SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

PIEDMONT ADULT SCHOOL

760 Magnolia Ave
Piedmont, CA 94611

March 28-30, 2022
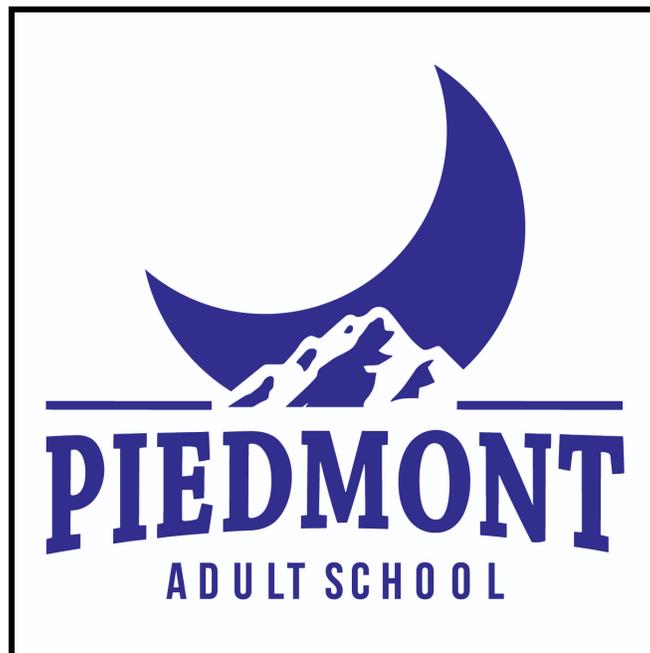
PRINCIPAL WELCOME LETTER

Welcome to the Piedmont Adult School!

We are a small but mighty program that has been an integral part of the Piedmont Unified School District for decades. During that time, we have evolved, grown, and shifted in response to the changing needs of our community and the staffing and physical constraints of our District.

We chose to embark on the WASC Accreditation process in 2017, recognizing that our high school diploma students would have greater access and opportunities once their diplomas were granted from a fully accredited institution. What we have found in the process is that the components of the accreditation and self study journey have deeply transformed our school for the better and have brought more stakeholders to the table to help build a school that is diverse, responsive, and provides high quality learning and growth opportunities for ALL of our students.

The self-study process has allowed us to concretize and institutionalize several best practices such as the establishment of an active Advisory Committee, Mission Statement and SLOs, regular meetings for instructors, and a variety of new and updated communication tools.

We are grateful for all of the stakeholders who have made this process possible, proud of how far we have come, and energized by the opportunities for growth and expansion in our future. We are also grateful for the work of the WASC Visiting Committee who will no doubt provide helpful insights and feedback to help us on our journey.

In partnership,

Shannon Fierro
Director, Piedmont Adult School

Piedmont Unified School District

PUSD Board of Education
Cory Smegal, President
Megan Pillsbury, Vice President
Hillary Cooper
Veronica Anderson Thigpen
Amal Smith

District Administrative Staff
Randall Booker, Superintendent
Cheryl Wozniak, Assistant Superintendent Education Services
Ruth Alahydoian, Chief Financial Officer

About the District
The Piedmont Unified School District serves the city of Piedmont. Student enrollment is approximately 2,600 students.

Mission Statement
Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

District Goals
Goal #1: All students will feel physically safe, emotionally cared for, and academically and socially included in their school environment.

Goal #2: All students will graduate with the 21st century learning skills needed for college and careers.

Goal #3: All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines.

Piedmont Adult School Staff

Shannon Fierro is the director of Piedmont Adult School as well as the principal of Millennium High School. Shannon has been an educator for over 20 years in New York, Boston, France, Japan, San Francisco and the East Bay. She was born and raised in the East Bay and then went east to earn a Bachelors in French and Education from Dickinson College, a Masters in French Studies from NYU, a Masters in International Education from Harvard University and a Certificate of Advanced Graduate Study in Educational Administration from Pace University. She is raising her three sons Joaquin, Gael and Ramon here in Piedmont with her husband Angel. Shannon is committed to issues of equity and social justice both in education and the larger community. In her free time, she loves entertaining, exploring the outdoors and traveling to other countries.

Dan Bonnin, M.S.Ed., is a 29-year veteran in the Piedmont Unified School District. Dan earned his B.A. in Music Composition and teaching credential from CSU Hayward. He worked for the Hayward Unified School District as a middle school teacher before PUSD. After completing his Preliminary Administrative Services Credential and Master of Science in Educational Leadership, he was appointed to the position of Assistant Principal at Piedmont Middle School where he served for five years and completed the Tier II, Clear Administrative Services Credential requirements before accepting a one-year position as interim Principal for Beach Elementary. Bonnin later spent three semesters at the PUSD Wellness Center as Site Coordinator and Facilities Comptroller before moving to Piedmont Adult School and MHS as the online class teacher/coordinator, his current assignments.

Ron Mockel is the most senior member of the Piedmont Adult School team. His decades of commitment to PUSD come after graduating from Piedmont High School and providing exemplary service to our country in the armed forces. Ron hails from a family of educators who have all given their service to PUSD. When he is not supporting instructors or running around campus on the night shift, he can be found planning his next cruise on the latest super ship.

Michelle Lucas joined Piedmont Adult School as the full-time Administrative Assistant in August 2021. She and her husband raised their three children in Piedmont, and the youngest currently attends Piedmont High. Prior to joining the Adult School, Michelle was a special education paraeducator in Piedmont for four years. Michelle's previous work experience includes positions in public relations, corporate communications and publishing, in both San Francisco and Hong Kong. Michelle enjoys travel, skiing, and hiking with friends.

WASC Visiting Committee

Chair
Kathleen Coy Porter
Executive Director, Poway Adult School
Poway, CA

Member
Jaemi Naish
Director, Tamalpais Adult School
Larkspur, CA

Member
Denise Sanson
Executive Director, Santa Cruz County ROP
Santa Cruz, CA

Member
Steve Borris
Vocational Vice Principal
Greystone Adult School - Folsom State Prison
Represa, CA

Member
Phil Morales
Director, Opportunity Youth Academy
Hayward, CA

WASC Visit Schedule

Monday, March 28, 2022

8:15 - 9:00	Visiting Committee Meeting with PAS Leadership Team
9:00 - 9:30	Visiting Committee Meeting with PAS Director/ WASC Self-Study Chair
9:30 - 10:00	Visiting Committee reviews videos of diploma student sessions
10:30 - 11:15	Visiting Committee Chair Meeting with Superintendent
11:15 - 1:00	Lunch and Visiting Committee Collaboration Time
1:00 - 1:45	Visiting Committee Meeting with <u>Committee of the Whole</u> - combined (at least 2 VC)

> **Curriculum** (Steve, Denise, Kathleen)
> **Instruction**
> **Assessment**

1:45 - 2:30	Visiting Committee Meeting with **Consortium Leadership (Community Partners)** (2 VC) (Phil, Jaemi)
3:30 - 4:15	Visiting Committee Chair Meeting with PAS Director/WASC Chair
4:15 - 6:00	Dinner and Visiting Committee Collaboration Time
6:30 - 7:30	Visiting Committee Meeting with **Advisory Committee** (between 2:30 - 6:30)
6:00 - 8:00	Classroom Visits

Tuesday, March 29, 2022

8:15 - 8:45	Visiting Committee Meeting with **PAS Director/WASC Chair**
8:45 - 9:30	Visiting Committee Meeting with **Student Representatives from Community Classes** (at least 2 VC)
9:45 - 10:30	Visiting Committee Meeting with **Students from State-Funded Programs** (at least 2 VC)
10:30 - 2:45	Lunch and Visiting Committee Collaboration Time
2:45 - 3:15	Visiting Committee Meeting with <u>Focus Group </u>(2 VC) - **Organization**
3:15 - 4:00	Visiting Committee Chair Meeting with **PAS Director/ WASC Chair**
4:00 - 6:30	Dinner and Visiting Committee Collaboration Time
6:30 - 8:00	Classroom Visits (at least 2 representatives from VC)

Wednesday, March 30, 2022

8:00 - 8:45	Visiting Committee Meeting with PAS Leadership Team
8:45 - 1:00	Visiting Committee Completion of Draft Report
1:00 - 1:30	BYO Lunch with Leadership Team to Present Draft Report
1:30 - 2:30	Visiting Committee Meeting Completes Report and Documentation and Justification Statement, Signs Ballot
2:30 - 3:00	Exit Meeting: Visiting Committee Oral Report to Staff/Stakeholders

CONTENTS

Preface

The *Self-Study Report* begins with a preface (500 words or less) written by the administrator/director. It should describe how the accreditation process was implemented in the school, how it was received by stakeholders, and how the self-study process impacted the school and student learning. The administrator/director should confirm to what degree the school meets the five overarching self-study expectations of the ACS WASC process, listed as follows:

1. The involvement and collaboration of all stakeholders in the self-study process
2. The clarification of the school's mission and Schoolwide Learner Outcomes
3. The assessment of the actual student program and its impact on student learning with respect to the institutional mission, Schoolwide Learner Outcomes, and the ACS WASC Adult School Criteria
4. The creation of a schoolwide *Action Plan* that develops specific action steps to address identified growth areas
5. The development of an accountability system for monitoring the implementation of the schoolwide *Action Plan* and analyzing its degree of success.

We are a small but mighty program at the Piedmont Adult School, consisting of a robust variety of noncredit community courses such as exercise and world languages. Adults in these programs tend to be 50+ and live within 5 - 10 miles of the school. We also have a small independent study high school diploma program largely serving adults ages 18-35 from the broader Alameda County area. We decided to pursue accreditation in order to provide these adults with a more valuable and transferable high school diploma.

In October 2018, the Piedmont Adult School hosted a WASC visiting committee in order to receive initial accreditation. In February 2019, we were notified by the WASC Accreditation Committee that we had been granted Initial Accreditation Status through June 2022. Since that time, we have created and made substantial progress on a schoolwide Action Plan, despite the substantial challenges of having a very small team, moving our offices four times due to major construction on campus and shifting our program to fully remote instruction for a year and a half due to the Covid-19 pandemic.

The accreditation process has given us a strong framework for growing and improving as a program. Given our small size, we have used the Committee of the Whole approach and established an Advisory Committee consisting of our key stakeholder groups: students, instructors, teachers, classified staff, a school board member and administration. This group has gathered regularly to provide feedback and direction on the development of our Adult School Mission, SLOs and Schoolwide Action Plan and has designed surveys to gather input from a larger audience. The action plans created during the Initial Accreditation process have been

reviewed and revised during the Self-Study process and four new Action Plans have been developed to guide our work and self-improvement over the next six years.

As this work moves forward, the Adult School staff will continue to meet weekly to collaborate on the specific action steps needed to accomplish the Action Plan goals. The Advisory Committee is an ongoing structure that will also meet regularly to monitor progress towards our Action Plan goals and our degree of success in meeting those goals.
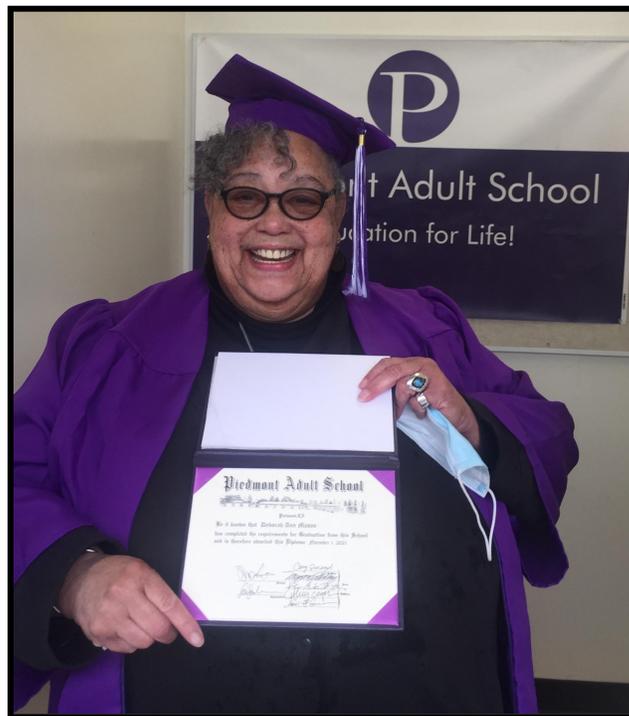
Self-Study Committee Members

A list of Self-Study Focus Group members, Leadership Team members, and other programmatic committees follows the preface. This list makes it easier for the visiting committee to contact the people directly responsible for each ACS WASC criterion or program area during the site visit.

Due to the small size of the Piedmont Adult School, we have used the Committee of the Whole approach. We have referred to this group as our Advisory Committee. Please see the Appendix for sample meeting agendas and work accomplished.

Name	Role	Participation
Amal Smith	School Board Member	Adult School Advisory Committee
Dr. Cheryl Wozniak	Assistant Superintendent	Adult School Advisory Committee
Shannon Fierro	Adult School Director	Adult School Advisory Committee WASC Visiting Committee Chair
Dan Bonnin	PAS Diploma Program Teacher	Adult School Advisory Committee
Ron Mockel	PAS Administrative Staff	Adult School Advisory Committee
Terra Salazar	PAS Administrative Staff - retired	Adult School Advisory Committee (2018 - 2021)
Michelle Lucas	PAS Administrative Staff	Adult School Advisory Committee (August 2021-present)
Katie Terhar	MHS Teacher & PAS Diploma Program Teacher	Adult School Advisory Committee Curriculum, Instruction & Assessment Focus Group
Marcos Molina	Adult School graduate & PUSD staff	Adult School Advisory Committee
Jacqui Birdsong-James	PAS Instructor	Adult School Advisory Committee
Alicia Lai-Clemens	PAS Instructor	Adult School Advisory Committee
Susan Galindo Schnellbacher	PAS Instructor	Adult School Advisory Committee
Ken Brown	PUSD High School Teacher - social studies	Curriculum, Instruction & Assessment Focus Group
Shelley Seto	PUSD High School Teacher - social studies	Curriculum, Instruction & Assessment Focus Group

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

In narrative form, the school should provide the following information, with supporting charts and graphs as needed. Answer the specific questions included in the template.

Basic Information
1. Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as a school
2. School address, website, branches, extension sites, etc.
3. History of the school (date school began, number of students in first years, original mission and purpose, location, facilities, etc.)
4. Description of any significant developments that have had a major impact on the school
5. List specific changes in programs since the last visit
6. Student demographics (ethnicity, gender, enrollment patterns, etc.)
7. Governance structure of the school
8. Schoolwide Learning Outcomes
9. The total number and types of programs offered and the number of students in attendance
10. Typical class size for teachers
11. Types of certificates awarded
12. Total number of administrative and teaching staff members
13. Calendar system used
14. Typical load for the average student

The Piedmont Adult School (PAS) is one of seven schools in the Piedmont Unified School District (PUSD) and is overseen by the Piedmont Unified School District Board. The school welcomes adult learners, aged 18 or more years, from the City of Piedmont, surrounding East Bay communities, and beyond to enroll in free high school diploma classes and short-term CTE classes or participate in our numerous fee-based enrichment classes. PAS exists under the banner of "Education For Life," striving to provide a broad range of life-enhancing, community and career-building opportunities for adult learners. Our strengths are evidenced by repeated enrollments in the wide array of community enrichment courses offered, and by the outreach, accessibility and flexibility of our High School Diploma Program (HSDP). As part of the Piedmont Unified School District, our diploma program students and staff follow the PUSD Calendar. Our fee-based program follows a year-round calendar with three seasonal sessions.

PAS is unique in scope. In particular, the PAS HSDP is small relative to proximal, East Bay adult schools, which offer high school diploma programs in group class settings. At PAS, we offer high school diplomas through independent study and are therefore able to provide one-to-one, personalized programming. Consequently, the close connections established with our students facilitate fluid identification of and access to case-relevant, free services offered through the Northern Alameda County Adult Education Consortium (NACAE), as well as targeted services available through non-profit, Community Based Organizations (CBOs) with whom we partner. (See Appendix)

PAS is located at 760 Magnolia Avenue, Piedmont, California 94611. Our website: www.piedmontadultschool.org.

History of the Piedmont Adult School High School Diploma Program (PAS HSDP)

PAS was established in 1975, emphasizing fee-based enrichment classes, implemented by design, to serve the interests of adults from the City of Piedmont and its surrounding communities. The school was housed on the Piedmont High School/Millenium High School campus, where it remains today. Early on, PAS expanded its offerings to include progressive English as a Second Language (ESL) classes, citizenship classes, General Education Diploma (GED) test preparation, California Department of Motor Vehicles-approved traffic school classes, and a High School Diploma Program (HSDP) for adults and concurrently-enrolled high school students (primarily from Oakland Unified School District (OUSD)). Enrollment in State-funded courses in 2008/09 was 1,108 students (408 in Secondary Basic Skills[ASE]; 205 in ESL; and 495 in short-term career technical education (Short-Term CTE). Additionally, PAS provided technical assistance and administrative oversight for the Towne House Wellness Center, located in Oakland, CA.

In 2009, the California State Legislature enacted dramatic reductions in funding for public education. PAS cancelled all ESL and Career Technical Education (CTE) classes, and released all of its hourly HSDP teachers. The District did retain its HSDP, but "swept" 50% of its categorical program funds from Adult Education (AE) in support of the District's General Fund. PAS was not alone in facing dramatic cuts. AE programs statewide were decimated, with over one-third of all such programs folding. However, Piedmont's Board of Education chose to maintain its HSDP in hopes that State funding for adult learners might one day return.

In 2013-2014, the Adult Education Block Grant (AEBG) was passed under Assembly Bill 86 (AB 86). This partially restored funding to the District for AE. Under AB 86 and associated legislative actions, the PAS HSDP and a small but thriving Short-Term CTE program are finding new life as PAS is an active member of the Northern Alameda County Adult Education Consortium (NACAE).

Piedmont Adult School Enrollment

Community Classes Enrollment

Enrollment in community classes over the past five years has followed a consistent trend: lowest enrollment in the summer session, increasing in the fall session, and highest in the spring session. The Covid-19 pandemic occurred in March 2020, in the middle of our spring 2020 session. Classes that were still underway at that time were closed, and refunds/credits were issued. Piedmont Adult School offered no classes in summer 2020, and started back up on a limited basis in fall 2020. Our goal is to rebuild the program to pre-Covid levels and beyond.

NOTE: Prior to the 2019-2020 school year, Piedmont Adult School had four sessions per year -- fall, winter, spring and summer. This was changed in 2019 to align with the schedule at the other Piedmont Schools: fall, spring and summer. Data from winter and spring sessions prior to 2019 have been combined for this chart into just "spring," for consistency. (See Appendix for Community Class enrollment data.)

Community Class Enrollment 2016-2021

(Bar chart showing Classes Taken by Session from Fall 2016 to Fall 2021)

- Fall 2016: ~280
- Spring 2017: ~460
- Summer 2017: ~90
- Fall 2017: ~285
- Spring 2018: ~345
- Summer 2018: ~115
- Fall 2018: ~285
- Spring 2019: ~435
- Summer 2019: ~125
- Fall 2019: ~215
- Spring 2020: ~410
- Summer 2020: 0
- Fall 2020: ~60
- Spring 2021: ~195
- Summer 2021: ~20
- Fall 2021: ~85
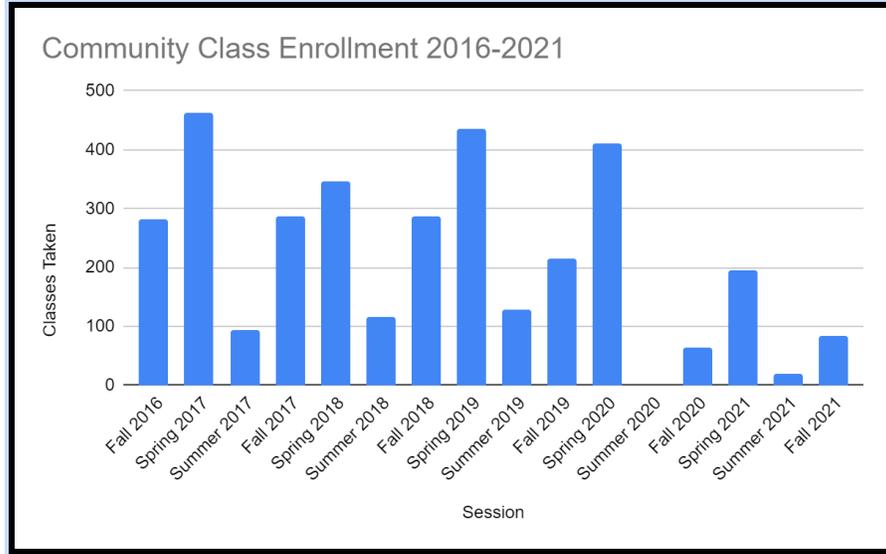
High School Diploma Program Enrollment

Students in the High School Diploma Program work independently at their own pace, so they can start and complete the program at any time during the year. Some students are able to graduate within a given school year, while others remain for several years before completing the graduation requirements. Enrollment numbers per year include a combination of new and continuing students. While students can remain enrolled and work independently over the summer, there is no instructor support in the summer. Continuing students are re-enrolled in the fall.

Between 2016-2018, the High School Diploma Program partnered with the Oakland and Alameda Adult Schools, receiving from those schools a large number of students who needed only a small number of additional credits to graduate. This accounts for the larger number of enrollments and graduations during these years. (See Appendix for High School Diploma Program enrollment data.)

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High School Diploma Program Enrollment 2016-2021

(Chart: Number of Students by School Year)

- 2016-2017: 34
- 2017-2018: 43
- 2018-2019: 40
- 2019-2020: 27
- 2020-2021: 27
- Fall 2021: 11
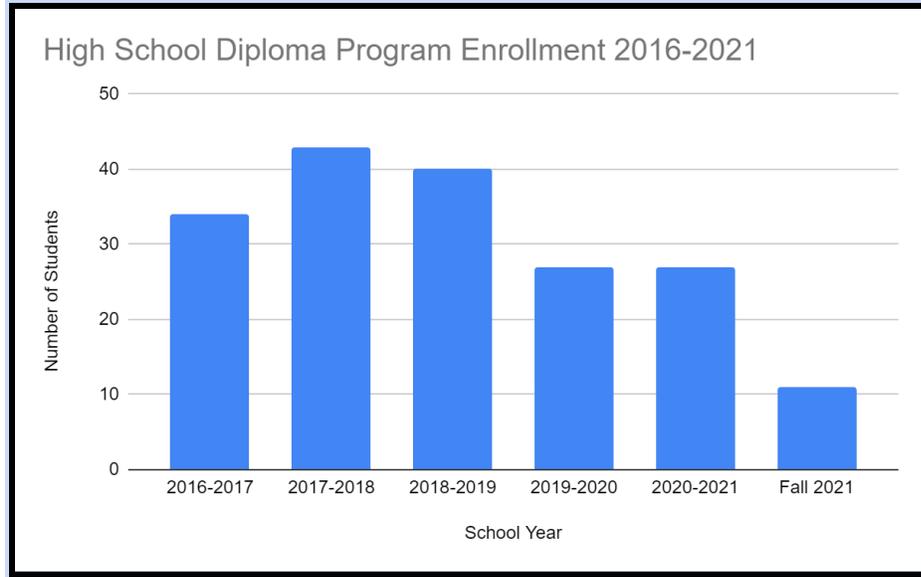
### Career Technical Education (CTE) Class Enrollment

Piedmont Adult School offers a limited number of CTE courses, primarily in the computer area. These classes are offered individually by semester. (See Appendix for CTE enrollment data.)

Enrollment in CTE classes (by school year)

(Chart: Classes Taken by School Year (August-May))

- 2016-2017: 27
- 2017-2018: 31
- 2018-2019: 36
- 2019-2020: 37
- 2020-2021: 54
- Fall 2021: 25
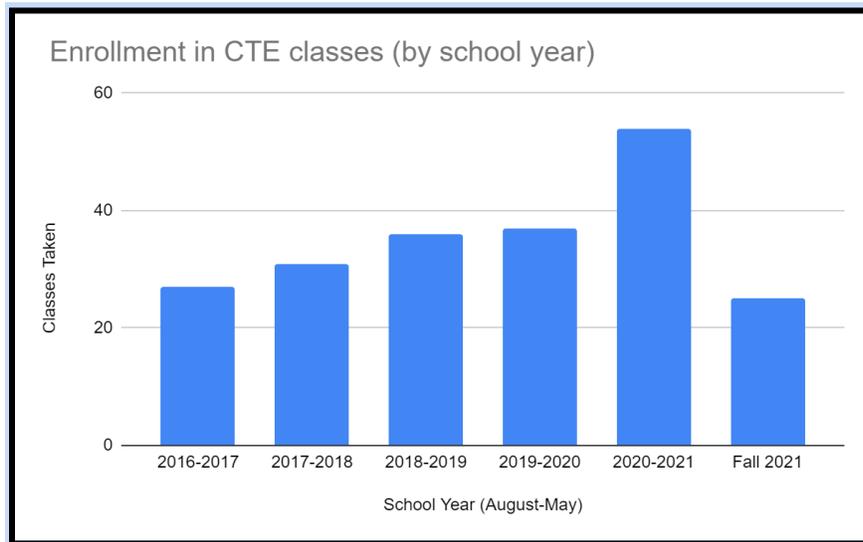
Demographics of the PAS HSDP and CTE

Demographic information collected since July 2015 for our Short-Term CTE and High School Diploma Programs is represented in the table below. We do not collect demographics such as race and ethnicity for those adults who are enrolled in our fee-based programming.

Enrollment by Race, High School Diploma Program

Multi-Race 2.8%
White 17.6%
Pac. Islander 0.6%
Hispanic 30.1%
Asian 3.4%
Black 45.5%

Enrollment by Race, CTE Program

Multi-Race 1.9%
White 86.5%
Asian 7.7%
Black 1.4%
Hispanic 2.4%

Enrollment by Age, High School Diploma Program

- 60+ years 1.7%
- 45-54 years 5.1%
- 18 years 1.7%
- 19-24 years 28.4%
- 25-44 years 62.5%

Enrollment by Age, CTE Program

- 25-44 years 14.5%
- 45-54 years 3.4%
- 55-59 years 1.4%
- 60+ years 80.7%

Community Information

1. Description of geographic area
2. Population of area served by the school
3. Population characteristics
4. Anticipated changes in school demographic data

Piedmont, California is a small, residential city located in the East Bay hills, within the residential boundaries of Oakland, California. The city has been characterized geographically as "the donut hole" in Oakland. Piedmont is dedicated to promoting and supporting a truly excellent school system. The Piedmont population, on average, earns a high per capita income (residents are mostly professional and business executives or business owners) and is stable. The excellent schools are often cited as a major motive for living in the city. The city regularly passes a parcel tax for the schools, currently averaging about $2,400 per parcel per annum, and totalling in excess of $10 million each year (nearly one third of the district budget) This makes it one of the most generous parcel taxes in the nation. In recent years, the parcel tax has passed by majorities above 80%, which is among the largest margins in California history.

Some 99% of students enrolled in PUSD high schools graduate in four years and do not need an adult school diploma program. It is therefore not surprising that data from PAS's student information system, ASAP v3, indicates that the majority of PAS HSDP students come to us from Oakland, California. Data gathered as part of the Northern Alameda Consortium for Adult Education (NACAE) Regional plan developed in 2015 demonstrates the degree of need within our county: 20 % of adults over the age of 25 do not have a high school diploma. To compound this regional challenge, the number of adult school diploma programs has waned. The Emery Unified School District and the Albany Unified School District do not offer adult education programs at all. Moreover, the OUSD "swept" its adult education budget by 91% (from $11 million to slightly over $1.2 million in 2010); consequently, OUSD did not have HSDP for adults for many years, and only recently began offering a limited program as funding has rebounded slowly though our relatively new consortium structure.

The remaining districts that offer a diploma option are Berkeley Unified and Alameda Unified. Only Berkeley Unified maintains an independent study program like Piedmont. Given our geographic proximity to Oakland, we offer an important resource as a high school diploma-granting program geographically accessible to a high-needs population. We do not have reason to anticipate changes in our demographic data in the coming years.

Demographic data in the form of home addresses for our fee-based programming indicates that about 50% of our adult students are Piedmont residents and about 50% reside in the surrounding communities of Oakland and Berkeley. Some do come from as far as San Francisco for some of our more unique course offerings such as contemporary Russian language and culture.

Student Learning Data
1. Analyzed learning data from multiple sources (as many as possible)
2. Summary of major conclusions of analysis and what recommendations would best address identified growth areas.

Consortium Development and Data Collection

The California Department of Education (CDE) and California Community Colleges Chancellor's Office (CCCCO), in collaboration with the Adult Education Block Grant (AEBG) Office, were tasked with designing and implementing a coordinated regional delivery system for adult education. A component of that system, as mandated by Education Code § 84920, requires that "the Chancellor and the Superintendent shall identify common measures for determining the effectiveness of members of each consortium in meeting the educational needs of adults." To that end, the Budget Act of 2015 provided one-time funding to develop the AEBG data and accountability system.

The California Adult Education Program (CAEP) -- formerly AEBG -- is required to regularly report its fiscal and student progress data to the State. In the area of student progress data, the system used is a quarterly data integrity report. (See Appendix)

Beginning with the 2016-17 school year, as a part of our intake and exit interview process of PAS HSDP students, we began collecting data on employment and wage status. We anticipate being able to do longitudinal reviews of job placement rates and employment status changes in the coming years. We are similarly collecting data on matriculation to colleges and universities.

Consortium-Level Data

According to data gathered from DataQuest 2012-13, National Center for Education Statistics (NCES), and the US Census American Community Survey (2007-2011), 26% of students served in our Consortium's K-12 districts are English learners (18,420 students). County-wide, there are over 45,000 English learners in K-12 school districts, and it is estimated that among the population of adults 25 years and older, 166,000 speak English "less than very well."

The OUSD's high school graduation rate (OUSD high schools are the primary source of PAS's HSDP enrollments) is 72.4% (See Appendix). County-wide, the Consortium estimates that among the population of adults 25 years and older, 141,000 do not have a high school diploma.

CAHSEE

On September 10, 2015, SB 172 was approved by the State Legislature. This bill suspended the administration of the High School Exit Examination (CAHSEE) and removed passing the CAHSEE as a condition of receiving a diploma or graduating from high school. This applied to pupils completing grade 12, for the 2015-16, 2016-17, and 2017-18 school years. SB 172 requires (until July 31, 2018), the governing board or body of a local educational agency, as defined, and the CDE, on behalf of state special schools, to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003-04 school year or any subsequent

or prior school year and has met all applicable graduation requirements other than passing the high school exit examination.

PAS HSDP has researched, identified, and conducted outreach efforts to find over 300 students from adult school programs in our region who have met graduation requirements but had not passed one or more portions of the high school exit exam. PAS anticipates there are thousands of students in Alameda County who have either earned a diploma without their knowledge, or who meet graduation criteria under Piedmont's less restrictive credit requirements. The Piedmont Adult School actively works with our consortium partners to identify, communicate with and enroll these students. Initiatives have included broad advertising campaigns and partnerships with social services to reduce barriers to accessing and completing educational opportunities.

Pursuant to supporting diploma students, and in particular those students who reside in districts where the number of credits required for an adult school high school diploma vastly exceed the requirements as outlined in California Education Code, the PAS HSDP, with approval from our governing board, reduced the number of adult school credits required for a diploma from 190 credits to 150.5 credits. The reduction did not alter the number of core subject courses required for a diploma; moreover, the standards (and subject requirements) for adults seeking a high school diploma continue to exceed Education Code mandates. Within this landscape, an approach of the PAS has been to identify students (primarily from OUSD) who are in imminent danger of failing to earn a high school diploma under OUSD's comprehensive high school graduation requirements (230 credits) and transition 18-yr-old students to PAS to either finish their high school education, or receive a diploma if PUSD diploma standards are met.

The key modification in the District's Board of Education decision was to reduce the number of elective credits required for a diploma from 60 credits down to 30, and to add a one-half credit course that outlines academic career, transitions, and counseling plans for every graduating student.

Comprehensive Adult Student Assessment Services (CASAS)
We adopted and began piloting the use of CASAS assessments for intake and exit of students in our HSDP in spring 2018. Unfortunately, due to several technical setbacks, including moving offices three times in 18 months, followed by not being allowed to have adult school students on campus for 17 months (March 2020 - August 2021) due to Covid, we have not yet developed a strong system of implementing the CASAS. We are hopeful that its use will provide useful data over time regarding the academic levels, needs and growth of our High School Diploma students.

Other Assessments and Metrics
We do not provide ESL-specific courses or related assessments. No licensing exams are a part of our program, nor are GED assessments.

Additional Online School Program and Course Description (if applicable)

Provide a succinct summary of all types of online instruction and specialized programs offered, such as IB Diploma Program, college/career readiness programs (CTE, academies, Pathways), school/college partnerships, AVID, GATE, independent study, and other alternative education programs.

For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc. NOTE: Some of this data may be referenced as part of schoolwide data.

Describe the school's online programs/courses as follows:

- Types of online instruction: Accelerate Education is an online learning system that can be tailored to meet the needs of students in a variety of settings. PUSD offers Accelerate Education to adult education students as an alternative option to hard-copy/textbook learning.

- Learning management system: Accelerate Education is a web-based self-contained LMS.

- Hardware and software requirements: In order to utilize Accelerate, students need high-speed internet and a computer running a recent operating system. Accelerate updates its software and OS frequently. PAS can offer a limited number of Chromebooks to students seeking online education. Current Chrome applications are workable as are Windows and MacOS systems. Accelerate will operate efficiently with OS systems

- Teacher and support staff qualifications: certificated and classified staff are able to provide access to passwords/ administrative access. One certificated staff member is able to oversee student progress online, grade written work and edit course components as necessary. As of 2018, personnel assigned to the online system is minimal - one coordinator.

- Curriculum offered online through Accelerate is comprehensive. Students' records are assessed for needs specific to graduation requirements. Segments of the Accelerate curriculum are assigned to meet the specific needs of students' missing requirements.

- Types of Instruction: exclusively asynchronous. Students requesting/requiring additional assistance are referred to a qualified teacher or transitioned off of online learning. Other free, available online resources such as Khan Academy, assist independent learners in advancing their academic capabilities.

- Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success: For HSD students matriculating from Piedmont or Millennium High Schools, counselors make recommendations for enrolling students in the online program as adult education high school diploma candidates. The NAC consortium also refers inquirers to the PAS HSDP. Weekly check-ins, monitoring of progress online, and offers of supplemental, offline materials if online is not workable, are methods presently deployed to make programs accessible.

- Types of assessment and assessment processes: Accelerate's assessment system is embedded in their online curriculum. After completing a lesson, students take short quizzes to check for understanding. At the end of a module of lessons, students must

pass an exam with a score of 70% or higher before moving on to the next module. Modules not passed are retaught with instructor and students may retake them until successful completion.

- School culture for online environment, including types of school and community activities, opportunities for student involvement, participation data: Staff connect with students weekly. Connections are made with higher education transition liaisons at local community colleges for support and future planning. Weekly check-ins, encouragement emails and calls and other forms of communication and support are made regularly. A tracker of student outreach is maintained and reviewed weekly at Adult Ed staff meetings.
- Orientation process for incoming students and parents to understand expectations for the online learning environment: Students (and parents when applicable) receive an in-person or online orientation to the Accelerate system by program teacher, in addition to emailed login credentials and support materials. Live tech support is available from office staff M-F 8:30 - 3:30.
- Student/teacher interaction on a typical day: weekly interactions and outreach to all diploma students is logged in a tracker. See appendix for sample.
- Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.: We connect with CBOs and Transition Liaisons at each of the 4 nearby Peralta Colleges to facilitate a warm hand-off for continued studies upon graduation. A career exploration course is a required component of graduation. Additional student support services are needed, as is outlined in action plans for continued growth.

Due to the Covid-19 pandemic and the inability of students and staff to meet in person for a year and a half from March 2020 to August 2021, the Piedmont Adult School adapted by expanding our online learning opportunities.

For our community courses, instructors were given the option to provide their courses via Zoom. Several licenses were purchased and training on the effective use of Zoom for teaching was provided for all instructors. Optional, free training was also provided to any students who were interested in taking community classes via Zoom, but were unfamiliar with the platform.

In our CAEP-funded programing, we expanded our offerings to include two entry-level short-term CTE computer classes. These classes provided basic skills training in common office technologies such as Microsoft Office and Google Suite. These courses were incredibly popular, particularly with adults who had been displaced from the labor market due to Covid and were eager to increase their skills and marketability.

In our high school diploma program, during Covid we supplemented our paper-based offerings with online course offerings through the Accelerate program. Accelerate is a UC/CSU A-G-approved online curriculum that was already PUSD Board-approved and in use in both the comprehensive and alternative high schools in the district.

Schoolwide Learner Outcomes

● Select two of the school's Schoolwide Learner Outcomes
● Using data generated in this profile describe to what extent the programs/courses are connected to the Schoolwide Learner Outcomes and to what extent the Schoolwide Learner Outcomes are being achieved.

The Student Learning Outcomes below were developed during the 2017-18 school year and adopted by the PUSD School Board in August 2018.

PIEDMONT ADULT SCHOOL
STUDENT LEARNING OUTCOMES

At Piedmont Adult School a learner who participates in a course of study will :

Continue Their Educational Journey
● Initiate exploration of a variety of disciplines
● Set and meet personalized learning goals
● Develop personal and professional interests

Establish Community Connections
● Find support in the community around shared interests and values
● Connect and learn from other curious adult learners
● Engage with the community at large

Become Lifelong Learners
● Develop a foundation for future education and career advancement
● Acquire the skills to pursue deeper learning and to follow passions
● Be inspired to learn more and to seek new challenges

Two of the schoolwide learner outcomes selected for further discussion are as follows:

1 - Establish Community Connections: Find support in the community around shared interests and values

When the Covid-19 pandemic forced our community classes to end abruptly, there was serious concern around the viability of our program in the upcoming semesters. But the strength of our community to stay connected and keep learning against all odds was strong. During the 2020-21 academic year, we had a total of 278 students register for 24 classes taught by 17 different instructors in a Zoom-based online platform. Many students reported that finding connections and support around shared interests such as painting, exercise and languages helped them to maintain positive mental health during a scary and isolating time.

2 - Become Lifelong Learners: Develop a foundation for future education and career advancement

Students come to our CAEP-funded programs, including short-term CTE and HS Diploma, for advancement and to gain access to higher education and advancement opportunities within their careers. Our diploma students have matriculated to local community colleges or four-year colleges and universities and to promotions within their professional fields. Since 2018, 29 students have graduated from the PAS Diploma program. In 2020, two PAS graduates (referred to us by the Spanish Speaking Citizens Foundation) applied for admission to the California State Universities. Both were accepted; one to CSU East Bay and the other to CSU San Francisco. Our consortium partners at the Peralta colleges have helped with transitioning several of our graduates into programs appropriate to the students' goals. One 2021 PAS graduate was admitted to Merritt College through Merritt's Transition Liaison, Dr. Victor Littles. He counseled the student into programs specific to her goal of moving on to a four-year medical school.

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

The school is to provide a summary of progress on the Action Plan that addresses growth areas from the previous self-study report. It should also include any recommendations that resulted from any other visit or report required by the Commission during the current accreditation cycle since the last full self-study visit.

In narrative form, the school should provide the following information:

- Describe the school's procedures for the implementation and the monitoring of the Action Plan.
- Comment on the response to each section of the current Action Plan, *noting where the "growth areas" have been addressed through the cited evidence, including how each action step has been completed.*
- Describe how progress on the growth areas in the Action Plan has impacted student learning.

During our initial accreditation, in 2017-18, the PAS began development of Schoolwide Action Plans. An initial essential structure for the development and execution of these action plans was the establishment of an inclusive and representative PAS Advisory Committee, which was formed in the winter of 2017. The five major areas of need for the Piedmont Adult School as identified by the Advisory Committee were:

Action Plan Goal 1: Mission Statement

> The PAS WASC Advisory Group crafted a Mission Statement specific to the goals and values of PAS that aligns with the mission of the PUSD.

Action Plan Goal 2: SLO

> The PAS WASC Advisory Group created Student Learning Outcomes that demonstrate the specific goals of PAS.

Action Plan Goal 3: Assessment

> The PAS Advisory Group examined the CASAS testing platform as an assessment for students coming into and exiting the Diploma Program. The Advisory Group agreed to pilot an online version of CASAS for one year, and ordered 100 logins (50 for English, 50 for Math). PAS staff was trained to administer CASAS in spring 2018. PAS recognizes the need to continue to collect data and use it to inform instruction and to provide information about Diploma Program Students and then examine the prospects of continuing the assessment.

Action Plan Goal 4: Curriculum

> The PAS Advisory group reviewed textbooks, inventoried current textbook/ assessment materials, examined new textbooks, visited other adult school programs- Petaluma, Castro Valley, Part of Northern Alameda Consortium for Adult Education (NAC) and collaborated with them. This information was used to choose new ELA, Math & social studies textbooks and to create a standardized curriculum that is aligned with Common Core. Science courses still need to have updated textbooks and curriculum in place.

Action Plan Goal 5: Instruction Selection, Training and ongoing Professional Development

> The PAS Advisory Group began the process of examining current instructor selection, training and professional development and integrating the newly created Mission Statement and SLOs. Goals for instructor development & support as well as a more formalized process for new PAS instructor selection was created by Winter of 2019 and continued assessment of this new process is ongoing. By Winter of 2019, PAS Administration communicated with PAS Staff their shared vision and mission of the school and new instructor orientation and support structures have been piloted.

The Visiting Committee provided the following feedback in 2018:

Schoolwide Areas of Strength
1. The school has a director who is visionary and is making PAS an instructional leader in the region.
2. The school is an integral part of the Piedmont Unified School District (PUSD) and follows district guidelines for hiring, has Board oversight and connections with other district schools.
3. The school is part of the Northern Alameda Adult Education Collective (NAC) for collaboration, resource sharing and oversight.
4. The school is working on updating curriculum for all diploma courses.
5. The school's fee-based courses are relevant and popular with the local community.

Critical Areas for Follow-up
1. Expand ongoing student and community review of the school's Mission Statement and SLOs.
2. Formalize on-site counseling and referrals to other schools and CBOs in the NAC area to expand services for students (ie: students in need of personal counseling, those needing over 40 credits, job seekers) using a matrix of services.
3. Investigate/pilot on-line learning opportunities for the diploma program.
4. Review additional assessment data to improve/modify instruction as needed.
5. Identify and participate in district facility expansion to prevent unnecessarily limiting enrollment in the high school diploma program.

In reviewing the feedback from the VC and through the Self Study Process, it was determined that the Piedmont Adult School met their goals outlined in Action Plans 1 and 2, partially met their goals outlined in Action Plans 4 and 5 and did not meet their goals outlined in Action Plan 3. Additionally, we addressed critical issues 1, 3 and 5 from the VC but need to continue to do substantial work to address critical issues 2 and 5.

Based on these findings, the feedback of the 2018 Visiting Committee and the shifting needs and structure of the Piedmont Adult School due to the Covid-19 pandemic, our revised schoolwide Action Plan is as follows:

Revised Action Plan Goals to Reflect Focus on Key Growth Areas

1. Action Plan Goal #1 - Improve High School Diploma Program Structures with a Focus on Curriculum and Assessment
2. Action Plan Goal #2 - Connect High School Diploma Program Students with Mental Health & Support Services
3. Action Plan Goal #3 - Increase Enrollment and Breadth of State-Funded Programming
4. Action Plan Goal #4 - Increase Enrollment and Breadth of Programming in Community Classes

Chapter III. Self-Study Findings based on the ACS WASC Adult School Criteria

Under each of the ACS WASC Adult School Criteria, there are supporting "indicators" that break down the criteria into smaller parts. In narrative form, schools should summarize their findings with supporting evidence about the extent to which the school meets or exceeds the criterion/indicators. Schools must comment on every indicator for each of the criteria. Provide links as needed.

Criterion 1: 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 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.

PAS MISSION STATEMENT

Piedmont Adult School is a non-competitive adult learning environment dedicated to providing flexible instruction that responds to the diverse needs, interests and learning goals of its students. Aligned with our value of service to community, Piedmont Adult School provides educational opportunities to self-motivated learners from the East Bay and beyond.

In January 2018, the Adult School Advisory Committee convened to discuss and draft a mission statement and related SLOs with community and stakeholder input. The group looked at the mission of the District and schools within the district and brainstormed the qualities of the educational experience at PAS that are unique and drive our work. Comments and feedback from the community on drafts of the mission statement were collected via Google form surveys and discussion with stakeholders.

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The above mission statement was approved by the Piedmont School Board on May 22, 2018. It is shared internally, visible within the school and understood by all staff. It is shared externally on our website and publications including the Moonlighter.

During the 2021-22 school year, the Advisory Committee reviewed the mission statement and SLOs, found them to be relevant and appropriate and approved them for continued use. A survey was also sent in 2021-22 to all active Adult School students inviting their feedback on the mission statement, SLOs and the programming of school. All feedback was reviewed by the AC and used to inform programming and decision-making.

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

PIEDMONT ADULT SCHOOL
STUDENT LEARNING OUTCOMES

At Piedmont Adult School a learner who participates in a course of study will :

Continue Their Educational Journey
- Initiate exploration of a variety of disciplines
- Set and meet personalized learning goals
- Develop personal and professional interests

Establish Community Connections
- Find support in the community around shared interests and values
- Connect and learn from other curious adult learners
- Engage with the community at large

Become Lifelong Learners
- Develop a foundation for future education and career advancement
- Acquire the skills to pursue deeper learning and to follow passions
- Be inspired to learn more and to seek new challenges

School's Strengths and Growth Areas for Criterion 1 (no specific number required)

Strengths:

- A mission statement and related SLOs that are broad enough to encompass the wide range of programming we offer and students we serve.
- SLOs that feel relevant to the work we do and the values we share about adult learners.

Growth Areas:

- Due to the nature of our programs and the brief time students may spend with us, it is challenging to measure or ascertain the efficacy of our programs in attaining these outcomes for our adult students.
- Skill-building and lifelong learning is very evident in some of our programming (diploma program, language and technology classes) but in other singleton classes it is less obvious. There is room for us to grow in the area of pathways and providing opportunities for deepening of skills.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration 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.

The PUSD Board of Education is a five member, elected body responsible for the quality, integrity and financial stability of all PUSD schools. The Board desires to support adults wishing to obtain a diploma of high school graduation in order to provide adults with opportunities for postsecondary education and/or employment. California Education Code (EC) 51225.3 has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level. Trustee Amal Smith has been an active member of the Adult School Advisory Committee since it was formed in 2018.

The Board approves the Local Control and Accountability Plan (LCAP) annually for the District (it was replaced by the LCP during 20-21 due to Covid-19). For the 21-22 school year, the District has identified the following goals and key initiatives for 2021-22.

Piedmont Unified School District's 2021-24 LCAP is divided into three Goal Areas, with three Key Initiatives for each Goal.

- **GOAL #1 (Social-Emotional) -** All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.
    - Equity, Inclusion, & Social Justice
    - School Culture: SEL/PBIS/RJ
    - Wellness: Mental Health Services, Wellness Programming
- **GOAL #2 (Academic) -** All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
    - Standards-Aligned Instruction
    - Differentiated Learning Opportunities
    - Assessment
- **GOAL #3 (Community and Culture) -** Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.
    - Professional Learning
    - Partnerships with Families 2021-22 Local Control Accountability Plan for Piedmont Unified School District Page 5 of 67
    - Teaching and Learning Experiences for Diverse Students and Staff

Shannon Fierro, M.A, Ed.M, is the Director of PAS. Director Fierro was appointed by the PUSD Board of Education in June 2017 and commenced her directorship of PAS, as well as her principalship of Millennium High School, in July 2017. While Director Fierro carries the authority to administer Board policies, she is neither the chair nor an elected member of the governing board.

Director Fierro reports to Assistant Superintendent Dr. Cheryl Wozniak, who sits on the Adult School Advisory Committee and has been active in advocating for the needs of the adult school as well as guiding its decision-making.

State funding through CAEP is granted to the Piedmont Adult School through the consortium of community colleges and adult schools known as the Northern Alameda Adult Education Collective (NAC). The NAC has its own governing body, of which Piedmont Superintendent Randall Booker is the president. Director Fierro and Superintendent Booker meet several times each month with their NAC counterparts and are in active good standing with the organization.

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

The Piedmont Adult School follows the bylaws of the Northern Alameda Consortium for Adult Education (NAC) Joint Powers Authority (JPA). As a founding member of the NAC, Piedmont Adult School participates in the Working Group, which conducts, directs and supervises the day-to-day business and action plan as defined by the JPA. The Working Group consists of 12 members, six of whom are appointed by the Peralta Community College District, and one member from each of the consortium's adult schools. The Working Group also prepares, reviews and recommends the annual budget to the JPA's Executive Cabinet of Directors for consideration. (See Appendix)

Additionally, all major changes to the PAS structure or programming must be approved by the PUSD School Board. Changes or adjustment to programming or program structure will first be brought to the PAS Advisory Committee which was formed and began meeting regularly in 2017-18. (See Appendix)

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

The structure of the Piedmont Adult School has remained stable for decades. The community classes have a robust infrastructure of online systems and procedures based on the ASAP platform, used broadly across adult schools. We have well-detailed policies that are reviewed and revised annually. The consistency of our diploma program has endured for years.

Our active membership in the Northern Alameda Adult Education Collective provides us with additional stability and regional partnership.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Prior to 2017, the Piedmont Adult School had a rotating list of supervisors for 1-2 years each who often had several other supervisorial duties and were not able to give PAS the attention it deserved. The 3-member staff keep the program running and vibrant largely independently. Director Fierro is now in her fifth year in the role and this consistency of leadership and team have allowed the Adult School to grow in visibility, stability and quality. We have been able to

collaborate and innovate in many ways, including training all instructors to pivot to online instruction for a year due to Covid-19 and starting free CTE computer classes.

To increase community and connectivity among instructors, we have started a staff newsletter and bring our instructors together each semester for PD, collaboration and community.

School's Strengths and Growth Areas for Criterion 2 (no specific number required)

Strengths:

- Strong School, District and Board-level structures and oversight.
- Active participation in and oversight by the Northern Alameda Adult Education Collective consortium.
- Strong communication with and involvement of District and Board leadership in the functioning of the School.

Growth Areas:

- Continue to refine processes and procedures to meet changing needs and circumstances.
- Increase stability and size of staff to ensure programming, policies and procedures are consistent year after year.
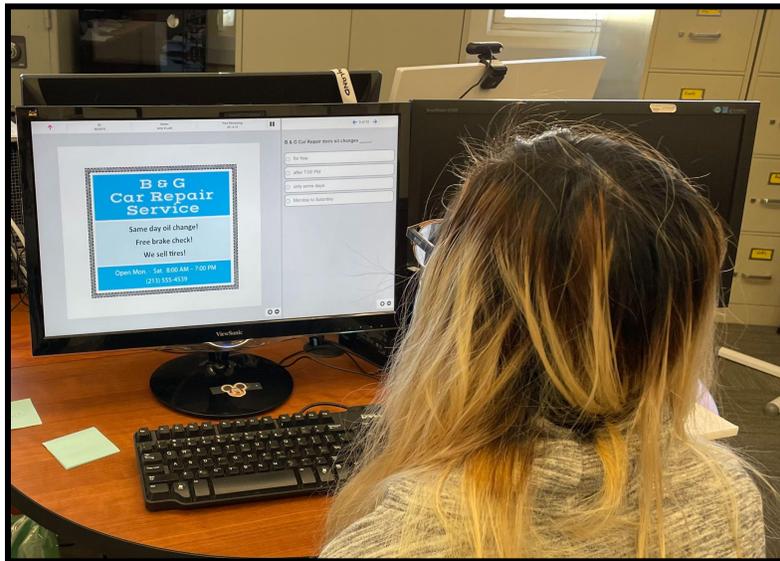
Criterion 3: Faculty and Staff

The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.
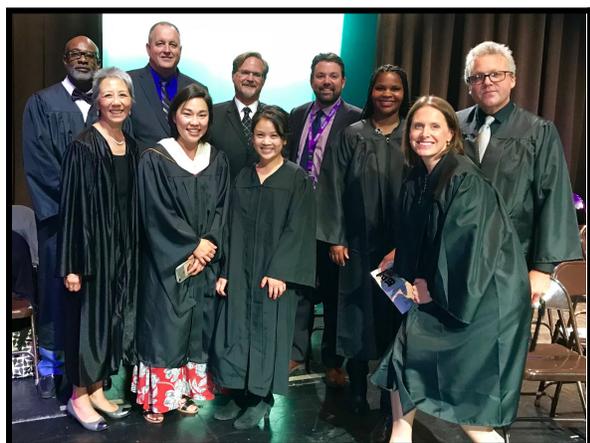
At present, PAS operates with a staff of four -- a part-time principal/director (.4FTE), one part-time teacher (.5FTE) and two full-time administrative assistants. This represents an increase in FTE for classified staff as of the 21-22 school year, when veteran administrative assistant Terra Salazar retired and was replaced with a full-time administrative assistant. This increase in FTE has allowed PAS to expand office hours, marketing and publicity efforts.

Ron Mockel has worked in the adult school for over 20 year and is committed to continuous improvement of PAS operations. The staff's collective years of experience, combined with annual professional development and training specific to PAS operations, support the school's mission, purpose and academic programs. Dan Bonnin, M.S, Educational Leadership, is the HSDP coordinator. Katie Terhar, Ken Brown and Diana Miller are veteran high school teachers at Piedmont and Millennium High Schools who have worked on an hourly basis and have lent their skills and expertise to developing updated curriculum for our high school diploma program from 2018 - 2022.

Instructors who are hired to offer community courses are interviewed by the adult school staff, resumes and references are checked and observations and student feedback are collected to ensure their qualifications and quality. They also go through all of the required district hiring procedures such as fingerprinting and background checks.

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

All PUSD employees are provided with information on District policies and procedures at the time of hiring. These resources are also available on the District website (http://www.piedmont.k12.ca.us/human-resources/). PAS personnel policies and procedures are communicated to new hires in writing through our Staff Handbook. (See Appendix)

Hiring of new instructors is transparent and begins with completion of the Prospective Course form and related supporting documents. These are reviewed and approved by the Adult School Director. If approved, a panel interview is conducted. If an applicant passes the interview, they are invited to go through the clearing process with HR, after which they may begin teaching.

Hiring of classified and certificated staff in PUSD is governed by the contracts the District has with the Association of Piedmont Teachers (APT) and the California School Employees Association Piedmont Chapter #60 (CSEA). These contracts detail policies and procedures that govern how classified and certificated personnel are hired, evaluated, and compensated. (See Appendix)

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

Piedmont Adult School employs both full-time certificated staff and contract-based instructors for our fee-based courses. The majority of our fee-based instructors have been with PAS for three or more years. Instructors are highly-accomplished, including professional chefs, MBAs, technology experts, professional authors and other leaders in their respective fields.

For example, one of our fee-based instructors since 1974, Jacqui James, received her BA from Mills College and was credentialed in teaching adults through UC Berkeley. As a retired Arena and Theatre General Manager, she always enjoyed teaching adults about fitness, health and achieving their individual goals. She has consistently evolved her program to keep up with the current fitness trends. She has included more weight lifting and core exercises into her classes to address new research on how to effectively combat the aging process.

The PAS HSDP is taught by a small group of highly qualified teachers who are proficient and credentialed in the subject areas that they teach. At present, all of the certificated teachers in the High School Diploma Program also teach at Piedmont and/or Millennium High Schools, which allows for a coherence of programming and attention to current best practices and content knowledge within their fields of instruction. Additional faculty is called upon when enrollment rises and/or when students' academic needs demand specific qualifications.

Our credentialed staff is evaluated every other year as outlined in the APT contract. All classified staff members are evaluated annually as outlined in the CSEA contract. Instructors are evaluated through observation and survey of students. When issues arise, improvement plans with details for supporting their professional growth are created.

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

At present, instructors in the fee-based and short-term CTE programs are not required to attend professional development as they have demonstrated ample professional expertise and experience in their fields of instruction. Professional development and instructor-level meetings were piloted in the 2018-19 school year as part of our WASC Action Plan #5 work, with a goal of supporting instructors' skills as educators of adults within the Piedmont Adult School context. (See Appendix) These meetings were continued in 2019-20 until remote learning was mandated due to Covid-19. At that time, online PD was offered to teach instructors about how to teach their courses via Zoom. In 2021-22, in-person PD was again offered to instructors.

Certificated staff who teach in our Diploma Program are required to attend district-wide professional development (PD) annually. This professional development in the 2017-2018 and

2018-2019 school years has focussed on learning the Social Justice Standards developed by Teaching Tolerance, a project of the Southern Poverty Law Center. This learning is particularly relevant for teachers working with our diploma program students who come from a wide variety of backgrounds. In 2019-21, PD largely focused on using web-based tools, Zoom and Google Meet functionality and best practices for online teaching due to distance learning.

School's Strengths and Growth Areas for Criterion 3 (no specific number required)

Strengths:

- A veteran classified and certificated staff working alongside a cadre of instructors with deep experience and expertise in their fields.
- The support of a high-functioning and robust district human resources team, including well-defined personnel policies and procedures.

Growth Areas:

- Opportunity to refine and improve feedback to instructors.
- Opportunity to continue and deepen specific professional development opportunities for instructors.

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

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

The curriculum for PAS community courses is developed by PAS instructors. This curriculum and instructional plan must be submitted to the Adult School annually for review using our Piedmont Adult School Course Outline template, to ensure it includes all key components of a well-designed curriculum, including but not limited to: materials, course description, overview, goals and objectives and a specific session-by-session plan. The curriculum for the community courses is designed to provide enrichment, community and skill building for students. Community courses do not result in any licensure or certificate. Please see the Appendix for samples of community course outlines.

Students admitted to the PAS High School Diploma program are offered highly individualized educational programs designed to culminate in graduation with a high school diploma. Instruction and assessment planning is dictated by student learning levels, life situations (how to progress academically while working, parenting, etc.), transportation issues and more. Diploma students are able to access curriculum either through an online program (Accelerate), which is discussed below, or through text-based pen-and-paper guided independent study.

Instructors in the Diploma Program use a wide range of textbooks and materials to teach each course. During our initial accreditation process, it was clear that our textbooks needed updating and the curriculum in each course needed to be standardized. Beginning in 2017, our Action Plan #4 describes how curriculum needs have been addressed.

The PAS Advisory Committee inventoried and reviewed textbook/ assessment materials for mathematics and English Language Arts that were in use during the 2017-18 school year. The Committee examined new textbooks, visited other adult school programs – Petaluma, Castro Valley, members of Northern Alameda Consortium for Adult Education (NAC) – and collaborated with them. Typically, it was found that adult schools in Alameda County use a collection of handouts and worksheets for diploma programs and that some programs such as Castro Valley use an online program.This information was used to choose new ELA and Math textbooks and was used to create a standardized curriculum in ELA and math in 2019 that is aligned with Common Core. Also in 2019, the Adult School began work on reviewing new materials and creating new curriculum for all social studies courses, aligned to current standards and based on up-to-date texts. In 2020, the Adult School began using new curriculum in civics, economics, US history, and world history.

The Piedmont Advisory Committee found that Edge and California: Algebra 1 Analyze, Connect, Explore STRONGLY met the standards set for evaluating a textbook.

Additional indicators for online programs/courses, if applicable:
Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered, within and across grade levels.

The Accelerate Education curriculum offers rich and engaging content that has been carefully designed to meet state standards. Students engage in a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests and written exams. These courses are offered across all grade levels.

Text to speech software is available to help students who have deficiencies or trouble reading.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Accelerate Education's mission is "to provide broad, flexible and engaging curriculum and instruction that uses best practices in education to bring success to all students." The company's stated goal is to allow students to earn credits in an open enrollment system that is not tied to a fixed schedule or calendar. This mission aligns directly with the mission of Piedmont Adult School, which is to provide flexible instruction that meets the diverse needs of independent learners.

Accelerate Education's online classes extend the scope of Piedmont Adult School's instructional program, allowing us to meet the needs of each member of our student body. `Many Adult School students have busy work schedules and other obligations that make it difficult for them to attend in-person classes. Our online courses make it possible for them to complete the High School degree requirements from home and on a flexible schedule.

Indicator 4.1c: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Piedmont Adult School adopted its online curriculum after observing its utility and effectiveness among PUSD's high school students. Accelerate Education updates its curriculum annually to meet the A- G admission standards required by UC and CSU, and these courses are approved by the University of California Office of the President (UCOP). A list of the approved A-G courses offered can be found in the Appendix.

The PUSD School Board, the PAS Advisory Committee, and the North Alameda County Career Pathways Consortium (NACCPC) provide feedback and support regarding course completion, credits, grading policies, homework and use of technologies.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

The years of 2017 - 2021 were focused on selecting and implementing new curriculum in our High School Diploma Program and standardizing curriculum design in our community courses. Upon return to campus for the 2021-2022 school year, we have been able to begin the process of regular curricular review. In our High School Diploma Program, we reviewed the ELA and math curriculum through our Advisory Committee. Adult school instructors presented to the Committee samples of student work and what their experience had been so far with the materials.

Community Needs Survey Summary

In keeping with its mission to respond to the needs, interests and learning goals of the community, Piedmont Adult School created a Community Needs Survey in the fall of 2021. The survey was emailed to past and current students of Piedmont Adult School. In an effort to reach a wider audience, it was also promoted through the city's local online news site, and through the school district's Facebook page. Complete survey results are available in the Appendix.

The survey was completed by 72 people. Of these, 86% were previous or current students at Piedmont Adult School. The ages of respondents mirrors the school's demographics. Approximately 72% of respondents were 55 years and over, 22% were between 31-54 years, and 6% were between 18-30 years.

What is your age range?
72 responses

Legend:
- 18-30
- 31-54
- 55+

72.2%
22.2%
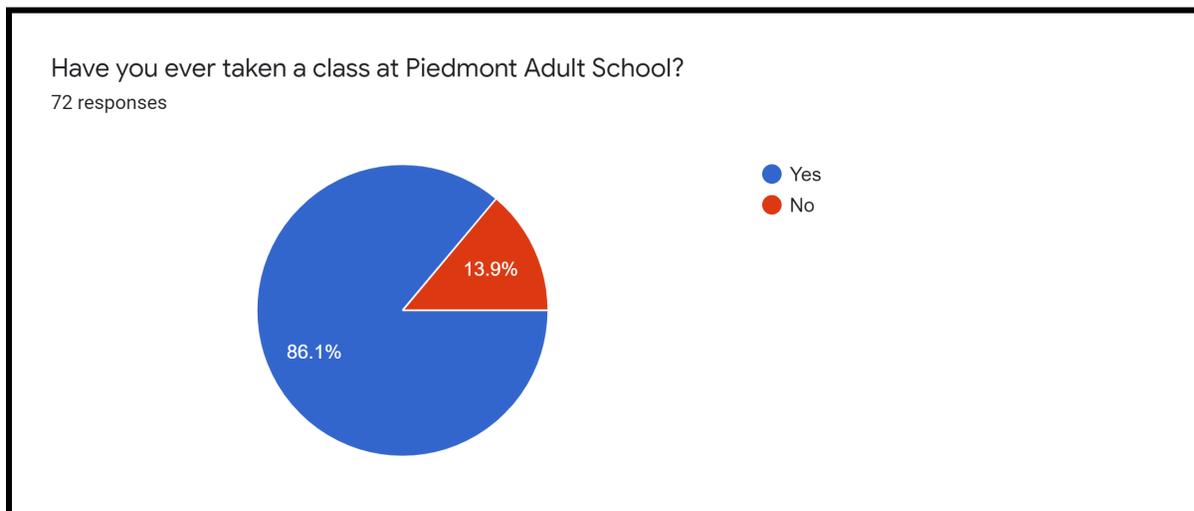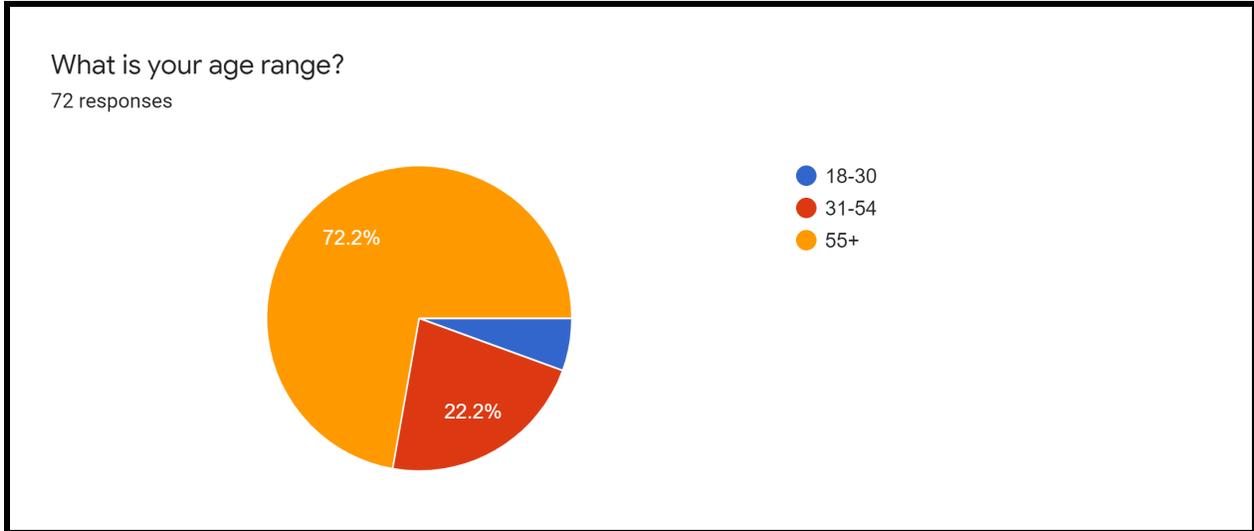
The primary reasons noted for taking Adult School classes were to explore a new personal interest, or to improve an existing skill or interest. Connecting with other adults learners and seeking new challenges were the next most common reasons. Only about 10% indicated that exploring a new professional interest or gaining job skills was a reason for taking classes.

What are your reasons for taking Adult School classes? (check all that apply)
72 responses

- Explore a new personal interest — 48 (66.7%)
- Explore a new professional interest — 7 (9.7%)
- Improve an existing skill or interest — 47 (65.3%)
- Gain skills applicable to current work or job search — 8 (11.1%)
- Connect and learn from other curious adult learners — 28 (38.9%)
- Seek new challenges — 30 (41.7%)
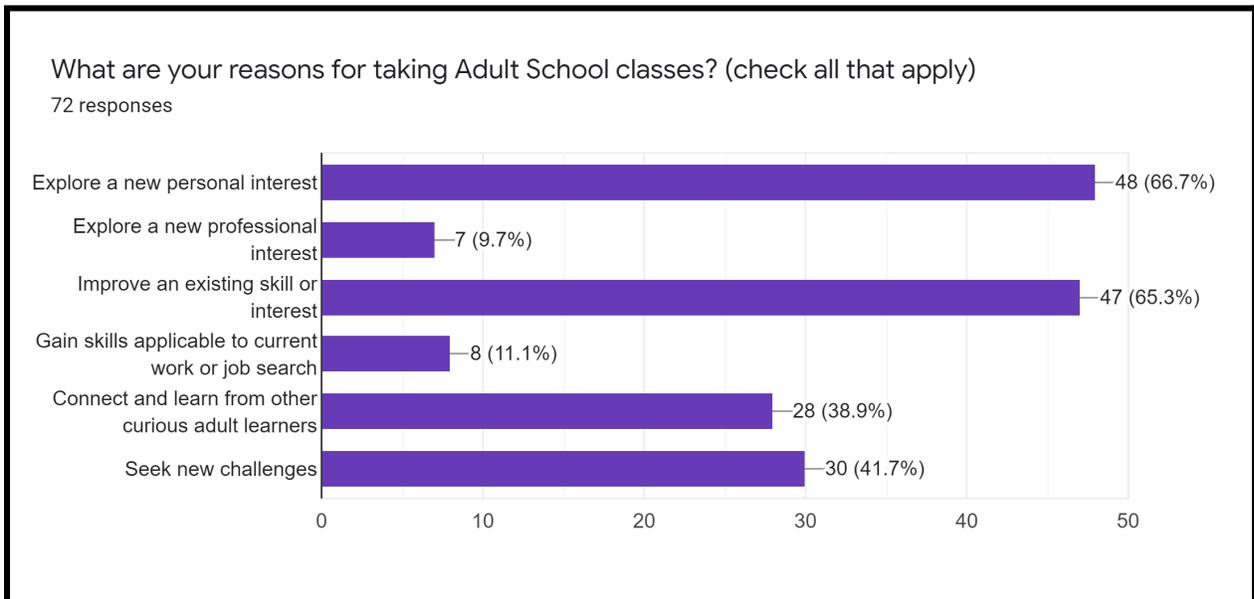
The leading area of interest was Health/Recreation/Dance, followed by Language, and then Arts and Crafts. Most respondents preferred weekly classes, given on weeknights, over one-day or sequential-day classes. The large majority of respondents preferred in-person classes to online classes.

31

What are your areas of interest? (check all that apply)

72 responses

Arts & Crafts	—37 (51.4%)
Business	—13 (18.1%)
Computers	—18 (25%)
Health/Recreation/Dance	50 (69.4%)
Language	—39 (54.2%)
Music	—16 (22.2%)
Career development/career ch…	—6 (8.3%)

0   10   20   30   40   50
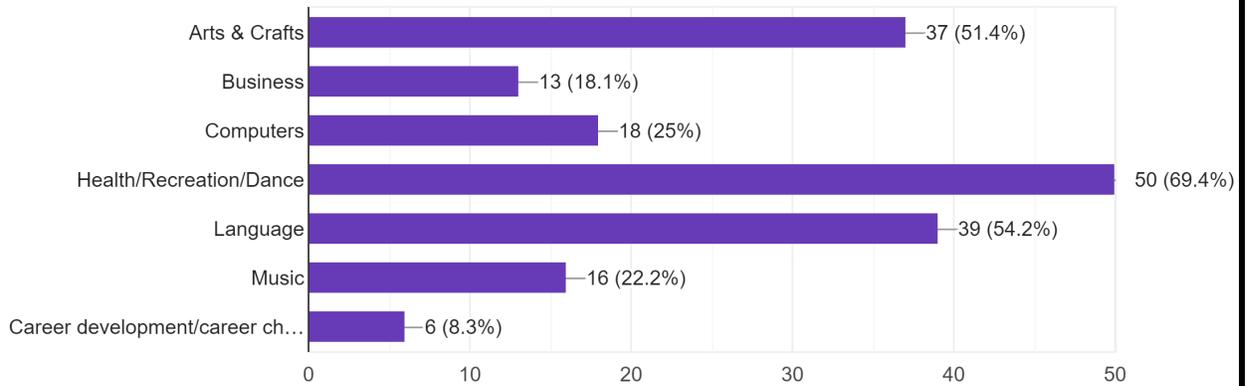
What length and timing of courses interest you? (check all that apply)

72 responses

Single (one-day) classes	—36 (50%)
Series (2-4 consecutive days) classes	—30 (41.7%)
Series (weekly) classes	—66 (91.7%)

0   20   40   60   80

Which course formats interest you? (check all that apply)
72 responses

Format	
In-person	58 (80.6%)
Online	33 (45.8%)
Hybrid (part in-person and part online)	31 (43.1%)
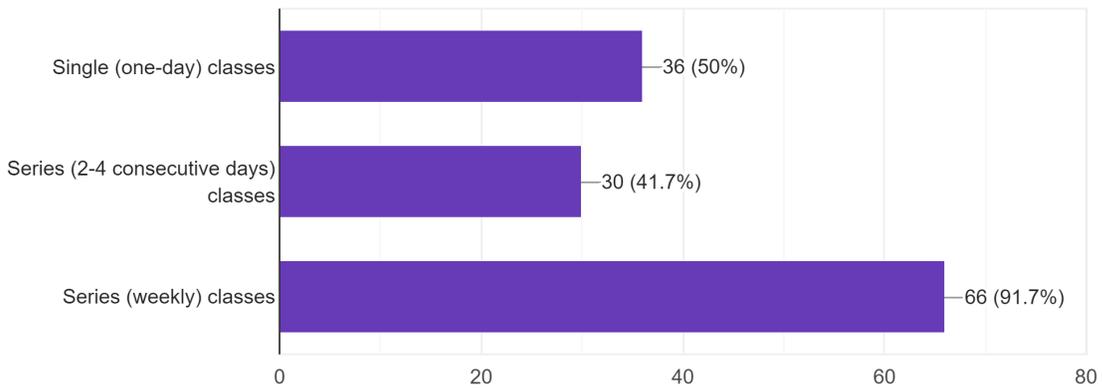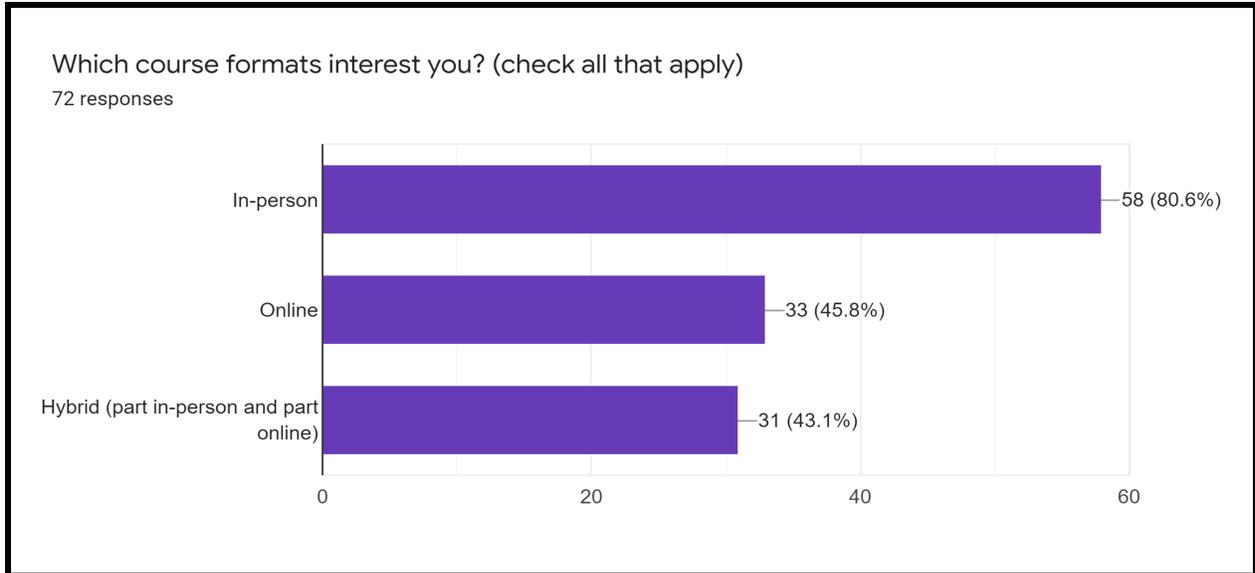
Comments from respondents were very favorable about the program and classes offered. There were many suggestions for additional classes that Piedmont Adult School could offer. These suggestions ranged from sewing, meditation and mahjong to cryptocurrency and blockchain.

Expanding the Community Class Offerings

In an effort to expand the range and depth of community class offerings, Piedmont Adult School has placed advertisements for community class teachers in local news sources and on EdJoin, a leading online education job board.

Classes in professional development and technical skills did not rank highly on the Community Needs survey, but we are aware that the survey results are skewed towards the older demographic of our current students. We believe that we can expand our student population and draw in younger students by adding more professional or technical classes.

For the Spring 2022 session, Piedmont Adult School has added two new Career Technical Education (CTE) classes: Apple/Mac Basics and Introduction to Programming in Python. We have also added eight new computer/iPhone classes. The Adult School will continue to seek qualified instructors to teach professional or computer-based classes, in addition to the other class categories that are popular with our students..

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

In our community courses, course materials are detailed in the course description and are a student's responsibility to purchase in advance of class. In instances where course materials are hard to procure, the Adult School purchases materials in bulk for students, who then buy them from the School.

In our Diploma program, all texts, learning materials, informational resources and technology are provided free of charge to students. This includes textbooks, workbooks, novels, school supplies as needed, Chromebooks and hotspots. We are committed to removing as many barriers as possible to students in our State-funded programs to accelerate their opportunities for success and the meeting of their learning objectives.

All textbooks considered for adoption by our Advisory Committee met standards/principles for Common Core (Math/ELA), NGSS(science) and current State standards for social studies. The PAS Advisory Committee took specific factors into consideration when reviewing each of the textbooks. For example, the Committee considered the fact that teachers will be working one-on-one with the students so that any group work options should have alternatives. Textbooks with worksheets and guided practice that students could work on independently were considered ideal. The ability to pull out one or two units to teach independently was also important, as many of our students need only a few credits. Another challenge, particularly with ELA students, was providing reading content that is interesting to an adult but at an accessible reading level.

The ELA/Math Textbook Selection Process occurred in two phases. During Phase 1 of the process, four ELA textbooks and five math textbooks were evaluated by selected ELA and math teachers from Millennium High School and Piedmont High School using an evaluation form for ELA texts and an evaluation form for math texts. From this list, two ELA textbooks and two math textbooks were chosen to be evaluated by the Piedmont Adult School Advisory Committee. During Phase 2, members of the Advisory Committee were introduced to the textbooks and the evaluation form. Each member reviewed the four texts and filled out the appropriate form while discussing the merits and limitations of each text (see Summary of Feedback in Appendix). Based on the feedback, one ELA text and one math text were selected and presented to the Advisory Board for final approval. This same process was followed in 2019-20 for social studies and in 2021-22 for science.

School's Strengths and Growth Areas for Criterion 4 (no specific number required)

Strengths:

- All core curriculum for High School Diploma courses has been updated since 2017, replacing very outdated materials.
- High School Diploma students have the option to design their own academic program, taking advantage of both online and paper-based high quality curriculum.
- Since 2017, we have aligned the curriculum design for our community courses, using a standardized course outline template.

Growth Areas:

- Given the newness of the curriculum adoptions and the disruption of Covid-19, we have not yet engaged in regular curriculum review cycles.
- The breadth of curriculum taught in our community courses makes monitoring and reviewing curriculum across all courses a continuing challenge for our small Adult Ed staff. Piloting a system for instructor peer review will be one way to address this.
- Increase programming in community classes to ensure that all levels of a given subject are taught (if advanced classes are offered, ensure that a beginner class is also offered in the subject.)

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

Diploma Program

The High School Diploma Program is an independent-study model, and students receive significant, targeted support and instruction throughout their course of study. After an initial meeting with the program coordinator, students are given a choice of using paper-based instruction materials or receiving their instruction online. Once the course of study is determined, the student takes courses one at a time sequentially.

Paper-based course materials are carefully prepared and reviewed to ensure thorough and detailed coverage of the subject matter. The curriculum is divided into units, which students complete sequentially and turn in for review and grading. When appropriate, an instructor will go through each unit with the student, in-person or via phone, in order to re-teach, answer questions and solidify understanding. The amount and intensity of 1:1 instruction is tailored to the specific needs of each student, with the instructor scaffolding the material as necessary to ensure success.

If a student prefers the online option, the program coordinator assigns them the appropriate courses in the online program Accelerate Education. The student is provided with detailed guidance on accessing Accelerate (see Appendix), as well as ongoing technical support if necessary. If a student prefers the online option but does not have access to a computer, Piedmont Adult School will loan them a Chromebook for the duration of their study. Courses assigned through Accelerate have been reviewed and approved by Piedmont Adult School, and meet the school's criteria for breadth, depth, rigor and sequencing. If a student needs additional assistance beyond the online course, an instructor will provide the necessary 1:1 instruction to supplement the online learning.

Community classes

Classes in the fee-based program are offered using the format and schedule listed in the course outlines submitted by the instructors. Details regarding the requirements and goals are presented and practical applications are performed and reviewed.

In language classes for example, students in the Beginning Spanish 1 class follow a schedule of sessions outlined with set material, examples and practical applications. Sessions begin with a review of previous material covered and a review homework assignments, practice with materials presented in class and then proceed with new subject matter. (*see Appendix*) Class is scheduled for 10 sessions but can be altered if the number of available dates is reduced. More

material can be covered in a single session to supplement the schedule. Upon completion of the Beginning Spanish 1 course, students have covered the subject matter to prepare them for advancement to the Beginning Spanish 2 course. This also is a scheduled 10 session class covering additional subjects and syntax. (see Appendix for the course overviews) After completing both beginning classes students have covered the materials and the basics to prepare them for the intermediate levels, which are a more conversational format.

Classes in the technical subjects, such as computer-related classes, also include an overview, structure and objectives or goals, but with a more visual and hands-on approach. For example, Microsoft Excel: Beginning (see Appendix) is a lecture combined with "hands on" use of Microsoft Excel on Windows-based computers. The major emphasis is the development of the skills needed to create a working spreadsheet. The class is laid out with an adaptable six-session schedule, beginning with introduction, comparison and concepts. Sessions advance to introduction of formulas, functions and formatting and then on to the basic familiarization with data selection, inserting charts & graphs, filtering and linking cells. Upon completion of this beginning class, students are ready to explore the more focused disciplines offered by Piedmont Adult School specifically pertaining to advanced Excel operations like List Features and Pivot Tables or Macros and VBA. These are one-day classes focused on the particular operation, with supervised exercises and a Q & A and discussion.

Classes in the Health & Recreation group have an overview, course structure and objectives and goals. These courses generally do not include classroom lecture time and are more focused on familiarizing students with equipment and safety guidelines, as well as providing students with physiological information regarding exercising and its desired effects. Cautionary instructions and queries regarding an individual's performance of said tasks are also covered. For example, Alycia's Heartbeat Aerobics- A Co-ed Aerobics Workout (see Appendix) meets on a regular basis for the entire semester. Meetings are available on multiple days in a week and students can attend according to their schedule and abilities. The objective or goal in a physical fitness course is not just focused on familiarity and operational ability but also on the personal physical benefits of the exercise regime.

Each group of courses is offered to provide students with an instructional format which includes an overview, core lesson components and objectives.

Students indicate high levels of satisfaction with the organization and course content of our community classes. A survey of students who took classes in fall 2020 showed that the large majority felt the classes matched the description in the course catalog (Moonlighter) and the class was organized in an effective way. Overall class ratings were very high.

Did the class match the description in the Moonlighter?

86 responses

YES — 81 (94.2%)

NO — 5 (5.8%)

0   20   40   60   80   100

Was the class organized in an effective way?

86 responses

● YES
● SOMEWHAT
● NO

14%

81.4%

Overall Class Rating

86 responses

3 (3.5%)   3 (3.5%)   9 (10.5%)   18 (20.9%)   53 (61.6%)

1   2   3   4   5
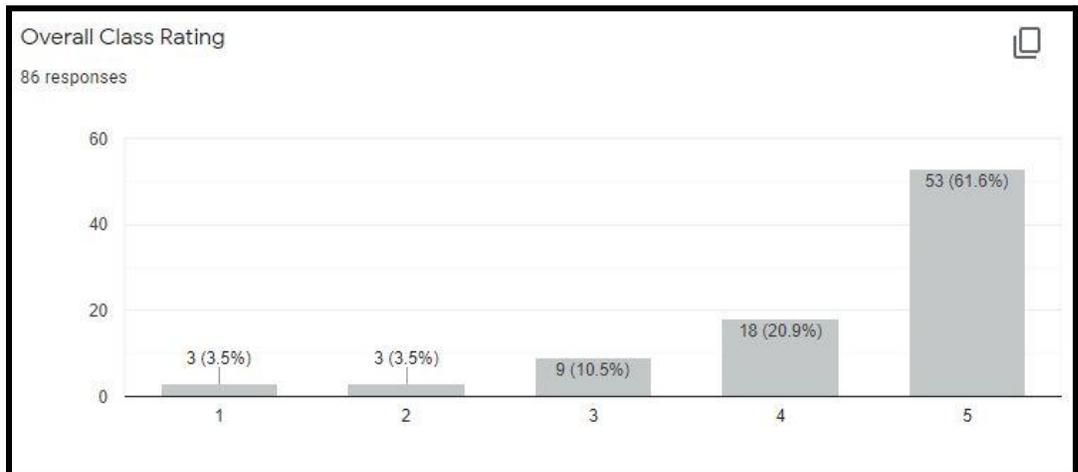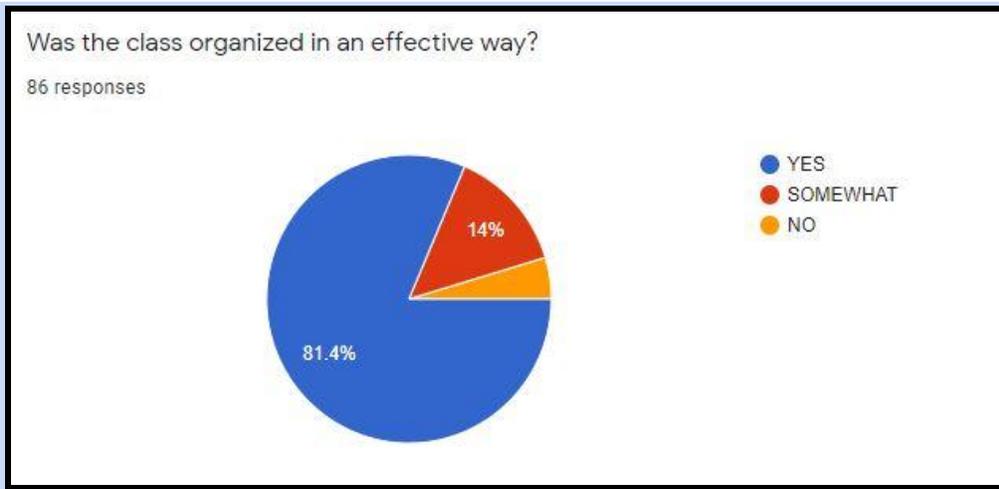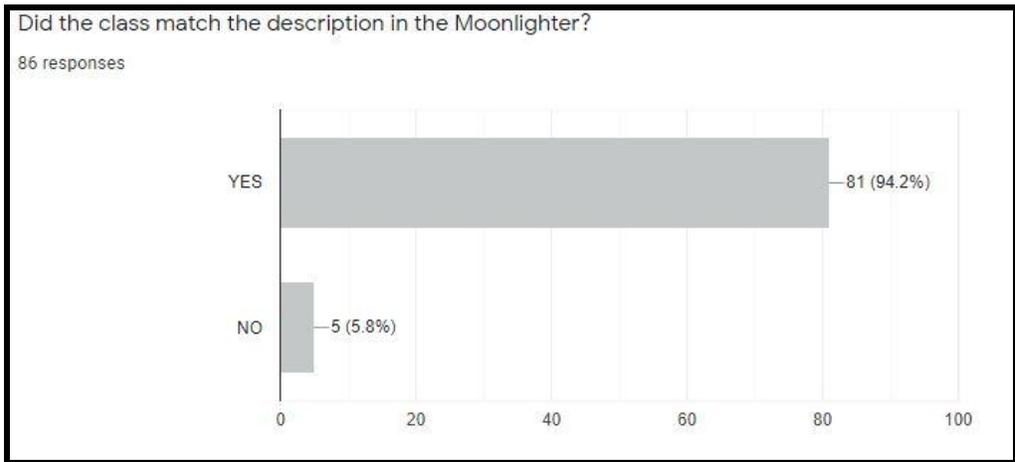
Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

The Director of the Adult School is also the Principal of Millennium High School in PUSD and is deeply involved in the work of teaching and learning at both schools. She has led equity work in the District, has attended training on the teaching and assessment of English Language Learners, Grading for Equity, Restorative Justice, and Solution Tree Institute on Professional Learning Communities. All of this professional development serves to deepen the work within the Adult School.

Specifically in the domain of adult education, the Director participates in two-hour working group sessions every other week with other consortium members, in which professional learning takes place. All Adult Education staff have participated in training provided by CASAS, ASAP and the State in order to stay up-to-date on best practices in Adult Education. Teachers are also included in all district-wide professional learning annually.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

The challenges presented by shutting down schools due to Covid-19 had the positive consequence of accelerating our use of technology in our community courses. In fall 2020, we shifted our courses to all online. Over 15 instructors attended training on teaching effectively via Zoom, taught by the PUSD technology instructor, and then effectively taught their courses online for the following year. (See Appendix for PowerPoint of training for instructors). We also purchased and loaned to instructors a variety of technology including document cameras, Chromebooks, monitors, microphones and Swivl cameras to follow the movements of our exercise and other movement class instructors, allowing them to teach freely from home.

Adult Ed staff, with the support of District IT staff, provided technical support and training on these technologies.

Our High School Diploma Program integrates technology into instruction by providing an online instructional model. We also offer Chromebooks and hotspots to loan to students. For students who select the paper-based instructional model, our updated textbooks and curriculum offers multimedia extensions such as embedded videos and online tools to enhance instruction.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

Piedmont Adult School teachers use a variety of teaching strategies, appropriate to the subject matter. Our community classes are small enough to allow for small group instruction and individual feedback . Teachers use audio visual aides, handouts, class discussions and hands-on learning to provide effective, engaging instruction. See Appendix for observation samples highlighting a variety of instructional strategies.

In the High School Diploma Program, the level and style of instruction is tailored to the needs of the individual student. Some students are able and prefer to work fully independently, turning in completed work for review and grading. Other students learn better with direct teaching from an instructor, either in-person or via a Zoom call. For students who have trouble doing work independently, instructors use an " I do, we do, you do" model of scaffolded support to prepare a student to ultimately work independently. Teachers use frequent checks for understanding to ensure that the student is fully engaged in the material.

Indicator 5.5*: **Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.**

High School Diploma Program

The student work provided in the Appendix includes examples from the Piedmont Adult School transition document as well as courses in Economics and United States History. The student's comments in the transition document demonstrate creative thinking and problem solving where she describes her *Primary Goals* (section 1, *College-Career Exploration* work sample). Application skills are demonstrated in the *College-Career Exploration* portion of the document (section 2) where the student names specific actions that she will take to meet her goals. Knowledge attainment is demonstrated in the student's responses to the assessment questions (Economics/US History work sample), and also in section 6, *Self Assessment,* of the *College-Career Exploration* document.

Community Courses

Piedmont Adult School offers community classes in the categories of Arts & Crafts, Business, Computers, Health and Recreation, Language and Music and a variety of General subjects including writing and needlework. Courses range from two-hour seminars to classes that run weekly for up to 10 sessions. Students develop skills through classroom instruction and hands-on activities. Instructors encourage their students to use the information and tools provided in the course and to practice and develop skills in the subject.

In the course, "Of Course You Can Write Children's Books," students learn how to turn their creative ideas into children's books. Each class session includes writing time and guidance, as well as practical information about publishing children's picture books. One student shared with the instructor a draft of a story titled "Knucklehead." (see Appendix) The story involves a child and a world with characters living in the surrounding Pumpkin Patch. There is a bevy of characters like Knucklehead (a pumpkin) and Bud, his best friend at the end of Vine. There are exchanges in both realities which create a symbiotic relationship in both worlds. The author introduces characters, an environment and a storyline with a non-threatening sense of drama, followed by resolution and a return to normalcy.

In the course "Creating A Website with WordPress," students learn how to create and manage a basic website using WordPress. Students create a website and learn to manage posts, pages and images, video/audio, plug-ins, themes, custom menus and widgets. See Appendix for examples.

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

Our high school diploma program is by definition and by design personalized. We recognize that adults who are seeking their HSD have very unique needs, lives, barriers and interests. In crafting a program that meets a student's unique needs and circumstances, we first meet with the student, conduct an intake interview to understand their background and goals and to determine the course credits they still need to complete. We then draft a plan with the student that can include online or paper-based work, includes regular coaching, tutoring and check-ins and is as flexible as possible while still meeting rigorous academic standards.

School's Strengths and Growth Areas for Criterion 5 (no specific number required)

Strengths:

- We have grown in terms of our incorporation of technology into the teaching of our diploma, CTE and community courses, as was necessitated by our Covid-mandated school closure.
- A wide range of instructional strategies and teaching methodologies are used in community courses to engage students.

Growth Areas:

- With an updated curriculum aligned to current state standards, there will be opportunities to expand instructional practices in the diploma program courses.
- As we expand programming in the CTE and community courses and employ more instructors, maintaining high quality instructional practices across all courses will continue to be an area of focus.

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

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

Piedmont Adult School distributes surveys to all students in community classes at the end of each session. These surveys include both quantitative and qualitative metrics. Students are asked to rate classes in terms of how well the class matched the catalog description, what was effective and what could be improved. Results of the surveys are analyzed in detail by Adult School staff and used to determine necessary changes in offerings and course content. Results are also used as a foundation for additional observation and support provided to teachers.

For the High School Diploma Program, Piedmont Adult School has installed and successfully implemented CASAS Etests, the online testing protocol provided by the Comprehensive Adult Student Assessment System (CASAS). This system is used to provide assessment for Diploma Program students upon entering and exiting the program. Because the testing takes place in-person in our offices, the restrictions imposed by the Covid-19 pandemic have prevented us from testing current diploma students. We intend to implement testing with new students going forward.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Feedback from our community classes and CASAS data from our High School Diploma Program are thoroughly reviewed by the adult school director and staff, and shared in aggregate with the Advisory Committee. Comments related to specific classes are shared with the appropriate teacher, along with targeted direction on how improvements could be made.

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

For the community classes, each instructor provides a class description that includes a statement on the goals and learning objectives of the class (see Appendix for examples). For the High School Diploma Program, each course is divided into units, and students are required to pass the unit test before progressing. Units can be reviewed and re-taken in order to ensure mastery of the subject matter. Learning outcomes are specific to the course being taken.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

Student work samples are collected from instructors in the community courses and all HS Diploma student work is maintained in hard copy files in the adult ed. offices or recorded and maintained electronically in the Accelerate system. Based on student feedback and data collected, recent adjustments to the adult education program have been made including the addition of more CTE computer use and computer programming courses.

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

Survey data collected from students over the past several years has been used to expand programming, allocate additional resources to the CTE programs, recruit new staff to the community courses and expand the design of our HS diploma program to include both traditional and computer-based programs.

Piedmont Adult School conducted a Community Needs Survey in Fall 2021 in order to collect data about the types of classes desired by past and current students as well as the greater community. This information was used to guide a targeted outreach for new teachers and classes, in order to expand the program. (See Appendix for results of the Community Needs Survey)

<u>**School's Strengths and Growth Areas for Criterion 6**</u> **(no specific number required)**

Strengths:

- The school has a robust survey structure and reviews the data in a timely manner to inform instructional support, programming and resource allocation.
- The school has the CASAS system in place to collect pre and post data for the HS diploma students.

Growth Areas:

- Due to the size of the program and the interruption of Covid, the CASAS system has not yet collected significant data.
- Because of the highly individualized nature of the HS diploma program, program-wide assessment tools and data collection are not widely useful.

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

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

In the High School Diploma Program, students are supported with frequent check-ins and updates on their progress towards the goal of receiving a diploma. Teachers provide tailored support to each student, in accordance to their needs. Every graduate of the diploma program is connected with a Transition Liaison at a local community college. This supports the Schoolwide Learner Outcomes of continuing the educational journey, developing community connections and becoming a lifelong learner.

As the final step of the diploma program, each student is required to complete a self-reflection on educational and career goals. This provides further clarity and helps the student commit to continued progress.

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

The current counseling options available include connecting our students with the Transition Liaisons employed by the consortium. The TLs focus their support on academic and life skills advising. We are also working with the NAAEC consortium to have standing contracts with on-demand providers who will be able to provide more social-emotional counseling.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

Students in the High School Diploma program are provided with individualized, consistent support throughout their participation in the program. At the initial meeting, the program coordinator reviews student transcripts and prepares an Agreement for Independent Study, which lists the courses required for graduation. The coordinator assigns courses to the student one by one, and meets regularly with the student to review progress. The final part of the diploma program is the completion of a self-reflection on educational and career goals. Upon completion of the program, the coordinator facilitates connections with Community College representatives.

Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

Piedmont Adult School continually updates its connections to community resources that can support High School Diploma students in areas of need such as housing, food resources, mental and physical health. The Adult School makes a consistent, targeted effort to identify any barriers

faced by students, and to take an active role in connecting students to the services they need to thrive.

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

All student records, for both community class students and diploma or CTE students, are maintained via the ASAP Version 3 system, the gold standard system in use by California adult schools. PAS invested in migrating all ASAP Version 2 files from prior years into the new platform so that we have access to all student records.

Physical diploma files for active students and recent graduates are kept on file in the Adult School offices, in the staff-only area of the office. Archived files are in labeled file cabinets in a secure storage space at Piedmont High School. Archived GED files are alphabetized and in binders in a secure cabinet in the Adult School offices.

The Adult School is contacted frequently by former students requesting records, proof of graduation or GED receipt. Our office staff is adept and timely in our ability to access files both electronically and physically, and provide alumni with their requested materials.

<u>**School's Strengths and Growth Areas for Criterion 7**</u> **(no specific number required)**

Strengths:

- PAS maintains secure student records and only shares them with other agencies, such as those in the consortium, through an MOU process at the District level.
- PAS maintains relationships with outside agencies and through the consortium to connect students to continued learning opportunities and social services.
- The Adult School provides personalized 1:1 support for all students in the HSD program.

Growth Areas:

- PAS does not currently have any direct social services or mental health services on site for students.
- PAS can improve in assessing and addressing student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

Criterion 8: Resource Management

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

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

From 2018 - 2022, the Adult School went through a robust review of our outdated curriculum materials and purchased new, current, standards-aligned curriculum materials in math, ELA, social studies and science. PAS HSDP students are given the following, free of charge: notebooks, journals, planners, pencils and pens, selected novels and nonfiction works, transportation information, access to on-site computers and internet connections.

Referrals are also made to NAC member institutions and partnering CBOs (please see Criterion 7) via the Community Pro system for college and career counseling, individual and family counseling, job training, job placement, work-study projects, housing, immigration, legal representation and more.

During Covid, several Chromebooks were purchased and have been made available to students and instructors as needed to access classes. Several professional-level Zoom licenses were purchased as well in order to provide all of our instruction online.

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.

PUSD Board of Education archives include annual financial reports prepared by independent auditors. PAS financial activities are included in these reports. Additionally, PAS is a part of the NAC, which must submit quarterly and annual reports (via the NOVA system) regarding the use of AEBG funding. These reports are aggregated and sent to the State.

The Adult School has two funding sources – the State CAEP funding and the funds received from students in community courses. These funding streams are reported and managed, distinct from one another, in compliance with State laws.

Day-to-day PAS financial activity is managed by the full-time PAS Administrative Assistant and overseen by the Chief Financial Officer, the Director of Financial Services, and their respective assistants. All finances for the Adult School are managed through the Escape system and overseen by Ruth Alahydoian, the district CFO and head of all business and financial services. Purchase orders are entered into the Escape system by the PAS administrative assistant, approved by the director and then reviewed by the CFO's team to ensure compliance with all Education Code governing the spending of public funds. The PAS administrative assistant prepares a monthly bank reconciliation of all income and expenses, which is reviewed and approved by the PAS director.

Financial systems are reviewed periodically to ensure cost efficiency. For example, following a review of credit card charges, PAS recently switched to a more cost-effective pricing structure for credit card transactions. PAS also decided to terminate the lease on an in-office credit card machine, and to transition to handling all charges through our online system.

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

Each year the CFO and Director meet to reflect on the Adult School spending patterns for the prior three years, and to discuss and project expenditures for the coming year.(See Appendix) The Adult School has and continues to function within its financial means, without financial support from the District general fund. The Adult School largely spends down its allocated CAEP funds as expected by the State, while preserving carryover funds within the allowable amount. The Adult School has no reason to expect any significant shifts in funding sources or expenditures in the coming years. When considering the expansion into new programming, the financial viability of that programming is always considered.

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

PAS has seen substantial growth in this area as the Piedmont High School physical plant has undergone several millions of dollars in physical improvements between 2018-2022. PAS was formerly housed in the Alan Harvey Theater at Piedmont High School. In 2019, that building was demolished and replaced with a state of the art four-story air-conditioned STEAM building. These classrooms, including fully-outfitted computer, engineering and art classrooms, are now used by Piedmont Adult School instructors for our community courses in the evenings and on weekends.

The PAS office was relocated four times from 2018-2021 to accommodate the construction but is now permanently located on the top floor of 760 Magnolia Avenue. This bright and spacious office was outfitted with new furniture including a counter to facilitate customer service. A divider was built in the hallway of the building to provide the Adult School a private entrance, separate from the adjacent alternative high school. This allows children and adults to access their respective schools without mingling.

The PAS office is linked to the District's public address and emergency systems. The office has two points of access and egress, fire extinguishers that are inspected and charged annually by the local Fire Department, an emergency backpack containing supplies for short-term evacuation and sheltering, and a two-way, portable radio for emergency communications with District leaders and local police. Well maintained restrooms are steps away in the adjacent entry hall. The PAS office is staffed Monday through Thursday from 8am to 7pm and Fridays from 8am to 4pm.

School's Strengths and Growth Areas for Criterion 8 **(no specific number required)**

Strengths:

- New office facilities with increased hours.
- New STEAM building for classes with state-of-the art facilities.
- Access to, oversight by and support from the district financial services team.

Growth Areas:

- Work to increase programming to maximize use of financial resources.
- Expand class offerings to take full advantage of new facilities.

Criterion 9: Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

The primary way that the Piedmont Adult School connects to the larger community is through the Northern Alameda Consortium, which includes all four adult schools in the region and the four Peralta community colleges. The Director of PAS attends meetings with representatives from each of these groups every two weeks. A major focus of this work has been to align services and resources and connect students in one program to services available in other programs. To this end, the consortium engaged in a contract with the CommunityPro platform, which is a data-sharing platform that facilitates the aligning of services and sharing of resources to better serve students.

Through the NAC, the PAS has also built relationships with a variety of CBOs in the surrounding community. One such example is Bonita House, which runs the Casa Ubuntu program. Casa Ubuntu serves as an entry point to secure outpatient services for individuals who are historically unserved or underserved, including the homeless and those recovering from addiction or recently incarcerated. PAS is working closely with this East Oakland CBO to connect adults in need of a high school diploma with our free and individualized programming.

Prior to the COVID-19 epidemic, PAS participated in two events sponsored by divisions of the *California Department of Corrections and Rehabilitation*; specifically, the *California Parole Adult Program Unit* and *Parole and Community Team* (PACT). These events afforded PAS the opportunity to meet directly with and present our high school diploma program services to parolees, parole officers, and other service providers. PAS representatives also participated in online presentations during the COVID-19 lockdown by adding informational slides to the collective Power Point presentation.

Also through the NAC, the PAS leadership has been actively engaged in mapping academic and work training opportunities for adults in the northern Alameda County area. In 2018, PAS engaged in a symposium with industry professionals, adult school leaders and community college educators and administrators to map pathways available in northern Alameda for those interested in careers in the medical field, including medical assistant, home health workers and other entry-level positions within the field.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.

Through our partnership with the Transition Liaisons at each of the Peralta community colleges, we are able to connect diploma students with a variety of opportunities, including community service and internships. The individual Peralta colleges offer programs for students seeking to major in specific academic fields. For example: PAS HSDP students seeking pre-medical education are directed to Merritt College where the Transition Liaison provides counseling and help with registration services.

Indicator 9.3: The school communicates the goals of the adult school program and works collaboratively with the community to meet local needs.

In 2019-2020, PAS began cross-marketing with the Piedmont Recreation Department, which also provides adult programming. We each advertise and refer adults to the other organizations' programs and catalogs. We work with the Rec Department leadership to provide complementary services and courses to better meet the needs of the adults in our community.

The Piedmont Adult School has also worked hard to increase visibility in our community by increasing advertising locally in both print and online media including the Piedmont Post, Piedmont Exedra, The Piedmonter and the Piedmont Portal. We also purchased and put out around the community five dispensers for our Moonlighter publication.

In 2020 we fully revised our Piedmont Adult School website - piedmontadultschool.org - to be more visually appealing, highlight all of our different types of programs and connect students to programming at other consortium schools.

Through our consortium, NAC, we have teamed up with Bonneville and Univision for the 2021-22 year for their marketing expertise as we work to increase student enrollments. Our goal is to maximize efficiency of radio and digital efforts to invite and encourage the Alameda County community to continue their education at one of the schools within the NAC. Bonneville's marketing strategy will be a multi-touch approach to reaching our targeted audience that includes:

- Social Endorsements with their radio personalities. Last year Nikki Thomas was used, and will be part of the marketing efforts again along with Antoine Davis.
- Search Engine Marketing (SEM) increases the visibility of the NAAEC website on search engine result pages through text ads that appear after a search engine query. It will put NAAEC on the first page of a google search for any of the course offerings that our organization has to offer.
- Targeted Email
- Social Media Ads

Univision will roll out a similar marketing campaign that is designed to reach our Latin-X/Latino population. By creating 30-60 second videos that will appear on their social media pages, Univision will produce branded digital video " Life at Campus ."

Their multi-touch approach to be highlighted across Univision's Digital Platform will be:

- Display: Run of Network and Mobile, Behavioral, Demo, Targeting
- Video: Run of Network APPS, UEP Behavioral

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- Email of Network Leveraging Univision's Highly Responsive Database: Intended Segments

After careful review of previous campaigns, each member agreed to include in their initial intake a question to ask how did you hear about the schools, to track and improve our analytics. We also plan on supplementing our marketing efforts with a postcard campaign which was piloted by Berkeley City College's Transition Liaison, Midhun Joseph, and proved to be very successful. We will send out over 200,000 postcards to residents in our area.

School's Strengths and Growth Areas for Criterion 9 (no specific number required)

Strengths:

- We are actively connected to our regional adult schools and community colleges through our consortium membership.
- Substantially increased marketing and visibility in the community.

Growth Areas:

- We continue to struggle with the challenge of geography when working to partner to serve vulnerable populations from regions such as East Oakland, where other support organizations are located.
- In a post-Covid environment with new facilities, we must now take advantage of higher visibility activities such as an Art Show and a graduation ceremony, both postponed pre-Covid plans.

Criterion 10: Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short- and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

Through the initial accreditation process, we identified five areas of improvement to guide our work for the last three years. They were as follows:

1. Action Plan Goal 1: Mission Statement
2. Action Plan Goal 2: SLO
3. Action Plan Goal 3: Assessment
4. Action Plan Goal 4: Curriculum
5. Action Plan Goal 5: Instruction Selection, Training and Ongoing Professional Development

In response to the feedback from our Visiting Committee and through the Self-Study process over the last 3 years, we have determined that we have met our action plan goals for Goals 1 and 2. We are making progress towards Goals 4 and 5 and we have not yet made adequate progress towards Goal 3. Given this assessment, we have developed the following Action Plan Goals to guide our work in service of student achievement for the next six years.

1. [Action Plan Goal #1 - Improve High School Diploma Program Structures with a Focus on Curriculum and Assessment](#)
2. [Action Plan Goal #2 - Connect High School Diploma Program Students with Mental Health & Support Services](#)
3. [Action Plan Goal #3 - Increase Enrollment and Breadth of State-Funded Programming](#)
4. [Action Plan Goal #4 - Increase Enrollment and Breadth of Programming in Community Classes](#)

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

The procedures we have in place to implement and monitor our Action Plan and assess its impact on student learning, school programs, and operations include the following:

- Weekly Adult School staff meetings
- Bi-weekly advisory meetings with Assistant Superintendent
- Monthly Advisory Committee meetings to assess progress and provide guidance on Action Plan work
- Quarterly budget check-ins and program finance reporting with the CFO
- Reporting of progress on Action Plan work via the quarterly Adult School newsletter

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

Our Action Plans and the action step tracking within them are the main structure by which we organize our staff meetings and our Advisory Committee meetings. We report progress towards these goals to our district leadership and School Board annually.

School's Strengths and Growth Areas for Criterion 10 (no specific number required)

Strengths:

- PAS has used the WASC process to identify key areas for growth and build out action plans that include both short and long-term goals.
- The PAS Advisory Committee has been instrumental in providing monthly guidance to PAS staff on the development of and progress towards the goals set out in the Initial and now Permanent Accreditation WASC documents.
- PAS has a variety of procedures and structures in place to implement, monitor and report on the work outlined in the Action Plans.

Growth Areas:

- PAS will need to continue to revisit our procedures and structures to make sure that they include representative voices from all stakeholder groups served.
- The Action Plans will need to be continuously reviewed and updated over the course of the six-year accreditation process to ensure that they are responsive to the needs of the programs and its students.

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan

Chapter IV is the culminating summary of the self-study report. This is where the findings of the report are gathered and synthesized. Each school is to have an Action Plan in place; however, the self-study process reveals new growth areas that schools must bring into their Action Plan. Chapter IV is where the strengths and growth areas from the entire document are gathered and analyzed.

The following steps describe how to synthesize the findings from the entire report so that the Action Plan can be revised accordingly:

- Copy all the identified "strengths" from the self-study report and paste them on one page so that they are in one complete list of all self-study strengths.
- Note which strengths are similar in topic or nature and combine them as logically possible. It often works that two or three separate but similar "strengths" can be fused into one more complete and expanded "strength." Collapse all strengths into common strands or themes.
- Through this process, a larger list can be boiled down to a smaller list of major schoolwide strengths. This provides a "big-picture" look at the strengths of the school identified in the self-study process.
- Next, do the same for "growth areas" from the entire report; copy and then paste them into one complete list.
- Repeat the synthesis work and create a synthesized list of major growth areas.
- An added step is involved here — prioritize this list in order of importance, keeping in mind that the areas that most greatly impact student learning are the most critical.
- Select the top growth areas that you want to add to the schoolwide Action Plan as the major growth areas to address in the next three years.

By following this process, the self-study process informs the Action Plan which informs and guides school improvement efforts.

All Identified Strengths

Schoolwide Areas of Strength from 2018 VC
- The school has a director who is visionary and is making PAS an instructional leader in the region.
- The school is an integral part of the Piedmont Unified School District (PUSD) and follows district guidelines for hiring, has Board oversight and connections with other district schools.
- The school is part of the Northern Alameda Adult Education Collective (NAC) for collaboration, resource sharing and oversight.
- The school is working on updating the curriculum for all diploma courses.
- The school's fee-based courses are relevant and popular with the local community.

Strengths for Criterion 1 - Mission & SLOs

- PAS has a mission statement and related SLOs that are broad enough to encompass the wide range of programming we offer and students we serve.
- The school's SLOs are relevant to the work we do and the values we share about adult learners.
- The school serves the community with its focus on lifelong learning for adults, and its commitment to helping students achieve their goals.

Strengths for Criterion 2 - Governance, Organizational Infrastructure & School Leadership

- Strong school, district and board-level structures and oversight.
- Active participation in and oversight by the Northern Alameda Adult Education Collective consortium.
- Strong communication with and involvement of District and Board leadership in the functioning of the school.

Strengths for Criterion 3 - Faculty & Staff

- A veteran classified and certificated staff that is flexible and highly responsive to student needs.
- A cadre of instructors with deep experience and expertise in their fields.
- The support of a high-functioning and robust district human resources team, including well-defined personnel policies and procedures.

Strengths for Criterion 4 - Curriculum

- All core curriculum for High School Diploma courses has been updated since 2017, replacing significantly outdated materials.
- High School Diploma students have the option to take advantage of both online and paper-based high quality curriculum and both formats are in regular use.
- Since 2017, we have aligned the curriculum design for our community courses, using a standardized course outline template.
- Offer a broad range of Adult Ed classes to meet the interests of the community we serve.

Strengths for Criterion 5 - Instruction

- We have grown in terms of our incorporation of technology into the teaching of our diploma, CTE and community courses as was necessitated by our Covid-mandated school closure.
- A wide range of instructional strategies and teaching methodologies are used in community courses to engage students.

Strengths for Criterion 6 - Assessment

- The school has a robust survey structure for community classes and reviews the data in a timely manner to inform instructional support, programming and resource allocation.
- The school has the CASAS testing system in place to collect pre and post data for the HS diploma students.

Strengths for Criterion 7 - Student Support

- PAS maintains secure student records and only shares them with other agencies, such as those in the consortium, through an MOU process at the District level.
- PAS maintains relationships with outside agencies and through the consortium to connect students to continued learning opportunities and social services in alignment with our commitment to lifelong learning.
- The Adult School provides personalized 1:1 support for all students in the HSD program.
- The school has improved its website and social media presence in order to provide easy access to information for students and potential students.

Strengths for Criterion 8 - Resource Management

- PAS has new office facilities with increased hours.
- PAS has improved its organizational systems with the addition of new computers, database management software and graphic design software.
- PAS has a new STEAM building for classes with state-of-the art facilities.
- There is access to, oversight by and support from the district financial services team.

Strengths for Criterion 9 - Community Partnerships

- PAS is actively connected to our regional adult schools and community colleges through our consortium membership.
- PAS has substantially increased marketing and visibility in the community.

Strengths for Criterion 10 - Action Plan

- PAS has used the WASC process to identify key areas for growth and build out action plans that include both short and long-term goals.
- PAS Advisory Committee has been instrumental in providing monthly guidance to PAS staff on the development of and progress towards the goals set out in the Initial and now Permanent Accreditation WASC documents.
- PAS has a variety of procedures and structures in place to implement, monitor and report on the work outlined in the Action Plans.

<u>**Common Themes Across Strengths**</u>

1. PAS is a well-established program with significant human, financial, facility and programmatic resources.
2. PAS is well connected within the region through our active relationships with other adult schools and community colleges in our consortium and beyond.
3. PAS is small and flexible, and is able to adapt and respond to the needs of the community and the individual student.
4. PAS is a safe and inviting environment for adult learners.

All Identified Growth Areas

Schoolwide Critical Areas for Follow-up from 2018 VC

- Expand ongoing student and community review of the school's Mission Statement and SLOs.
- Formalize on-site counseling and referrals to other schools and CBOs in the NAC area to expand services for students (ie: students in need of personal counseling, those needing over 40 credits, job seekers) using a matrix of services.
- Investigate/pilot on-line learning opportunities for the diploma program.
- Review additional assessment data to improve/modify instruction as needed.
- Identify and participate in district facility expansion to prevent unnecessarily limiting enrollment in the high school diploma program.

Growth Areas for Criterion 1 - Mission & SLOs

- Due to the nature of our programs and the brief time students may spend with us, it is challenging to measure or ascertain the efficacy of our programs in attaining the articulated Student Learner Outcomes for our adult students.
- Skill-building and lifelong learning are very evident in some of our programming (diploma program, language and technology classes) but in other singleton classes it is less obvious. There is room for us to grow in the area of pathways and provide opportunities for deepening of skills.

Growth Areas for Criterion 2 - Governance, Organizational Infrastructure & School Leadership

- Continue to refine processes and procedures to meet changing student needs as well as changing regulatory requirements.
- Increase stability and size of staff to ensure programming, policies and procedures are consistent year after year.
- Create written documentation of PAS office and organizational procedures to ensure accuracy and consistency.

Growth Areas for Criterion 3 - Faculty & Staff

- Refine and improve feedback to instructors. from both students and peer instructors.
- Increase size and stability of the instructor pool.
- Continue to deepen specific professional development opportunities for instructors. Possibilities include conferences and other adult education training.

Growth Areas for Criterion 4 - Curriculum

- Engage in regular curriculum review cycles that were not previously possible given the newness of the curriculum adoptions and the disruption of Covid-19.
- The breadth of curriculum taught in our community courses makes monitoring and reviewing curriculum across all courses a continuing challenge for our small Adult Ed staff.
- Increase programming in community classes to ensure that all levels of a given subject are taught (if advanced classes are offered, ensure that a beginner class is also offered in the subject.)

Growth Areas for Criterion 5 - Instruction

- With an updated curriculum aligned to current state standards, there will be opportunities to expand instructional practices in the diploma program courses.
- As we expand programming in the CTE and community courses and employ more instructors, maintaining high quality instructional practices across all courses will continue to be an area of focus.

Growth Areas for Criterion 6 - Assessment

- Use the CASAS system to collect significant data, a process which has not yet been possible due to the size of the program and the interruption of Covid-19.
- Because of the highly individualized nature of the HS diploma program, program-wide assessment tools and data collection are not widely useful.

Growth Areas for Criterion 7 - Student Support

- PAS does not currently have any direct social services or mental health services on site for students.
- PAS can improve in assessing and addressing student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

Growth Areas for Criterion 8 - Resource Management

- Work to increase programming, specifically to include CTE, to maximize use of financial resources.
- Expand class offerings to take full advantage of new facilities.
- Maintain and expand visibility of PAS using website, social media and press contacts.

Growth Areas for Criterion 9 - Community Partnerships

- We continue to struggle with the challenge of geography when working to partner to serve vulnerable populations from regions such as East Oakland, where other support organizations are located.
- In a post-Covid environment with new facilities, we must now take advantage of higher visibility activities such as an Art Show and a graduation ceremony, both postponed pre-Covid plans.

Growth Areas for Criterion 10 - Action Plan

- PAS will need to continue to revisit our procedures and structures to make sure that they include representative voices from all stakeholder groups served.
- The Action Plans will need to be continuously reviewed and updated over the course of the six-year accreditation process to ensure that they are responsive to the needs of the programs and its students.

Common Themes Across Growth Areas

1. Increasing programming, both enrollment and variety of offerings, will increase the impact the program will have on the community.
2. The PAS diploma program is so customized that more systematic initiatives such as updating the curriculum, providing student services and engaging in robust academic assessment have not been implemented in the past.

Revised Action Plan Goals to Reflect Focus on Key Growth Areas

Piedmont Adult School WASC Action Plan Goal #1

Action Plan Goal #1: Improve High School Diploma Program Structures with a Focus on Curriculum and Assessment

Key Issues: It was determined through the initial accreditation process that the curriculum materials for the HS Diploma program were out of date and are no longer reflective of adopted standards and best practices for technology integration. In order for students who graduate from our diploma program to be adequately prepared for continued education or a career in the 21st century, they need current and up-to-date curriculum and instructional practices.

Additionally, pre and post assessments should be conducted in math and ELA for all students in the HS Diploma program in order to measure their academic growth in the program. The CASAS assessment system was purchased and installed on Adult School computers in 2018-19 for use with students.

The Adult School offices were then physically moved three times due to campus construction and re-installation of the program was required at each move. The move to our final home at 760 Magnolia took place during Covid-19 and adult school students were not allowed on campus until fall 2021.These moves required re-installation of testing software.

Student Learning Outcome Addressed:
> *Continue Their Educational Journey*
> - Set and meet personalized learning goals
> - Develop personal and professional interests
>
> *Become Lifelong Learners*
> - Develop a foundation for future education and career advancement
> - Acquire the skills to pursue deeper learning and to follow passions

District LCAP Alignment:

- **GOAL #2 (Academic) -** All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
  - **Standards-Aligned Instruction**
  - Differentiated Learning Opportunities
  - **Assessment**

Oversight of the Action Plan: PAS Advisory Group, Superintendent, Assistant Superintendent, Adult School Director, School Board

Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
Create accessible area for all HS Diploma physical curriculum materials and	Shannon Fierro, Dan Bonnin, Michelle Lucas	textbooks workbooks online Google	August - September, 2021	ELA, Math and Social Studies curriculum are completed. Printed copies are available in binders in

train all staff on access and use		Drive curriculum file		the Adult School office. Science curriculum review is in progress.
Review progress on biology curriculum and get feedback from Advisory Committee	Shelley Seto, Shannon Fierro, Dan Bonnin	textbooks workbooks online Google Drive curriculum file	September - December, 2021	Draft curriculum to be presented in spring 2022 for pilot implementation in fall 2022.
Provide students with access to A-G aligned online curriculum via Accelerate program	Shannon Fierro, Dan Bonnin, Michelle Lucas	Accelerate Education online	fall 2021	As of October 2011, five students are enrolled and working on Accelerate courses. Staff can review progress and results via the online dashboard.
Review curriculum and student work samples biannually through the Advisory Committee	Advisory Committee	textbooks workbooks online Google Drive curriculum file	2022-2026	
Install CASAS Assessments on Adult School desktop computer	Dan Bonnin, IT team	office desktop computer CASAS subscription	August - October 2021	CASAS was installed on an office computer in August 2021. Staff has successfully completed tests and accessed results on the computer. CASAS is synching effectively with ASAP.
Pilot CASAS Assessments with new HS diploma students	Dan Bonnin, Michelle Lucas	computer CASAS subscription	October 2021 - April, 2022	
Review data from initial pre and post assessments	Shannon Fierro, Dan Bonnin	computer CASAS subscription	May 2022	
Present CASAS data to Advisory Committee for review	Shannon Fierro, Dan Bonnin, Advisory Committee	computer CASAS subscription	May - June, 2022, repeat annually	
Explore the value of other curriculum-embedded formative assessments	Shannon Fierro, Dan Bonnin, Advisory Committee	curricular materials	2022 - 2024	

Piedmont Adult School WASC Action Plan Goal #2

Action Plan Goal #2: Connect High School Diploma Students with Mental Health and Support Services

Key Issues: Our student demographic often has several barriers to education including child care, mental health, general healthcare, homelessness, transportation, job and food insecurity, and threats to physical health. The small size of our staff and limited scale of our programming have limited our ability to adequately address these underlying issues for our students. Expansion of staffing and services will allow us to better meet the needs of our students.

Student Learning Outcome Addressed:

Continue Their Educational Journey
- Set and meet personalized learning goals

Establish Community Connections
- Engage with the community at large

Become Lifelong Learners
- Acquire the skills to pursue deeper learning and to follow passions

District LCAP Alignment:

- **GOAL #1 (Social-Emotional) -** All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.
    - Equity, Inclusion, & Social Justice
    - School Culture: SEL/PBIS/RJ
    - **Wellness: Mental Health Services, Wellness Programming**

Oversight of the Action Plan: PAS Advisory Group, Adult School Director, Assistant Superintendent, Superintendent, School Board

Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
Make connections with mental health and support service agencies to provide free, direct services to our students	Dan Bonnin, Michelle Lucas	community health organizations and NGOs	2022-2023	Develop a list of wellness resources and contacts for referrals and warm handoffs
Connect with counterparts in other consortium Adult Schools to align services	Shannon Fierro, Dan Bonnin, Michelle Lucas, consortium colleagues and leaderships	consortium contacts	2022-2023	Align services and leverage consortium resources and size to form relationships with support providers
Identify specific barriers to success for each student	Dan Bonnin, Michelle Lucas, Shannon Fierro	Wellness intake screener	2023-2024	Develop and provide each new student with an intake screener to assess barriers to education and supports needed for success

Explain support services during student intake, and ongoing during student's time at PAS	Dan Bonnin, Michelle Lucas	Wellness resource toolkit	2024-2026	Have a network of well-established systems and services in place in the community to connect students with needed mental health and other wellness resources in order to facilitate their academic success
Leverage consortium to contract with mental health and wraparound service providers	Shannon Fierro, Dan Bonnin, Michelle Lucas			

Piedmont Adult School WASC Action Plan Goal # 3

Action Plan Goal # 3: Increase Enrollment and Breadth of Programming in State-Funded Programs

Key Issues: We know that the need for high school diploma programs and other state-funded adult education programming, such as CTE, is substantial in our Northern Alameda County area, but we are not yet as successful as we want to be in reaching out and serving this community at the scale we desire. Awareness of and enrollment in our diploma program is low. There are also opportunities to expand into other state-funded areas that we should pursue.

Student Learning Outcome Addressed:
Establish Community Connections
- Find support in the community around shared interests and values
- Connect and learn from other curious adult learners
- Engage with the community at large

Become Lifelong Learners
- Be inspired to learn more and to seek new challenges

District LCAP Alignment:

- **GOAL #2 (Academic) -** All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
  - Standards-Aligned Instruction
  - **Differentiated Learning Opportunities**
  - Assessment

- **GOAL #3 (Community and Culture) -** Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.
  - **Teaching and Learning Experiences for Diverse Students and Staff**

Oversight of the Action Plan: PAS Advisory Group, Adult School Director, Assistant Superintendent, Superintendent, School Board

Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
Increase staffing for CTE and other State-funded programs	Michelle Lucas, Shannon Fierro, HR staff	State-funded programming categories and requirements	2021-2027	More CTE teachers and instructors will be hired.
Based on assessed needs of the community, expand State-funded	Dan Bonnin, Michelle Lucas, Shannon Fierro	Data from consortium-led community needs	2021-2027	More State-funded programs will be provided by the PAS in response to regularly

programming types offered such as ESL.		assessment		assessed interest and enrollment trends.
For the HSDP, develop and maintain updated contact lists of CBOs, high school counselors, transition liaisons, etc.	Dan Bonnin, Michelle Lucas, Shannon Fierro	Resource binder, contact information, point people	2021-2027	Regularly update contact lists and regular contact with all partner organizations.
Update promotional materials (program brochure, press releases, student profiles). Distribute quarterly to school/community contacts.	Dan Bonnin, Michelle Lucas, Shannon Fierro	brochures, flyers, press releases, contact info for media	2021-2027	Updated materials of various types.
Expand marketing, through consortium, local papers, and online & social media. Promote unique benefits of the program and highlight specific success stories.	Dan Bonnin, Michelle Lucas, Shannon Fierro	print and audio media resources	2021-2024	Regular publicity in a wide array of media outlets and formats that appeal to target audience.
Prepare teacher and student profiles for distribution to print and online media	Michelle Lucas, Shannon Fierro	student interviews	2021-2027	Quarterly student interviews to build an ongoing repertoire of profiles.
Maintain updated website and Facebook page	Michelle Lucas, Shannon Fierro, IT team	website editing software	2021-2027	Quarterly updates to website that reflect current programming.

Piedmont Adult School WASC Action Plan Goal # 4

Action Plan Goal # 4: Increase Enrollment and Breadth of Programming in Community Classes

Key Issues: While the community classes at Piedmont Adult School have been well known and well regarded for years, they have been declining in enrollments recently. Additionally, several of our community classes were impacted by the shift to online-only instruction for three semesters due to Covid and there is a need to rebuild programming to meet community needs.

Student Learning Outcome Addressed:
Establish Community Connections
  - Find support in the community around shared interests and values
  - Connect and learn from other curious adult learners
  - Engage with the community at large

Become Lifelong Learners
  - Be inspired to learn more and to seek new challenges

District LCAP Alignment:

  - **GOAL #3 (Community and Culture) -** Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.
    - **Teaching and Learning Experiences for Diverse Students and Staff**

Oversight of the Action Plan: PAS Advisory Group, Adult School Director, Assistant Superintendent, Superintendent, School Board

Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Progress
Conduct a needs assessment of the community, specifically those who have taken community classes in the past, to determine what kinds of additional classes people would like PAS to offer.	Michelle Lucas, Ron Mockel, Shannon Fierro	Google form	2021-2022, repeat annually	Survey created and sent in winter 2021-22. Results reviewed to inform programming. Repeat a version of the needs assessment annually to stay responsive to shifts in student needs and interests. Partner with other community class providers, such as the Piedmont Recreation Department, to provide complementary programming.
Advertise broadly for new community course instructors. Consider incentive options for new	Michelle Lucas, Ron Mockel, Shannon Fierro, HR staff	HR, EdJoin, news outlets	2021-2027	New teacher recruitment materials created and distributed in 2021-22. Increased instructor staff

instructors.				
Provide ongoing training, community, and support for new instructors in order to retain and develop them.	Michelle Lucas, Ron Mockel, Shannon Fierro	Peer Observation Tool Instructor best practices Instructor newsletter	2021-2027	High instructor retention rates.
Provide several new course offerings each semester targeted at different less-represented groups, such as adults under 50 and men.	Michelle Lucas, Ron Mockel, Shannon Fierro	Moonlighter	2021-2027	Diversify new course offerings. Increase enrollment from targeted groups. Ex: New parenting class was offered in fall 2021. Class was full and received very positive feedback.
Expand marketing, through consortium, local papers, and online & social media. Promote unique benefits of the program and highlight specific success stories.	Dan Bonnin, Michelle Lucas, Shannon Fierro	Print and audio media resources	2021-2024	Regular publicity in a wide array of media outlets and formats that appeal to target audience.
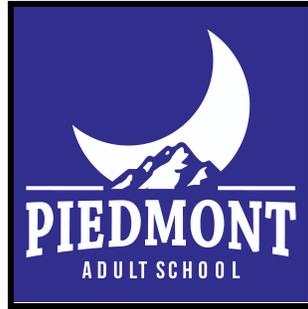
Appendix
WASC Self Study 2021-22

Chapter 1 - School, Community and Student Characteristics - School's Mission and Schoolwide Learner Outcomes

1. Piedmont Adult School (PAS)
2. Piedmont Unified School District (PUSD)
3. High School Diploma Program (HSDP)
4. PUSD Calendar
5. Northern Alameda County Adult Education Consortium (NACAE)
6. Adult Education Block Grant (AEBG)
7. Assembly Bill 86 (AB 86).
8. Demographic Reports
9. Accelerate Course Offerings
10. Community Classes Enrollment 2016-2021
11. HS Diploma Program Enrollment (by Year) 2016-2021
12. CTE Enrollment by Year 2016-2021
13. OUSD Fast Facts 2020-21
14. Data Integrity Report 2021-2022
15. Sample HD Diploma Student Outreach

Chapter 2 - Progress Report on the Schoolwide Action Plan Showing Success in Addressing Growth Areas

    a. Initial Visit Report 2018
        a. Action Plan Goals
            i. 1 - Mission Statement
            ii. 2 - Student Learner Outcomes
            iii. 3 - Assessment
            iv. 4 - Curriculum
            v. 5 - Teacher Selection and Training
    b. Initial Visit Visiting Committee Report

Chapter 3 - Self-Study Findings based on the ACS WSC Adult School Criteria

Criterion 1: Mission & SLOs
    a. Fall 2018 Newsletter
    b. Advisory Committee Meeting Agendas
        i. Advisory Committee Agendas 2017-2020
        ii. Advisory Committee Agendas 2021-2022
    c. Fall 2020-2021 Class Evaluation Feedback

Criterion 2: Governance
    a. District LCAP
    b. NAC Organizational Chart and Meeting Agendas
    c. PAS WAS Presentation to the School Board 2018
    d. Advisory Committee Agendas 2017-2020
    e. Advisory Committee Agendas 2021-2022

Criterion 3: Faculty and Staff
    a. PAS Instructor Handbook
    b. PAS Prospective Teacher Course Proposal Form
    c. Instructor Survey Feedback Results
        i. Class Evaluation Paper Template
        ii. Winter 18-19 Class Evaluation Feedback
        iii. Fall 20-21 Class Evaluation Form
    d. Tips for Success from PAS Instructors
    e. PD Meeting Agenda for Instructors
    f. PD Meeting for Instructors (Spring 2022)
    g. CSEA Contract (Evaluation Procedure Page 9)
    h. APT Contract (Employee Evaluations on Page 39)

Criterion 4: Curriculum
    a. Curriculum Review Process
        i. Summary of Feedback for English and Math Texts
        ii. ELA/Math Textbook Selection Process
        iii. Evaluation Form for ELA
        iv. Evaluation Form for Math Texts.
        v. Social Studies Textbook Selection Process
    b. High School Diploma
        i. Algebra 1 Independent Study
        ii. Social Studies Unit: Civics Unit 1
        iii. Accelerate Course List 19-20
        iv. Accelerate UCOP-approved A-G Courses
    c. Community Courses

i. [Course Outline - Beginning Spanish 1](#)
ii. [Course Outline - Life Drawing](#)
iii. [Course Outline - Renaissance Art History](#)

Criterion 5: Instruction
    a. High School Diploma Program
        i. [Student instructions for accessing Accelerate online program](#)
        ii. [Economics/US History work sample](#)
        iii. [College-Career Exploration work sample](#)
    b. CTE Classes
        i. [Samples of student work for CTE classes](#)
    c. Community Classes
        i. [Training for Instructors on Teaching via Zoom](#)
        ii. [Samples of student work for community courses](#)
        iii. [Course Outline - Beginning Spanish I](#)
        iv. [Course Outline - Beginning Spanish II](#)
        v. [Course Outline - Excel:Beginning](#)
        vi. [Course Outline - Excel: List Features & Pivot Tables](#)
        vii. [Course Outline - Excel: Macros & VBAs](#)
        viii. [Course Outline - Alycia's Heart Beat](#)
        ix. [Teacher observation - Computer class](#)
        x. [Teacher observation - Exercise class](#)

Criterion 6: Assessment
    a. [Student Self-Assessment Tool](#)
    b. [Community Needs Survey Results](#)

Criterion 7: Student Support Services
    a. [Community Resources through NAC Consortium](#)
    b. [Graduation Requirements Worksheet](#)
    c. [Independent Study Agreement Document](#)
    d. [Independent Study Weekly Contract](#)
    e. [College-Career Exploration Document](#)
    f. [Transcript Request Form](#)
    g. [Chromebook Loan Document](#)

Criterion 8: Resource Management
    a. [Textbook Orders](#)
    b. [Sample quarterly CAEP fiscal report from 20-21](#)

c. [PAS Annual Financial Planning Document](#)

Criterion 9: Community Partners
   a. [NAC Website](#)
   b. [Press Coverage](#)

Criterion 10: Action Plan for Continuous Improvement

1. [Feedback from Advisory Committee on Goals work](#)

Chapter 4 - Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan

1. [Action Plan Goal #1 - Improve High School Diploma Program Structures with a Focus on Curriculum and Assessment](#)
2. [Action Plan Goal #2 - Connect High School Diploma Program Students with Mental Health & Support Services](#)
3. [Action Plan Goal #3 - Increase Enrollment and Breadth of State-Funded Programming](#)
4. [Action Plan Goal #4 - Increase Enrollment and Breadth of Programming in Community Classes](#)