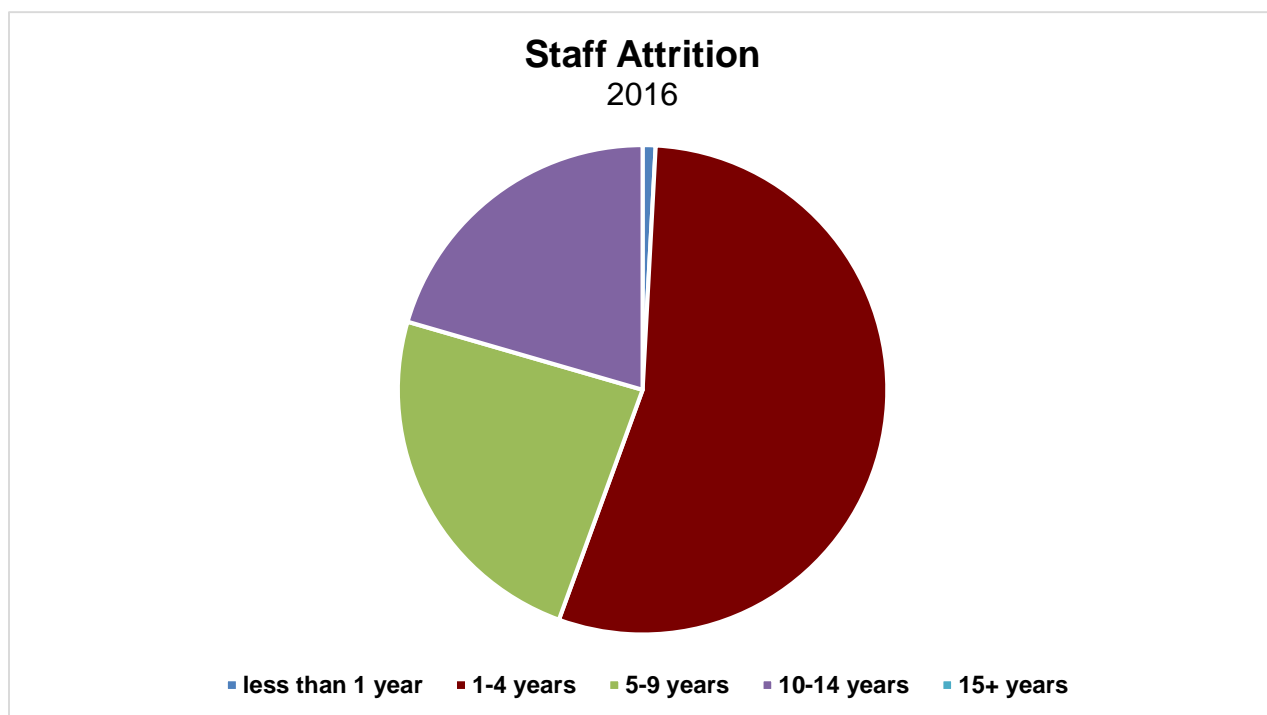
Significant Developments

Since the last full cycle visit, PAS has had a change of administration. In 2011, PAS had a principal, an assistant principal, and two Teachers on Special Assignment (TOSA). The principal and assistant principal also led the Community Day School and Adult Transition Programs, which are housed on the same campus as PAS.

In 2012, the district eliminated the assistant principal position. Jerry King, the Administrative TOSA, was working on and finishing up his administrative credential. Though he served as a pseudo administrator for years, PAS began to rely even more heavily upon him when administration was cut. In 2013 Mr. King officially became the Assistant Principal.

Upon the retirement of the former principal in 2015, Mr. King was appointed principal of PAS, Community Day School, and Paramount Adult Transition. He is supported by the assistant principal, Hector Lujan. Though they share the responsibilities of all the three schools, though much of their time is devoted to CDS. Through the many mandates of the district on K-12 education, administrative focus is most heavily weighted in this direction. PAS is also supported by the TOSA and an acting "Resource Teacher".

Changes Since Last Visit

There have been many changes since the last full cycle visit. One such change was the elimination of Blended Distance Learning (BDL) in ESL classes. This was largely due to the expiration of the curriculum licenses and the implementation of EL Civics.
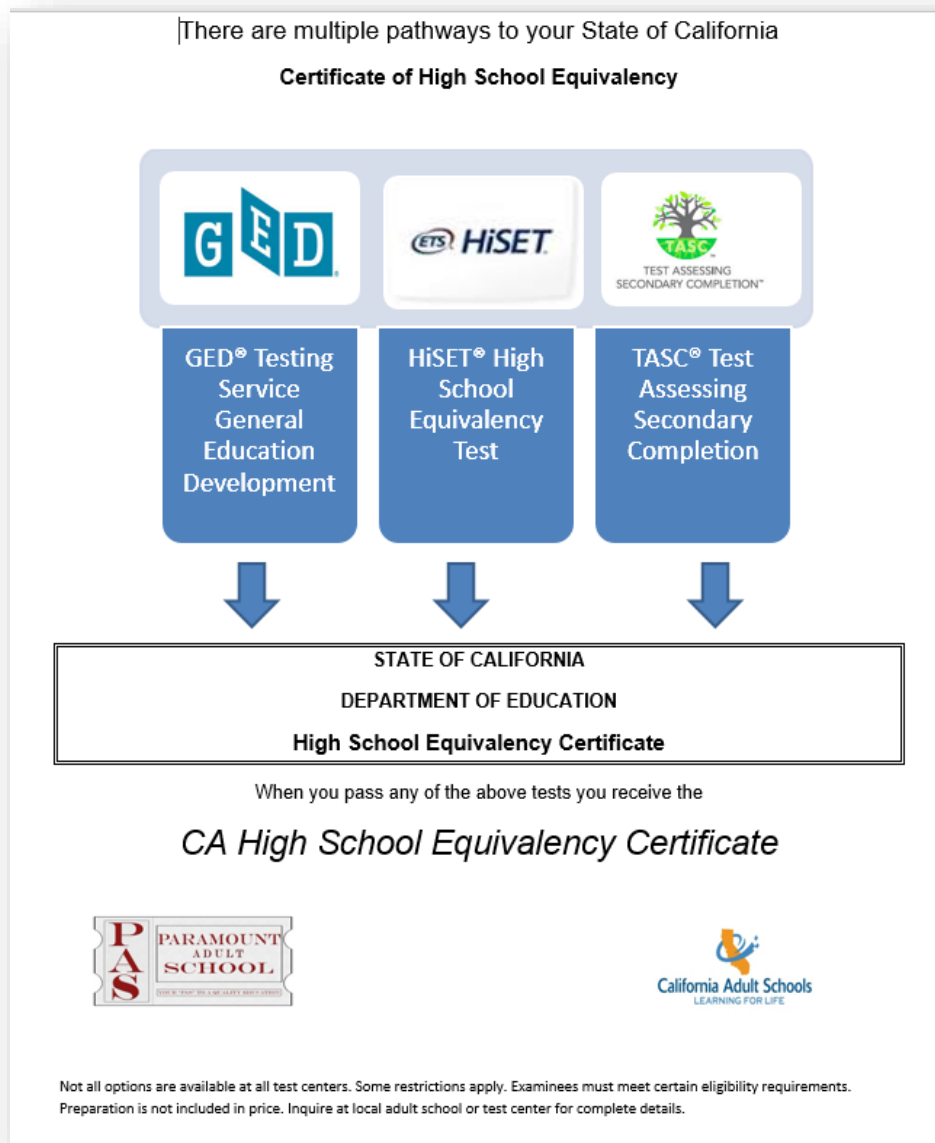
The second change has been the implementation of EL Civics. Through the hard work of the TOSA and the lead teacher, EL Civics has flourished and become a model program. The additional $300,000 in funding generated over the past 2 years has allowed PAS to continue to deliver quality instruction including the purchase of two years of Rosetta Stone licenses for all ESL students to access on campus and at home. In 2014-2015, PAS completed three Civic Objectives and Additional Assessment Plans (COAAPs). In 2015-2016, PAS completed two COAAPs in addition to adding Citizenship Preparation to the program. ESL students will complete three more COAAPs in the 2016-2017 fiscal year.

The third change has been that PAS is an authorized testing center for Pearson Vue and HiSET. In 2014, 8 new desktops were purchased and set up to run Pearson Vue testing. This was in an effort to help students reach their goal of obtaining their High School Equivalency (HSE) certificate. Testing is currently run by the counseling technicians daily in between morning and evening classes and all day on Fridays. In June 2016, HiSET testing was also offered as an option to interested testing candidates. There have been many technical glitches for PAS to manage at this time, so HiSET testing has been temporarily unavailable. We plan to offering HiSET again in the Spring of 2017.

The fourth change has been GED to HSE. Since GED is no longer the only option for students to obtain their High School Equivalency certificate, PAS redesigned their program to help students who plan to take the GED, HiSET, or TASC receive proper preparation. Now, this preparation program is called HSE Preparation. It is offered through a traditional classroom model blended with online test preparation software. PAS absorbs the cost for all students. Additionally, students can opt to take the course solely through distance learning. Both options allow students to work with a teacher to determine strengths and weakness. Then, options are discussed and the preparation begins. Below is the flyer HSE teachers use to explain these changes.

There are multiple pathways to your State of California

Certificate of High School Equivalency

GED® Testing Service General Education Development	HiSET® High School Equivalency Test	TASC® Test Assessing Secondary Completion

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

High School Equivalency Certificate

When you pass any of the above tests you receive the

CA High School Equivalency Certificate

Not all options are available at all test centers. Some restrictions apply. Examinees must meet certain eligibility requirements. Preparation is not included in price. Inquire at local adult school or test center for complete details.

The fifth change has been the transition to more modern technology. Each classroom is now equipped with a KongCart, which includes a document camera, laptop, and each room has a projector and screen. Teachers have been thoroughly trained on this new technology through professional development days and mini technology trainings. The in house lead technology teacher and TOSA survey the staff regularly to see what teachers need to be trained on in regards to classroom technology and train teachers as appropriate. The formation of a technology team has also helped PAS stay abreast on technology changes in the field and in the district. Most recently, all staff have been trained on Office 365, a cloud based version of Microsoft Office. Though this adoption was a district mandate, PAS is leading the curve in its implementation.

The sixth change has been the addition of courses that satisfy the "a-g" subject requirements. These courses have been approved by the UCs and appear on the "a-g" course list. These courses are academically challenging, involve substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. Concurrently enrolled students benefit from these courses in our Independent Study classes.

The final change, as mentioned above, has been the creation of the Tri City Adult Education Consortium. Based on the AEBG 104 grant, funding for PAS now comes directly through the consortium. This has meant that the way things get approved, what can be paid for with those funds, and how best to use them in order to generate data has changed. Though PAS works hard to maintain successful programs, mandated changes and educational focus shifts have made it difficult to do just that. The focus is largely on CTE, so much of the efforts of administration, the TOSA, and acting "Resource Teacher" have been geared toward expanding this area.
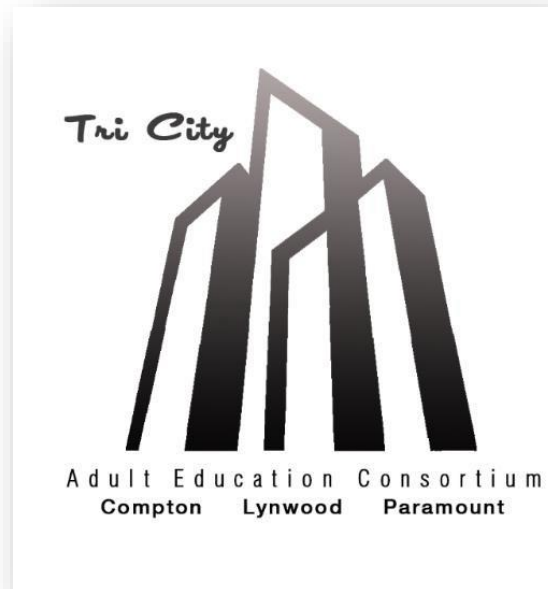

Meetings are held weekly and as of September 2016, designated staff at PAS have been assigned to task forces that include representatives from each of the Tri City sites. These task forces work hard to move Tri City in the right direction in accordance with AB 104. Task forces include:

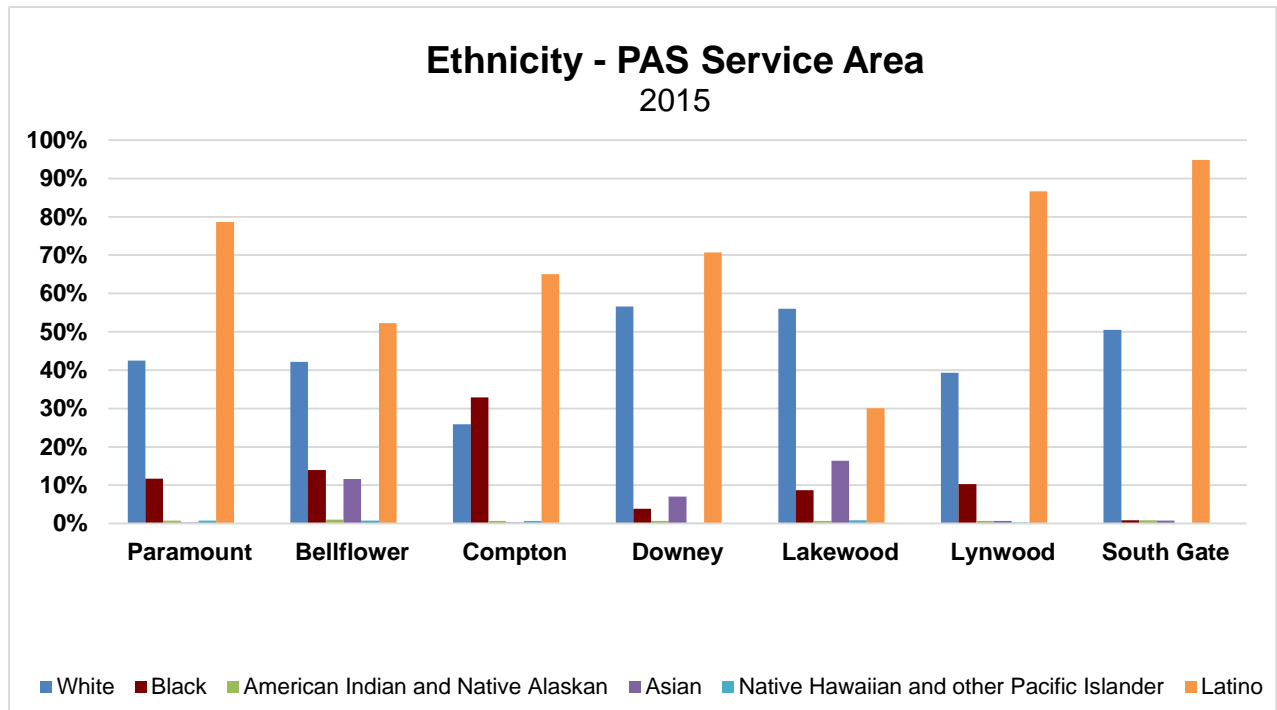| Data		Marketing		Events		Career Cruising
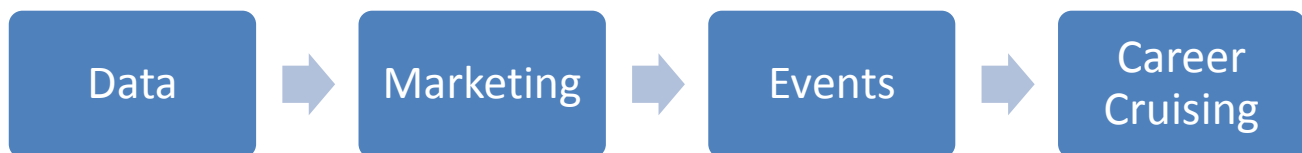
Administration attends weekly meetings that upon conception, took place at PAS. In 2016, a rotating schedule was created and PAS will once again host Tri City meetings in the Summer of 2017.
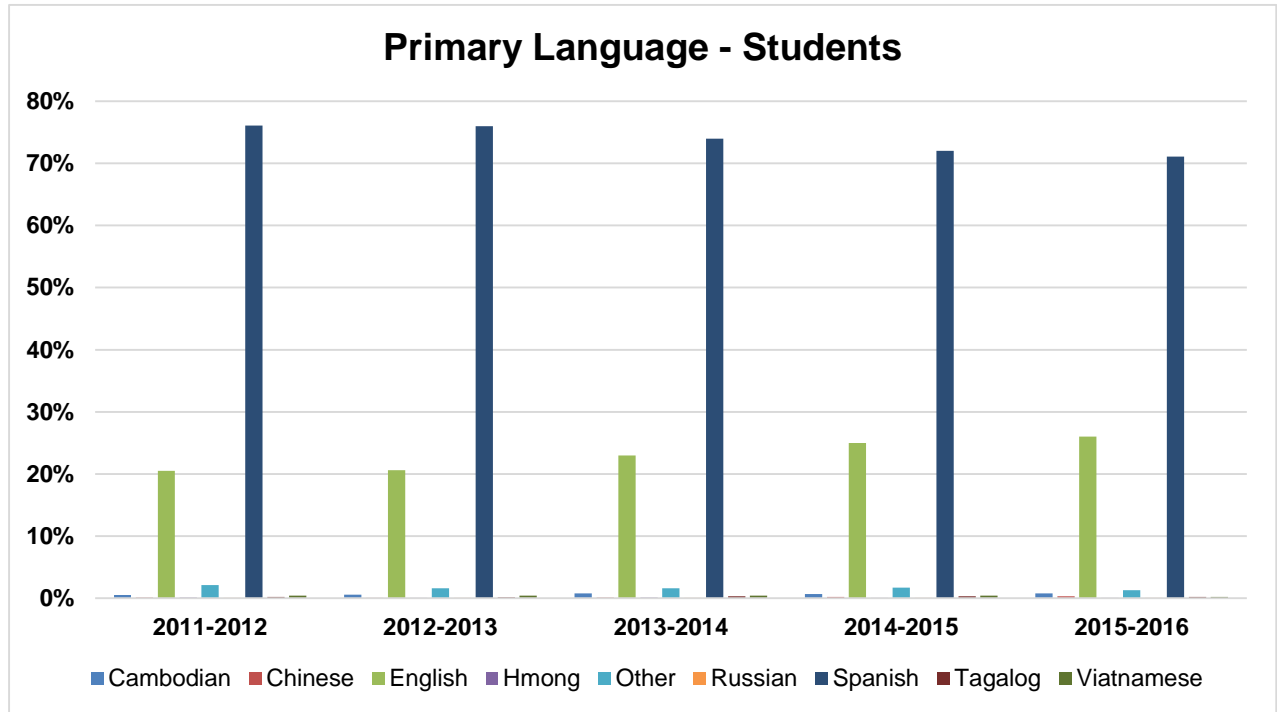
Student Demographics

Ethnicity - Students
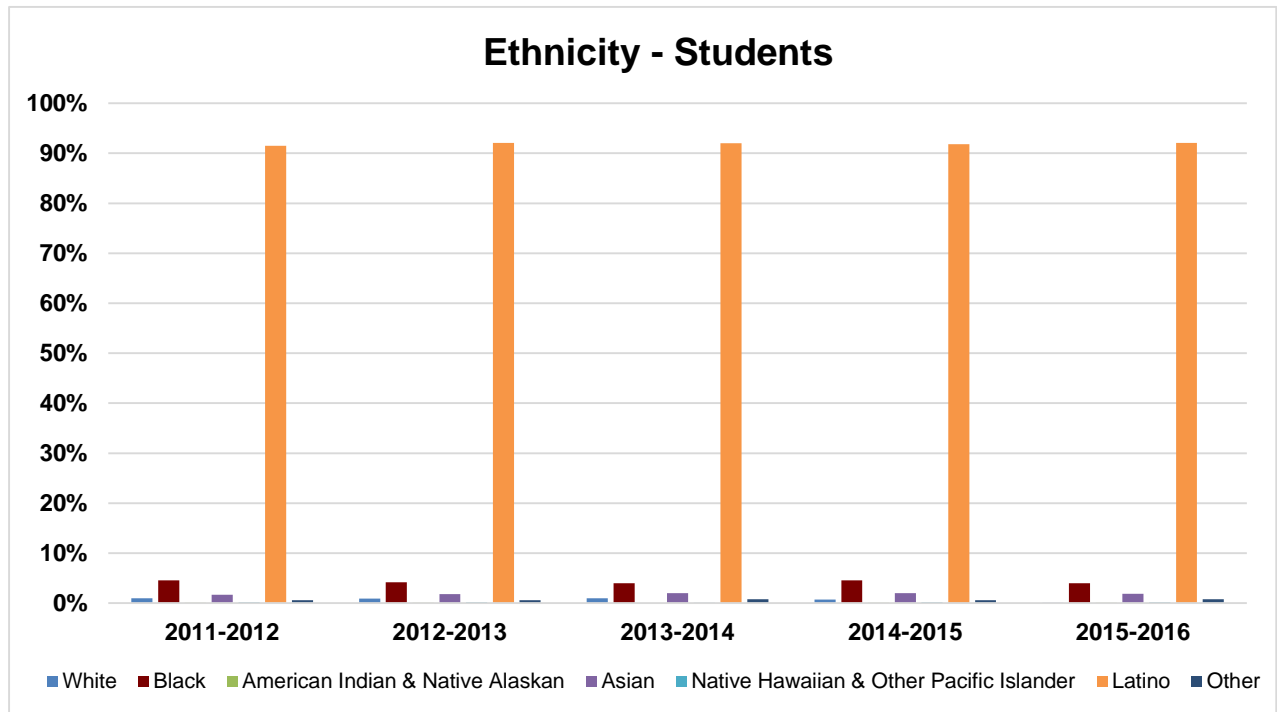
Ethnicity of PAS students is overwhelmingly Latino. This preponderance stands in marked contrast with the mixed ethnicity of the PAS service area:

Ethnicity - PAS Service Area
2015

Yet it corresponds more closely with primary language groups used by PAS students.

Primary Language - Students

Categories: Cambodian, Chinese, English, Hmong, Other, Russian, Spanish, Tagalog, Viatnamese
Years: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016

Student age distribution at PAS has remained relatively the same.

Student Ages

Categories: 18-20, 21-30, 31-40, 41-50, 51-60, 61+
Years: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016
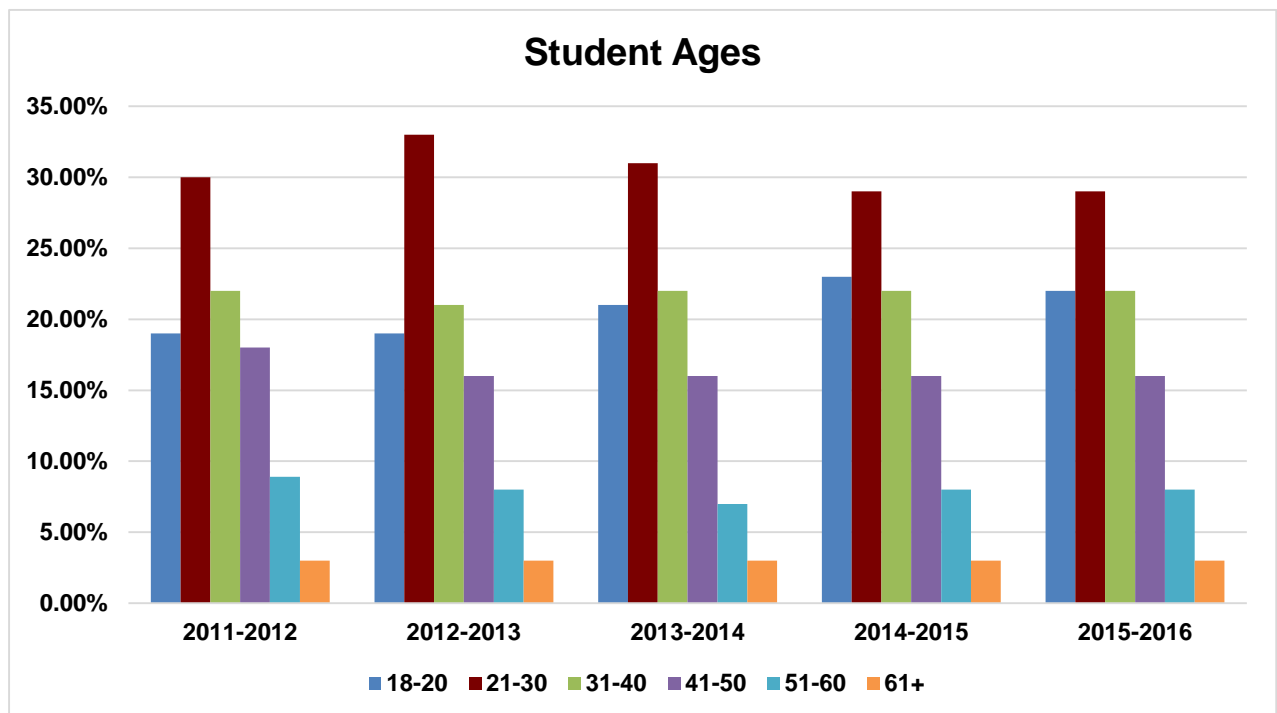
Female students continue to outnumber males overall, but there are exceptions within programs.

Student Gender
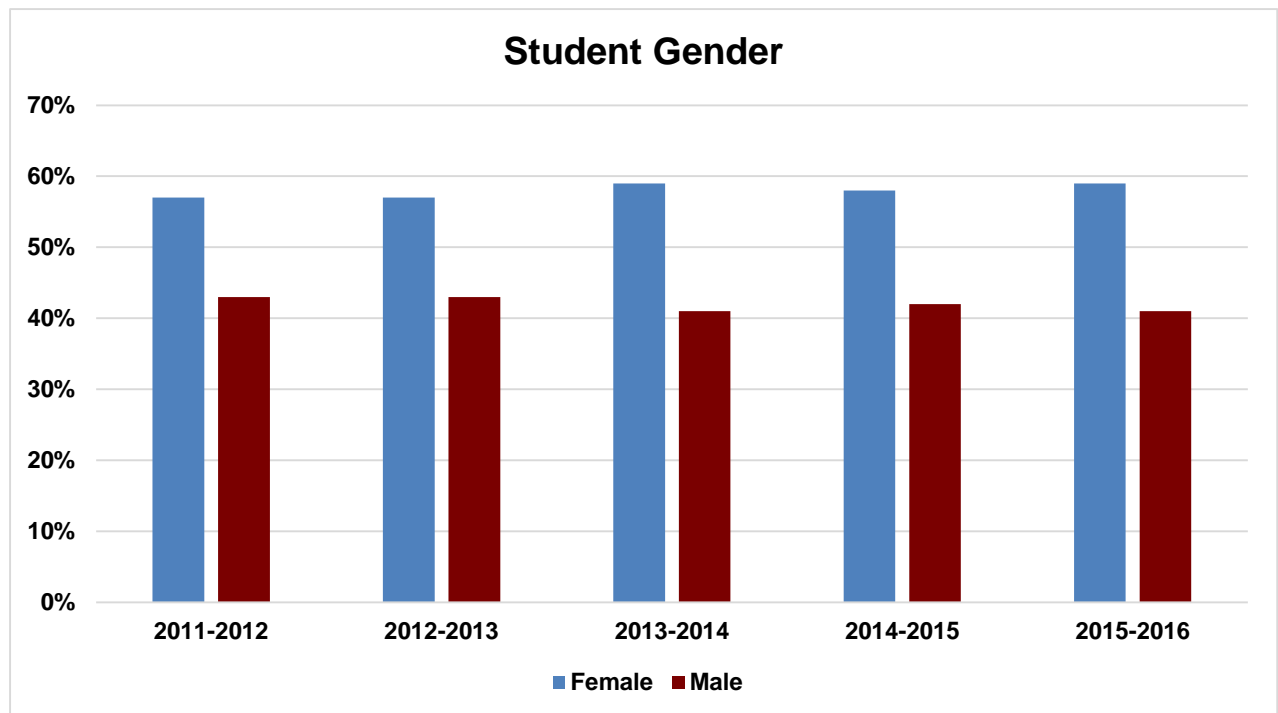
Concurrent enrollment, which has served between 260 and 411 students during each of the past five years, comprises a preponderance of the High School Diploma program. However, concurrent students make up a much smaller percentage of the PAS student body overall.

Concurrent Enrollment
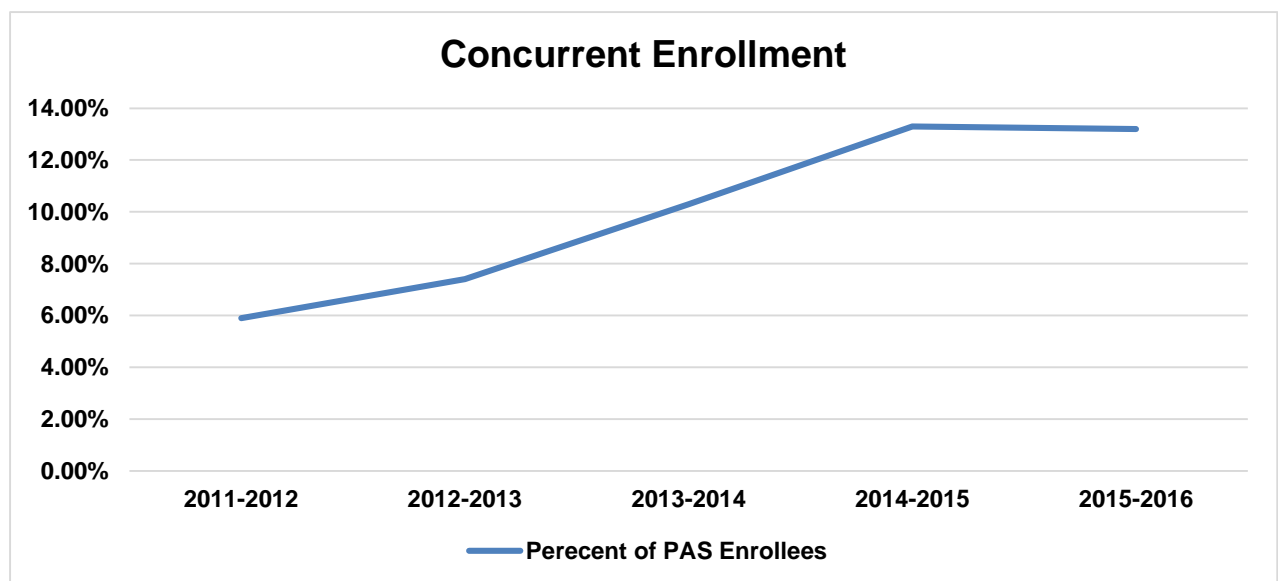
PAS serves a large number of special population 1 students[1]. Reports generated from the Carl D. Perkins grant provide additional data:

School Year	Economically Disadvantaged
2011-2012	64%
2012-2013	65%
2013-2014	55%
2014-2015	47%
2015-2016	51%

As is common in adult school throughout the state of California, PAS has far fewer attendees by the end of semester than originally enrolled. One indicator of this is the number of students who generate fewer than 12 hours of attendance (who are defined as having "no" attendance in the database):

School Year	Unduplicated Enrollment	No Attendance	Total	Percentage
2011-2012	4,971	1,114	6,085	18%
2012-2013	4,545	889	5,434	16%
2013-2014	4,171	887	5,058	18%
2014-2015	3,702	805	4,507	18%
2015-2016	3,553	825	4,378	19%

Although this number rose each year since 2007, the implementation of a registration fee in July 2010 helped this number drop (i.e., students seem to continue coming to class because they invested money to enroll). As of the 2016-2017 school year, students no longer pay registration fees. It will be interesting to see how this affects attendance.

Another indicator for the phenomenon may be student employment. Anecdotally, faculty and staff have the impression that students stop coming to school to go to work. In the past, mobility was a major contributor, but the 2015 student survey indicated that close to 50% of PAS students have lived at their current address for 4 years or more. Now, second to personal/family reasons, work schedules interfere with students' ability to come to school.

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[1] As defined in the Carl D. Perkins grant, special population students include economically disadvantaged, limited English proficient, disabled, single parents or single pregnant women, gender equity or nontraditional training, and displaced homemakers.

Achievements

The vast majority of certificates for achievement at PAS are awarded to ESL students as they progress from one level to the next or complete the ESL program. A much lower number are also awarded in the ABE program. No hard data regarding the quantity of these LEA-based certificates are kept, but it can be inferred from attendance patterns to number several hundred each semester. Nor is the percentage of certificate earners compared to enrollees presently attainable with a high degree of accuracy. However, data regarding other programs is informally tracked.

CASAS testing is held monthly in all ESL, ABE, and ASE classes. The majority of these classes test online using CASAS eTest. Retesting for absent students occurs the following week. Fewer class sections and shorter class hours have led to declining numbers of payment points being earned:

CASAS Payment Points
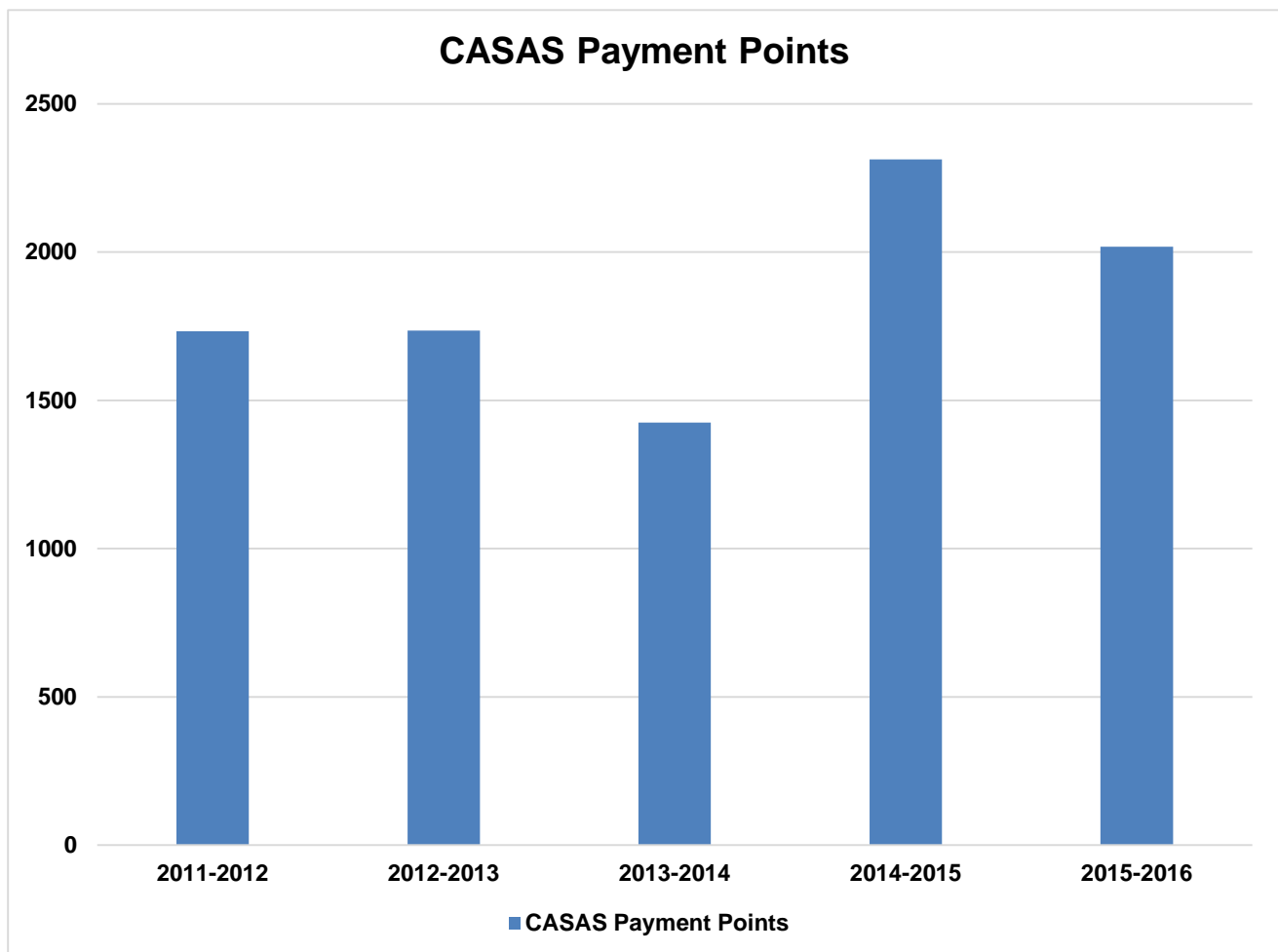
Data on student achievement regarding such areas as continuing education, job placement, and military participation is again limited to reports generated for the Carl D. Perkins grant. As incomplete as this source is, it could serve as a template for documenting such information for the PAS learner population as a whole.

CTE Further Education or Training

School Year	Participating in Future Education Related to their Field
2010-2011	26%
2012-2013	95%
2014-2015	100%

CTE Job Placement

School Year	Employed Full-time or Part-time in Related Occupation
2010-2011	33%
2012-2013	45%
2014-2015	100%

CTE Military Experience

School Year	On Active Duty in the Military Service
2010-2011	2%
2012-2013	0%
2014-2015	0%

Schoolwide Learning Outcomes			
PAS students will…			
develop their own individual plan to reach their short term/long term goals.	interpret information from graphs, charts, and tables.	sythesize information froma variety of sources as evidenced by a completed project.	evaluate, analyze, and improve their own work by using scoring guides.

Programs

PAS offers classes in five program areas: Adult Basic Education (ABE), Adult Secondary Education (ASE)—which includes High School Diploma and High School Equivalency Exam Preparation (HSE), Career Technical Education (CTE), English as a Second Language (ESL) /Citizenship, and Parenting. Classes are offered Monday through Thursday in the mornings, afternoons, and evenings. The total number of class sections running as of September 2016 was 49.

Although the size of programs relative to each other at PAS has maintained consistency over the years, the biggest variance has occurred within the ESL population—which has been rising since the low in 2007-2008. Attendance in the CTE program has been raising due to the implementation of the MA program.

Delivery systems include:

- Technology Enhanced Language Learning (TELL)
- teacher-directed instruction
- labs for computer assisted learning and individual instruction
- distance learning
- independent studies
- hands-on training in the CTE department's Medial Assistant (MA) program
- blended learning

The CTE program offers two pathways for postsecondary technical education: Information Technology (IT) and Medical Assistant (MA). The IT pathway consists of instruction in software applications and is offered morning, afternoon, and evening. The second pathway, Medical Assistant, is offered four evenings per week and consists of 4 modules. A fifth module will be added in fall of 2016 with plans to further expand the program throughout 2017.

The level of offerings at PAS for postsecondary students range from true beginner ESL (literacy level) through high school diploma/equivalency.

Certificates

Learner success is most often awarded with local education agency (LEA) certificates— given to indicate advancement within a program, program completion, and Student of the Month. Also, beginning in spring 2009, top students in the highest ESL level have received PAS "Star 6 Awards" and have been included in the annual PAS commencement ceremony.

PAS also offers a Lifelong Learner Award in remembrance of a special student on campus, Ramiro Salgado. Mr. Salgado was the true definition of a lifelong learner. He attended every class on campus and never gave up. He attended classes until his passing in 2012. Each December, the award is given to a student who displays the attributes of a lifelong learner. Teachers nominate students and a committee decides who best pays tribute to Mr. Salgado and his dedication to learning.

Calendar System

The majority of programs run on the semester calendar system—fall/winter, and spring/summer. Exceptions include Parenting and some CTE classes, which run shorter periods.

Class Size

Depending on the class and program, teachers may expect to serve 15 to 50 students in one class on a given day.

Typical load for the average student

At PAS, a full-time student load is considered to be 12 hours a week. A small number of courses (such as citizenship) run fewer hours per week, but these learners are usually not considered "full-time.

Geographic Area

Students and visitors can find PAS near the heart of Paramount, California, a city in the greater Los Angeles metro area just north of Long Beach. Located near the nexus of several major freeways and including a rail line, the city of Paramount has long been a base for small to medium sized businesses, including light manufacturing, wholesale, and retail sales.
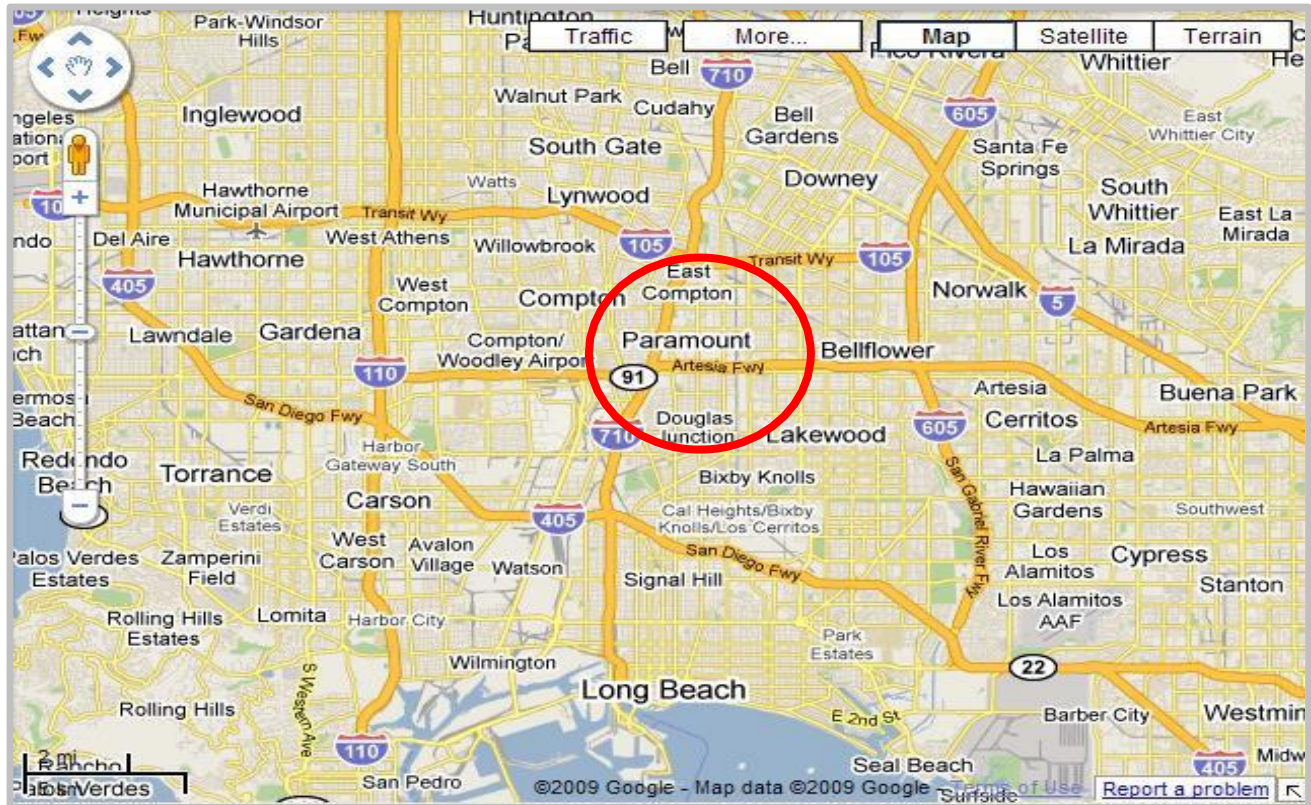
The PAS service area includes Paramount and portions of Compton, Lynwood, South Gate, Downey, Bellflower, Lakewood, and North Long Beach.

An average of 11,440 residents live in each of the four square miles that comprise Paramount. In terms of density, Paramount ranks approximately in the middle of other communities in the service area, which house between 8,502 and 14,406 people per square mile.

Paramount boasts a 38.3% home ownership rate compared to 54.3% in California overall. This ranks lowest compared to the surrounding communities, which range from 39.5% in Bellflower to 71.2% in Lakewood.

Population

According to the U.S. Census Bureau estimate, 54,098 people called Paramount their home as of 2010. In 2013 this number unofficially rose to 54,980. The total population of the cities in the service area was just over a half million people. However, much of this service area overlaps populations served by other LEAs, including Bellflower, Compton, Downey, and Lynwood Adult Schools.

In each of the cities in the service area, the number of people speaking a language other than English at home closely tracks the number of Latinos in the corresponding city. Paramount is no exception: 76.3 compared to 78.6%.

The 2010 census indicated a wide range of income levels in the six surrounding cities. Paramount ranks as one of three communities that have more than one fifth of its residents living below poverty level (24.5%). Household median income was $43,784 in Paramount. Highs in the service area ranged up to $60,374 and $79,113 in Downey and Lakewood, respectively. These higher incomes correlate to higher levels of education:
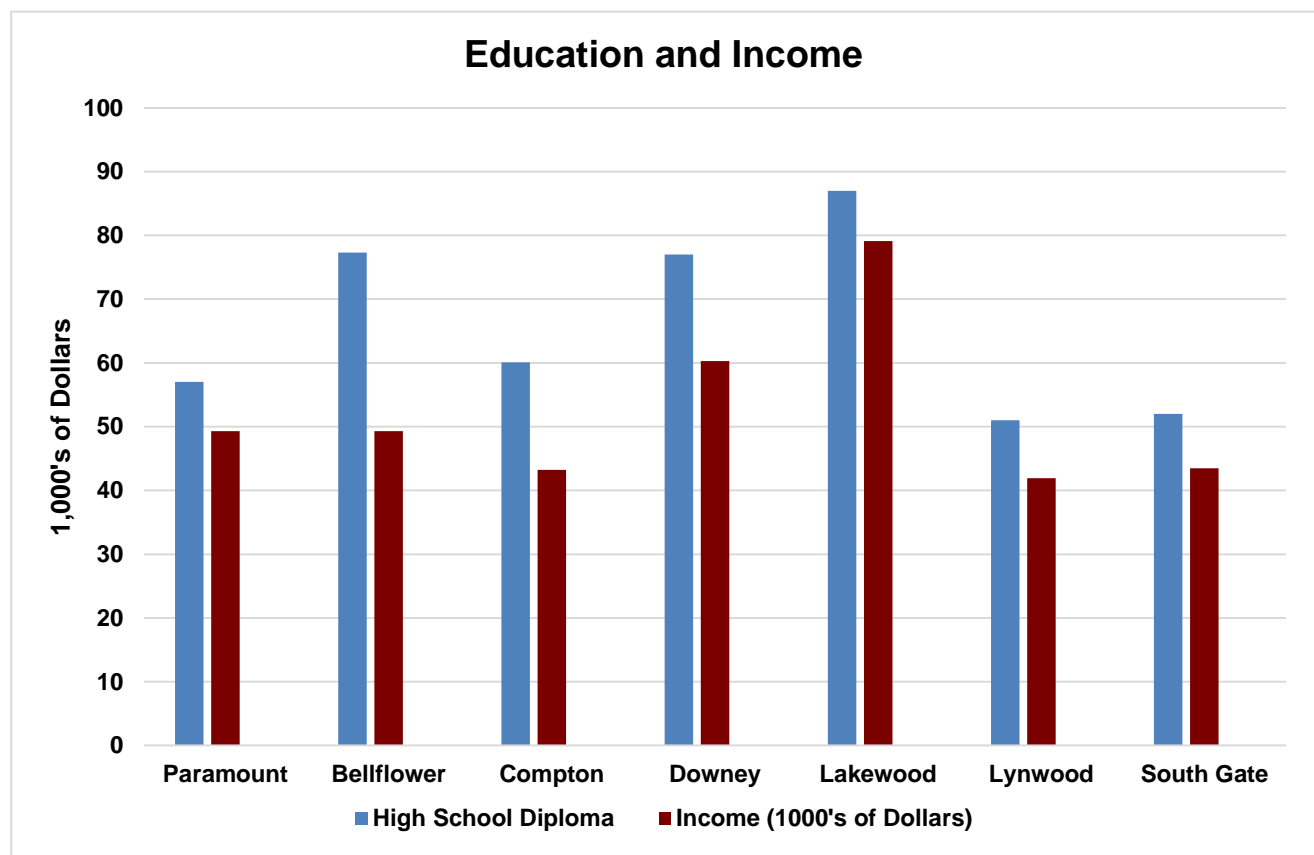
Anticipated Changes in School Demographic Data

According to U.S. census data, both Los Angeles County and Orange County fall within the average commute distance for PAS service area residents. So the following county- level projections reported by the Employment Development Department (EDD) represent salient data points for the adult school:

Employment Projections
2012 – 2022

Los Angeles County

Occupational Title	Numerical Increase	Percent increase
Office and Administrative Support Occupations	35,400	6.1%
Healthcare Support Occupations	19,530	20.2%
Personal Care and Service Occupations	104,880	40.5%
Heath Technologist and Technicians	16,230	22.8%

Orange County

| Occupational Title	Numerical Increase	Percent increase
Office and Administrative Support Occupations	35,400	6.1%
Healthcare Support Occupations	19,530	20.2%
Personal Care and Service Occupations	104,880	40.5%
Heath Technologist and Technicians	16,230	22.8%

Each of these occupational titles has been included in ongoing or near term future course offerings at PAS for the following reasons:

- A strong and growing need for professions that use the types of software applications currently offered in the IT pathway.
- A growing need for graduates of the health science and medical technology pathway— either to fill strong local demand, afford entrepreneurial opportunities expressed by students, or to upgrade pay rates for students who are already employed in related fields.

State, county, and city-level unemployment data, also from the EDD, put the status of the PAS service area into perspective:
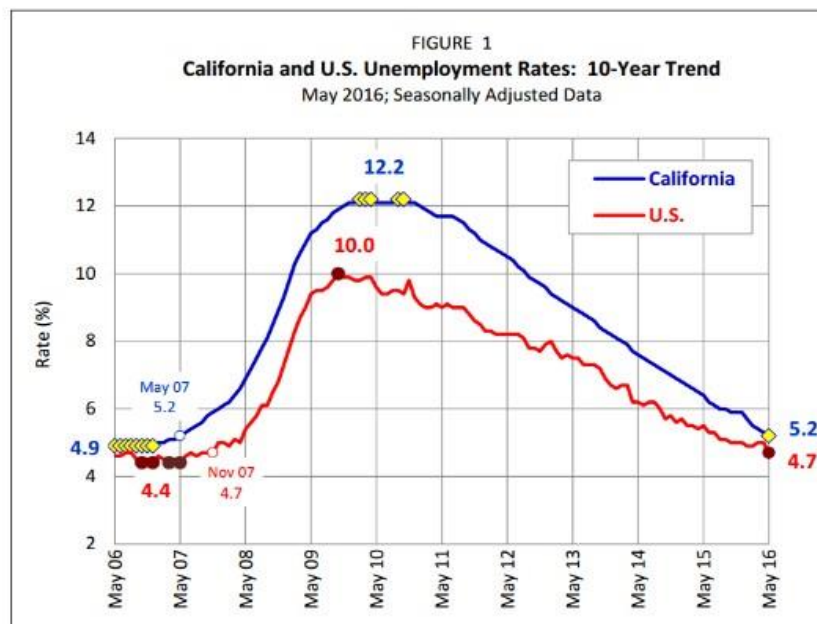
Unemployment in all cities in the PAS service area have dropped considerably since our last WASC visit. PAS is slightly lower than the state in general, but slightly higher than the larger surrounding communities (i.e., Los Angeles and greater Long Beach):
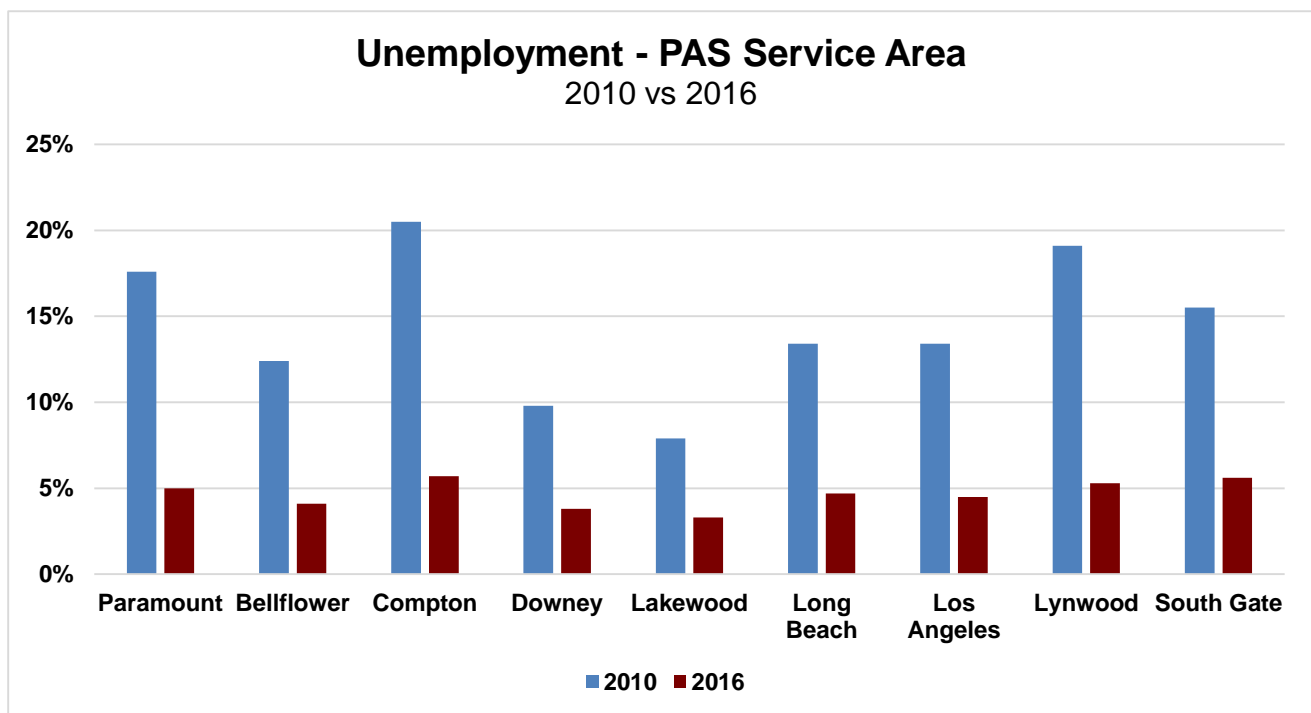
PAS will continue working with the Tri City Consortium to help in the continual decrease in unemployment in the region. We will continue helping "…all students reach their goals" and assist them in training for family sustaining careers. As the data suggests, expansion in the following areas will be a priority at PAS over the next 3 years:

Health Informatics → Phlebotomy → Pharmacy Technician → Medical Billing & Coding
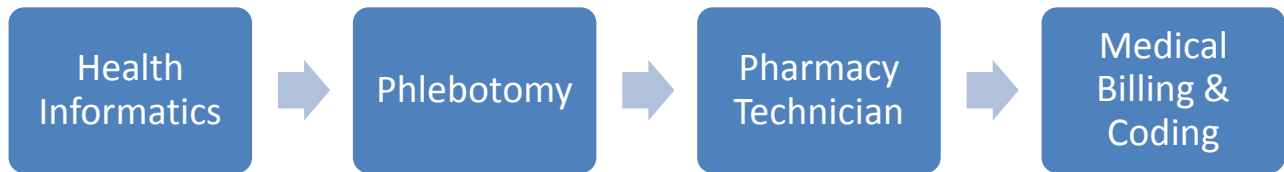
Current career training and education in the region via Tri City Consortium can be found on the website – tricityconsortium.org.

The previous self-study outlined a clear Action Plan, which identified responsible individuals and groups for steps to address key issues. A timeline was established and revisions to the Action Plan were to be made annually. During the first years after the WASC visit, steps were taken to implement the Action Plan. In later years, due to the loss of an administrator and state wide budget cuts, some elements of the Action Plan were globally addressed, though not systematically addressed.

This self-study process has allowed PAS staff to understand how to facilitate implementation of the Action Plan in the future. Responsibilities will continue to be assigned by position; however, dates will be determined for actions, and electronic reminders will be created to notify persons responsible of their duties. Further, since more staff have been involved in the design and writing of the current Action Plan, more stakeholders are aware of and involved in the ongoing review of the Action Plan.
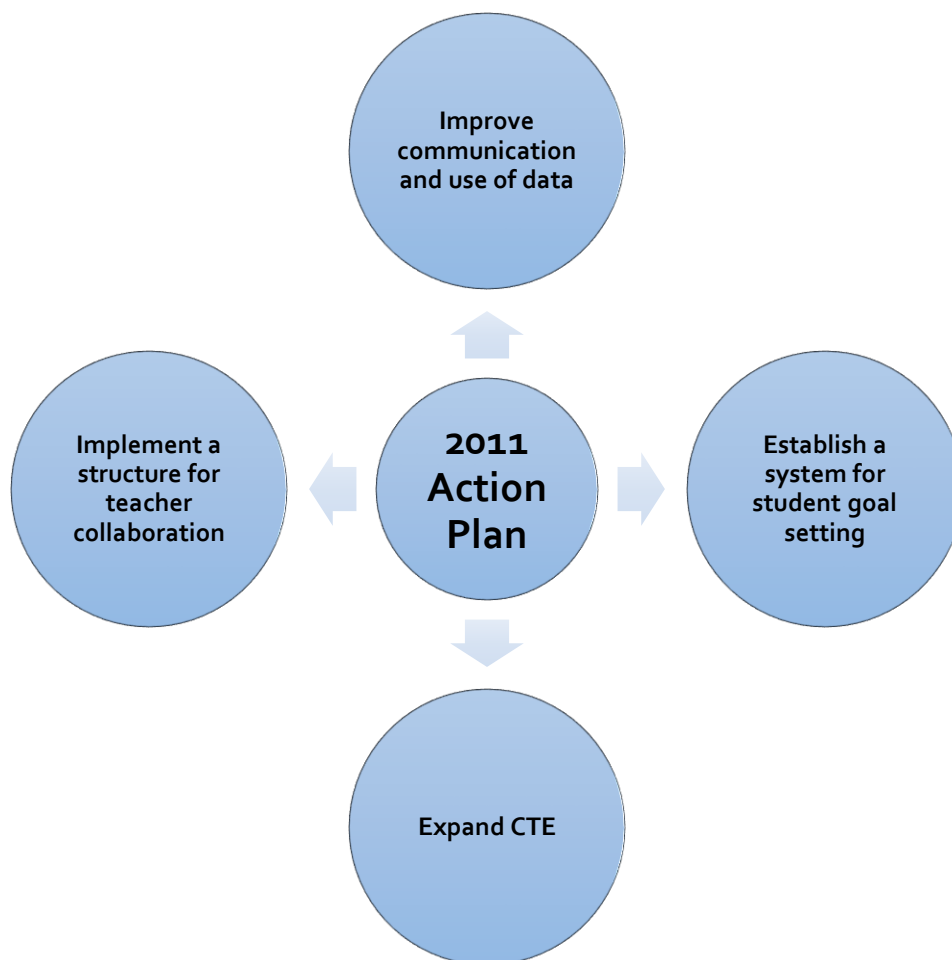
KEY ISSUE #1 – IMPROVE COMMUNICATION AND USE OF DATA

The first Action Plan key issue was to institute a data collection system to inform decision making across programs, track student achievement, drive improvement and serve as a basis for communication with stakeholders. PAS, in the first years of the current WASC cycle, instituted widespread use of the Cycle of Inquiry, a process in which teacher met by department, analyzed data relevant to their classes, made plans for improvement, implemented plans, and then met again at a later date to reflect and begin the process anew. At the same time, administration utilized data to inform program decisions. Thus, data was utilized within departments or administration; no schoolwide data collection system was instituted effectively. Data is analyzed by the TOSA and administrators to make decisions about individual programs. However, communication about data analysis with stakeholders and student tracking has been limited in recent years. Data has been used by individual teachers within classrooms or within departments to make instructional or departmental decisions. There is limited communication among stakeholders about how frequently or effectively this is being done; teachers and staff members are unaware of the use of data outside of their department. Limited information is available to indicate that the current use of data supports Student Learning Objectives.

Collecting data schoolwide is a challenge for all adult schools in the state. The Tri City Adult Education Consortium, which PAS is a member, is working on adopting a common database that is designed for adult education. Currently, the consortium is looking into using ASAP version 3 for all adult school members. In this system, teachers and staff will be able to input such data as grades and attendance as well as create reports that will inform instruction.

KEY ISSUE #2 – ESTABLISH A SYSTEM FOR STUDENT GOAL SETTING

The second Action Plan key issue was to establish a system for goal setting. PAS teachers would facilitate the process of goal setting. Students would analyze their progress through goal setting. Individual teachers and members of specific programs would coordinate and articulate regarding student goals.

PAS has established a culture centered around student goal setting. It is expected that all classrooms address the need for students to set goals as well as formally walk students through the process regularly. In the early years of the current WASC cycle, there was a universally utilized goal setting process in place including an instrument called the "Learner Log." Today, teachers are expected to implement goal setting, but have the freedom to utilize the method of their choice. Each classroom implements goal setting differently. There is currently no accountability system in place that allows administration to determine the degree to which goal setting is in place in classrooms. There is no current method of measuring goal setting to determine to what extent goal setting has had a measurable effect on student learning or on students' ability to achieve personal, academic, or career related goals. However, teachers in WASC focus groups indicated that most classrooms are doing goal settings in one form or another. The Learner Log process is still used by many classroom teachers.

ESL as a department utilized goal setting as it was an integral component of EL Civics. Goal setting was the topic of a question on the student survey. 63% of students surveyed stated that their teacher asked them about their goals and educational interests.

<div style="background-color:#dbe4f0; padding:4px">**KEY ISSUE #3** – EXPAND CTE</div>

The third Action Plan key issue was to expand the CTE department beyond Informational Technology. New classes and pathways would be developed to assist students in reaching their personal and career goals. While the electrician pathway which was in place during the previous WASC process no longer exists at PAS, a new medical assistant pathway and Information Technology certificate programs are in place. PAS is researching other CTE pathways for students.

<div style="background-color:#dbe4f0; padding:4px">**KEY ISSUE #4** – IMPLEMENT A STRUCTURE FOR TEACHER COLLABORATION</div>

The fourth Action Plan key issue would develop and implement a systematic structure for teachers to collaborate to improve teaching and learning. Teachers would utilize the cycle of inquiry to determine common learning objectives, develop common assessments, provide instruction based on common objectives, assess student learning, analyze student results, plan improvement to instruction, and implement improved instruction. Teachers engage in professional development at the twice a year Professional Development days. These involve whole staff development sessions as well as departmental meetings. Professional development is further supported through the Open Forum meetings, paid conference attendance, and department meetings. The Cycle of inquiry is only minimally utilized currently; certain teachers within departments use the COI voluntarily to improve their program. There is no current system of data collection, analysis and planned improvement that is reported to the administration. However, the data to support that current methods of professional development effectively support SLOs can be found in teacher surveys of PD days, leadership meeting discussions, and open forum discussions. Initially, CASAS scores were used in the Cycle of Inquiry process. However, this proved problematical since the CASAS data did not always align with the objectives of the class or department. The need to find reliable, informative data for each department is woven into the goals of the new Action Plan.

The goals of the Action Plan were universal goals that permeated the culture at PAS. Teachers plan lessons with student goals and achievement in mind. Leadership meetings, open forums and student representative meetings center around student needs, professional development and the expansion of curricular offerings for students.

Tracking student goal achievement is a challenge in adult education especially given that the student enrollment is often fluid and student goals are very personal. Students at adult schools are working toward career goals and personal goals that are not always easy to measure for the adult school. A method for defining student success that is measurable is a needed component of the next Action Plan. Anecdotal evidence from teachers, students and administrators exists to correlate a connection between student learning and the implementation of the previous Action Plan.

CHAPTER III – SELF-STUDY FINDINGS

Criterion 1 – Institutional Mission and Schoolwide Learner Outcomes

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

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

The mission of the Paramount Adult School is to provide a quality education which ensures that all students reach their goals.

The PAS Mission Statement reflects our commitment to high levels of learning in various ways. It focuses on education as a means for students to reach their goals. Staff ensures that all students are provided with the proper information to begin their educational goals. We establish learning programs and services that are aligned with our mission by considering the demographics of the students we are servicing. Various methods are used to determine the needs of our student population. Some of these methods include student surveys, monthly student representative meetings, and assessment data. This in turn helps PAS determine classes that are needed for our students to be successful. High school diplomas and certificates are granted to students that meet our educational requirements.

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

The PAS Mission Statement was accomplished through brainstorming and sharing of ideas amongst teachers, staff and administrators. All stakeholders met, broke into groups and were invited to give input in the creation of a mission statement that best reflected the needs of our students and what we want to accomplish as a school. Once all ideas were shared, we decided as a group what the mission statement should be. Since then, we post our mission statement via posters in every classroom and hallways near our main office. Our mission statement is also on our website and is read at every meeting.

Our mission statement is so engrained in our school culture that when site administrators, Leadership Team members, and faculty in settings such as Open Forum began to discuss whether or not to revise it, we anecdotally concluded that it continues to meets our students' needs and is in direct alignment with our district mission statement. Below is a timeline of its creation.

Mission Statement Creation Timeline	
01/29/10 meeting – classified, certificated, and administrative staff	- Began thinking about mission statements. - Defined mission statements and why they are important. - Integrated PAS and PUSD Mission Statements
03/05/10 meeting – classified, certificated and administrative	Reviewed PAS Mission
Spring 2010	Finalized PAS Mission

Indicator 1.3 – The school's mission statement is central to institutional planning and decision making activities.

The PAS Mission Statement and SLOs are part of our decision making activities. We begin each meeting and activity by reading our mission statement and the SLOs serve as a guide to remind us what students should be experiencing, learning and accomplishing in each activity or class that they are taking. Students earn credits in different areas such as high school diploma, ESL, high school equivalency and career technical education. In addition, they may earn a diploma or certificates of completion in various areas. This serves as proof that PAS incorporates the mission statement and SLOs into everything we do.

Indicator 1.4 – The school establishes measureable schoolwide learner outcomes that identify the broad, global goals for all students based on current and future learning needs.

Our SLOs were developed for the purpose of helping all students receive a quality education and aid as a measuring tool for student learning. We joined together as a whole to decide on what the SLOs would be; we did this through various meetings and activities. SLOs are measured through a variety of methods.

The timeline below depicts the steps taken to develop the SLOs.

| Schoolwide Learner Outcomes Creation Timeline	
01/29/10 meeting – classified, certificated, and administrative staff	• Introduced SLOs • Drafted PAS SLOs
03/05/10 meeting – classified, certificated and administrative	• Defined and informed stakeholders the SLOs
Ongoing	• Integrated SLOs to classrooms and school culture

CASAS test results, informal assessments, projects, and textbook-based quizzes and test are ways that the SLOs are measured. Persistence rates indicate that student outcomes are positive. PAS and all stakeholders are directly connected with the SLOs in the sense that we are all an important part of a student's educational path. All stakeholders do their part to ensure that students are meeting their goals, whether it is by helping a student chose his or her next class or teaching in the classroom.

The Schoolwide Learning Outcomes at PAS are as follows:

Schoolwide Learning Outcomes PAS students will…			
develop their own individual plan to reach their short term/long term goals.	interpret information from graphs, charts, and tables.	sythesize information froma variety of sources as evidenced by a completed project.	evaluate, analyze, and improve their own work by using scoring guides.

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

Teachers administer formative and summative assessments to measure the needs of their students and check for understanding. The overall success of our students helps us to achieve SLOs, which ultimately ties into our overarching goals. The following are research based methods that have been incorporated into our learning programs:

Thinking Maps > Engagement Strategies > Technology >
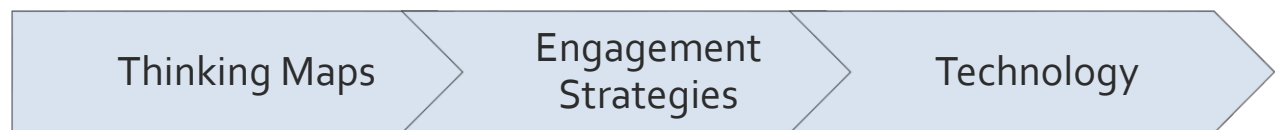
Further, PAS conducts monthly CASAS testing as mandated by the California Department of Education. This test serves as a tool to look at and evaluate students' abilities. This then informs instruction and programmatic goals.

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

PAS conducts annual student surveys to review courses and programs offered. The surveys help identify the types of classes and programs to explore. Additionally, AB 104 clearly defines 7 program areas in which funding can be apportioned. A combination of the two insures that the needs of the community are being met.

Other ways that we gather input from current students and the community is through Student Representative Meetings and job fairs. Student Representatives not only represent their classrooms, they also serve as a voice for the community and family members who might be interested in taking courses at PAS. Job fairs and community events also give us insight regarding what types of classes and skills are needed to help students find work in surrounding cities. This information helps us plan future classes and informs plans for expansion.

CRITERION 1 – STRENGTHS

1. The mission statement is communicated to the school's constituents.
2. The mission statement and SLOs are displayed in every classroom.
3. The mission statement and SLOs can be found at the school's entrance and registration area.
4. Administrators, teachers, and staff work together to help students decide on a path to reach their goals.
5. Staff, teachers, and administrators are reminded of our mission statement at every meeting or training.
6. Consistent annual student surveys are given.
7. CASAS testing measures skills students need to reach their educational goals.

CRITERION 1 – KEY ISSUES

1. The mission statement and SLOs have not been formally reviewed or revised since 2010.
2. The Action Plan has not been revised for almost six years.

Criterion 2 – Organizational Structure and School Leadership

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

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

Though certificated staff are aware of their roles and responsibilities, they report that they are not aware of where to find their formal job description. Classified staff have clearly defined job descriptions that are available through Human Resources. Overall, all staff at PAS effectively carry out their duties on a day to day basis.

There are mixed opinions on the appointment of Leadership Team members. Some feel that those designated to non-administrative leadership roles are qualified and respect their role. Others feel that PAS could benefit from fresher perspectives from other staff involvement in leadership duties. For this reason, the Leadership team has recently become more varied in its participants. Participants can change on a yearly basis.
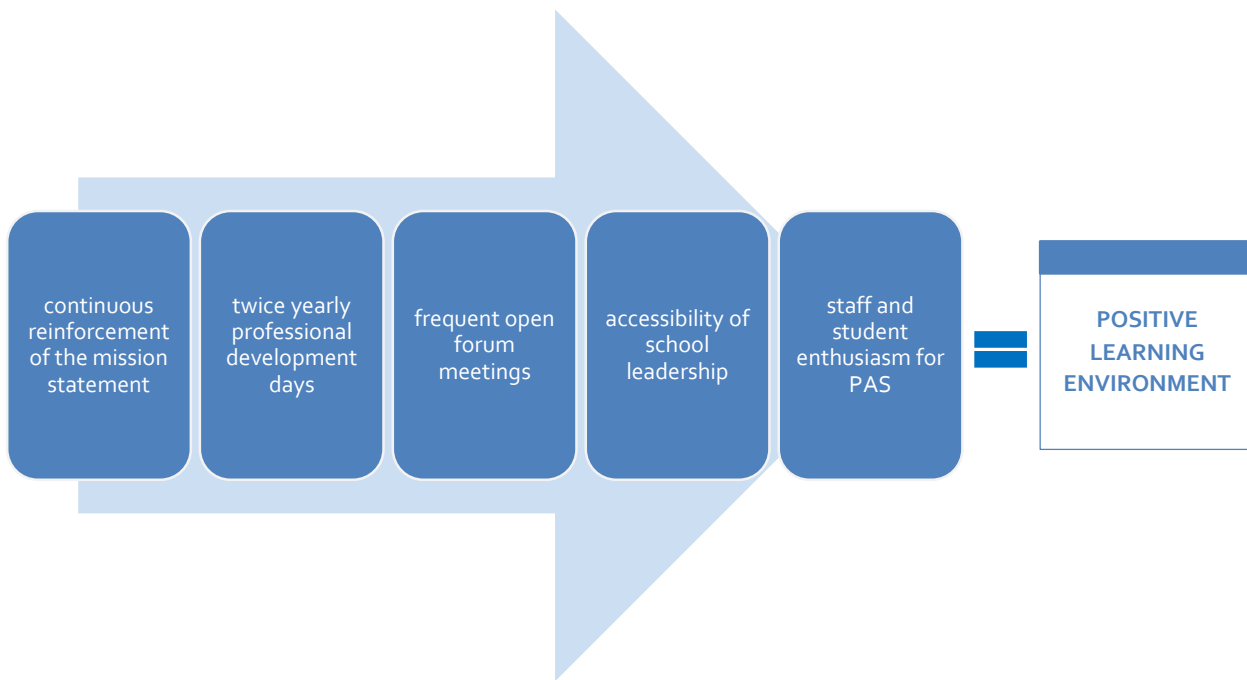
The governing body (PUSD) makes sure credentials and TB tests are up to date. They also handle all legal issues. PAS is overseen by the governing body in terms of long term planning, particularly including technology and budget planning. PAS administration is held accountable mainly in matters that pertain to CDS, which shares the campus and administration with PAS. There is less emphasis from PUSD on administrations' accountability with the Adult School.

PUSD and Tri City are bound by Brown Act guidelines. Board meetings are held regularly to promote transparency. Agendas and minutes are posted and members of the community have the opportunity to attend and speak at these meetings.

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

The school mission is reinforced and reiterated at all meetings and throughout the day to day running of the school. Twice a year, the school holds mandatory Professional Development (PD) days to help teachers grow as professionals and keep them informed of administrative expectations. District Curriculum Specialists conduct trainings on district initiatives that are then modified onsite to meet the needs of adult learners.

The following chart depicts ways that PAS fosters a positive learning environment:

| continuous reinforcement of the mission statement | twice yearly professional development days | frequent open forum meetings | accessibility of school leadership | staff and student enthusiasm for PAS | POSITIVE LEARNING ENVIRONMENT |

The school mission is reinforced and reiterated at all meetings and throughout the day to day running of the school. Twice a year, the school holds mandatory Professional Development (PD) days to help teachers grow as professionals and keep them informed of administrative expectations. District Curriculum Specialists conduct trainings on district initiatives that are then modified onsite to meet the needs of adult learners.

Agenda items for PD days come from School Leadership Team, who hear suggestions and ideas from the staff at large. Optional Open Forum meetings are also conducted frequently, which give teachers an opportunity to share successes and challenges with their colleagues and administration, generate ideas, and provide input. Student and teacher accomplishments are regularly communicated to the staff and governing body at these meetings and via celebratory emails. These activities help validate the vision and strength of administrators as academic leaders. PAS staff participates in community events such as:

- Safe and Civil
- Relay for Life
- Canned food drive for local Elks Lodge
- Blood Drive

PAS's vision is clearly expressed to teachers, but because of the nature of adult schools with contingent faculty, varying schedules, etc..., communication is a challenge to ensure that all staff are knowledgeable about PAS when students ask them program specific questions.

PD Day and Open Forum meetings are evidence of how administration guides the faculty towards improvement. Student Representative Meetings are held monthly to help administration identify student concerns. Leadership Team meetings are also held monthly to facilitate communication among all stakeholders. Minutes from all meetings held on campus are communicated to the entire staff through email and shared drives.

Teachers report that they work at Paramount Adult School because they thoroughly enjoy it. They express that they don't want to let administration or their students down. They choose to attend optional meetings to improve their practice, which directly affects student learning and leads to school improvement. For many teachers, this is a second job and these same teachers continue to reapply each semester. This shows their dedication to the vision set forth by administration.

Teachers feel that school leaders are accessible. Administration has an open door policy which is evident in Open Forum meetings, responses to emails, and a general sense of presence on campus. Teachers feel that administration is responsive to their needs and the needs of students. They are visible during class time, breaks, in classrooms, and after class. Teachers feel that this promotes a sense of safety and community on campus. Administration attends and often leads school events such as holiday performances and celebrations. Teachers feel comfortable speaking freely with administration, a sign of trust between both parties.

Enthusiasm for Paramount Adult School translates to effective teaching, which can be seen in every classroom on and off campus. The school has rallied around the mission of helping all students reach their goals. This enthusiasm has given faculty the opportunity to grow as professionals, for which the teachers express that they are extremely grateful. Classified staff hope to be given more professional development opportunities to grow in the future.

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

Administration conducts classified, certificated surveys and student surveys yearly to determine strengths and weaknesses of program and to identify areas in need of improvement. Teachers and classified staff are represented at leadership meetings, where school policy, program and procedural needs are addressed.

Stakeholders have a voice in the decision-making processes through participation or representative participation in leadership meetings, open forum meetings, student representative meetings, a schoolwide culture of open communication and administration's open door policy. Staff is directly surveyed regarding individual decisions as needed by the administrators through email or in person.

The following chart shows the different aspects involved in the evaluation process:
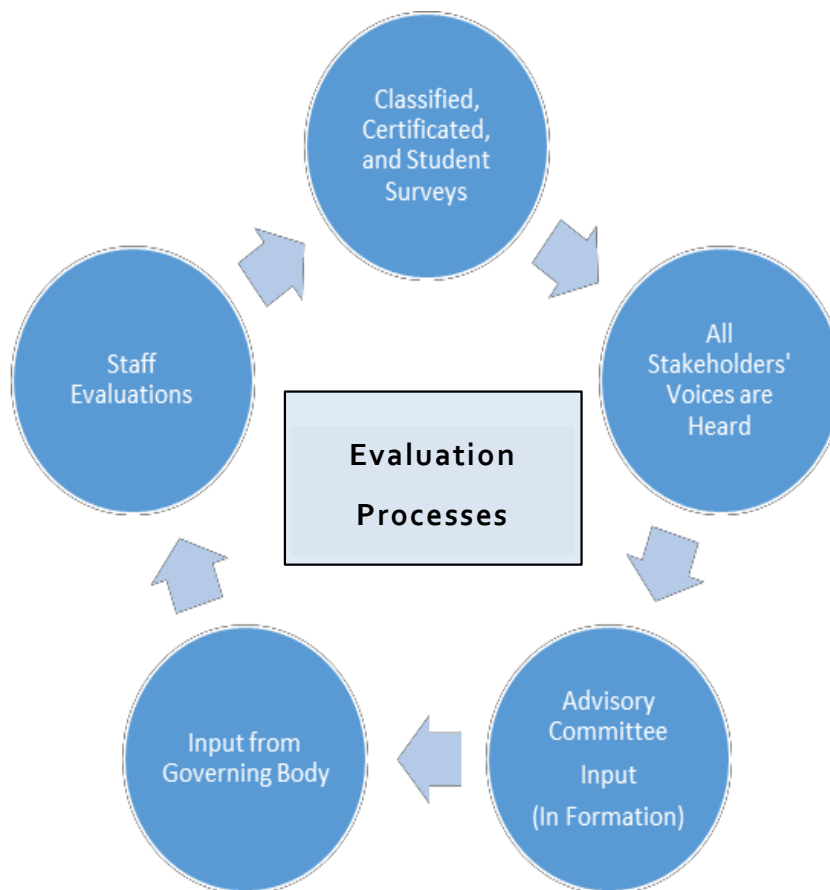
With the expansion of the Health and Medical Technology CTE pathway, various staff members are working hard to plan an Advisory Committee meeting. This meeting will include experts in the field, employers, staff, and students that will help inform the development of the program. The first Advisory Team meeting is scheduled in December 2016. Another will be held in June 2017.

The governing body evaluates PAS administrators largely their oversight of CDS; the governing body is less involved in the oversight of PAS. Therefore, there is less to communicate to PAS teachers regarding regular evaluation by the governing body.

Evaluations of PAS teachers by administrators follow District guidelines. Though they do use surveys and anecdotal notes to help evaluate procedures. Many times, administration turns to the Leadership Team to get feedback and solutions when changes need to be made.

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

The school documents its policies and procedures to a moderate extent. Emergency procedures are in place in the Emergency Plan. Emergency procedures are regularly reevaluated by administration. Many school policies and procedures are outlined in the teacher handbook. The following programs have definitive policies that are documented: ABE, HSE, HSD, MA and DL. The following procedures could benefit from a formal articulation of process: attendance accounting, payroll, and other general office procedures.

Written polices guide decision making processes in those areas where written policies are in place:

Emergency Plan → Teacher Handbook → Specific Program Policy Guidelines
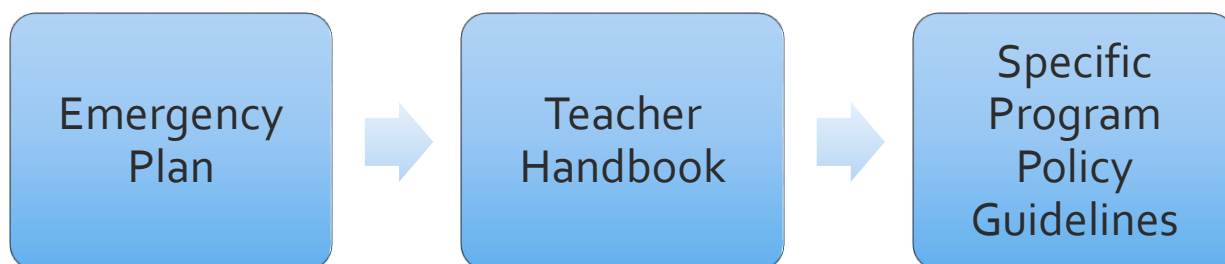
The cycle of inquiry process directly supported SLOs; however, the use of COI is no longer a schoolwide process. Goal setting, which is a schoolwide expectation for all students, supports SLOs; however, it is not a set process and is not regularly monitored. Academic programs with strong organizational structure have written procedures that support SLOs. The EL Civics curriculum supports SLOs. Professional Development days at the start of each semester support teachers to they can provide stronger, more supportive program to students. CASAS directly supports SLOs. The integration of technology through technology training and providing technology tools supports SLOs. The school reviews and updates the teacher handbook yearly.

Faculty, students, and staff members provide input into institutional decisions at Leadership Team meetings, Open Forums, Student Representative meetings, as well as through the school's culture of an open door policy between staff, students, and administration. Additionally, administration will survey staff regarding individual decisions as needed.

There is no set process for the creation of new policies. Decisions are made on a case by case basis, but generally involve department specific meetings and lengthy discussions to ensure transparency and agreement among stakeholders.

CRITERION 2 - STRENGTHS

1. Administration maintains an approachable, open door policy (via Open Forum, Student Rep, Office Staff Meetings).
2. Leadership Team meets regularly and has defined roles to support organizational structure and decision making.
3. Informal procedures and practices are in place and are supported by a dedicated staff.

CRITERION 2 – KEY ISSUES

1. Communication of policies for different programs as well as a procedure for changing policies should be done in a transparent, ethical way.
2. Need clear job descriptions for all positions.
3. Need an administrator assigned more exclusively to PAS.
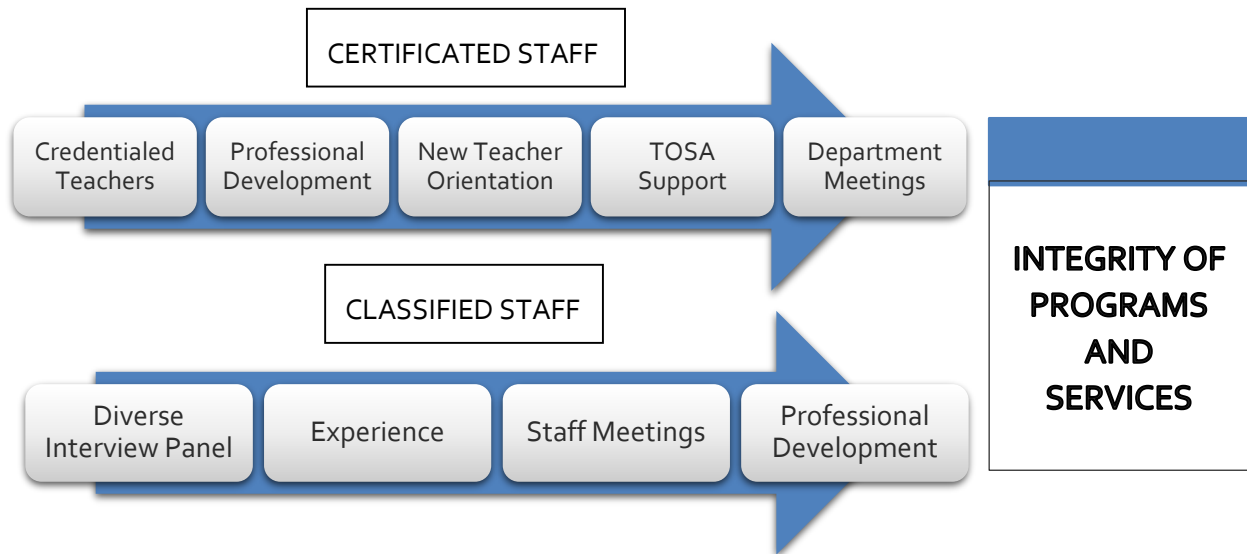4. Evaluation and revision of the School Plan

PUSD oversees hiring of credentialed and qualified personnel. At PAS, administration ensures that staff members continue to develop their craft.

Personnel Qualifications

CERTIFICATED STAFF

Credentialed Teachers · Professional Development · New Teacher Orientation · TOSA Support · Department Meetings

CLASSIFIED STAFF

Diverse Interview Panel · Experience · Staff Meetings · Professional Development

INTEGRITY OF PROGRAMS AND SERVICES

Credential Specialists at the District Office, support from the TOSA and peers, and consideration of strengths/experience when filling positions are methods used to assure that qualifications for each position are closely matched to specific programmatic needs and aligned with the school's mission. PAS follows traditional class size models and balances the community demand with the budget capabilities to determine class offerings and staffing needs.

Class Offering Considerations

Budget **+** Demand **+** Trends in Class Sizes **=** Class Offerings and Size
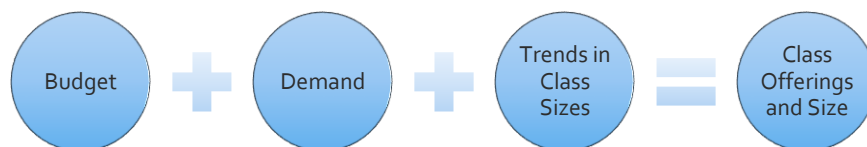
Indicator 3.2 – The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

All instructional positions at PAS are posted prior to each semester through the District. Available positions are posted at PAS and the District. The administrative team provides input for potential candidates and ultimately determine placements. Qualifications are verified on a regular basis by designated staff at the District Office.

Job descriptions for classified staff are clearly defined on flyers when positions are posted. These also can be obtained by Human Resources (HR). Positions are advertised on an as needed basis. HR posts the positions with a deadline to apply. (Edjoin and PUSD website, or in person.) The District checks qualifications, and qualified applicants are invited to test (if applicable). Then, based on test results, the top 15 are asked to take further tests if needed. Top 10 get invited to interview. Interviews are held by personnel/site that is seeking new hire. HR offers the job to the candidate.

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

Expectations, school policies, and procedures are thoroughly communicated to the staff, but follow up and review after initial implementation is often a challenge. This is largely because there is not a dedicated person on staff to oversee these policies and procedures and administrator availability is limited.

Policies and procedures are disseminated via the following:

Teacher Handbook	Professional Development Days	Email	Department Meetings
Leadership Team Meetings	Open Forum Meetings	Office and Custodial Staff Meetings	Shared Network Drives • On Site • District

Administrators work to ensure that personnel policies and procedures are consistent and equitable. The district provides formal policies on Sexual Harassment, Child Abuse, Elder Abuse, etc. which are reviewed yearly or upon hire. PAS ensures that personnel records are secure and confidential by securing paper files in locked cabinets and on secure databases/networks. These records are available to staff upon request.

Written guidelines for evaluating all personnel come from the district office. Formal and informal reviews of faculty and staff by administration take place per local contract. Implementing this review process is a challenge because administrators manage three schools and, therefore, three sets of personnel on the same campus. This process is built on a collegial spirit that fosters growth and improvement. Following observations, and as necessary, discussions with administration take place one on one. In the past, there have been different observation options (sign up, or by appointment).

Effective teaching is determined in many ways. Teachers are given many opportunities to explore, and fine tune their craft.

Effective Teaching at PAS
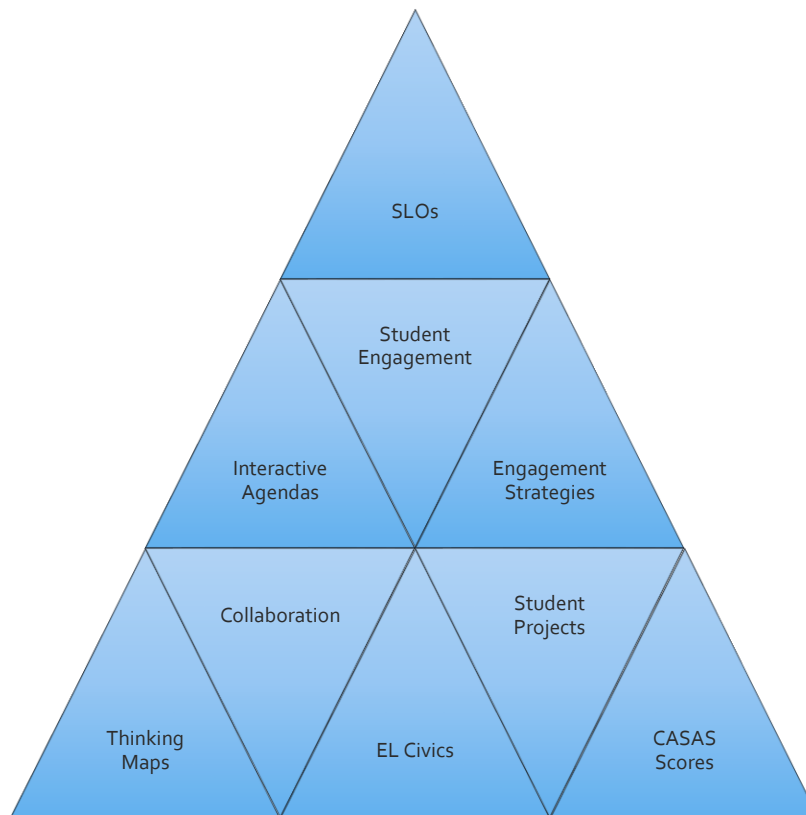
Effective performance of classified employees is also an expectation. Though there aren't as many professional development opportunities available to classified staff, when relevant, they are included in on site PD. Job specific professional development is also encouraged. ASAP (student database) and CASAS TOPSpro are a few examples. Since the office runs from morning to evening, communication and teamwork are vital. Students and staff indicated on the survey that they are highly satisfied with the performance of the classified staff.

Administration conducts evaluations of certificated staff as determined by the local contract. The results are then shared with employees. Employees must sign their evaluation and receive a copy after their follow-up meeting. To ensure that evaluations lead to improvement in job performance, continual reviews and observations are conducted by administration. On and off site professional development opportunities are encouraged. The T.O.S.A and acting "Resource Teacher" provide ongoing support. Peer mentoring has also been used.

Classified staff are evaluated similarly. They are well aware of when the evaluation will take place and the process is very much collaborative. Checklists are reviewed and discussions regarding the evaluation are conducted upon final review. Opportunities to reflect and grow are encouraged along the way.

Indicator 3.5 – Faculty members take ownership of student progress toward achieving stated schoolwide learner outcomes.

Staff created the SLOs and the mission statement during the last self-study cycle. In the past, teachers met monthly to analyze student test scores using the Cycle of Inquiry model. Currently, ESL teachers analyze students work for EL Civics multiple times per semester. On a continual basis, analyzing student learning data to ensure that students are achieving SLO's is done through Open Forum meetings, Leadership Team meetings, and informally through teacher collaboration.

There are multiple measures that PAS uses show student attainment of SLOs, yet PAS would like to continue focusing on this area in order to create a formal system for measuring student progress.

These measures include:

Projects with Rubrics	EL Civics ASsessments	Goal Setting Evidence	Grades

	CASAS Scores	TABE Scores	HSE Exam Scores

Professional Development is a vital part of PAS. At the beginning of each semester a mandatory Professional Development Day is held. The training is tied to student and teacher learning needs. Throughout the year, PAS continually offers workshops to train teachers on new technology and teaching strategies. The TOSA and acting "Resource Teacher" provide support and share resources on a regular basis. Administration pays for teachers to join professional organizations and attend conferences. Teachers are also compensated for in house trainings and workshops.
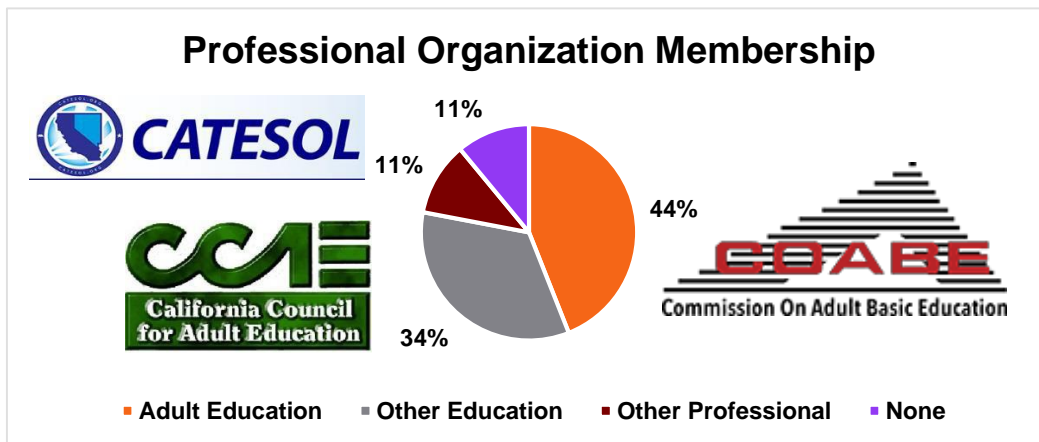
Classified staff members are also encouraged to participate in Professional Development. Most importantly, classified staff are encouraged to attend technology trainings, like Office 365, to ensure that all information that is circulated at PAS is accessible to all stakeholders.

The following are ways that PAS ensures that PD is evaluated in a meaningful way:

- Evaluations from teachers after PD Day
- Staff surveys
- Technology surveys
- Open Forum Meetings for teachers
- Leadership Team Meetings for teachers and staff

Professional development has a great impact on teaching and learning. This can be seen through:

- Shared/posted work
- Projects
- Observations (formal and informal)
- Emails of successful integration
- Student and staff surveys

The same process that is used to evaluate teachers is used to evaluate all non-teaching personnel. The job descriptions are not reviewed regularly, but are revised on an as needed basis. Administration takes great measures to ensure that all support staff are included in each and every aspect of the school. A variety of opportunities are provided to include all stakeholders in the learning programs at PAS.

- Leadership
- Technology team
- Office staff meetings
- Opportunities to attend mini tech meetings
- WASC leadership team
- Shared minutes/documents

CRITERION 3 - STRENGTHS

1. PD
2. Informal Collaboration
3. Technology Training

CRITERION 3 – KEY ISSUES

1. Employee Evaluations - process
2. Communication
3. Clear, written expectations – job duties/responsibilities
4. System to monitor SLOs

Criterion 4 – Curriculum

The school demonstrates its support of student learning through the development of challenging, coherent, and relevant curriculum that allows students the opportunity to reach schoolwide learner outcomes (SLOs). The school's curriculum reflects its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

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

All courses are listed in the school flyer and on the school website. Updated flyers are shared at community events. Course objectives are provided to all teachers before they begin their teaching assignment. Many of the course objectives can also be accessed using the shared drive. Additionally, student learning outcomes and the school mission statement are displayed in every classroom and in the hallways. Stakeholders and the community at large will soon be able to link to our website via the Tri City Consortium website. Each course has clearly defined learner outcomes as evidenced by interactive and outcomes-based agendas, SLOs and teacher syllabi.

PAS resources are allocated to meet curriculum needs. Textbooks and software programs are regularly updated. Recent upgrades include ESL, HSD, and HSE departments. Administrative staff also provide resource allocation for professional development.

Teachers develop their curriculum and instruction based on the information gleaned from the beginning of the semester needs assessment. This ensures challenging and relevant curriculum and instruction.

Certification in the CTE department is addressed in two ways. First, Information Technology offers the capstone course of IC3, which is a globally-recognized certificate that indicates computer proficiency for entry level employment. The Medical Assistant course fully prepares completers to take and pass the MA exam, although that exam is not yet folded into the curriculum.

Curriculum Area	Resource Action	Year(s)
ABE	TABE Online	
ABE	Implement Evidence Based Reading Instruction	
All Programs	Update textbooks	As needed
ESL	Develop New Programs: EL Civics (Civic Participation and Citizenship Prep	2013
ESL Distance Learning	Purchase new online program and desktop computers	Early 2016
ESL, HSE, and HSD	Implement CASAS eTesting	
HSE	Develop HSE Program	2014
HSE	Purchase new hardware and software	2014
All	Provide professional development: biannual dedicated day, memberships to professional organizations	Beginning in 2011 and ongoing thereafter
HSE	Create Pearson VUE testing site	2014
CTE: IT	Implement program for industry recognized certificates	
CTE: Medical Assistant (MA)	Developed MA program	September 2012
CTE: IT	Purchased Updated Hardware using Perkins funds	Ongoing
All	Classrooms are equipped with a projector, document camera and laptop for teacher use. Also purchased laptop carts available for checkout. These carts included a total of 20 laptops for teachers to use with their students. Ongoing training has also been provided	2015 and Ongoing

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

PAS informally reviews curriculum and includes as many stakeholders as possible. Curriculum review is done by:

Breakout meetins on professional development day	Cycle of Inquiry
EL Civics	Informal teacher collaboration
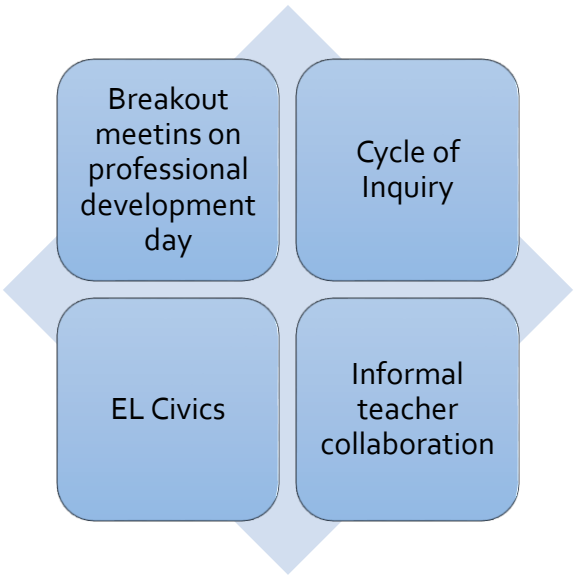
This curriculum review process results in allocation decisions that are somewhat informed by this process via various surveys administered to students, teachers (including technology), and staff. Further, minutes from regular meetings are distributed to all stakeholders via district email and shared drives. One curriculum area is highly documented: EL Civics. A formal needs assessment is administered at the end of each fiscal year. The needs assessment directly informs the EL Civics objectives that will be addressed in the upcoming fiscal year. Since its 2013 inception, ESL students have demonstrated competency in the following areas:

Goal Setting	Health Care	Digital Literacy	Nutrition
Community Resources: Internet Safety	Emergencies	Community Resources: Diversity	Nutrition

EL Civics objectives are continually being updated so that they are aligned to student and programmatic needs. The objectives are reviewed by CASAS annually so that content is kept current and meaningful. Through the needs assessment, students
decide what objective is most relevant for their lives. This drives the development of the most up-to-date and curriculum which informs instruction.

Further, teachers attend the Technology and Distance Learning Symposium annually to keep abreast of new technology.

WHAT PROCESSES ARE IN PLACE TO ENSURE THAT LEARNING MATERIALS ARE PROVIDING ACCURATE AND UP-TO-DATE INFORMATION TO STUDENTS?

PAS employs a number of processes to ensure that learning materials provide accurate and up-to-date information to students. These processes include formal and informal processes. Formal processes include annual surveying of students to assess student needs. Moreover, teachers participate in a variety of processes that ensure that learning materials are up-to-date. These include:

- Conference attendance at professional organizations
  - CATESOL
  - Technology and Distance Learning Symposium
- Regular publisher rep presentations to evaluate textbooks and promote adoption as necessary
- Visiting other adult schools
- Monitoring trends and practices in the field
- Cycle of Inquiry (COI)- Through this process, teachers and administrators collaborated on CASAS data. This, in turn resulted in curriculum and instructional review across subject areas. This ensured a rigorous curriculum while allowing for an effective remediation process.

TO WHAT EXTENT ARE ALL TEACHERS INVOLVED IN THE CURRICULUM DEVELOPMENT PROCESS?

All teachers are involved in the curriculum development process by department. All teachers are granted professional flexibility within the established curriculum.

Plans are developing to update curriculum to reflect the College and Career Readiness Standards, including computer assisted learning in the High School Diploma Department.

PAS curriculum is based on the school's mission, student needs, trends in the field, and best practices. The SLOs, in particular, have become a part of the curriculum. Both were development through a collaborative process in March, 2010.

HOW DOES THE CURRICULUM RELFECT THE SCHOOL'S MISSION AND HOW DOES IT CONNECT TO THE SCHOOL'S SLOs?

In 2010, all stakeholders from all programs participated in the mission and SLO revision process and agreed with not only the spirit of the mission and SLOs, but the implementation. The SLOs were reviewed during both of this years' PD days, but we have not rewritten them because they still reflect our mission. The SLOs are evident through the EL Civics performance based assessments. For example, with goal setting, students used rubrics, completed projects, and scoring guides.

Schoolwide Learning Outcomes

PAS students will...

develop their own individual plan to reach their short term/long term goals.	interpret information from graphs, charts, and tables.	sythesize information froma variety of sources as evidenced by a completed project.	evaluate, analyze, and improve their own work by using scoring guides.

HOW OFTEN IS THE ENTIRE SCHOOL CURRICULUM EVAULATED FOR RELEVANCY IN LIGHT OF THE CHANGING STUDENT DEMOGRAPHICS?

Annual student surveys indicate that student demographics have remained largely static. Curriculum is evaluated on an as needs basis.

Indicator 4.3 –Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.
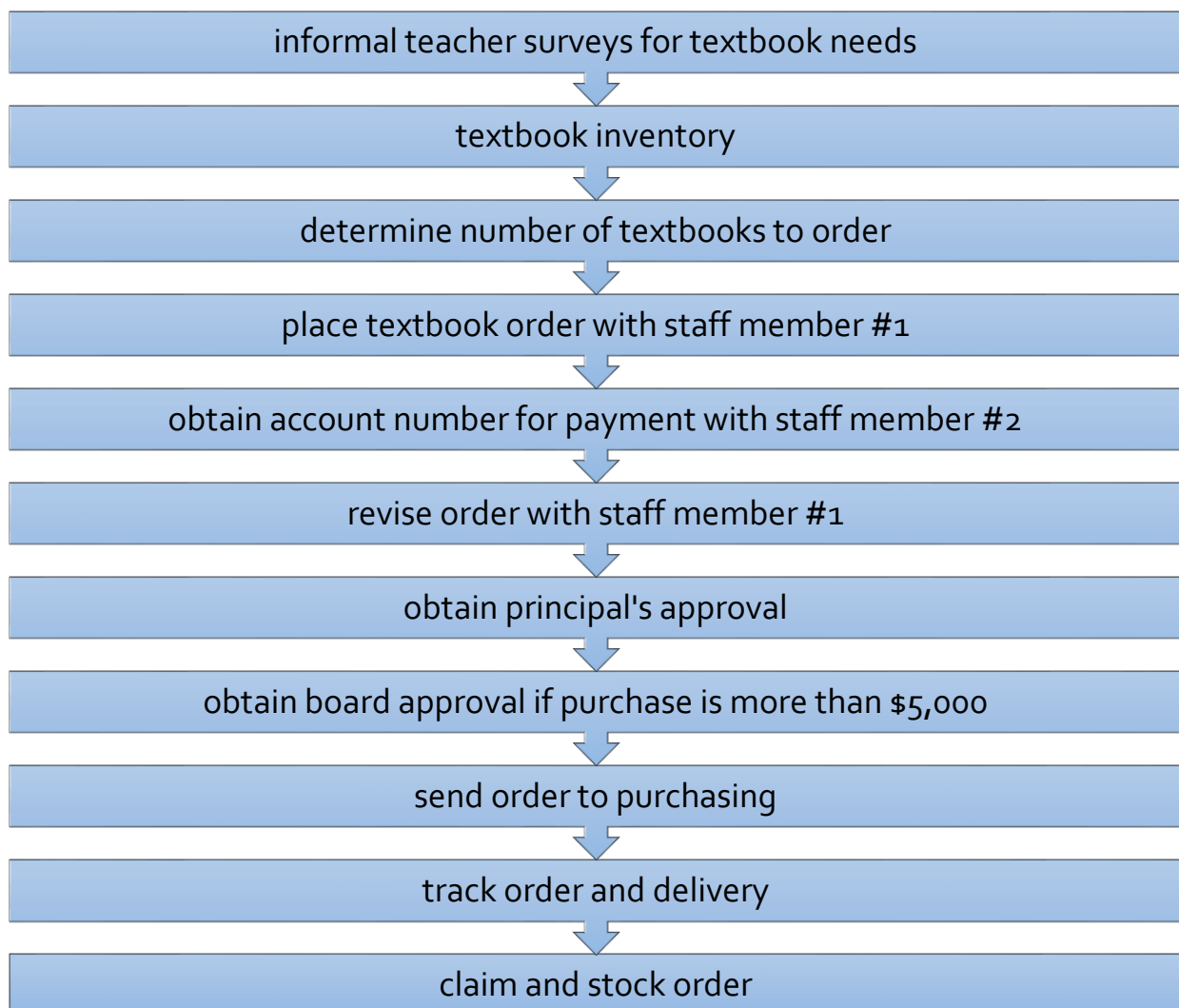
The school provides texts and or learning materials in a timely manner at the beginning of each semester. Textbooks and/or learning materials are generally provided in a timely manner at the beginning of each semester.

TO WHAT EXTENT DOES THE SCHOOL PROVIDE TEXTS AND/OR LEARNING MATERIALS IN A TIMELY MANNER AT THE BEGINNING OF EACH SEMESTER?

Students can purchase textbooks, dictionaries, grammar books, supplies, etc. in our convenient campus bookstore. Students who use programs that use online curriculum (as in our distance learning program and high school equivalency program) are typically given access on the first day of classes. Many students have access at home. If they are continuing students, their access doesn't end until they exit our program. Further, supplemental texts for these programs are also sold in our bookstore. ESL students also have at-home access to Rosetta Stone online.

In ABE, teachers decide on novels and purchase them for their classes. Students reimburse the teacher for their texts. This is an Evidence Based Reading Instruction (EBRI) program. There is no required text for this program. Class sets of books are available to check out in the resource room.

The following chart depicts the ordering process:

informal teacher surveys for textbook needs

↓

textbook inventory

↓

determine number of textbooks to order

↓

place textbook order with staff member #1

↓

obtain account number for payment with staff member #2

↓

revise order with staff member #1

↓

obtain principal's approval

↓

obtain board approval if purchase is more than $5,000

↓

send order to purchasing

↓

track order and delivery

↓

claim and stock order

TO WHAT EXTENT DOES THE SCHOOL PROVIDE SUFFICIENT LIBRARY RESOURCES, OR ACCESS TO SUCH RESOURCES, TO SUPPORT CLASSROOM INSTRUCTION?

Sufficient library resources and access to these resources are widely accessible to teachers and students in all programs. The following graphic illustrates this.

ESL/Citizenship Preparation
- Resource Room
- Shared network drives and online drives
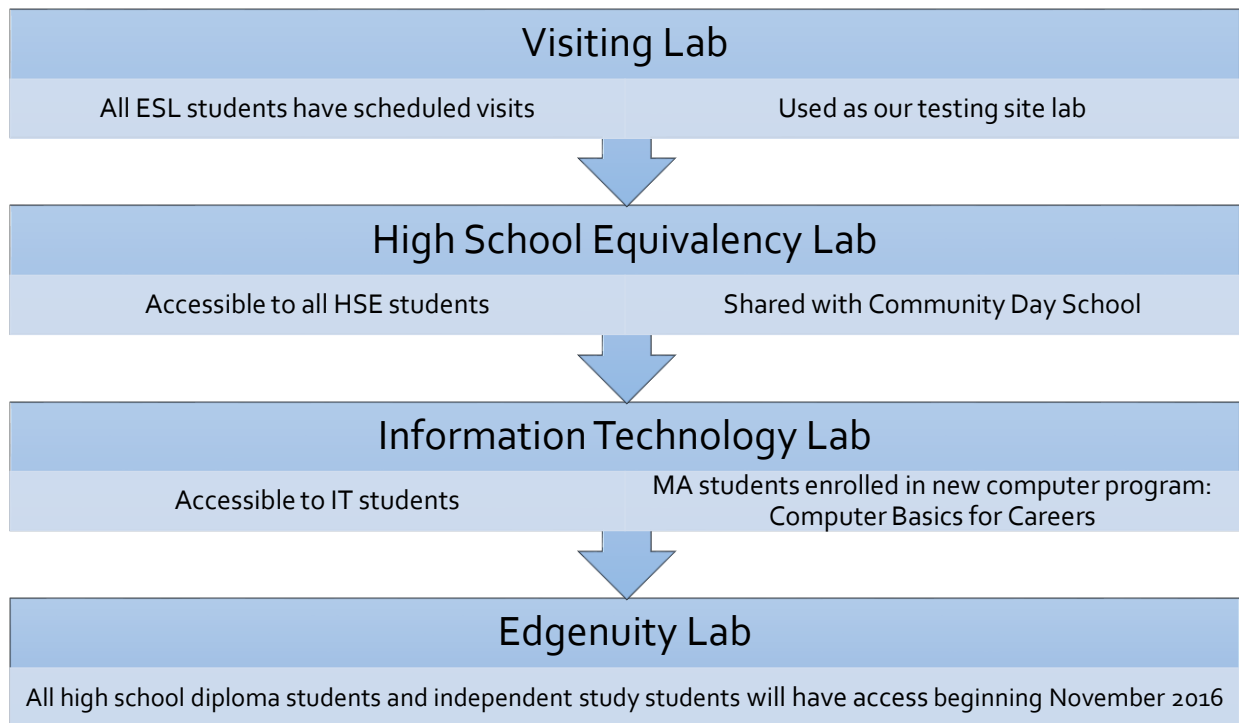- Regular emails from TOSA with links to new/updated resources
- Publisher visits
- Many class sets of textbooks
- Student access to online programs
- Scheduled lab time and access to laptop cart

Career Technical Education
- Classroom library of shared resources
- Mostly hands on materials; inherent support to classroom instruction
- Limited resources to support classroom instruction

High School Equivalency (Formally GED)
- Hands on materials for students; inherent support to classroom instruction
- Student access to online programs
- Open Lab (2015-2016) to give students access to the Internet to support their learning

ABE/High School Diploma
- Fairly sufficient library of resources and access to resources
- Some classroom libraries
- Limited up-to-date resources

HOW DOES THE SCHOOL MAKE LEARNING LABS, COMPUTER LABS, ETC. AVAILABLE TO STUDENTS TO SUPPORT THEIR LEARNING NEEDS?

Learning labs and computer labs are available for use in several programs. Our laptop carts further augment our technology needs and support learning needs.

Visiting Lab

All ESL students have scheduled visits | Used as our testing site lab

High School Equivalency Lab

Accessible to all HSE students | Shared with Community Day School

Information Technology Lab

Accessible to IT students | MA students enrolled in new computer program: Computer Basics for Careers

Edgenuity Lab

All high school diploma students and independent study students will have access beginning November 2016
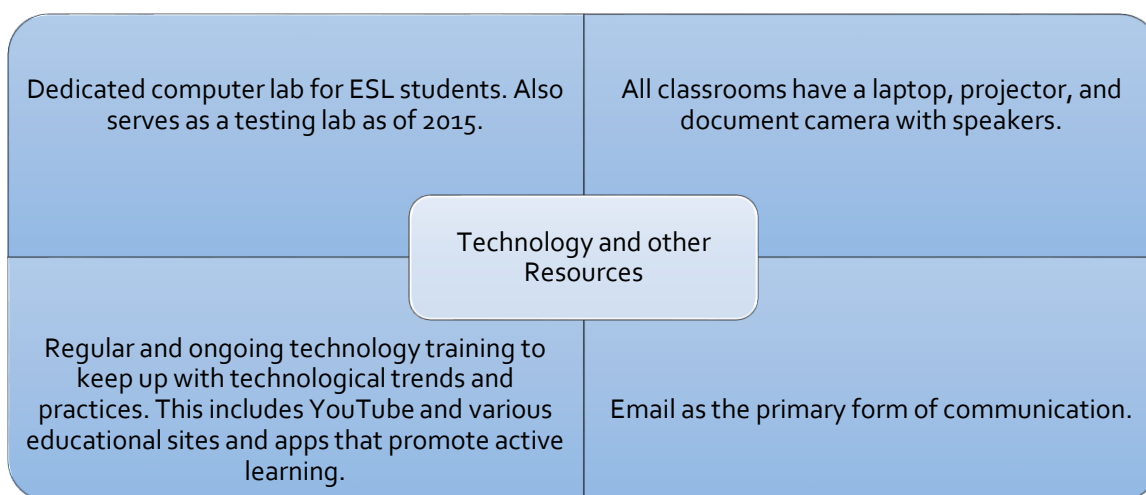
Additionally, Open Access Labs have been available for students since 2015. Students can attend these labs to further support their learning. The Open Lab schedule is as follows:

Morning/Afternoon
- M-Th 8:15 -9:00 AM
- M & W 10:00 - 12:00 PM

Evening
- Tu & Th 5:00 - 6:00 PM
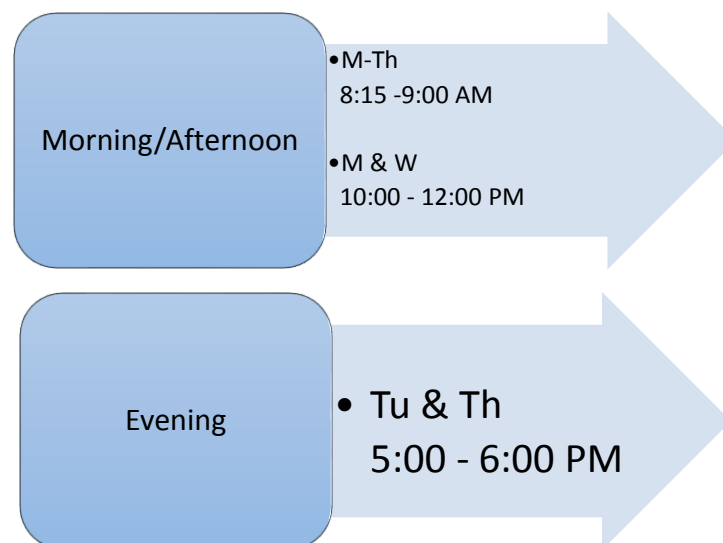
HOW DOES THE SCHOOL SUPPORT THE QUALITY OF ITS INSTRUCTIONAL PROGRAMS BY PROVIDING TECHNOLOGY AND OTHER LEARNING RESOURCES THAT ARE SUPPIFICENT IN QUALITY, CURRENCY, AND VARIETY TO FACILITATE EDUCATIONAL OFFERINGS?

PAS supports its instructional programs by providing technology and other learning resources. Quantity, content, and variety vary by program.

Dedicated computer lab for ESL students. Also serves as a testing lab as of 2015.	All classrooms have a laptop, projector, and document camera with speakers.
	Technology and other Resources	
Regular and ongoing technology training to keep up with technological trends and practices. This includes YouTube and various educational sites and apps that promote active learning.	Email as the primary form of communication.

CRITERION 4 - STRENGTHS

1. The mission statement is communicated to the school's constituents.
2. The mission statement and SLOs are displayed in every classroom.
3. The mission statement and SLOs can be found at the school's entrance and registration area.
4. Administrators, teachers, and staff work together to help students decide on a path to reach their goals.
5. Staff, teachers, and administrators are reminded of our mission statement at every meeting or training.
6. Consistent annual student surveys are given.
7. CASAS testing measures skills students need to reach their educational goals.

CRITERION 4 – KEY ISSUES

1. The mission statement and SLOs have not been formally reviewed or revised since 2010.
2. The Action Plan has not been revised for almost six years.

The institutional staff uses research-based methodologies that engage students at high levels of learning and allow them to achieve both schoolwide learner outcomes and course objectives. faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms

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

Appropriate sequencing in all programs ensures high-level instruction. Despite deep budget cuts that began in 2009, PAS has provided significant depth, breadth and rigor in all programs. Notably in our ESL and diploma track programs where we've maintained fully sequenced programs.

Further, changes have been made where possible and based on student need. Examples include revamping our GED program to provide a greater variety of test preparation and plans for CTE expansion in our Medical Assistant program. Changes have already taken place with adding a course to supplement students' computer skills, Computer Basics for Careers. Electronic Medical Record (EMR) is projected to launch in 2017. Through the use of consortium funding, structural changes have been made to increase student expectations and program growth.

Quality of instruction is measured by:	Faculty keep current instructional strategies by:

• CASAS
• formative assessments
• summative assesssments
• EL Civics
• information via engagement strategies
• technology (formal and informal): Rosetta Stone, cell phone response, Internet based websites, etc.)
• projects
• surveys: student feedback
• PLC best practices
• administrative evaluations (walkthroughs, student work, posted agendas, bulletin boards)
	• reading of professional literature
	• teacher collaboration and application (formal and informal)
	• professional development
	  • PD Day
	  • online webinars/conferencing
	  • mini technology trainings
	  • professional organizations (CATESOL, CALPRO, OTAN, etc.)
	• department meetings
	• EL Civics training
	• Open Forum

High-level instruction is provided at all levels and measured accordingly. Teachers, staff, and students consistently report a feeling of satisfaction with our instructional program.

Indicator 5.2 – The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Delivery modes and teaching methodologies are a major focus at PAS. Experienced teachers vary learning modalities based on students' needs.

Delivery modes and teaching methodologies are a major focus at PAS. Experienced teachers vary learning modalities based on students' needs.

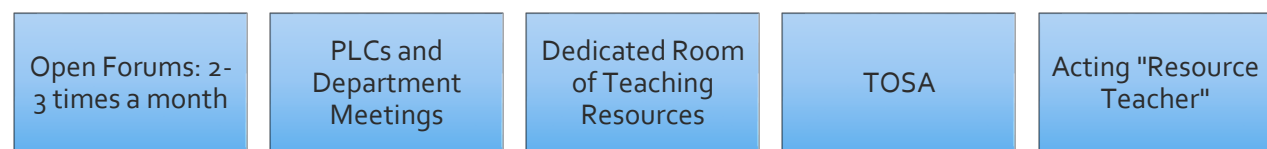| What opportunities for dialogue are provided for faculty memebers to discuss student learning needs and pedagogical approaches?	What teaching strategies and methodologies are commonly used?

• PD Day
• Open Forum
• Admin-led collaboration
• Email discussions/sharing ideas
• Informal
  • Group and Individual
  • Outside of classtime
• Minutes for ALL meetings
• COI
• Formal Evaluations
• Informal Observations
• PLC's
• Continuous PD opportunities
• Leadership
	• Thinking Maps
	• Engagement Strategies
	• Lectures
	• Integrated technology
	  • Websites
	  • Rosetta Stone
	• Videos/YouTube
	• Grouping Strategies
	• Hands on projects
	• Field trips
	• Research Based Instructional Practices
	  • EBRI
	• Distance Learning
	  • ESL
	  • HSE
	• Oral Presentations
	• Contractual
	  • High School Diploma
	  • Independent Study
	• Consideration of learning modalities
	• Interactive agenda

TO WHAT EXTENT ARE TEACHERS GIVEN SUPPORT IN DEVELOPING DIFFERENTIATED TEACHING STRATEGIES TO ENSURE THAT ALL STUDENTS' NEEDS ARE ADDRESSED?

Reduced class size in some programs, (new) teacher support, regular professional development, monitoring of instruction via observation, administrative support (financially), and involvement in professional organizations, illustrate that—to a great extent—teachers are given support in developing differentiated teaching strategies to ensure that all students' needs are addressed.

Additionally, support is demonstrated by twice a year professional development days. Teachers are expected to attend and are compensated for their time. Furthermore, differentiated teaching strategies are developed via:

Open Forums: 2-3 times a month	PLCs and Department Meetings	Dedicated Room of Teaching Resources	TOSA	Acting "Resource Teacher"

TO WHAT EXTENT HAVE FACULTY MEMBERS DISCUSSED THE RELATIONSHIP AMONG TEACHING STRATEGIES/METHODOLOGIES AND STUDENT PERFORMANCE?

Faculty members have discussed the relationship among teaching strategies and methodologies through

- Open Forums
- Informal discussions
- Leadership meetings
- PD Day

This relationship was particularly discussed in 2010-2014 when our Cycle of Inquiry Process was in full swing.

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

TO WHAT EXTEND DOES THE SCHOOL HAVE A TEAM IN PLACE TO REVIEW TECHNOLOGY ADVANCES IN INSTRUCTION AND HOW IT CAN BE ADAPTED AND USED EFFECTIVELY IN THE SCHOOL?

Our technology team has been especially active since 2014. A technology plan is a requirement for our WIOA Grant. A range of staff participates in establishing a technology plan. Implementation has mostly been left up to a small group of staff (typically the T.O.S.A., acting "Resource Teacher", Technology Specialist, and teachers). A formal technology team was created in 2015. More teachers were invited and an office staff member represents classified staff. As of 2015, this team meets twice a month. Minutes are shared with all staff via email.

Our lead technology teacher attends District technology meetings every other month and reports to the Team. A dedicated District technology specialist is staffed at PAS for multiple hours per day. He supports the technology team and all teachers in regards to technology on campus.

Integrating technology into the instructional program has been a constant agenda item at our professional development events. Moreover, the TOSA and acting "Resource Teacher" regularly hold mini technology meetings/trainings throughout the year to train all staff. Teachers often collaborate and train each other to support ongoing technology integration efforts. Step-by-step guides are created and sent via email for reference. All training/videos/guides are accessible via our shared drives. The administration has supported the integration of technology through the purchase of varied technology hardware and software such as projectors, laptops, headsets for student use, and desktop computers. All costs associated with online student subscriptions (in ESL, HSE, and DL) are absorbed by the school.

TO WHAT EXTEND DOES THE SCHOOL HAVE POLICIES IN PLACE TO GOVERN THE ACCEPTANCE OF CREDITS EARNED THROUGH OUTSIDE ONLINE PROGRAMS?

We can accept credits upon evaluation of transcripts on a case by case basis. This would include online programs.

HOW ARE FACULTY MEM ERS TRAINED TO USE TECHNOLOGY MORE EFFECTIVELY IN THEIR OWN CLASSROOMS?

Faculty members are trained to use technology more effectively in their classrooms through:

- Professional Development Day Activities
- Mini Technology Trainings
- Online Training Opportunities (via OTAN, for example)
- Shared Strategies (email, Open Forum)
- Departmental, as necessary

TO WHAT EXTENT DOES THE SCHOOL OFFER ONLINE LEARNING OPTIONS OR VIRTUAL CLASSROOM EXPERIENCES FOR STUDENTS?

To a great extent, online software subscriptions are provided in several departments: ESL (Rosetta Stone), ESL-Distance Learning (Burlington English), HSE (Common Core Achieve and Aztec). Online program for high school subjects (Edgenuity) for concurrent students. These programs offer students blended learning by combining traditional classroom instruction with online access to learning programs.

CRITERION 5 – STRENGTHS

1. Administrative support
2. Dedicated staff for PD
3. Regularly address trends and practices in adult education such as:
   a. Technology
   b. Andragogy
   c. Engagement Strategies

CRITERION 5 – KEY ISSUES

1. The mission statement and SLOs have not been formally reviewed or revised since 2010.
2. The Action Plan has not been revised for almost six years.

Criterion 6 – Use of Assessment

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

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

HOW ARE CORE COMPETENCIES AND SPECIFIC LEARNING OUTCOMES DEVELOPED FOR EVERY COURSE?

PAS has a well-defined course outline for each level and clearly stated course competencies which are derived from the California state standards. We use these as the sustaining framework of our competencies and SLOs. To support that framework, PAS relies on a variety of resources and methods. In our ESL program we use CASAS as a tool to inform our instruction by aligning lessons with specific CASAS competencies. Our adopted resources, such as text books and online programs, are continually being updated to reflect Common Core and College and Career Readiness Standards. PAS faculty has collaborated to create pacing guides and update curriculum outlines that encompass core competencies and SLOs for each department. Data from a variety of student needs assessments drive our curriculum development and instruction. Informal classroom assessments in ESL and HSE allow teachers to configure their curriculum to meet the specific needs and goals of their students.

As part of our PAS Technology Plan, our technology survey reveals how we can ensure that "PAS learners will use technology to achieve their personal and professional goals in order to better participate in our globally-networked society." This has directly affected classroom instruction. Furthermore, we use our EL Civics student needs assessment to determine which objectives are most useful and relevant to our ESL students. We then incorporate these EL Civics objectives into our ESL program as a cornerstone of our SLOs and core competencies. Performance based assessments for EL Civics are used to identify students in need of remediation. In 2011, PAS created Learner Logs, a systematic process by which students develop and monitor short- term and long-term academic goals. Teachers use these goals to inform their instruction and monitor student progress and identify individual student needs. Learner Logs follow students to their next academic level and provide continuity and communication between and across levels and programs. Although this process has become less formal, goal setting continues to drive instruction and teacher-student communication. Goal Setting was also the objective and focus of our EL Civics program in Spring 2015.

Teachers use data from formative and summative assessments to inform, modify, and remediate their classroom curriculum to the needs of their students. One of our strengths at PAS is the spirit of collaboration among teachers.

In addition to spontaneous collaboration, teachers attend regularly scheduled Open Forum meetings. These meetings give teachers a vehicle for sharing new ideas, approaches, and challenges in their classrooms. Teachers are compensated for these meetings, though attendance is voluntary.

HOW ARE COURSES REGULARLY EVALUATED IN REGARD TO DEPTH, BREADTH, RIGOR, AND SEQUENCING?

It's a priority for PAS to stay abreast of current trends and practices within adult education. One way we accomplish this is by regularly updating textbooks and resources across all of our programs. For example, the ESL Department recently incorporated an online aspect of our core text. In our HSE Program, we have adopted several new resources that align with the standards of the updated GED exam as well as the newly introduced HiSET and TASC exams. In our Distance Learning Program (both ESL and GED) we have new online programs which students can access at any time.

Expansion of our technology on campus at PAS has allowed us to expose our students to new things. For example, we use our new projectors, laptops, and document cameras regularly to integrate technology into the classroom. Programs such as Rosetta Stone, Burlington English, and Common Core Achieve broaden students' skill set. We are in the process of transitioning our ABE/HSE placement test, the TABE test, to the newest online version. Our TOSA continually disseminates current resources, information, and training opportunities from agencies such as OTAN and CALPRO to the teachers and staff. Our semi-annual Professional Development and our regularly-held teacher training sessions reinforce current instructional practices. In addition, teachers and department heads attend annual meetings and symposia to keep abreast of trends in their field. Department meetings are forums for discussing new resources, strategies, challenges, etc. Formal and informal observations of teachers by administration help to ensure that teachers are integrating newly learned skills and adding to the rigor of our programs.

Formerly the Cycle of Inquiry (COI) was institutionalized to formalize level collaboration between teachers. Teachers analyzed CASAS data to develop a uniform plan for instruction and remediation. Teacher communication between within and between levels helps develop rigor so that students are prepared for their upcoming level/program. Results from teacher-created assessments drive depth, breadth, rigor, and sequencing.

Our EL Civics program, introduced in 2014, is aligned with the rigorous and updated state standards, which include College and Career Readiness skills. Rubric-based projects are integral to our program, providing a consistent framework for assessment. Our Student Survey and Technology Survey inform faculty about how to enrich our current programs, adding depth and rigor.   Information from in-class needs assessments as well as ongoing teacher-student communication educates teachers as to how they can adjust their curriculum to be relevant for students.
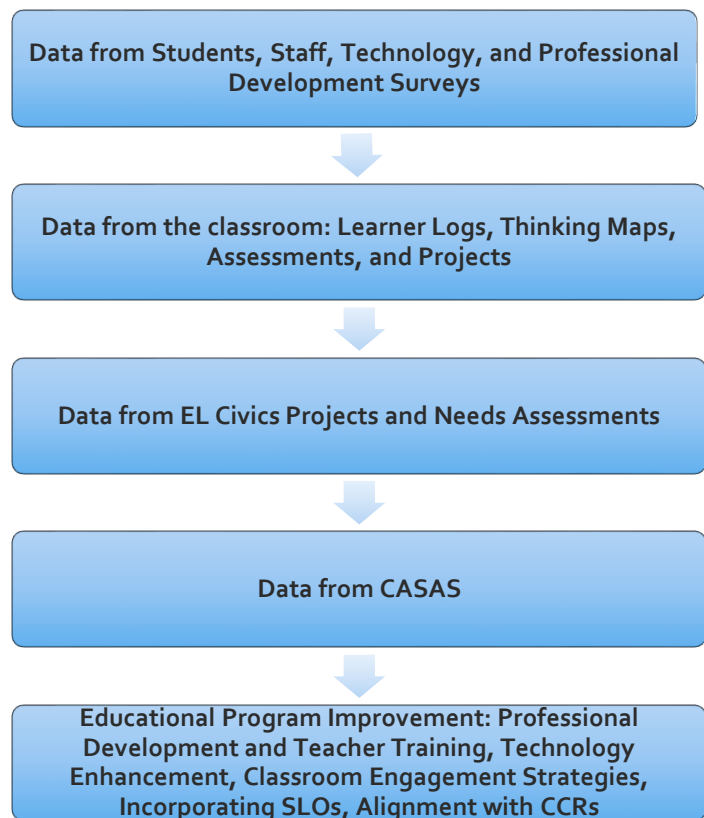
WHAT IMPROVEMENTS TO COURSES AND PROGRAMS HAVE OCCURRED AS A RESULT OF ANALYSIS OF LEARNING DATA?

Analyzing CASAS tests results, informally and through COI, has resulted in more effective and focused remediation for students. The information gleaned from EL Civics student surveys communicate which topics are important to our students. Furthermore, EL Civics assessment results give teachers a means to reinforce key concepts and objectives. The Mission Statement and SLOs of PAS are designed to help us improve our courses and programs. Goal setting is one of our SLOs. The goal setting process helps students to identify and create an Action Plan for their short term and long term goals. Teachers use this data to make their courses more relevant to the students. We use data gathered from our Technology Survey to develop areas where staff and students need training so that we can deliver content relevant to a 21st century skill set. Monitoring test results across programs identifies gaps and strong points in our instruction and allows us to bolster areas of need.

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

TO WHAT EXTENT DO THE ADMINISTRATION AND FACULTY FREQUENTLY MEET TO ANALYZE STUDENT LEARNING DATA AND USE RESULTS TO IMPROVE THE EDUCATIONAL PROGRAM OF THE SCHOOL?
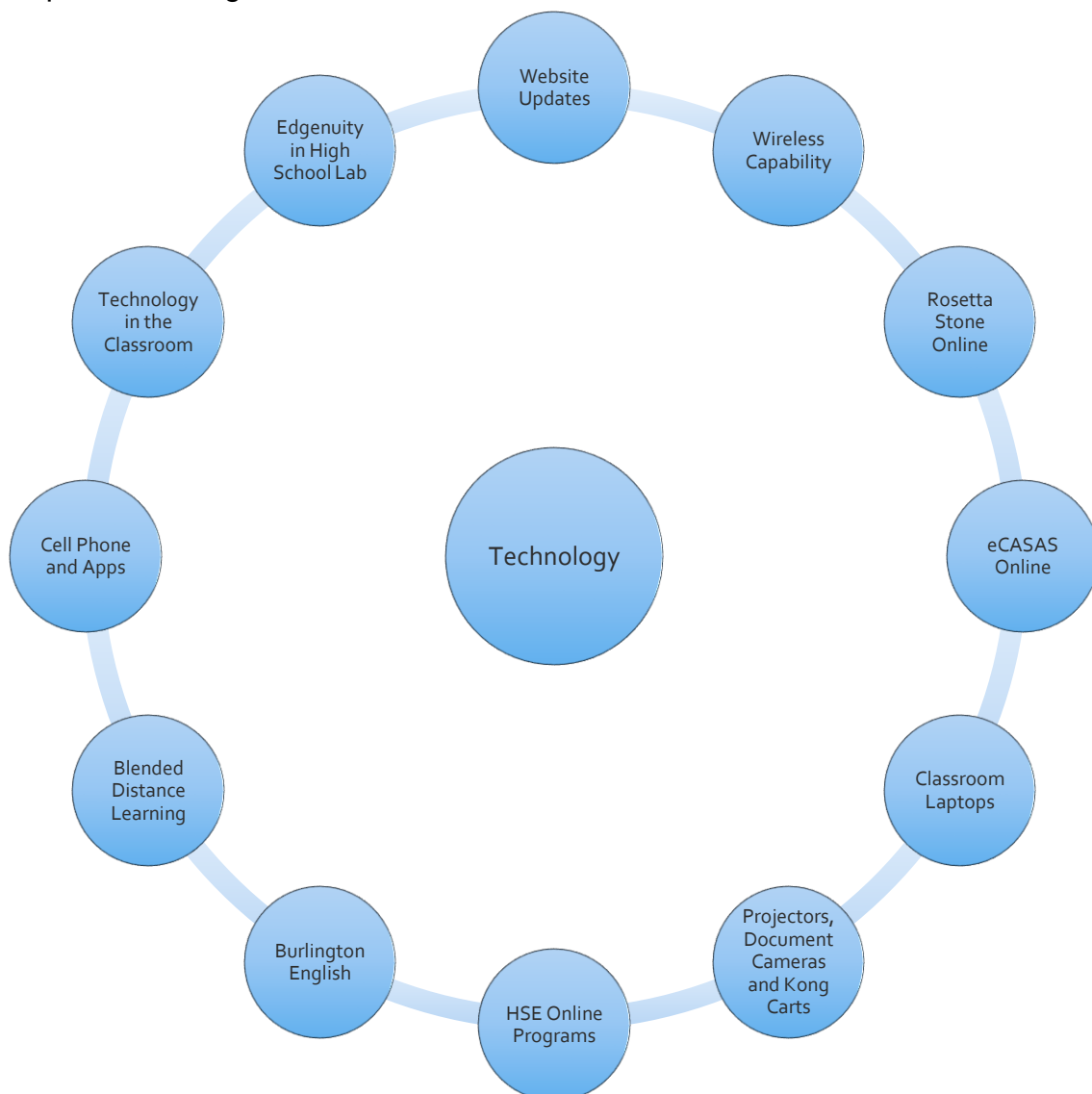
Annually, administration and faculty analyze the data from our student, staff, and technology surveys to help us improve our programs. Each semester, data from our professional development day provides feedback about how best to train our teachers to continue to meet the needs of their students. The data allows administration to focus on areas most meaningful for our programs. Each year our EL Civics objectives come from the data acquired from our students' needs assessments. Teachers and administration continually analyze CASAS exams results to scaffold in high-need areas.   Overall, the data from these areas ensure that PAS is continually improving our program to suit the changing needs of our students and staff. The chart on the right depicts these various methods.

Data from Students, Staff, Technology, and Professional Development Surveys

Data from the classroom: Learner Logs, Thinking Maps, Assessments, and Projects

Data from EL Civics Projects and Needs Assessments

Data from CASAS

Educational Program Improvement: Professional Development and Teacher Training, Technology Enhancement, Classroom Engagement Strategies, Incorporating SLOs, Alignment with CCRs

Annually, administration and faculty analyze the data from our student, staff, and technology surveys to help us improve our programs. Each semester, data from our professional development day provides feedback about how best to train our teachers to continue to meet the needs of their students. The data allows administration to focus on areas most meaningful for our programs. Each year our EL Civics objectives come from the data acquired from our students' needs assessments. Teachers and administration continually analyze CASAS exams results to scaffold in high-need areas. Overall, the data from these areas ensure that PAS is continually improving our program to suit the changing needs of our students and staff.

WHAT CHANGES HAVE FACULTY MADE IN TEACHING METHODOLOGIES OR INSTRUCTIONAL STRATEGIES TO IMPROVE LEARNING AS A RESULT OF LEARING DATA ANALYSIS?

The primary change in teaching methodology has been technology integration. The following chart depicts this integration.

Website Updates

Edgenuity in High School Lab

Wireless Capability

Technology in the Classroom

Rosetta Stone Online

Technology

Cell Phone and Apps

eCASAS Online

Blended Distance Learning

Classroom Laptops

Burlington English

Projectors, Document Cameras and Kong Carts

HSE Online Programs

Introduction of new technology into the classroom is based directly on the results of the student technology survey. The focus of the ongoing technology training for teachers is derived from teacher request and from our teacher technology survey. Administration incorporates feedback from teachers about what strategies and methodologies they feel would most benefit students. This feedback helps determine the focus of our staff development. Teachers collaborate using COI to create consistent CASAS-bases instruction across levels. Teachers informally collaborate by discussing success and challenges in their classrooms, often at Open Forum.

HOW ARE ASSESSMENT RESULTS INTEGRATED INTO THE SCHOOL'S TEACHING AND LEARNING PROCESS WITH A FOCUS ON INDIVIDUAL STUDENT LEARNING?

PAS works hard to help all students reach their goals. In order to do this, the following practices are in place to help teachers focus on individual student learning:
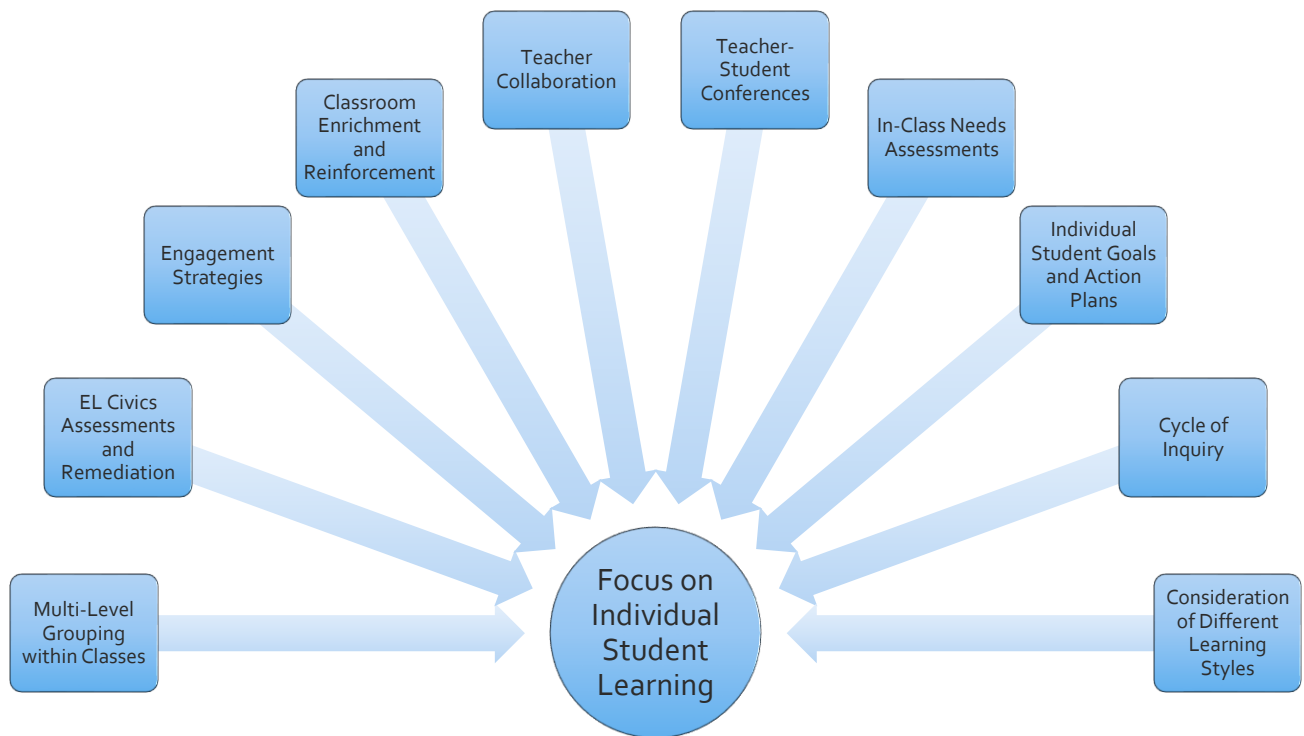
HOW ARE THE RESULTS OF DATA ANALYSIS CONNECTED TO THE SCHOOLWIDE ACTION PLAN SO THAT STUDENT LEARNING NEEDS ARE THE DRIVING FORCE OF THE SCHOOL?

Our Action Plan is composed of four major parts:

Analyzing data helps us to increase teacher-student communication in order to individualize programs, curriculum and instruction to make the needs of the students the driving force of the school. Our goal setting process, particularly our Learner Logs, is designed to inform the teacher on what students want and need to focus on in class. Collecting data from various sources (CASAS, EL Civics, student surveys, assessments) identifies strengths and weaknesses in our instruction so that we can make adjustments for student learning needs. The expansion of our CTE program, specifically our Medical Assistant and IC3 programs, was based on student surveys. Teacher collaboration, both formal and informal is based on data directly from our students and their work. For example, during COI collaboration, teachers decided together which competencies should be the focus of classroom remediation based on the data from CASAS tests and other assessments.

HOW ARE ASSESSMENT RESULTS EVALUATED WITH THE SCHOOL SLOS IN VIEW?

We analyze data through the lens of our SLOs: Are our students making progress toward their goals? Are they able to interpret graphs, charts, and tables? Can they synthesize information from varied sources in projects? Can student utilize rubrics and scoring guides successfully?

They can, as evidenced by results from:

- EL Civics assessments
- CASAS results
- Use of computer programs (Rosetta Stone, Burlington English, Common Core Achieve, and Aztec)
- Oral presentations
- Teacher-created assessments
- COI process
- Student projects and portfolios

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

HOW OFTEN DO THE ADMINISTRATION AND FACULTY MEET TO TALK ABOUT STUDENT LEARNING LEVELS, ASSESSMENT RESULTS, ETC.?

The following list demonstrates the variety of ways staff meet to talk about the learning that takes place at PAS:

- In monthly Leadership Team meetings
- Several times per month at Open Forum
- Each semester at PD Day
- Continually through class observation
- Every semester through Student Survey, Technology Survey, Classified Survey Results

- At least once per semester through EL Civics
- Once per month through analysis of CASAS data
- Periodically using ASAP data for demographics
- Throughout the semester via student goal setting process
- Informally through posted student projects/work throughout the year
- Classroom visits/observations

TO WHAT EXTENT DO FACULTY MEMBERS USE FORMATIVE AND SUMMATIVE ASSESMENT RESULTS TO MODIFY LEARNING AND TEACHING APPROACHES?

Faculty members use formative and summative assessment results to modify learning and teaching approaches to a great extent. Examples of such methods include: using needs assessments, unit/chapter tests, quizzes, EL Civics, projects, group work, informal assessments, engagement strategies, writing, checklists, computer programs (Rosetta, Burlington, HSE programs), teacher collaboration, teacher student communication, and goal setting.

HOW HAS THE ANALYSIS OF LEARNING DATA IMPACTED THE INSTRUCTIONAL PROGRAM OF THE SCHOOL AND IMPROVED LEARNING LEVELS FOR STUDENTS?

PAS has done the following based on analysis of data:

- Developed a clearly defined goal-setting process for students
- Added EL Civics to our ESL program in 2014
  - Performance-based assessment in EL Civics provide specific areas of remediation
- Created the COI process for teacher collaboration
- Updated HSE program to reflect changes in the industry
  - Analyzed HSE test/practice test results to pinpoint focus areas for students
- Reviewed CASAS data to discover specific areas of remediation
- Improved classroom integration and student/teacher use of current technology including Kong Karts, laptops, projectors, smart phones, and online programs and apps based on technology survey results
- Expanded CTE offerings to include Medical Assistant and IC3 programs
- Developed a clear mission statement and SLOs
- Maintain current trends and practices and offer updated resources, both online and traditional, for students
- The high school diploma program will be transitioning to Edgenuity in November of 2016 due to success of the pilot program at Paramount High School

HOW DOES THE SCHOOL USE ASSESSMENT RESULTS TO EVALUATE THE EFFECTIVENESS OF THE PROGRAMS AND COURSES IT OFFERS?

PAS continually uses data from our student and staff surveys to modify our programs. This may include creation of new programs; for example, our Medical Assistant and IC3 programs were added based on data from our CTE survey. The student surveys, in particular, provide data about the relevancy and quality of course content and instructor effectiveness. Another example is the increased technology access and training for students and staff as a result of data from our technology survey.

HOW OFTEN ARE STUDENT LEARNING RESULTS REPORTED TO APPROPRIATE STAKEHOLDER GROUPS, I.E. GOVERINING BODY, FACULTY, AND COMMUNITY MEMBERS? HOW IS THIS DONE?

PAS reports assessment results to various stakeholders on a regular basis and through a variety of methods:

Ongoing Communication	Monthly Communication	1-2 Times per Semester
Open Forum Meetings/Minutes	Leadership Team Meetings/Minutes	Professional Development Day
Displayed Student Projects	CASAS Data	Student/Technology/Staff Survey Results
Email Communication of Successes	Office Staff Meeting/Minutes	EL Civics ASsessment Results
Tri-City Consortium Meetings & Information Board	Student Representative Meeting/Minutes	Student Grade Reports
District Board Meetings		Student Goal Setting

WHAT PROCESSES ARE IN PLACE TO USE LEARNING DATA ANALYSIS AS A WAY TO IDENTIFY STUDENTS WHO REQUIRE ADDITIONAL HELP?

PAS faculty use a variety of methods to determine what students require additional help. The ESL Department uses the EL Civics program uses performance-based assessments to identify students who require remediation and reassessment. Under our formal COI process, CASAS results were analyzed by teachers to determine areas of remediation. Additional courses such as Literacy, Multi-Level ESL, and Listening and Speaking are offered for students who need additional scaffolding in ESL. Distance Learning is available for ESL and HSE students for students who need remediation or cannot access our programs in a traditional way. Our HSD offers alternatives for concurrent high school students so that they may graduate. The ABE program at PAS provides support and remediation in reading comprehension and basic math as bridge to our HSD and HSE programs. Remediation takes place in all of our programs and classrooms based formative and summative assessments.

HOW ARE LEARNING RESULTS REPORTED TO THE COMMUNITY AT LARGE?

The following list depicts ways that PAS informs the community at large of learning gains:

- Status reports are given on all programs: CTE, ESL, HSD, HSE at the District
- Board Meetings
- Information relating to the Tri-City Consortium is regularly published through its meeting minutes and information is available on the Tri-City website as well as on the info board at PAS
- The PAS website provides information about the school to the public
- There is a monthly column, "Eye on Education" published in the local paper, The
- Paramount Pulse. Articles about PAS students are written and published multiple times per year.
- Information is broadcast on the school's marquee
- Program information is available to community members at our front office on campus

Indicator 6.5 – The school relies on assessment results for institutional planning, action plan revision, and resource allocation.

WHO IS INVOLVED IN THE INSTITUTIONAL PLANNING OF THES CHOOL? ARE ALL STAKEHOLDERS REPRESENTED?

Administration at PAS, District/Board members, teachers, Tri-City Consortium members, the Leadership Team, the office staff, and students are all an integral part in the institutional planning process. All stakeholders are represented to varying degrees.

HOW OFTEN IS LEARNING DATA ANALYSIS USED TO ASSESS THE RELEVANCE AND APPROPRIATENESS OF COURSE OFFERINGS AT THE SCHOOL?

Data analysis occurs annually through school-wide student surveys. The data from the surveys help us to assess relevance and appropriateness of course offerings. Additional levels or classes have occasionally been added in the past due to student need or attendance statistics. Initial and ongoing data from the Tri-City Consortium also helps to inform us about course demand and relevance.

TO WHAT EXSTENT DOES THE GOVERNING BODY AND ADMINISTRATION MAKE FINANCIAL ALLOCATION DECISIONS BASED ON THE ANALYSIS OF LEARNING DATA?

The governing board leaves the financial allocations to site personnel. There have long been three funding sources for our school:

1. **Adult Education Block Grant** - Learner attendance data is the driver of allocation decisions.
2. **WIOA** - Used since inception as the source for teacher salary payment until funds are exhausted each year.
3. **Carl D. Perkins** - Targeted by law at CTE courses, these funds are usually spent on equipment for the IT and Health pathways.

IN WHAT WAY HAS THE ASSESSMENT OF LEARNING DATA RESULTED IN THE MODIFICATION OF THE SCHOOLWIDE ACTION PLAN?

The Action Plan was based on stakeholder needs derived from learning data. PAS created and modified our goal setting process based on analysis of data. Teachers collaborated formally using CASAS data through the COI process and teachers continue to collaborate informally on a regular basis, often using data from CASAS, El Civics, needs assessments, and summative and formative assessments. Finally, PAS expanded our CTE programs to include the Medical Assistant and IC3 based of off data.

CRITERION 6 - STRENGTHS

1. Teacher collaboration
2. EL Civics program
3. Incorporation of new technology and technology training

CRITERION 6 – KEY ISSUES

1. More developed and improved placement tests and exit exams
2. Updated website
3. Communication and follow through of policies and procedures

PAS provides student services in a number of ways and with thoroughness sufficient to fulfill the mission statement, "…that all students achieve their goals." Namely:

- Four career technicians and six additional office staff members act as the "face" and "voice" of our school: they are the first to interact with students and potential students both at the counter and on the phone.

- They provide support regarding program selection, assessment for program placement, and transcript evaluation.

- Office staff also provide the support necessary for onsite high-stake testing such as CASAS, Pearson VUE (including GED), and other HSE assessments.

- Referrals to community services such as health, career guidance and skills assessment through the local One Stop (SASSFA), and nearby adult schools and colleges are provided when our adult school can't best meet the needs of students or prospective students.

- Special accommodations are provided for students when special needs are identified.

PAS provides Pre-Literacy classes to students who may have special needs, who may not have literacy skills in their own language, or who have remediation needs not met in higher level ESL classes.

Another way PAS provides needed services to students is by CTE teachers providing career guidance in addition to curriculum content. For example, resume writing is incorporated into the I.T. classes, while soft skills such as customer service are included in the medical assistant class.

Technology is also incorporated to help students reach their goals. For example:

- Software applications such as Remind help students and teachers communicate via text messaging.
- Student, faculty, and classified staff surveys are conducted online to determine how to improve and expand student service.
- Open access labs provide students online and direct access to curriculum and services in addition to their regular class time hours.

During initial visits and during the intake process, office personnel inform students and potential students of their options for services. Following administrative directives, teachers also inform students of these options during the course of the semester. Each month during Student Representative meetings, which two students from each class attend, administrators also communicate to students the options of onsite and community services that are available. This forum is also used to provide students the opportunity to express improvements or additions to student services currently offered.

As mentioned above, PAS also conducts student surveys to garner further input directly from students regarding services that could be enhanced or improved.

Classified personnel provide evaluation of student transcripts to prepare for and have success in the transition to further education opportunities. Also, in conjunction with the medical assistant teachers, office staff provides guidance, analysis, and evaluation of student externships in preparation for employment opportunities. These staff members assist students individually with their transition to advanced education opportunities and/or employment opportunities by providing students information about community resources, contact information regarding nearby educational institutions, and professional licensing requirements.

Finally, PAS follows district guidelines to evaluate the performance of classified personal, including the efficacy and improvement of services they provide to students.

As mentioned in the previous indicator, the process of supporting students begins with the first contact with potential students (by phone, in person, or via the website) and then continues during the intake process itself. The personnel and steps listed above continue through the student experience at our adult school.

Tracking student success occurs at the classroom level through:

- Formative and summative assessments
- High-stakes testing such as CASAS
- Post-tests and assessments for level advancement within programs

Office personnel assist in placing students in a progression of programs that fit student needs— from ESL to ABE to HSE, for example—by tracking and analyzing student records. Upon student request or upon program completion, these staff members also advise students about recruiting events help by surrounding educational institutions including Tri City Adult Education Regional Consortium members, local chamber of commerce, and job fairs. Our MA students are placed in externships that ultimately lead to jobs. Partners for our MA program are listed in the graphic on the right.

Medical Assistant Internships for the Paramount Adult School Program

Dr. Godoy Medical Office

Dr. Mangune Medical Office

Reliance Home Healthcare

Dr. Lim Medical Office

Dr. Deleon Liberation

Clinica Medica La Sagrada

Dr. Patel DDS

Dr. Lobarbio Medical Office

Dr. Mehrtash Medical Office

AME Medical Group

All Family Wellness Center

Dr. Mendoza Mewdical Office

Dr. Nemat Medical Office

Mercy Medical Center

CML

Dr. Sumcad Medical Office

Several types of stakeholder meetings are held regularly at PAS, and on the agenda are items that include support services for student success. For example:
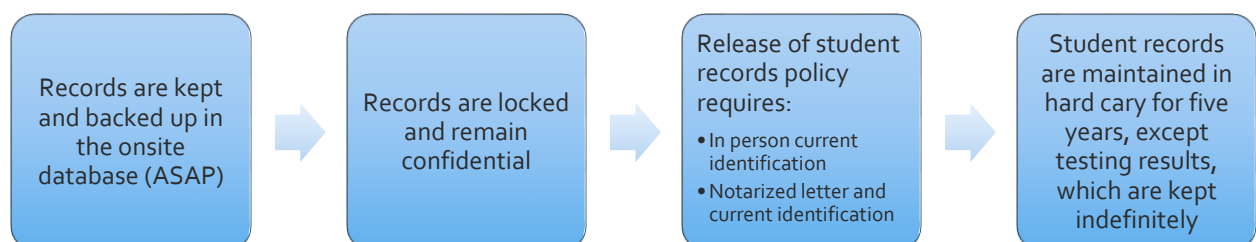
- Office Staff – customer service issues, procedural improvements, communication challenges.
- ESL by level – high stake testing (CASAS) results and instructional responses
- HSD/HSE – coordination of efforts between sections and problems of practice
- Leadership Team – two-way information (from departments to admin and back)
- Open Forum – volunteer attendance and discussion of best practices as well as emerging practices
- Student Representative – two-way information (from PAS to student and back)

Our adult school also holds full-day professional development meetings the day before the start of each semester. Consistently included in guided discussions and breakout sessions are strategies to improve student success, expand services to students, and revisit best practices.

Teachers regularly analyze classroom-level data, which administrators and site leaders analyze program-level data to identify areas where support is needed. As mentioned above, PAS also gathers, analyzes, and responds to information from student surveys which can improve services.

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

Our adult school maintains student records in accordance to the rules and guidelines of the district. This includes specific parameters regarding permanency/time span, security, confidentiality, and backup. The following graphic depicts this process.

Records are kept and backed up in the onsite database (ASAP) → Records are locked and remain confidential → Release of student records policy requires:
- In person current identification
- Notarized letter and current identification
→ Student records are maintained in hard cary for five years, except testing results, which are kept indefinitely

PAS provides a current schedule of classes before the beginning of each semester. Flyers and handouts, like the schedule of classes, are factual, accurate, and free of any promises of any sort. Our website is also updated with current information, and its content is regularly proofread and checked for accuracy. Program-level information is posted around the campus. Mandated guidelines, policies, and procedures (such as Uniform Complaint Procedures and Sexual Harassment materials) are also posted and easily available upon request.

Through many of the meetings mentioned previously—Office Staff, Leadership Team, and Student Representative, for example—discussions and training regarding institutional information are provided to keep all oral information given to students and prospective students as accurate and timely as possible.

CRITERION 7 – STRENGTHS

1. A system is in place to understand the changing needs of our students so that we can continually support them (student survey, student rep meeting, intake process, teacher collaboration regarding student needs).
2. Information from student survey and student Rep meeting is discussed and analyzed by administration.
3. Our SLOs are a driving force behind our student support services.

CRITERION 7 – KEY ISSUES

1. A formalize transition process into higher education and/or employment.
2. Strengthened/institutionalized academic and career counseling for students throughout their experience at PAS.

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

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

Since the 2009-2010 school year when statewide "flexibility" of adult education began, PAS has stayed within its $1.9M flat budget. Between that school year and 2014-2015, about 75% of the operating budget came from PUSD's general fund. The remainder came from two federal grants: Workforce Investment and Opportunity Act (WIOA) and Carl D. Perkins. With the passage of AB104 and its associated Adult Education Block Grant (AEBG), the same approximate 75% of our adult school budget now comes from two sources—namely, the AEBG and the PUSD general fund "reserves." WIOA and Perkins grants continue at levels much the same as before 2014-2015.

Paramount Adult School Funding
(in millions, excluding WIOA and Perkins)
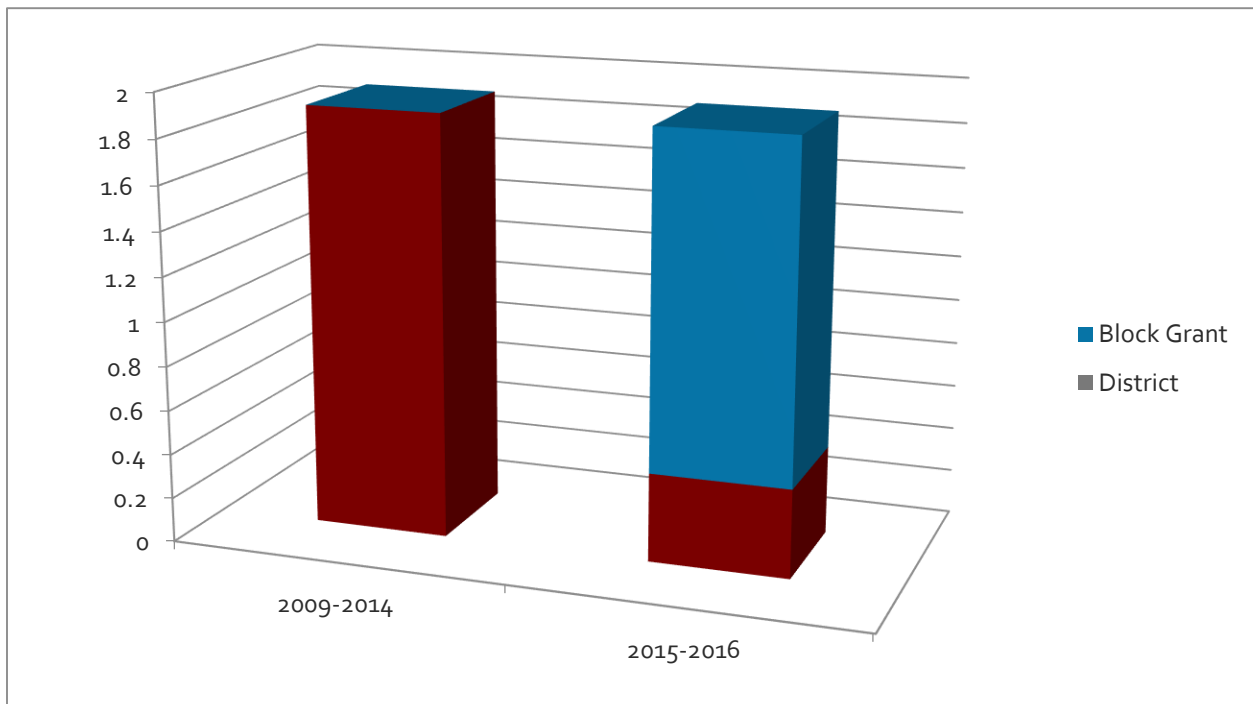
Recently, district personnel have assured the site principal that the general fund will continue to be essentially the same amount as above for the upcoming years, thus assuring that the school has sufficient revenues to support current levels of programming. AEBG funds will be used to support educational improvements.

2015-16 Until...

■	MOE
■	Non MOE
■	WIOA
■	Perkins
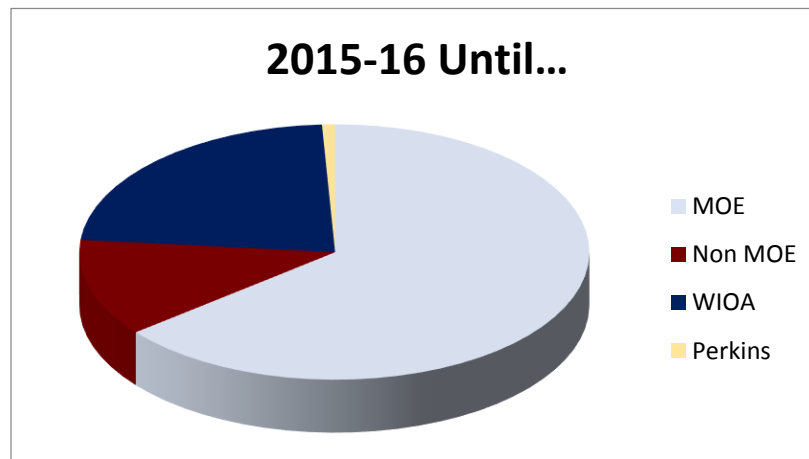
As in the past, our adult school leadership maintains current program offerings except when low enrollment makes discussion of responses necessary. Thus the school maintains alignment with its mission to "ensure that all students reach their goals." As of this writing, low enrollment cuts are being considered, as are plans for reinstituting marketing procedures to improve enrollment.

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

As in the past, financial control mechanisms at PAS include:
- Assignment of a district-level accountant to document the adult school finances
- Participation by the school as part of the district's annual audit by outside auditors

There are currently about $200,000 in reserves set aside in the district's general fund to respond to budgetary emergencies and shortfalls, as well as to provide funds to be in compliance with AB104 Adult Education Block Fund requirements.

Annual audit statements have never shown any findings that question the integrity of the school's financial management. However, in the spring of 2015 suggestions were made by the auditor to improve the cash handling process. Corrections and have been addressed and implemented in a timely manner via a detailed cash management plan and biannual staff trainings.

Budget issues are often discussed during Leadership Team meetings in an effort to maintain and increase transparency with both faculty and classified staff. Minutes are shared with all PAS staff.

The school reviews financial policies and practices not only in programmatic evaluations and adjustments mentioned above, but also in participation with Tri City. The principal serves as one of four voting members in this consortium and takes part in regularly scheduled executive board meetings and study sessions, both of which often entail actions vis-à-vis budgeting and finances.

Cash flow is handled sufficiently through the combined budget of $1.9M mentioned above, and insurance is handled at the district level.

Although there is no financial aid at our school, the two grants we receive annually (WIOA and Carl D. Perkins) are administered onsite and overseen by the previously mentioned district level personnel.

Note that Paramount Adult School acts as the fiscal agent for a nine-school consortium as well as for the Tri City Adult Education Regional consortium. As such, it follows all guidelines by the two bodies that govern these grants regarding financial integrity and requirements.

The school reports regularly to state personnel regarding the Carl D. Perkins grant, the WIOA grant, and the AEBG consortium grant. In addition, site leaders share budgetary information with stakeholders at biannual day-long professional development meetings as well as leadership meetings, office staff meetings, and Open Forum meetings held regularly.

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

Site administration has ongoing access to budgetary data and status from district-level Fiscal Services department. As the representative of the fiscal agent for both consortia mentioned previously, the site principal has an intimate and ongoing familiarity with the financial condition of not only the school but also the grants covered by the consortia. This information is shared with stakeholders per the methods mentioned above.

Short-term and long-term financial planning occurs in the context of the principal's ongoing planning with the Executive Board of the Tri City consortium. Regarding Perkins funds, site leadership meets twice yearly with CTE personnel regarding budget and budgetary planning, as well as during monthly departments meetings as appropriate. Maintenance of Effort (MOE) monies from the block grant are used to maintain the current programming except as noted in Indicator 8.1 (due to low enrollment and planned responses to that low enrollment).

Long-term liabilities and obligations are covered at the district level.

With the input of site safety meetings and district level maintenance and operations department, facilities are maintained to avoid impediments to student learning.

Oversight of the plant maintenance is performed by the district. The school adheres to district standards for plant maintenance as well as standards for safety and cleanliness.

Additional facilities have been beyond the scope of the budget since flexibility in 2009-2010. The effectiveness of the school providing a safe and nurturing learning environment are reflected in the annual student and staff surveys, which have consistently noted the strength and success of these efforts.

CRITERION 8 - STRENGTHS

1. Flat budget funded both by the Adult Education Block Grant maintenance of effort monies and district-level funds assure continuation of current programs into the foreseeable future.
2. Consortium block grant monies provide $1.5M to fund regional improvements to programs, with approximately $300K earmarked for our site alone.
3. Ongoing success in WIOA and Carl D. Perkins fund generation.

CRITERION 8 – KEY ISSUES

1. Ability of current staffing levels and Tri City planning activities to launch new programs in a timely fashion.
2. Lack of written commitment from the district to assure ongoing funds earmarked to make up the ongoing $400K shortfall between the block grant ($1.56M) and expenditures ($1.9M+ for the last two years).
3. Need to improve structure for not only sharing budgetary information with site stakeholders, but in assuring that the stakeholders actually have a functional understanding of that information.

Criterion 9 – Community Connection

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

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

PAS understands the importance of partnerships with local businesses in the community. They have so much to offer our students and we have an obligation to connect with them. The PUSD Board has already established a partnership with the City Council of Paramount. PAS has developed a strong partnership with the Parks and Recreation Department. They have spearheaded Pennies for Paramount Education Partnerships (PEP), which are scholarships raised by the city which benefit the graduating seniors from Paramount High School, Buena Vista High School, and the Paramount Adult School. They select approximately twenty-four students and each one receives about $3,000 for college. Containers for donations are provided by the city of Paramount. The fundraiser lasts four weeks each spring.

Other community activities have included:

- The local coffee shop, Horchataria, donated 25% of the sales on a specific day to support Pennies for PEP. Students were given flyers to support fundraising for this event.
- Jamba Juice has provided smoothies at a discounted rate, with a percentage of the proceeds going towards books for the Adult Basic Education (ABE) program.
- Chipotle Restaurant offered free burritos for all of the teachers on Teacher Appreciation Day. It's clear that local businesses appreciate teachers' hard work.
- Nearby Lucero's bakery provides churros and pastries at a discounted rate to be sold for fundraising purposes.

The local factory, Weber Metals, reached out to PAS in the past and offered apprenticeship positions for our graduates. They sent representatives to conduct a workshop and many PAS students attended the event.

As a member of the Tri City Consortium, along with El Camino College Compton Center, Compton Adult School, and the Lynwood Adult School, we meet weekly to discuss and plan a variety of things including pathways to college and careers. Currently, the consortium is working on a website to promote opportunities for adult learners in the region.

PAS unites students and staff by hosting several celebrations throughout the year. Celebrations have included:

- winter holiday
- end of school year
- graduation

These celebrations often include our morning and evening students and staff singing songs, performing cultural dances, and preparing traditional foods from their countries and home states. City council members, District Representatives, Board members, and our colleagues from the Tri City Consortium have attended these celebrations.

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

PAS is proud to have developed a strong Medical Assistant (MA) Program in partnership with Paramount High School. PAS MA students have the opportunity to study in a brand new state of the art science building with proper equipment to facilitate a more hands on program at Paramount High School. It is an ideal facility which provides a great learning environment for students interested in the medical profession. Partnerships have been developed with local doctors and medical offices in the community. They provide internships for our MA students, which is a requirement in the final modules. There are four medical offices which have offered PAS MA students apprenticeship positions.

Medical Assistant Internships for the Paramount Adult School Program

- Dr. Godoy Medical Office
- Dr. Mangune Medical Office
- Reliance Home Healthcare
- Dr. Lim Medical Office
- Dr. Deleon Liberation
- Clinica Medica La Sagrada
- Dr. Patel DDS
- Dr. Lobarbio Medical Office
- Dr. Mehrtash Medical Office
- AME Medical Group
- All Family Wellness Center
- Dr. Mendoza Mewdical Office
- Dr. Nemat Medical Office
- Mercy Medical Center
- CML
- Dr. Sumcad Medical Office

PAS provides many services for adult students. HSE Preparation is geared for students who are looking to receive their high school equivalency certificate. They can prepare at PAS for the different parts that will fulfill the state requirements. They can also take the GED test on campus. PAS facilitates the Pearson Vue center for the State of California. People are able to take important tests such as the following:

Testing Center
- GED
- CBEST
- RICA
- ComTIA
- SEMA
- Security Guard

Another service offered for PAS students is assistance with job placement through the Southeast Area Social Services Funding Authority (SASSFA). They have a local office in Paramount. They stop by once a semester and hand out information to students about employment opportunities.

The positive reputation of PAS is exhibited by word of mouth, which leads to new students coming to our campus. Current and former students openly discuss how pleased they are with PAS and how they've been able to improve their skills by attending. Many former students are employed in the local businesses and greet the school staff when they see them out in the community. They express thanks for helping them receive a quality education.

Many efforts have been made to connect to the community through different service projects. First, PAS participates annually in the American Relay for Life event held at Paramount Park. Over 30 PAS staff members, teachers, administrators and students join the team, which was name this year Adult School Pride. Members contributed to the cause by donating money, time, or goods for sale. At the event, members participate by hosting a booth for 24 hours. Everyone contributes by decorating the booth with balloons and signs.

Another way the Adult school connects to the community is by participating in the Pennies for PEP. The City of Paramount raises money for scholarships. Paramount High School, Buena Vista High School, and PAS graduating seniors qualify to apply for the scholarships. The scholarships range from $3,000 to $4,000 each. PAS participates in the fundraising and PAS students and staff are very generous.

There are two other service projects that PAS has in order to connect with the community: The Greater Avenues for Independence (GAIN) program and the Unemployment program. The GAIN program provides the opportunity for women who are receiving aide by the state to attend school and earn their high school diploma or HSE. It also allows them to take computer classes and learn specific skills. The other program is geared for unemployment. The unemployment office sends students to take courses that will help them get employed in the competitive workforce.

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

PAS students have been successful in the community after leaving the school and they praise the school for their education. They are grateful and share their positive impact after completing their ESL classes or obtaining their HSE or high school diploma. The teachers and administration interact informally with students and they share their experiences.

PAS has processes which connects the school to the community. These have included:

- Participation in the annual City of Paramount Fair
- Attending Paramount Chamber of Commerce Meetings
- Passing out flyers to local elementary schools to promote educational opportunities for adult learners at PAS
- Administration visiting campuses in the district and attending their PTA meetings in order invite parents and family members to register

The current administration continues to reach out to local businesses to build partnerships which help the students acquire jobs. The first advisory committee meeting, set to take place in December 2016, is an extension of this practice. It is the hope that local businesses will continue to work with PAS to help create opportunities for adult students in the region.

CRITERION 9 – STRENGTHS

1. PAS is a friendly but challenging learning institution where students feel welcomed.
2. A variety of class times and offerings help students who work pick classes that work with their schedules.
3. The students are loyal to the school and are willing to sacrifice their time to attend our school.

CRITERION 9 – KEY ISSUES

1. PAS needs partnerships in the community to assist IT students in obtaining externships.
2. Relevant advertising materials need to be created to promote the programs available at PAS.
3. Website needs to be updated regularly.

Criterion 10 – Action Plan for Ongoing Improvement

the school uses the self-study process to identify key issues that are inserted into a schoolwide action plan that governs school improvement activities and events. the schoolwide action plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

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

The 2011 Action Plan clearly identifies specific goals, provides a timeline for accomplishing each goal, lists persons responsible (primarily those in leadership roles), identifies resources that will be used and assessment tools, and specifies how results will be communicated to stakeholders. It is presented in an easy to access table.

Revisions were made informally on an as needed basis to adjust to student needs. The related tasks of our Action Plan have been informally reviewed in weekly (sometimes biweekly) administrative team meetings. PAS Administrative Team with the Leadership Team regularly discussed issues related to our Action Plan and planned for implementation.

Action Plan Item	Activities related to implementation	Dates
Improve communication and use of data	-Use CASAS data to focus on student learning -Administer student and staff surveys -Promote and train staff on use of technology to assist w/communication (Shared Drives, Outlook, Office 365, SharePoint)	Fall 2012-present Fall 2011-present 2014-present
Strengthen student goal setting	-Survey students on goal setting needs -Through a Cycle of Inquiry, teachers and admin created Learner Log to track student achievement or revision of short and long term goals -Meetings to agree (by department) on lesson completion dates, progress check w/students, and final check -Formally collected Learner Logs from all students	Fall 2011 September 2013-Fall 2014 January 2012 Fall 2013-Fall 2015
Expand CTE to include industry certification	-Provide IC3 certification to IT students -Prepare MA students for licensure exam and notify them of test dates/times/locations	Fall 2012-present September 2012-present
Implement structure for teacher collaboration to improve student learning	-Monthly collaboration based on monthly summative assessment -Informal collaboration based on monthly summative assessment and EL Civics Assessments -Monthly CTE meetings to address student needs -HSD meetings to address student needs	Fall 2013- Fall 2014 Fall 2014-present 2012-present As needed

Further, data was collected for AB86 that was utilized to make program decisions.

Much of our PD days (twice a year for 5 years) have been on topics related to our Action Plan. Revisions have been made, as necessary. With the loss of an administrator in 2012, one particular Action Plan item was affected the most: CTE Expansion. This effort has recently been a major focus of AB 104. Implementation via our consortium, Tri City, have included:

Date	CTE Expansion Task
Ongoing	Various: Establish Articulation Agreement(s), Site Visits, Seek Best Practices, Investigate Hiring Processes, Report Progress to Site Administrator
Late July 2016	Create PAS MA Orientation
Late August 2016	Order Textbook, if necessary
Early Fall 2016	Launch/Pilot EMR Informatics
September 2016	Plan 1st AC Meeting
September – October 2016; Ongoing	Attend MA Networking Events: With an Eye on New Instructors
Fall 2016	Facilities Planning
Fall 2016	Notify Stakeholders of new class/module: Phlebotomy
October – November 2016	Finalize Course Outline (including Course Approval-A-22
November 2016	Order Textbook, if necessary
Spring 2017	Launch/Pilot Phlebotomy
Spring 2017	Plan Spring AC Meeting

All other Action Plan items have been diligently managed and adhered to, though informally. Related Action Plan tasks have also been addressed in our monthly Leadership Team meetings.

- Action Plan item 1 (institute a data collection system) indirectly focuses on student learning needs as the collection of data would be used to inform programmatic decisions.
- Items 2 (establish a system for student goal setting) and 3 (expand the CTE department) directly address student learning needs.
- Item 4 (implement a structure for teacher collaboration) indirectly focuses on student learning needs as professional development is designed to improve instruction and overall program for students.

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

Staff met during the 2011 - 2016 WASC processes. Committees were formed to discuss each section. During the mid-cycle review process, staff met once again to reevaluate the Action Plan; staff decided to continue with the original plan.

Key issues and their prioritization have been somewhat dictated by our Action Plan. However, large scale issues have come up that have had to also be prioritized. These have included:

AB86/AB104 implementation	ongoing budgetary issues	loss of an administrator and subsequent shifting of duties
(new) program development/substantive changes (EL Civics, HSE, A-G requirements)	District initiatives (like Thinking Maps)	State mandates like college and career readiness and Common Core

Administration allocates resources for training in such programs as EL Civics and HSE as well as for collaboration (department meetings, Open Forum, PD days) to address the teacher collaboration key issue. Student needs are in part determined by yearly student surveys and student representative meetings. Other decisions that address key issues are made after review of data in the form of surveys (technology, staff, student), CASAS data, COI, and graduation rates.

The findings from the Action Plan are addressed during formal and informal collaborations, meetings, and trainings. The Administrative Team, along with staff members, informally addressed Action Plan goals in leadership meetings, COI meetings (PLC groups), student representative meetings, twice yearly all staff development days. The Action Plan clearly identifies responsible individuals and groups for steps to address key issues.

The governing body and administration have funded activities to a reasonable extent and within our established budget. Scheduled activities and meetings that address key issues are always funded (hours paid) by administration. These have included:

- Open Forums
- Leadership
- staff training
- professional development
- conference attendance
- membership in professional organizations

The majority of the financial support to implement the Action Plan has come from PAS Administration, who have been creative about scheduling to allow for trainings and course offerings. The governing body approves such funding, but monies ultimately come from the designated PAS budget.

There is limited regular review and revision of the Action Plan. However, many of the school processes that inherently meet Action Plan goals involve teacher input. These have included:

- Open Forums
- Leadership and Technology Team meetings
- staff training and professional development
- maintenance of a culture of open lines of communication with the principal (open door policy and email)

Tasks and persons responsible for monitoring the Action Plan were identified, along with a timeline. Reviews were to be made annually. Action Plan steps were addressed informally through school and programmatic systems, such as leadership meetings, administration meetings, open forums, professional development days, and staff trainings.
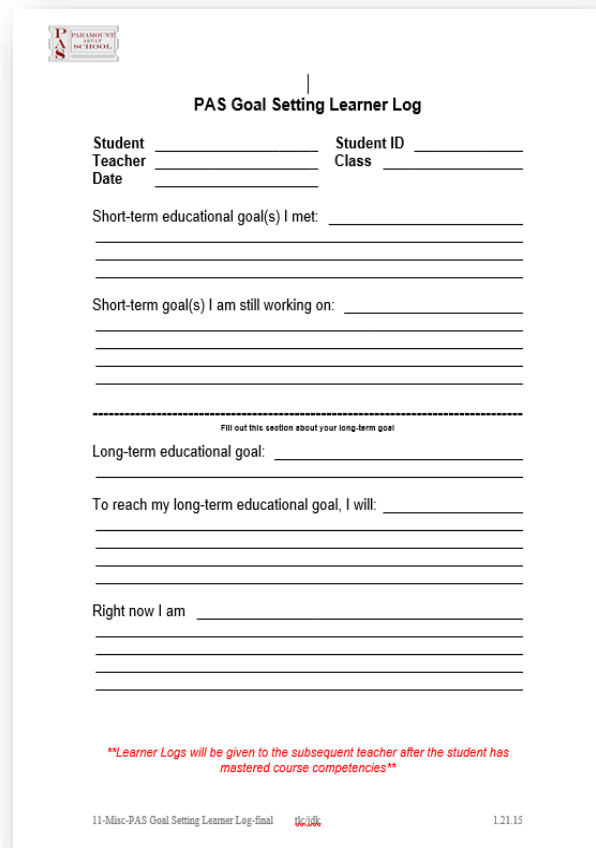
The Action Plan includes a communication component that specifies who, how, and how frequently reporting should be made. In general, reporting to the staff occurs through the regular email of minutes for all meetings, the emails of various individual program decisions, and PD dissemination of information. Regular meetings with the governing board update the community on progress toward schoolwide goals. Administration discusses issues and shares progress to the students through the student representative meetings. The EL Civics assessment is used to share school progress. In individual programs, student successes are shared with students. Other ways that student progress toward Action Plan goals is communicated is through HSE student success log, high school lab ongoing celebrations of accomplishments and announcements, ESL assessments, and EL Civics performance based assessments.

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

The Action Plan was specific, tied to goals, and contained elements for monitoring. The plan is extremely practical in that the goals are student based, practical, and realistic. The Action Plan focused on student needs primarily, but weaves in trends and practices in the field, district initiatives, community needs.

Looking forward, responsible individuals need to be identified to annually review the Action Plan. An accountability piece must be included in the Action Plan. It needs to be more specific to be practical, especially in terms of monitoring. Institutional planning, resource allocation, and evaluation are directly informed by our Schoolwide Action Plan. For example, we use data collection to determine course offerings and inform all stakeholders. Though not as systematic as we would like, we track student achievement and use data to inform decision making.

Goal Setting is the Action Plan item for which we are proudest. We created a highly structured system for students to set and address their goals. Students analyzed and tracked their progress. This item was formal and administratively supported with monetary resources for training and implementation. Teacher and student accountability was also a part of this process.

Next, significant time and effort was dedicated to CTE Pathways. Industry recognized certificates have been implemented in both our IT and MA programs.

Finally, formal teacher collaboration was funded and instituted to improve teaching and student learning. We used a Cycle of Inquiry process to reach our stated goals. This structure has waned a bit in the last year, but the spirit of the effort is still widely in place.

Action Plan issues have been integrated into school systems. Action Plan steps are addressed informally throughout school processes, in such forums as leadership meetings, administration meetings, open forums, professional development days, and staff trainings.

CRITERION 10 – STRENGTHS

1. All Action Plan items are student centered.
2. Teacher input is highly valued and the school embodies a culture of collaboration and improvement.
3. Tasks, timeline, persons responsible, resources, assessment, and communication pieces are clearly identified which makes it user friendly and practical.
4. We have weaved the SLOs within all meetings, objectives, etc.

CRITERION 10 – KEY ISSUES

1. There has been limited implementation of annual review; PAS needs a structured process for review of the Action Plan; a specific admin member should be identified for each task. Clear communication will alleviate the confusion about who and how the Action Plan has been implemented, reviewed or revised.
2. There is a need for an improved system for tracking student achievement that includes increased communication. The way student goals are shared, identified, and documented should be streamlined (Finding #2). There is a need for improved record keeping (ex: students appear on multiple rosters).
3. Limited staff participation in Action Plan steps (ex: analyze student results, develop common assessments). TOSA carries a disproportionate amount of responsibilities. Responsibilities should be shared.
4. Need an increase in governing body support (financial and curricular).

CHAPTER IV - SCHOOLWIDE ACTION PLAN

Key Issue # 1 – Systematic and regular staff collaboration for co-planning is necessary to improve teaching and learning.

Rationale – This key issue is critical to the improvement of the school because in order to improve teaching and learning, a systematic collaboration process must be in place. In an effort to resolve this key issue, PAS will promote regular staff collaboration to develop common objectives and assessments, use technology for collaboration, and monitor and assess staff accordingly. All of the SLOs will be impacted by the institutionalization of a staff collaboration and co-planning process. The following chart indicates the steps PAS plans to take.

Action Steps for Key Issue #1 *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 1: Provide (re) training to teachers on professional learning community (PLC) concept and process and technology tools (Office 365/SharePoint)	Spring 2017: PD Day	Principal and Admin Team	District-provided materials regarding PLCs, research literature, District technology experts/trainers	Agenda, training evaluations	Principal; Email and SharePoint
Step 2: Determine effective meeting schedule for collaboration teams. • Incorporate PLC concepts into ongoing meetings.	Ongoing	Instructors w/Admin Approval	SharePoint	N/A	Instructor monthly reports; Email and SharePoint

Action Steps for Key Issue #1 Continued... *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 3: Create learning objectives at the programmatic level aligned with state standards and student goal. • Develop common assessments based on learning objectives. • Develop plan for instruction based on common objectives. • Provide instruction based on learning objectives. • Administer assessment based on objectives. • Analyze student results on assessment. • Improve instruction based on assessment. Implement new instruction.	Late Spring 2017, Ongoing	Leadership Team, Department Leads	State standards, research best practices, review of professional literature, Common objectives and assessment, lesson plans, method of tracking student progress, Analysis of student assessment data	Agenda, training evaluations	Leadership Team monthly reports; Email and SharePoint
Step 4: Repeat Cycle w/new learning objectives and needs assessment and initiatives change.	Yearly	Principal and Admin Team	Same as above	Same as above	Principal; Email and SharePoint

Key Issue #2 – Uniform and systematic data collection procedures need to be established to analyze and improve student performance.

Rationale – This key issue is critical to the improvement of the school because student learning is the primary focus of PAS. All of the SLOs will be impacted by the institutionalization of a systematic data collection procedure. In an effort to address this key issue, PAS will establish a system to inform decision-making across programs, track student achievement, and drive ongoing improvement. The following chart indicates the steps PAS plans to take.

Action Steps for Key Issue #2 *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 1: Initial Brainstorm • Determine purpose of collecting data. • Determine what data to collect. • Determine how it will be collected. • Determine what the data will be used for and how it will be shared with staff	Leadership Team Meeting in March 2017	PAS Admin. Team with input from Leadership Team	ASAP TOPSpro On site data collection systems SharePoint AB104 Data Reports	March 2017 Leadership Team minutes	Shared minutes via email and Share Point
Step 2: Formulate Data Team • Team must include one admin. team member. • Review discussion from Leadership. • Finalize what data to collect. • Designate members for Data Team. • Discuss compensation for team members.	Immediately following March 2017 Leadership Team Meeting	PAS Admin. Team	Leadership Team minutes Data Task force for Tri City		Principal will ask designated stakeholders to join the Data Team and inform all stakeholders of its members via email

Action Steps for Key Issue #2 Continued... *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 3: First Data Team Meeting • Create norms and a mission statement. • Designate minute taker. • Timeline when data will be collected and when it will be shared with stakeholders. o Timeline will include deadlines for deliverables. • Decide upon a location on campus to post timeline and data.	End of March 2017	Data Team	Leadership Team minutes ASAP TOPSpro On site data collection systems SharePoint AB104 Data Reports	printed and posted timeline	Principal will share timeline with all stakeholders via email and SharePoint.
Step 4: Data Team Meetings • Continuous progress reports • Determine how to use data to drive ongoing improvement. • Discuss relevant deliverables. • Prepare quarterly data report.	Continuous 1x per month	Data Team	Data Team minutes ASAP TOPSpro On site data collection systems SharePoint AB104 Data Reports	minutes	Data Team will share minutes with all stakeholders via and SharePoint continuously
Step 5: Quarterly data collection and reporting • Report findings at Leadership Team Meeting. • Principal shares findings with stakeholders. • Data Team posts findings	Every 3 months beginning June 2017	Data Team and Leadership Team	Collected data Data Team minutes	Leadership Team minutes will indicate that the report was shared.	Principal shares data report with all stakeholders via email and SharePoint every time a new report is generated (every 3 months)

Action Steps for Key Issue #2 Continued... *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 6: Yearly Review • Is data still relevant? • Do we need to change/add team members? • Have we used the data to make changes? What can we do differently to drive continuous ongoing improvement?	Yearly beginning March 2018	Data Team	Collected data Data Reports Data Team minutes	Minutes	shared minutes with all stakeholders via and SharePoint

Key Issue #3 – Continued expansion of CTE courses (as recommended by the tri-city consortium) is necessary to improve career and technical opportunities for students competing in a competitive job market.

Rationale – This key issue is critical to the improvement of the school because it directly relates to the mission of the school. In order to help all students reach their goals, PAS needs to establish a system to expand current CTE offerings within Health Sciences, Medical Technology, and IT, research and implement programs based on recommendations by the Tri-City Consortium and Advisory Committee, and work with local agencies to build community partnerships to expand work experience. This expansion directly affects our SLOs in that it will assist in the development of individual plans for short and long term goals. The chart below indicates the steps PAS plans to take.

Action Steps for Key Issue #3 *What will be done?*	Timeline *By when?*	Responsibility *Who will do it?*	Resources *What will be used?*	Assessment *How will it be measured?*	Communication *Who? How? How often?*
Step 1: Develop and launch Computers for Careers class.	Fall 2016	TOSA and CTE department	Research literature and best practices, state standards, department meetings	Course outline, course materials, student data: attendance, completion, grades	TOSA and CTE department report to site administrators, email, student database reports, data analysis after each semester
Step 2: Conduct Advisory Committee meetings twice annually	December and May each year, starting in 2016	Assistant Principal with support of office staff; community business members, students, teachers	Best practices from PUSD AC meetings	Invitations, sign-in sheets, feedback forms, and contact lists	Admin team debriefs after each meeting, measures status of CTE course offering alignment to community input, plans next steps

Action Steps for Key Issue #3 Continued... _What will be done?_	Timeline _By when?_	Responsibility _Who will do it?_	Resources _What will be used?_	Assessment _How will it be measured?_	Communication _Who? How? How often?_
Step 3: Develop and launch EHR class	January 2016	Assistant principal, TOSA and CTE department	Research literature and best practices, state standards, department meetings	Course outline, course materials, student data: attendance, completion, grades	Admin team debriefs monthly after launch to examine data and improve practice
Step 4: Develop and launch medical billing and coding class	May 2016	Assistant principal, TOSA and CTE department	Research literature and best practices, state standards, department meetings	Course outline, course materials, student data: attendance, completion, grades	Admin team debriefs monthly after launch to examine data and improve practice
Step 5: Year End status of CTE department + next steps	June each year	Assistant principal, TOSA and CTE department	Review CTE student data from current year as well as AC input re. programmatic revisions & improvements	Student data: attendance, completion, grades, employment in field, AC input lists	Site admin team meets and creates action plan for upcoming year(s) as driven by the assessment data

GLOSSARY

- **ABE -** Adult Basic Education
- **ADA -** Average Daily Attendance
- **AEBG -** Adult Education Block Grant
- **AEFLA -** Adult Education and Family Literacy Act
- **ASAP -** PAS's student registration and management system
- **BDL -** Blended Distance Learning
- **CAELA -** Center for Adult English Language Acquisition
- **CALL -** Computer Assisted Language Learning
- **CALPRO -** California Adult Literacy Professional Development Project
- **CASAS -** Comprehensive Adult Student Assessment Systems
- **CATESOL -** California Teachers of English to Speakers of Other Languages
- **CCA -** Common Core Achieve
- **CCAE -** California Council for Adult Education
- **CCR -** Career and College Readiness
- **CDE -** California Department of Education
- **COABE -** Commission of Adult Basic Education
- **COI -** Cycle of Inquiry
- **CTA -** California Teachers Association
- **CTE -** Career Technical Education
- **DL -** Distance Learning
- **DO -** Paramount Unified School District Office
- **EBRI -** Evidence Based Reading Instruction
- **EL -** English Language
- **EL CIVICS -** English Literacy and Civics Education
- **ELL -** English Language Learners
- **ESL -** English as a Second Language
- **eTEST -** Online version of CASAS taken on a computer
- **GED -** General Education Development
- **HiSET -** High School Equivalency Test
- **HSE -** High School Equivalency
- **IEL/CE -** Integrated English Literacy and Civics Education
- **IC3 -** Internet and Computing Core Certification
- **IMC -** Instructional Media Center
- **IT -** Information Technology
- **LCAP -** Local Control and Accountability Plan

- **MA -** Medical Assistant
- **NEA -** National Education Association
- **OTAN -** Outreach and Technical Assistance Network
- **PAS -** Paramount Adult School
- **PD/PD Day -** Professional Development Day
- **PEARSON VUE -** Provides a full suite of testing-industry services and delivers exams through a comprehensive and secure network of test centers (including PAS) in 175 countries
- **PUSD -** Paramount Unified School District
- **SCANS -** Secretary of Labor's Commission on Achieving the Necessary Skills
- **SLOs -** Schoolwide Learning Outcomes
- **TABE -** Test of Adult Basic Education
- **TAP -** Teachers Association of Paramount
- **TASC -** Test Assessing Secondary Completion
- **TESL -** Teachers of English as a Second Language
- **TESOL -** Teachers of English to Speakers of Other Languages
- **TOSA -** Teacher on Special Assignment
- **TRI CITY -** The Adult Education Consortium – PAS is a member
- **VESL -** Vocational English as a Second Language
- **WASC -** Western Association of Schools and Colleges
- **WIA -** Workforce Investment Act
- **WIOA -** Workforce Investment and Opportunity Act