



# Focus on Learning 2005-2006

## Pacific Grove Adult School



Pacific Grove Unified School District





# Pacific Grove Adult and Community Education Program Locations



- 1. Adult Education Center--1025 Lighthouse Ave
- 2. Community Center--515 Junipero Ave
- 3. Canterbury Woods--651 Sinex Ave
- 4. Del Monte Rest Home--1229 David Ave
- 5. Forest Grove School--1065 Congress Ave
- 6. Forest Hill Manor--Corner of Forest & Gibson
- 7. Gateway Center--850 Congress Ave
- 8. PG Middle School--835 Forest Ave
- 9. PG High School--615 Sunset Dr
- 10. Robert Down School--485 Pine Ave
- 11. Senior Citizen Center--700 Jewell Ave
- 12. PG Convalescent Hospital--200 Lighthouse Ave



Wheelchair Accessible.  
Individuals with disabilities may contact  
the office for information. (646-6580)



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**Pacific Grove Adult Education**  
**Focus on Learning**  
**April 10 - 12, 2006**

**Western Association of Schools and Colleges**

**Visiting Committee Members**



Chair

**Mr. John Atherstone**  
Principal  
8330 Linda Vista  
Atascadero CA 93422

Member

**Mr. Howard Holtsman**  
Principal  
311 East North Street  
Manteca CA 95336

Member

**Mr. Richard J. Carpenter**  
Vocational Teacher  
201 E. Louise Avenue  
Manteca CA 95336

Member

**Mr. John B. Murphy**  
Teacher  
Opportunities Industrialization Center West  
1200 O' Brien Drive  
Menlo Park CA 94025

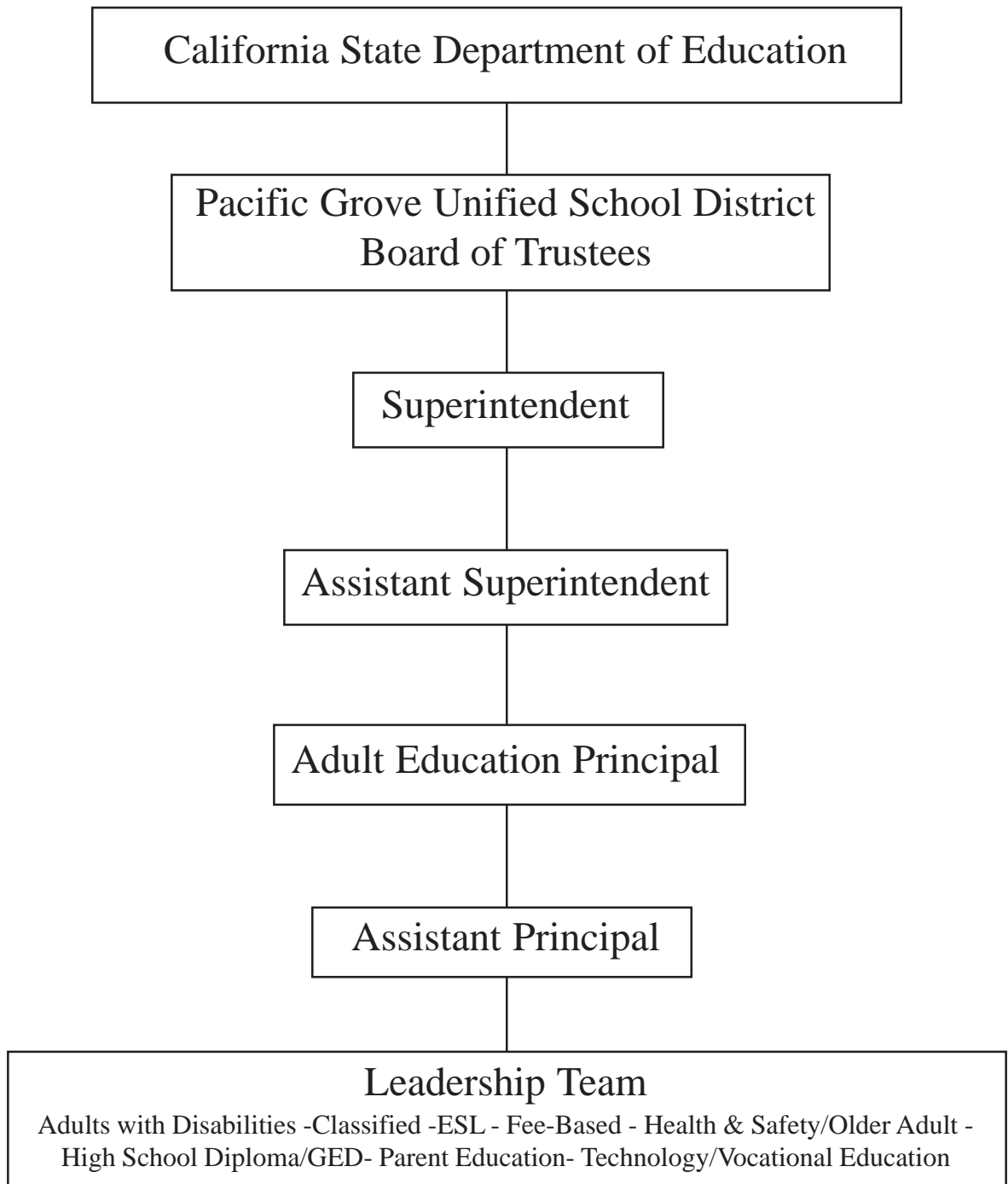
Member

**Ms. Carol Hirota**  
Principal  
Stockton School for Adults  
1525 Pacific Avenue  
Stockton CA 95204

Member

**Ms. Jane Reyes**  
Teacher  
Wastonville/Aptos Adult School  
294 Green Valley Road  
Watsonville CA 95076

# Pacific Grove Adult Education Center Organization & Governance



Governed by:

California State Department of Education Code Handbook  
Adult Education Handbook for California  
Pacific Grove Unified School District Board Policies  
Pacific Grove Adult Education Certificated Employees Contract  
C.S.E.A. Contract  
Adult Education Staff Information Handbook

# **Pacific Grove Unified School District Board of Trustees**

Beth Shammass, President  
Jessie Bray, Clerk  
Mike Niccum, Member  
Bill Philips, Member  
Richard Schramm, Member

## **Administration**

Superintendent, Mr. Patrick Perry  
Assistant Superintendent for Business, Mr. Robin Blakley

Adult Education Principal, Ms. Maria Nuñez-Hovick  
Assistant Principal, Mr. Tim Culbertson

## **Leadership Team**

Mary Anne Anderson, ESL  
Hillary Bennett, Technology/Vocational Education  
Kim Biggio, Parent Education  
Jim Brill, High School Diploma/GED  
Kelly Cool, Classified  
Bruce Cates, Technology/Vocational/Fee-Based  
Arlen Grossman, Adults with Disabilities  
Jerry Koontz, ESL  
Eleanor Mahon, Technology/Vocational Education  
Joan Nattress, Health & Safety/Older Adult  
Gail Root, Parent Education

## WASC Focus Groups

### Group #1 – Organization for Student Learning

Bill Baumgardt	Technology/Vocational Education
Kim Biggio	Parent Education
Bruce Cates	Technology/Vocational Education
Kelly Cool	Classified
Kelly Harper	Parent Education
Carol Loughlin	Parent Education
Chris Moore	Adults with Disabilities
Linda Riddle	Parent Education
Shirley VanLieu	Parent Education

### Group #2 – Curriculum and Instruction

LaVerne Baker-Leyva	Health & Safety/Older Adult
June DeSena	Parent Education
Nan Heller	Parent Education
Chinanit Kershner	Parent Education
Janet Light	Health & Safety/Older Adult
Susan Lozada	Classified
Eleanor Mahon	Technology/Vocational Educational
Howard McCombs	Technology/Vocational Educational
Joan Nattress	Health & Safety/Older Adult
Jean Scholfield	Health & Safety/Older Adult
Mary Wahl	Parent Education
Nellie Wright	Community Service

### Group #3 – Support for Student Personal and Academic

Larise Baker	Parent Education
Hillary Bennett	Technology/Vocational Educational
Katerine Griffin-Hart	Parent Education
Jerry Koontz	ESL
Cheryl O'Donnell	Technology/Vocational Educational
Karen Sheppard	Classified
Leslie Ternullo	Classified

### Group #4 – Resource Management and Development

Mary Anne Anderson	ESL
Alex Besobrasoff	Classified
Polly Buechel-Nay	Parent Education
Arlen Grossman	Adults with Disabilities
Fern Price	Technology/Vocational Educational
Gail Root	Parent Education
Janice Russo	Parent Education
Loretta Urrizola	Classified

## WASC Home Groups

### **Adults With Disabilities**

Arlen Grossman  
Mark Hughes  
Christopher Moore  
Larise Baker

### **Child/Parent Education**

Larise Baker  
Kim Biggio  
Bonnie Bragg  
June DeSena  
Beth Ely  
Jennifer Golden  
Katherine Griffin-Hart  
Kelly Harper  
Nan Heller  
Judith Jakob  
Chinanit Kershner  
Carol Loughlin  
Elizabeth Olney  
Kirsten Parrish-Stember  
Linda Riddle  
Gail Root  
Jennifer Ross  
Janice Russo  
Lorraine Saulovich  
Lisa Senkel  
Cathie Tyndall  
Shirley VanLieu  
Joy Weston  
Heidi Woods

### **Classified Staff**

Alex Besobrazoff  
Kelly Cool  
Susan Lozada  
Tony Ramirez  
Karen Sheppard  
Leslie Ternullo  
Loretta Urrizola

### **Community Service**

Steve Fox  
Luis Martinez  
Michael McCloud  
Tatjana Mitrovic  
Toni O'Meara  
Carmen Scholis  
Brooke Tucker  
Nellie Wright  
Joanna Zhang  
Barbara Cristi-Michael

### **ESL**

Mary Anne Anderson  
Jerry Koontz  
Craig Sanders  
Lina Vital

### **High School Diploma/GED**

Jim Brill  
Maureen Martin-Brill  
Chantal Melendrez  
Lina Vital

### **Health & Safety/Older Adult**

Laverne Baker-Leyva  
Sherri Beck  
Valerie Gottesman  
Janet Light  
John McWilliams  
Joan Nattress  
Suzanne Olson  
Jean Scholefield  
Brian Weed

### **Technology/Vocational Education**

Phillips Barnes  
Bill Baumgardt  
Hillary Bennett  
Bruce Cates  
Eleanor Mahon  
Howard McCombs  
Fern Price  
Jane Siemonsma  
Loretta Thompson  
Don Williams

## Pacific Grove Adult Education - Staff

### Credentialed Instructors

Mary Anne Anderson  
ESL  
Larise Baker  
Child/Parent Education  
Laverne Baker-Leyva  
Older Adult Program  
Phillips Barnes  
Vocational Education  
Bill Baumgardt  
Vocational Education  
Sherri Beck  
Health and Safety  
Hillary Bennett  
Vocational Education  
Kim Biggio  
Child/Parent Education  
Bonnie Bragg  
Child/Parent Education  
Bonnie Bragg  
Health and Safety  
Jim Brill  
H.S. Diploma Program  
Bruce Cates  
Technology Coordinator  
Barbara Cristi-Michael  
Community Service/  
Fee-Based  
June DeSena  
Child/Parent Education  
Beth Ely  
Child/Parent Education  
Steve Fox  
Community Service/  
Fee-Based  
Jennifer Golden  
Child/Parent Education  
Valerie Gottesman  
Older Adult Program  
Katherine Griffin-Hart  
Child/Parent Education  
Arlen Grossman  
Adults with Disabilities  
Kelly Harper  
Child/Parent Education  
Nan Heller  
Child/Parent Education  
Mark Hughes  
Adults with Disabilities  
Judith Jakob  
Child/Parent Education  
Judith Jakob  
Community Service/  
Fee-Based  
Chinanit Kershner  
Child/Parent Education

Jerry Koontz  
ESL  
Janet Light  
Health and Safety  
Eleanor Mahon  
Vocational Education  
Maureen Martin-Brill  
H.S. Diploma Program  
Luis Martinez  
Foreign Language  
Howard Mc Combs  
Vocational Education  
Michael McCloud  
Community Service/  
Fee-Based  
John McWilliams  
Older Adult Program  
Chantal Melendrez  
H.S. Diploma Program/Exit Exam  
Tatjana Mitrovic  
Community Service/  
Fee-Based  
Christopher Moore  
Adults with Disabilities  
Joan Nattress  
Contract-Older Adult Coord.  
Toni O'Meara  
Community Service/  
Fee-Based  
Elizabeth Olney  
Child/Parent Education  
Suzanne Olson  
Older Adult Program  
Kirsten Parrish-Stember  
Child/Parent Education  
Fern Price  
Vocational Education  
Linda Riddle  
Child/Parent Education  
Gail Root  
Child/Parent Education  
Janice Russo  
Child/Parent Education  
Craig Sanders  
ESL  
Lorraine Saulovich  
Child/Parent Education  
Jean Scholefield  
Older Adult Program  
Carmen Scholis  
Community Service/  
Fee-Based  
Lisa Senkel  
Child/Parent Education

Jane Siemonsma  
Vocational Education  
Loretta Thompson  
Vocational Education  
Brooke Tucker  
Foreign Language  
Cathie Tyndall  
Child/Parent Education  
Shirley VanLieu  
Child/Parent Education  
Lina Vital  
H.S. Diploma Program  
ESL  
Brian Weed  
Older Adult Program  
Joy Weston  
Child/Parent Education  
Don Williams  
Vocational Education  
Heidi Woods  
Child/Parent Education  
Joanna Yun Zhang  
Community Service/  
Fee-Based

### Classified Staff

Alex Besorazoff  
Head Custodian  
Tina Cole  
PreSchool Aide  
Kelly Cool  
Principal's Secretary  
Susan Lozada  
Computer Registrar  
Attendance  
Tony Ramirez  
Custodian  
Karen Sheppard  
Parents' Place Secretary  
Leslie Ternullo  
Parents' Place Aide  
ABE/ESL Aide  
Loretta Urrizola  
Secretary

**Community Advisory Council**

**City of Pacific Grove - Mayor Jim Costello**

**Pacific Grove Bulletin – Lee Yarborough**

**Pacific Grove High School – Stephanie Briscoe**

**Pacific Grove Library – Linda Pagnella**

**Pacific Grove Police Department – Darius Engles**

**Community Hospital of the Monterey Peninsula – Pat Rutowski**

**Monterey Bay Aquarium – Pat Sinclair**

**Start Building Futures – Frank Bites**

**Pacific Grove Adult Education**

**Maria Nunez Hovick**

**Hillary Bennett**

**Bruce Cates**

**Kelly Cool**

**Tim Culbertson**

**Arlen Grossman**

**Susan Lozada**

**Eleanor Mahon**

**Joan Nattress**

**Gail Root**

# Preface

For the most part, the WASC process was a new adventure for staff, students, and even administration. We began by “getting our feet wet” in 2003 with a visit from veteran Adult Education administrators who had been through the process. This initial meeting was helpful in demystifying some of the terminology (What is all this?) and was also an opportunity for the entire staff to come together for a task in common.

As we moved into the 2004-2005 self-study process and Focus on Learning, the situation exploded into a myriad of meetings, scribbled flip-charts, dried out felt pens, and chewed fingernails.

Every time the WASC coordinators returned from the training in San Mateo. There was even more work! Would it ever end? Where was this going?

Everyone took a giant breath and focused on the task. We reviewed the WASC timeline to plan future steps. Just starting with the student and staff surveys, we knew it would be a fantastically worthwhile undertaking.

Six Home Groups met including English as a Second Language, High School Diploma, Vocational Education, Parent Education, Community Service (Fee-based), Older Adult, Health and Safety, Disabled, and Classified staff. They brainstormed as to what the needs of the students, staff and community were and how we were meeting those needs. These would eventually lead into the ESLR’s.

The groups then shared their information at another evening all-staff meeting with the opportunity for exchange and reflection of ideas.

Focus groups met to address specific issues and share input as to improvements or clarification needed.

Contributions from Focus and Home Group meetings were sorted, reassembled, discussed by the leadership team and eventually filtered into the development of three identified critical areas for growth. At last... Action Plans (!) Rough drafts were reviewed by staff and students for final submission.

All information was graphed, reflecting persons responsible, resources, assessment, timeline, and means of reporting.

The final document is reflective of months of discussion, brainstorming, sorting and collaboration.

The process was deemed “worthwhile” from the very first meeting. Many staff members have a new appreciation for each other, the community and the school.



# Chapter 1

## Community and Student Profile

### Community Profile

#### Area Served

The Pacific Grove Adult School is located in Monterey County in the City of Pacific Grove. Pacific Grove is located on the Central Coast of California, on the tip of the Monterey Peninsula, 125 miles south of San Francisco, 334 miles north of Los Angeles, and 23 miles west of the county seat, Salinas. It is bounded on the north by Monterey Bay, on the east by Monterey, on the south by Pebble Beach, and on the west by the Pacific Ocean. Founded in 1875 as a Methodist Church Summer Retreat, Pacific Grove was incorporated as a city on July 16, 1889 and became a chartered city on April 22, 1927.

Due to its location, with its grand view of the Monterey Bay, Pacific Grove housing prices have soared over the past several years where a 100 year old, two bedrooms one bath home will sell for over a million dollars. City facilities include a library, a natural history museum, a community center, a youth center, an 18 hole municipal golf course, a municipal cemetery, numerous parks, a tot training pool, five miles of city owned shoreline, a swimming beach and fishing pier.

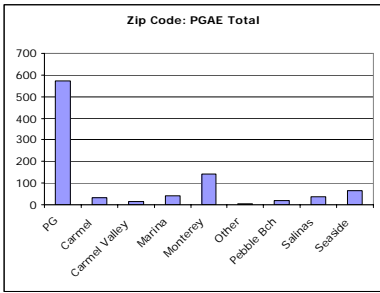
There is some commercial development, but very little industrial activity in Pacific Grove. There are no agricultural opportunities to speak of. Real estate sales and residential reconstruction are the main sources of local capital input with the economy primarily related to tourism, local services, and governmental functions. The beautiful Asilomar State Beach and Conference Grounds are located in the city, along with one half of the world famous Monterey Bay Aquarium. Possessing a mild climate with an average temperature of 57 degrees, Pacific Grove hosts a large population of retired individuals who utilize the offerings of the Pacific Grove Adult School.

The vast majority of students served by the Pacific Grove Adult School is located in Pacific Grove and Monterey with a combined adult population of over 36,000 (2000 US census). Students also travel from Aptos, Big Sur, Carmel, Gonzales, Marina, Pebble Beach, Santa Cruz, Salinas, Seaside, and Watsonville to take advantage of the classes offered by the Pacific Grove Adult School. School Districts represented by these students include Pacific Grove Unified, Carmel Unified, Monterey Peninsula Unified School Districts,



*Evidence*

and the Salinas Union High School District.



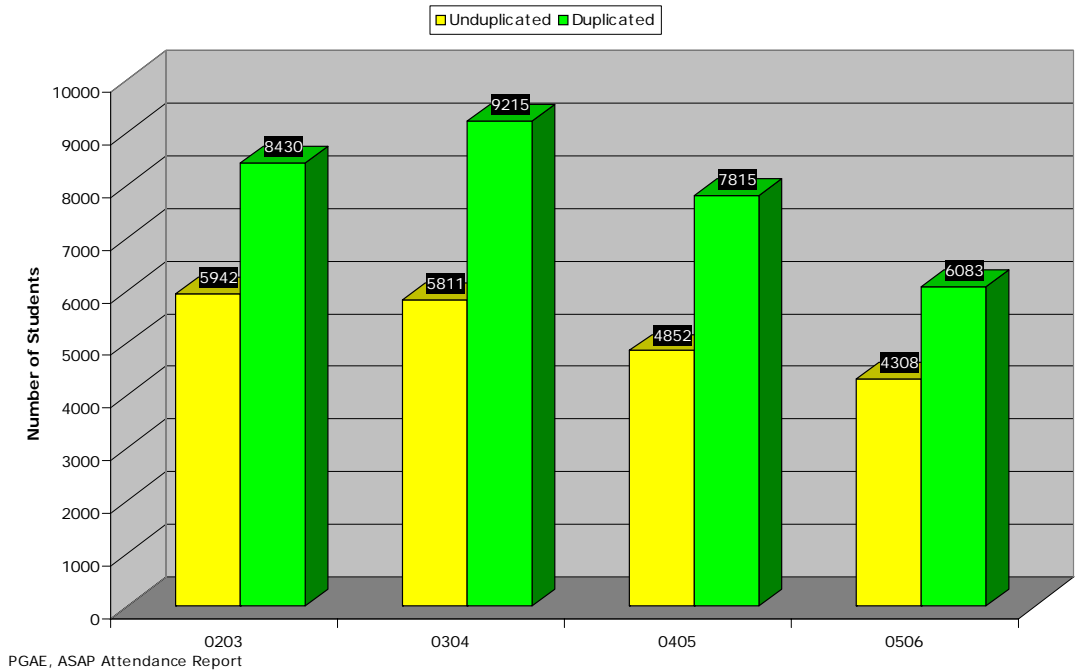
Zip Code List  
Student Survey 2005

Unemployment is at an all time low with an average of 2% in both Monterey and Pacific Grove. Housing is a significant issue for both staff and our students/clients. The average two bedroom one bath apartment rents for approximately \$1,600 per month with little availability on the open market. Most of the area’s work force comes from outside the City, due to the fact that most families cannot afford to purchase a home in the immediate area and travel up to an hour to work on the Peninsula. Roads are few and considered mainly for the tourists to use on their vacation journeys, which leaves most transportation arteries blocked. Public transportation is a positive alternative and although adequate for the size of the area that it serves, continues to reassess service effectiveness.

**The School District**

The Pacific Grove Unified School District is the only school district serving Pacific Grove. With a student population of approximately 1,800 K-12 students, the Pacific Grove Adult School maintains a consistent enrollment of over 4,600 community adult members each academic semester. Due to housing costs the District has experienced a decline in K-12 enrollment. The Pacific Grove Adult School however, has seen some growth in its student population over the last several years.

**PG Adult Ed - Unduplicated and Duplicated Enrollment**



The District employs approximately 192 certificated personnel and 85 classified employees. The Pacific Grove Unified School District serves the students of our community with two elementary schools (Robert Down and Forest Grove), one middle school (Pacific Grove Middle School), one high

school (Pacific Grove High School), one community high school (Pacific Grove Community High School), and the Pacific Grove Adult School.

The ethnic composition of the K-12 district's 1,805 students is:  
White (non- Hispanic) 74%  
Hispanic 11%  
Asian 8%  
African American 3%  
and the remaining 4% being American Indian, Filipino, and others.

The district has experienced an 11% reduction in White (non-Hispanic) students over the past four years with the increase mainly represented by the Hispanic population. Approximately 9% of the district's student population is classified as having limited English proficiency. Very few students qualify for the subsidized lunch program, Title 1, or Migrant Education services. Pacific Grove Unified School District has very high API standardized test scores and has over the past three years developed an English as Second Language magnet at Forest Grove Elementary School.

Unlike our K-12 school community, The Pacific Grove Adult School is reflective of the Monterey Peninsula population as a whole. Serving a significant percentage of its population as English as Second Language Students, three levels of language growth opportunities (basic- intermediate-advanced) are available to students from all parts of the world. With Institutions of Higher learning located on the Monterey Peninsula such as The Naval Post Graduate School, Defense Language Institution, and the Monterey Institute of International Studies, students from all walks of life find support and educational opportunities at the Pacific Grove Adult School.

## **Community Connections**

The Adult School has been offering classes in Pacific Grove since 1932. Due to the increased population of adult students, the Pacific Grove Unified School District moved the Adult School to the former site of Lighthouse Elementary School in 1993. After a large investment of cooperative time and effort on the part of staff and students, the Board of Education, under the leadership of our current Principal, Maria Nuñez-Hovick, opened the doors to a new and exciting Adult School. As program offerings were expanded, the facility was made ready for Parenting Classes, Computer Labs, English as Second Language classes, and High School Diploma/GED studies. Within a short time, course offerings were expanded even further to include physical education and numerous special interest fee based courses.



*Early woodshop student*

With the ever increasing enrollment of new students and the unique needs of various interest groups, Community Partnerships were developed as a means of delivering additional services. Adult School classes are now being offered in a wide variety of facilities throughout the Pacific Grove area. Additional facilities that hold Pacific Grove Adult School classes include: The Pacific

Grove Community Center, Canterbury Woods, Del Monte Rest Home, Forest Grove School, Forest Hill Manor, Gateway Center, Pacific Grove Middle School, Pacific Grove High School, Robert Down School, Sally Griffin Senior Center, and the Pacific Grove Convalescent Hospital.

## **PGAS Instructional Programs**

We have been given the challenge of educating individuals from a multitude of countries and it is becoming a most important part of our mission. The Pacific Grove Adult School is determined to be sensitive to the issues of all students in all class settings. Staff development sessions have been planned to assist teachers in the development of teaching strategies that will enable them to be more effective with all students despite a wide range of needs.

**Adult Basic Education – High School Academics/GED** classes are taught on an individualized basis by our credentialed teachers. Counseling with the Principal begins the process, and a customized program is designed for each student which may include preparation for the GED examination. Included in our offering is the ability to prepare for the California High School Exit Examination which all students graduating from high school after January of 2006 will be required to pass.

**English as a Second Language** classes are held throughout the day and evening. Three levels of ESL instruction are offered including: Level One, basic Language acquisition; Level Two, an expansion of basic Language acquisition which includes an emphasis on American cultural activities, grammar, vocabulary, conversation, and survival skills, and Level Three, advanced English skills which includes the same skill building as level two at a more advanced stage with the ability to communicate through writing.

**Certified Nursing Assistant/Home Health Aide Vocational** classes provide students with the opportunity to qualify as a candidate for the CNA CEP national examination. Upon the successful completion of an English comprehension examination, candidates become part of a program that prepares them to give basic nursing care in long-term facilities. CA State Certified Nurse Assistants may qualify for the Home Health Aide profession. Both programs offer extensive practice in theory as well as clinical experience. This program is approved by the CA Department of Health Services for CAN/HHA renewal/California provider NAC#6573. Approximately 95% of all CNA students receive state certification.

**Computer Training/Vocational** is a mainstay of the Pacific Grove Adult School. With seasoned professionals as instructors using PC and MAC labs loaded with the latest hardware and software, our technology training centers are known throughout the Monterey area. Offering a wide range of instruction including Word Processing, Office Skills, Excel, WEB Design, Appleworks, Adobe Photoshop, I-Movie, PowerPoint, and Graphics to name just a few, our center has become the training grounds for many businesses in our area.

Also featured are numerous fee based workshops that will meet the needs and interests of most computer users at all levels of experience.

**Fee Based/Community Services** classes are offered to meet the needs and desires of community members wishing to expand their knowledge in areas such as the Fine Arts, Foreign Languages, Financial Strategies, and Fitness.

**Older Adult, Health and Safety/Adults with Disabilities** classes are held at our main campus and in the facilities of our community partners in order to best meet their needs. Mental and physical fitness classes take priority in most situations, with the additional offerings of communication and Fine Arts.

*24% of Pacific Grove residents are age 60-plus.  
82% are over the age of 18.  
(US Census, 2000)*

**Parent Education** classes make up for the largest number of students in the Pacific Grove Adult School. Parent education through Parent/Child participation is the key to our award-winning programs. These include Cooperative Preschool, Preschool Plus-Readiness, and Parents' Place. A rich variety of classes are offered through Core Parenting Classes and supported by classes emphasizing the Fine Arts, fitness, nutrition, and loving relationships.

## **Faculty, Staff, and Administration**

The Pacific Grove Adult School includes an enthusiastic staff of 82 certificated and classified members. Certificated instructors number 72 with 8 classified employees overseeing the school's daily business. Many of the instructors have taught on site for many of years. The classified staff is a hard working, highly qualified force behind the continued success of our school and has been employed by the district for many years.

The school currently has one principal and one assistant principal. Noteworthy is the fact that Maria Nuñez-Hovick has been the principal of Pacific Grove Adult School since 1992. Much of the school's success and vision is due to her ability to work with staff and community members in designing the programs that now serve our students. Ms. Nuñez-Hovick has asked that it be made clear that, in spite of rumors, she was not in attendance at the 1932 Ribbon Cutting Ceremony of the opening of Pacific Grove Adult School.

## **Pacific Grove Adult School Student Profile**

The Pacific Grove Adult School has worked diligently with its community partners and staff to determine the purpose and goals for serving our students. "Providing a program of quality academic, vocational and physical education for adults is the primary goal of Pacific Grove Adult School." Our mission to achieve this goal and in so doing, Adult Education has built its curriculum on the philosophy that increasing knowledge allows any subject to be enjoyed, pursued, accepted, or defended to great degrees. We believe strongly in the

*Evidence*

*California School Information Services*

*Tracking Of Programs and Students Entry Records*

*Monterey County 21<sup>st</sup> Century General Plan Update*

*US Census 2000 City of Monterey Community Survey*

*City of Pacific Grove Community Survey*

*MCDC Demographic Profile, 2000 Census*

*Pacific Grove Adult School Student Survey*

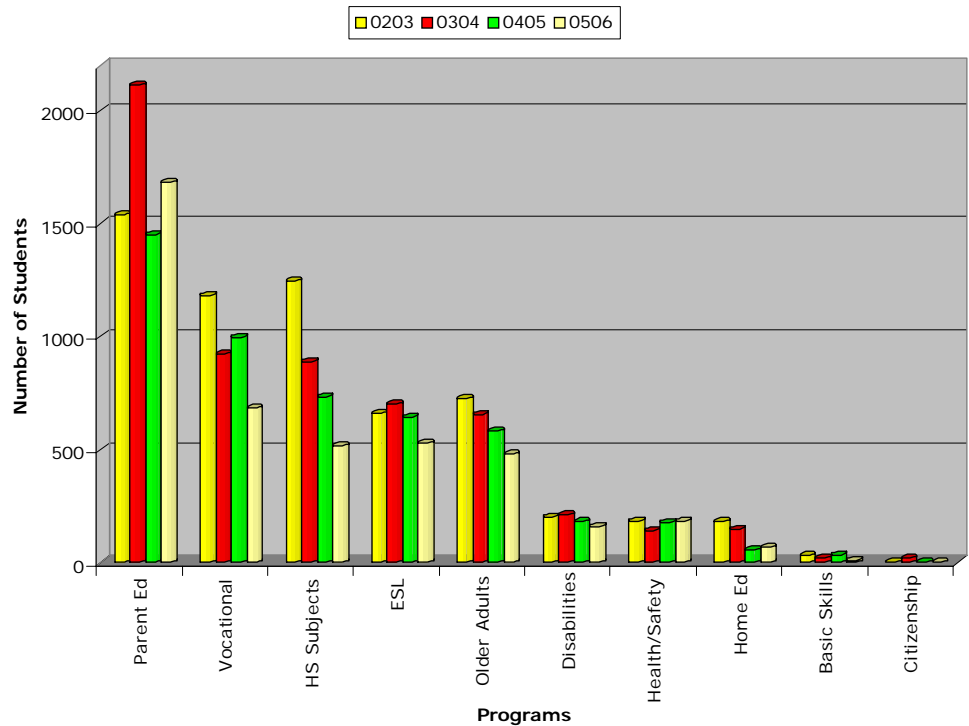
*Pacific Grove Adult School Certificated Survey*

right of every adult in the community to gain an education regardless of age, heritage, challenges or background.

In the 2004-05 school year, approximately 4,600 students per session attended classes provided by the Pacific Grove Adult School. (Unduplicated enrollment.) In the seven areas of adult instruction, the percentage of students attending classes were:

- Parent Education - 41 %
- Vocational Programs - 15%
- High School Subjects - 14%
- ESL - 10%
- Older Adults - 9%
- Adults w/ Disabilities - 7%
- Health & Safety - 2%
- Home Economics - 1%
- Adult Basic Skills- 1%

**PG Adult Ed - Unduplicated Enrollment '02-03 to '05-06 (3/6/06)**



PGAE, ASAP Attendance Report

According to our statistics, the majority of our students are English speaking females who have attended college and came to the Pacific Grove Adult School though the suggestion of a friend.

We continually gather information about our students so that we can better serve them. By utilizing the information gained from the TopsPro reporting system and various surveys and assessment tools, we hope to make changes that will be meaningful to the way we approach and deliver education to our students.

# Chapter 2

## *Expected School-wide Learning Results (ESLRs) The Creation of Our ESLRs*

The process of creating our Expected School-wide learning Results has been an interesting and telling journey. By working together as a staff to understand what it is that makes us who we are, the focus becomes one of serving the needs of our students and community. Having overcome stumbling blocks along the way, the self-study coordinator and team leaders have gained much insight on how to improve working collaboratively.

The creation of ESLRs began after the initial visit from the WASC team in November of 2002. Prior to the visit, a staff meeting was held on September 20, 2002 where an explanation of the WASC self-study process and the meaning of the visiting team were introduced. During this meeting, a staff survey was given to all employees of the Pacific Grove Adult School and written results returned to the school leadership committee.

The initial visitation team from WASC proceeded with their review of the school on November 13, 2002. Following the visit, a staff meeting was held where the administration began explaining the importance of sharing student and community information with one another. Home Group meetings were held and discussions ensued regarding the importance of class standards and practices. Meeting the needs of all students was the focus of group conversations. Reviewing desired student outcomes with regards to the specific needs of each department/Home Group was the main goal.

On April 7, 2003, the Accrediting Commission for Schools granted the Pacific Grove Adult School an interim term of accreditation through June 30, 2006. With a change in the assistant principal and chief self-study coordinator's position, the process to finalize our ESLRs began in February of 2005. After a series of "Focus on Learning" trainings, the leadership team came together on several occasions to discuss and interpret the information gained from Home Group discussions. A school-wide consensus regarding the three main categories of Established School-wide Learning Results had taken place. Our ESLRs emerged as:

- \*Students will be self-empowered**
- \*Students will be productive and responsible community members**
- \*Students will be life-long learners**

*Minutes of these meetings*

Once ESLRs had been established, the leadership team reconvened to develop a process where Home Groups could develop subcategories for each ESLR. The objective in developing subcategories was to create accountability in the ESLRs for staff members. Creating a way of measurement, a pathway if you will, to accomplishing Established School-wide Learning Results in the classroom, was deemed most important.

During a six week period, Home Groups met and developed ESLR subcategories that reflected the desired student outcomes. Leadership team members brought their lists together and merged them into one document. Certain members of the team were given the task of grouping like ideas and writing the final draft of ESLR subcategories. The list was distributed to the staff for final comment and editing, cumulating in what is now our current ESLRs.

As an integral part of our Focus Group meeting on October 5, 2005, copies of the finalized version of ESLRs were distributed to all departments. Students and staff members have become more familiar with the Expected School-wide Learning Results. Teachers are utilizing ESLRS and their subcategories as a guiding force for lesson development. In so doing, they have taken on a new meaning and importance. Our ESLRs are now posted in all Pacific Grove Adult School classrooms, written into our brochure, teacher Handbooks, and various communication documents.

Being aware that student input is an important part of improvement, we will continually look for potential changes in future ESLRs. A fresh review of our school's vision statement has begun to take place. It will be exciting to see ESLRs and vision merge seamlessly in the days to come.



*WASC Meetings*



# Chapter 3

## *Progress Report*

On November 13, 2002, the Accrediting Commission for Schools sent an Initial Visitation Team to The Pacific Grove Adult School as a means to starting the WASC accrediting process. The Criteria Reviewed includes:

- **Has the school developed and published a clear statement of purpose, together with plans for a curriculum to carry out these purposes.**

Findings: Providing a program of quality academic, vocational and physical education for adults is the primary goal of Pacific Grove Adult School. In achieving this goal, Adult School has built its curriculum on the philosophy that increasing knowledge allows any subject to be enjoyed, pursued, accepted or defended, to greater degrees. We believe strongly in the right of every adult in the community to gain an education regardless of age, heritage, challenges or background, and to provide lifelong learning.

One of the strengths of Pacific Grove Adult School is our ability to reach out to the less resilient members of the community who have been disenfranchised at some point in their educational experience. We have formed partnerships with many local businesses, literacy programs, community colleges, and social service organizations.

The foci identified by the school are appropriate for a school of this size and type. We have a special niche in Parent Education. Families can find lifetime learning at our school from prenatal to kindergarten readiness. Learning continues through offerings in Health, Fitness, Computers, and an array of other possibilities for the active seniors well in to their 90s.

The school purposes guide decisions and actions as the school moves forward to serve its community of adult learners. The school's purpose has evolved over its seventy plus years of existence and is extremely reflective of the community and its educational needs.

The school is structured in such a way that every department monitors student participation and achievement. The personal touch is key in this environment. This extends from assisting a student in planning their course of study to the department coordinators working with staff in planning learning activities.

- **Does the school have a properly functioning governance structure?**

Findings: A clearly defined flow of authority from the elected Board of Education through the Superintendent to the Principal of the Adult School exists in theory and in practice. There is sufficient evidence of this on record and through the interview hiring process. The district uses a variety of input tools to monitor results in including regular evaluations and reviews.

- **Has a chief administrative officer been employed?**

Findings: The school is a rock of stability within the district. The Adult School administrator is the most senior administrator in the district. This program has served the community for over seventy years. Thirteen years ago the school established its own location and over the last nine years has tripled in size.

- **Does the school have an origination, structure, course offerings, and staffing sufficient to carry out the school's purpose?**

Findings: Pacific Grove Adult School has an effective organizational structure and curriculum in place to serve the needs of its students. Today, in 2006 the school offers classes to over 4,500 students a year in a great variety of state-mandated subjects, special fee-supported offerings, as well as supporting local businesses and institutions with computer training designed to meet their specific needs. We have one of the best, state of the art, computer training facilities. The school is poised to offer opportunities for quality lifelong learning well into the next century.

One example of community participation is our Parent Education program that has grown from 80 families in 1990, to serving over 700 families in 2006.

All certificated staff members hold appropriate credentials for their assignments. They have in place plans to maintain the outstanding quality of staff through training and educational opportunities. An active recruitment policy ensures a pool of qualified candidates for every position.

- **Does the school have an admissions policy compatible with the stated objectives?**

Findings: The school has a well-developed written curriculum that is based on high quality content standards. Class descriptions, parameters and outcomes are recognized in each State approved course outline. Curriculum and teaching methods are student focused and competency based. The school

provides an exemplary level of support to all students.

- **Is instruction offered in all subjects required by law?**

Findings: Pacific Grove Adult School meets the requirements set forth by the California State Department of Education Adult Education Division. All course offerings are approved and monitored by this agency.

- **Has the school developed an adequate financial base to give reasonable assurance of continuing financial stability?**

Findings: The school has been in business for 70 plus years and has had only two principals in the last 30 years. It continues to grow to meet the ever-changing needs of the community. A review of the adult school accounting process reveals a prudent planning for the future and sufficient reserves for the unforeseen, while funding a quality program. Funded by State Appointment Average Daily Attendance with an ADA of 875 the budget is built in a very careful manner to insure a reserve for uncertainties.

- **Are the school's facilities (buildings, laboratories, technology, and other sufficient to support the program in a functional, safe, and healthy setting?**

Findings: The facility is well maintained and highly functional. Appropriate amounts of classroom space are devoted to its various departments. Safety alarms, handicapped accessibly and constant monitoring of plant safety are apparent. The school participates in district wide disaster drills and emergency plan reviews. Staff development training is offered on a regular basis.

Classroom visitation reinforces the caring that is alluded to in the school self report. Both teachers and students agree that there is a feeling of family and support. This attitude is reflected in day, evening, and off campus classes.

Conversations with students support the conclusion that Pacific Grove Adult School is a caring, nurturing, comfortable, and safe place to meet one's individual learning objective.

### **Commendations included:**

- **The staff, for their commitment to improving learning for all students.**
- **The comprehensive course offerings that meet the needs of our diverse student population.**
- **The stability and ability of the administrative staff to plan for the future.**

### **Recommendations included:**

- **That the school continue the WASC process leading to a full infusion of Focus on Learning.**
- **That the school develop an action plan leading to the FOL document.**

In the fall of 2003, school administration and key leaders began discussions regarding the process of implementing full infusion of Focus on Learning at the Pacific Grove Adult School. In 2004, these leaders started on line training through Accreditation-Plus Training Sessions. A transition of the WASC coordinator and school's Assistant Principal took place and the current Assistant Principal, Tim Culbertson, became the coordinator of the Pacific Grove Adult School's WASC accreditation process. In 2004, he began on line training through Accreditation-Plus Training Sessions. In 2005 Principal Maria Nunez Hovick and Assistant Principal Tim Culbertson began attending Focus on Learning workshops for the purpose of guiding the staff through the process as recommended by the WASC visitation team.

The first order of business was to gather the entire staff together and begin the process of clarifying the roles of Home Groups and Focus Groups and their roll in creating Expected School-wide Learning Results. The history of these events is chronicled in Chapter Two "ESLRs". This was followed by a meeting with the school leadership and community representatives as we formed a formal Advisory Council. As a means to insuring community involvement in the WASC process and the self review, business and organizational leaders, along with the City's Mayor held a brainstorming session which addressed current and future needs of the community at large and our students' potential roles in it.

Shortly after the ESLRs were established and published, the school leadership met again with the Advisory Council and discussed the outcome of our research, the student and community profile, and the ESLRs and their meaning. Advisory members were encouraged to take a copy of the newly created ESLRs with them and to share them with others in their organizations. The school's leadership is committed to staying open to improving ESLRs and, as needed, revisiting the stated vision of our school in order to offer the best form of educational opportunities for our students.

The next step in our self review was to create well balanced Focus Groups to study the different aspects of our school. During our second gathering, we invited Mr. Bob Harper to address the desired outcomes of Focus Groups to our staff. Mr. Harper is a seasoned Adult Education administrator and a veteran of many WASC committees as a visiting team member. We hoped that he would be able to bring even a clearer picture of how to analyze the findings of our Focus Groups. We would be prepared to create the Action Plans that would be realistic, measurably and effective.

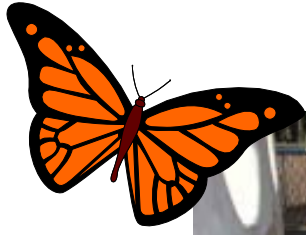
After writers were chosen to represent the different aspects of our school, the document Chapter Four was written. This was the result of a wide variety of input from all members of the staff and their Home Groups. The leadership then took this information and discussed the importance of needed changes and its challenges. With the assistance of the school administration and Bob Harper, the leadership brought forth the three areas of major focus needed to implement Action Plans.



*Older Adult Exercise Class*



*ESLR Meeting*



# Chapter 4

## Category A

### ORGANIZATION

### FOR STUDENT LEARNING

#### A1. School Purpose Criterion

- **Has the school established a clear statement of purpose that reflects the beliefs and philosophy of the institution?**

The original mission statement was developed by teachers, classified staff, administrators and community friends in 1994. During the current process of self-study the mission statement was reviewed by the focus groups while developing the Expected Student Learner Results.

*Current catalog with Mission Statement.*

#### Mission Statement

*Providing a program of quality academic, vocational and physical education for adults is the primary goal of Pacific Grove Adult School. In achieving this goal, Adult Education has built its curriculum on the philosophy that increasing knowledge allows any subject to be enjoyed, pursued, accepted or defended to greater degrees.*

*We believe strongly in the right of every adult in the community to gain an education regardless of age, heritage, challenges or background.*

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- **Is the purpose defined further by adopted school-wide learning results that form the basis of the educational program for every student?**

In the Focus on Learning process both the Home Groups and the Focus Groups identified and endorsed the following “ESLRs” (Expected School-wide Learning Results):

*Evidence*

- Students will be self-empowered.
- Students will be productive and responsible community members.
- Students will be lifelong learners.

*ESLR posters in classrooms.*

The makeup of our school, its culture and history, has allowed us to create separate and strong instructional programs: Parent Education, Computer Education, Healthcare Occupations, Older Adult/ Health and Safety program, English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Adults with Disabilities, Health and Safety, and Community Service (fee- based) programs. These distinct programs have developed curricula, supported professional development, and measured learning and service to our community in often very different ways. That difference has not, however, been perceived as something that has diminished effectiveness. To the contrary, each of these programs has worked to develop learning experiences which meet very specific needs of our adult learners. We have been able to explore additional ways which all our programs can work together more closely to improve what and how our students learn. This involved participation of all key players including administration, community and support staff.

*Staff meetings and agenda.*

The school purpose criterion, with its focus on school mission and ESLRs, has been met historically in the individual departments. The current Focus on Learning process affords us the opportunity to self-evaluate in terms of school wide cohesiveness, as a sum of all our parts. In reviewing and connecting the departments in these new ways, we hope to access the departments' strengths and better identify weaknesses and make improvements in a coordinated and collaborative effort.

*Staff List (preface material)*

## A2. Governance Criterion

- **Does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the expected school-wide learning**

*District organizational chart (preface material)*

*School Board Members (preface material)*

*Historical printed matter.*

Established in 1932, Pacific Grove Adult School is a traditional public adult education program attached to a unified school district. The Principal reports directly to the Superintendent and is a part of the district's Board of Education. The current Principal is the senior administrator in the district in terms of years of service and has more connection with the district administration and Board than many adult school administrators, given the size of the district and her own personal history. The Board of Education sets policies for adult education that are in alignment with the school's purpose. There is still a need to increase the school's profile and status, especially

throughout the district.

*Evidence*

The adult education program is highly respected within the community and the district staff. The mission statement of the district correlates well with the needs and objectives of the adult students in the adult school.

- **Does the governing authority delegate implementation of these policies to the professional staff?**

The Principal and the Assistant Principal divide responsibilities for supervising the various departments in a governance model that resembles most adult schools of its size. The Principal supervises the day program, the unusually large parent education classes, and the vocational program. The Assistant Principal oversees the evening programs, the ESL (English as a Second Language), ASE (Adult Secondary Education) and GED (General Educational Development) programs, and programs funded by 231 Federal grant money.

*Staff organizational chart.  
(preface material)*

- **Does the governing authority monitor results?**

The governing board monitors results through input from the various departments and key personnel. The large Parent Education program, “Parents Place”, has a coordinator, as do the Older Adult program, Adults with Disabilities, Nursing Assistant, High School Diploma, and the Computer programs. These coordinators, along with selected classified staff meet on a regular basis as a Leadership Team. Program needs, staffing, the facility, professional development plans, the school’s fiscal condition are among the issues discussed at the regular meetings.

*Department Meeting Notes*

*Survey*

The governing board is very supportive of the adult school’s programs, and participates in site activities, awards ceremonies and public recognitions.

The Focus on Learning process has challenged our school to think of itself as one school in ways that are new to us. As WASC Focus Groups met and examined the criteria of the four sections of chapter four, the members experienced a better opportunity to examine what they had in common and what potential there was for using each other’s strengths for school-wide improvement.

*Focus Group meetings minutes*

The groups addressed the first three categories of criteria in the present chapter from the more specific perspective of these departments: Parent Education, Career and Technical Education (Nursing), Older Adult and Students with Disabilities, the ESL/ABE/High School Diploma programs, Health and Safety, and Fee-based classes.

Each department has submitted the following reports of self-study. The mission statements and governance criteria on a department-by-department basis give some evidence of an alignment with the ESLRs as described above.

## Evidence

Parent Education brochures information.



Enrollment/graduation data of CNA/HHA program.  
98-100 % of graduates pass the California certification exam.



**Parent Education.** With its three programs (Parents' Place, Co-op Preschool, and Preschool Plus), has a clear and powerful mission statement:

1. To provide parents with information needed to nurture their children in a positive, healthy and loving environment.
2. To offer an atmosphere of support and comfort which encourages the building of a community of parent to parent relationships
3. To honor and respect family in all its forms
4. To promote a sound educational curriculum that increases parents' confidence and allows for diversity in learning modes.

This mission statement expresses a direct correlation to the ESLRs. All decisions concerning every department are made by staff members; this creates a sense of unity and a comprehensive understanding of inter-departmental transitions, and promotes communication, empowerment, and successful achievement of purpose. The excellent level of support for student personal and academic growth also reflects a direct link to the achievement of the ESLRs.

The Parent Education Program at the Pacific Grove Adult Education Center has a very concise approach to the organization for student learning. The only area of weakness is physical space. With a two year waiting list for the preschool, the need to operate more classes is clearly evident.

## Career and Technical Education (Nursing)

The goal, or mission, of this program is to provide students the skills to enter the workforce in the areas of CNA (Certified Nurses Assistant) and Home Health Aide; it also offers Continuing Education Units programs. Instruction is given by highly qualified full-time staff who possess credentials and nursing licenses. Support is ongoing, and includes several areas such as instructional assistance through computer programs and remedial education through academic or ESL (English as a Second Language) instruction; this helps the student qualify for the course instruction and increases the opportunity to pass the state examination and the CEP (Competency Evaluation Program)

which is given in English only. This reflects the ESLRs by recognizing the needs of a diverse community and providing the means for success. Other support, both personal and academic, include the introduction to community employers and guest speakers from within the workforce of Hospice Care, Community Hospital of Monterey, Physical Therapy, HHA (Home Health Aide), and graduates. Referrals are common, and community partners express an ongoing interest in placing the graduates of this program, thereby creating a direct link to the community and meeting its needs. Student progress is reported at staff meetings and included in semester brochures.. Adherence to federal regulations is evident through regular on-site visits from the State Department of Health Services, who also reviews documents, policies and procedures for

approval. The adherence to state requirements validates the program and all its graduates. It should be noted here that 98% of the students pass the national CEP exam. The nursing program focuses on patient care and is based on six principles (as identified by the American Red Cross CEP Program): Infection Control, Safety, Communication, Privacy, Dignity, and Independence (promotion of). This department incorporates these principals through interaction, instruction, and support of the students. There is, however, a need to create a greater interaction with other departments through improved communication.

**The Older Adult Program's** mission is to provide a program of quality academic and physical education to all older adults in the community, regardless of age, heritage, or background. The Older Adult program values the life experiences of these persons as life long learners and recognizes the wide range of their mental and physical abilities. This program is an integral component of the Pacific Grove Adult School's mission of providing meaningful and appropriate educational experiences throughout the lifetime of the adult learner.

The needs of the students are met by offering classes on site and at various off site locations. The Older Adult program has had a long-standing connection with the Pacific Grove community, and has developed strong liaisons with community partners. Its goals are to create and expand independent living skills that will help students function better within their families and in the community. Ongoing interaction with various community centers and activities gives students a high profile while increasing self-confidence and knowledge.



Older Adult teachers are members of professional organizations; this keeps them abreast of changes and innovations in their fields. The Older Adult Coordinator meets monthly with local activity directors, site directors and department coordinators regarding accessing and identifying the needs of the students. Many are themselves respected and well known in the community, which increases the interest of prospective students. Guest speakers are frequent and address issues of community concerns and, including resources and opportunities. Results of the 2004-2005 Survey indicated that the needs of the students were met 95% of the time, and 90% of the students said that the teachers were easily accessible for evaluation.

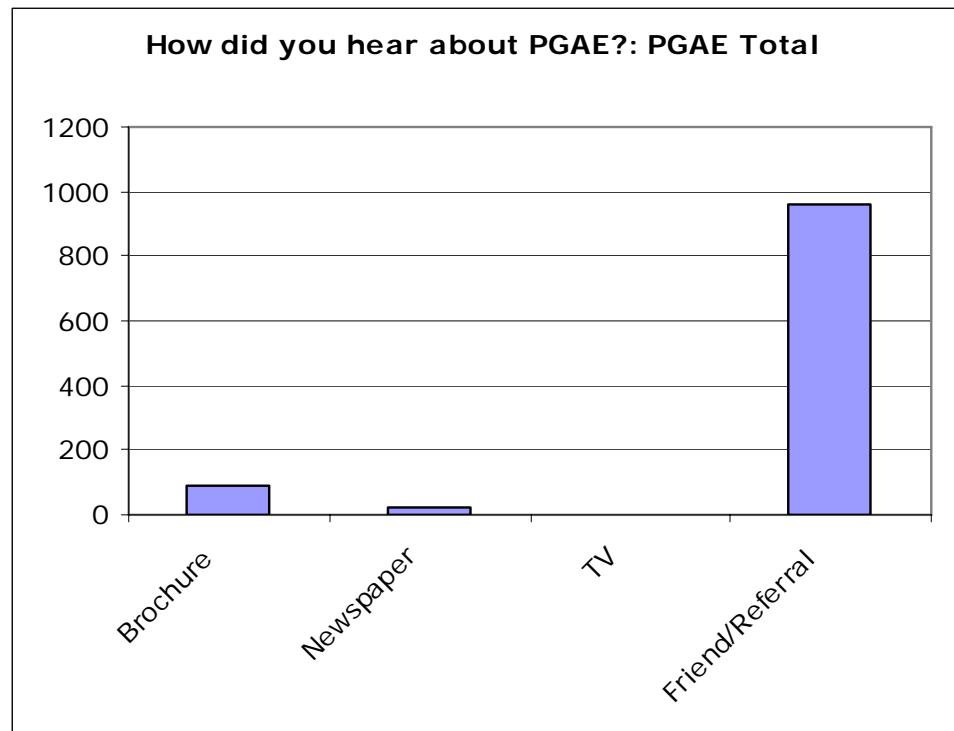
*Enrollment data of Older Adult Programs*

**Adults with Disabilities** is a program whose staff is aware of the beliefs and philosophy of the Adult school through regular meetings and ongoing correspondence. The department head has attended leadership groups and smaller groups of diverse staff, and among separate departments. ESLRs were then developed and refined.

Due to the nature of the learners in this program, new and innovative ideas are often needed, and when suggested, they are often applied with strong support from the administration. The disabled classes sometimes combine with other classes (such as Parents' Place) and teachers from both programs enjoy open and supportive exchange of information, observation, and suggestions.

The classes are listed in the school brochure, which is publicized through community mailings and on the web site. However, "word of mouth" has been the most successful method of advertising for this department. Since this is the only program of its kind in the community, a wide spectrum of adult students with numerous disabilities is serviced. This ensures consistency to the stakeholders, and provides a safe and supportive environment. Annual IPPs (Individual Program Plans) are held in which parents, social workers and other interested parties are informed of student progress and achievement of goals and objectives. These objectives are regularly assessed and refined as needed.

Testimonial letters



Student Survey 2005

The **ESL (English as a Second Language) department** has a very clear set of goals set forth by the Model Standards provided by the State Department of Education. These include assisting the students in acquiring and applying skills from the classroom into their everyday lives. Our objectives can be summarized as follows:

1. Students will learn to work independently and together in a supportive atmosphere
2. Students will learn to participate responsibly in our unique and ever-changing community;
3. Self-esteem and confidence will be enhanced through language acquisition and cultural understanding.

Assessment and evaluation at regular intervals through CASAS testing and curriculum-embedded assessment, assist teachers in placing learners in the appropriate levels. There is a need, however, to reevaluate the program from within at regular intervals to see what is and what is not working.



The **ABE/ GED/TPP/HSD/(Adult Basic Education/General Educational Development/Test Preparation Program/High School Diploma)** program's purpose is in direct correlation with the ESL department's objectives , adding the goal of preparing the learner to enter either an academic, military or workplace environment with the skills and confidence necessary to compete and succeed.

*Ongoing development of Distance Learning*

**Health and Safety and Fee-based** instruction include a variety of courses ranging from Foreign Language classes to Recreational Swimming and Computer classes (the most popular). All are listed in the brochure and serve a wide with a variety of purposes, focusing mostly on personal development and specific skill development.

To conclude, it is our goal to improve as individual departments and as a unit. We strive to create a more authentic and effective plan through the WASC process of collaboration and discussion. We also hope to increase the level of understanding as to what it takes to achieve these goals.

## A3 School Leadership Criterion

Organizational chart  
(preface material)

- Does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the ESLR's?

The school leadership team is responsible for facilitating the efficient operation of the institution and the accomplishment of the mission. Therefore, insight, experience, and the ability to manage all staff and faculty are important qualities. The administrators must have a clear vision as to the ESLRs, must create an atmosphere of positive reinforcement, and, above all, must have all checks and balances functioning at the highest level possible. The leadership finds itself constantly challenged (physical, instructional, fiscal, and operational needs and limitations). It is imperative that the administration answer questions, assist in making instruction successful, and provide a safe and supportive environment.

The years of experience and regard within the school, the district and the community give the Principal unique resources to fulfill these needs. The managerial abilities of the Vice-principal, new to the school in the past two years, are extremely helpful in dealing with staff and student mediation. These qualities combine to present the "best of both worlds". With operation hours of 8 AM to 10PM duties and accessibility to all staff by both administrators, however, are a constant challenge.

- **Does the school leadership empower the staff and encourage commitment, participation and shared accountability for student learning?**

Staff Meeting Minutes

Leadership has demonstrated acceptance of a variety of staff characteristics and histories, and with flexibility and understanding, has created a "family" bond. The sense of familiarity and loyalty among the staff is reflective of both the leadership style in the school and the nature of the community. The length of employment of many of the staff also reflects job satisfaction. There is an open exchange of ideas in the form of an "open door" policy. They are also in tune with students' needs through direct conversations, surveys and teacher input. Teachers are also given autonomy, which creates an environment of freedom; however, sometimes this can also lead to the feelings of isolation, which teachers may express directly or indirectly.

Because the responsibility of information and accountability falls on leadership, procedures are followed in accordance to the district guidelines. Communication of policies is given in several forms. There is a yearly all-staff meeting, where handbooks, updated yearly, are handed out and reviewed. District Board policies are available in the main office. There is constant support through materials, textbooks, and most equipment requests. The flow from request to final acquisition is consistent. Staff development workshops, conferences, and in-services are encouraged and supported, as are pride days, birthday recognition, and group gatherings. These collaborative activities

also ensure a positive bond between leadership and staff.

Internal communication is effective, although some staff members have requested more input and clarification of budget management. The current process of self-study has suggested to many that the scope and amount of communication from leadership to staff, and among staff, can be expanded. A more comprehensive communication plan is recommended.

### A4 Staff Criterion

- **Are the school leadership and staff qualified for their assigned responsibilities?**

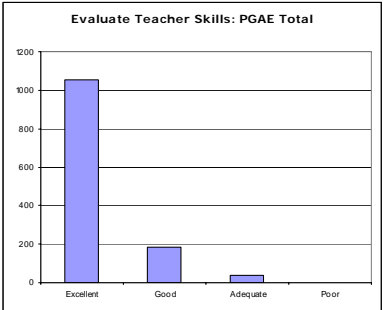
All instructors meet the statewide credential requirements. A copy of current credential information is kept in the front office. All credentials/licenses/certificates are current, and staff members are personally responsible for keeping their paperwork up-to-date. Assistance is available from the school secretary as to procedures and information, including online services. The Principal holds a Standard Elementary credential, Educational Administrative credential and a M.A. in Educational Administration, and was awarded the 1999 Administrator of the Year for Region 10 ACSA. The Assistant Principal holds a Single Subject Music credential, M.A. in Music Composition, M.A. in Educational Administration. He has served as the Monterey Peninsula area ACSA President.

*Staffing list  
(preface material)*

- **Does the school leadership and staff engage in ongoing professional development that promotes student learning?**

Professional growth activities of staff include college classes, the state Cal Pro training, workshops, conferences, guest speakers, and on line opportunities through OTAN and other providers.

Professional development information for most departments is shared either through announcements made available on site in the teachers lounge (brochures), or through departmental or individualized announcements posted in the teachers' mailboxes. Conferences, workshops, and college courses are offered on a regular basis (through the district or on-line, as well as on-site development classes, or at local universities). Many staff members belong to professional organizations that span far beyond the scope of their individual assignments. A community networking system is in place on a department-by-department basis. There is a need to share the information inter-departmentally gleaned by individual departments. It has been suggested that a networking system be set up for access by all staff members. A mentoring system could be investigated. The school provides funding for conferences and workshops when needed, and substitutes are provided to ensure the flow of instruction. Specific training and specialization within the departments are



*Teacher Evaluations  
Student Survey 2005*

*Examples of Staff Development*

reflected in the placement of teachers in the best-suited classes for their expertise and qualifications.

Student surveys reflect satisfaction with the quality and dedication of the staff both certificated and classified.

## A5 School Environment Criterion

- **Does the school have a safe, healthy, nurturing environment that reflects the school purpose? Is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?**

Since safety is a primary concern to the school environment, the Focus groups addressed this issue openly and honestly. All departments expressed the need for improvement and repairs of the physical space. Some departments have indeed raised funds independently (Parent Education has raised money from fundraisers which go directly into areas such as program enrichment, playground equipment, new carpeting, a new roof, and an organic garden). But there are still specific concerns regarding the safety of the parking lot (funding for this project has recently been approved); evening classes have expressed the need for better lighting, and the school also needs physical space enough for the existing programs to expand.

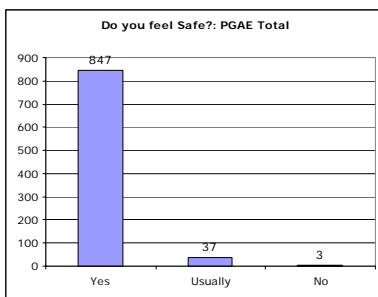
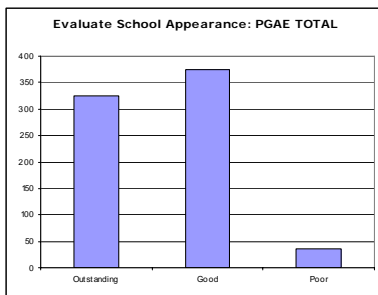
First Aid kits in every room, school evacuation plans and regular fire drills help increase the level of safety and awareness. However, due to the high level of turnover (especially in the ESL department which occupies a large portion of plant space), continuing and frequent lessons, and practical application of safety measures are needed to be applied in classes. This also holds true for the Parent Education department, especially with the large presence of children.

Most programs agree that there exists a nurturing environment both on and off campus.

Instructors share current information about outside programs that assist in counseling, CPR, Disaster preparedness, and other safety issues. There was a highly qualified speaker invited to the most recent “Back to School” staff meeting who gave a comprehensive presentation on diabetes awareness and application to student safety.

A student survey was conducted in 2004-2005 to assess the student population in terms of demographics, satisfaction, and concerns. Most students are assisted on an individual basis with personal problems, and referrals to agencies are made on an ongoing basis. Although there is not a counselor on staff, administrators and instructors are sensitive to their students’ needs and play an active role helping them to deal with these issues as is appropriate. Conversations during the self-study process gave evidence that

Student Survey 2005



there is some agreement that a school-wide centralized resource component would prove beneficial to students and staff alike.

Many instructors attend activities and events to support their students; for example, the graduation of a student's child, workplace ceremonies, sports competitions, library activities or, personal family occasions, such as weddings, and funerals.

There is a distinct correlation between teachers and their students that creates a strong familial bond. For example, the instructor of an Older Adult exercise program is herself, a senior adult; and the parent education department ensures a close fit between instructors and the specific content of their class with all teachers either being parents or grandparents themselves. Many ESL instructors are multilingual and all have lived outside the U.S., thus promoting a comfort level in the new student. Our ESL department continues to be the exemplary training facility for local colleges and the Monterey Institute of International Studies. Computer instructors have worked in the private sector, have their own business or have taught at other community locations. The professional training, education and life experiences help to validate the community's trust and respect for the outstanding quality instruction.

## A6 Reporting Student Progress Criterion

- **Does the school leadership and staff regularly assess student progress, toward accomplishing the schools ESLRs? Is this reported to the rest of the school community?**

In order to assess student progress, it is essential to first evaluate and define the needs and goals of an entering student. This is done school-wide on a program by program basis. For example, in the Parent Education program, registration materials are sent and filled out, an interview is conducted and classes are specifically chosen according to age and development. Bimonthly meetings are held, in open forum session, where parents can express their views. A "feedback form" is mailed to every parent.

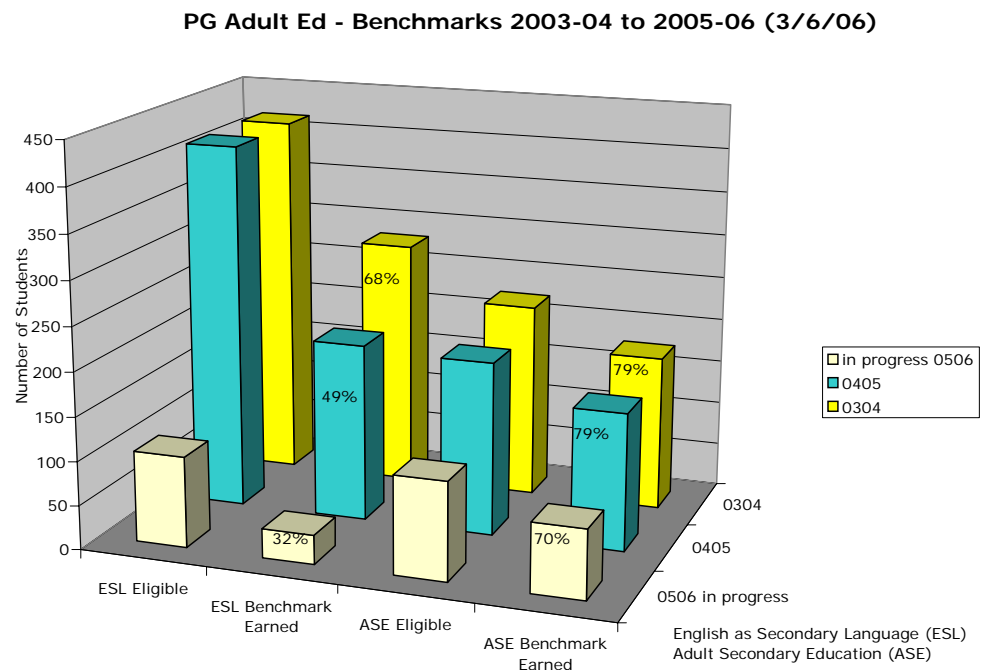


In the HSD/ABE/GED program, an initial interview with the principal takes place where the student is then evaluated and placed in the program which best suits him/her. In some cases, as in Military recruitment, a relationship is established between the teacher(s) and the recruiter. The student’s work is checked regularly, and tested according to the state requirements. Every year in June, there is an awards ceremony, which is highly publicized and well attended. Members of the Board are also in attendance.

Model standards dictate the content of academic and ESL classes. Entrance evaluations, locator test and interviews help in the assessment of each student and the placement is decided upon with the student’s input concerning needs and goals. CASAS/TOPS/PRO (Comprehensive Adult Student Assessment System/ Tracking of Student Progress) are conducted at regular intervals – approximately 100 hours of instruction - on an ongoing basis until completion of each level or upon leaving. Oral assessment takes place on a daily basis. Instructors also attend conferences such as TESOL, CATESOL and OPI. Staff meetings, although sometimes irregular, help the department to better understand the process of fulfilling the state’s requirements. Regular, comprehensive reporting is then done by a qualified staff member. Administrators have also attended workshops to facilitate the process and assist the teachers when necessary.

An awards ceremony marks the end of the school year, and certificates are presented to a large and enthusiastic crowd. Examples of student work are displayed on a continual basis on school bulletin boards, district office bulletin boards, and class websites. Newspaper articles often feature unique class activities, such as regular visits to a senior residence to involve both groups in conversation and discussions; Adult School student progress is

Examples of Tops/Pro CASAS



PGAE, CASAS TopsPro Payment Points Report

also reflected. Dozens of students volunteered at the famed Monterey Jazz Festival, and several have trained as guides at the Monterey Bay Aquarium, thus increasing their profile in the community as well as building confidence and a sense of belonging.

The Healthcare Occupational program participates in all staff and leadership meetings, with summaries available for all staff. A periodic review process is also in the planning stages. There is an organizational chart in place, and job descriptions are defined. Monitoring is documented in student files, and examination results are recorded and sent to administrators. A manual of policies/procedures and DHS (Dept. of Health and Safety) requirements, along with forms, are available through the office. Entrance into the CNA (Certified Nurses Assistant) program is based on a minimum score of 76% on the TABE ((Test of Adult Basic Education) test, which clearly defines the student’s abilities to read and write.

*Copies of Certificates, Diplomas, Awards*

*Student work samples*

*Student list of current CNA passing*

If needed, remedial classes either in the ESL or ABE programs are available once the class has started, weekly exams take place, along with midterms and finals, as well as daily performance objectives in the clinical portion. Written progress reports are also discussed and signed by the department head if/when the expected learning results are not being met or are in danger of not being met. Due to these structured policies and procedures, the administration is able to make decisions that will help facilitate in attaining these ESLRs. The state licensing examination is the culmination of the CNA program, and job placement is almost assured.

*State approved course outline binder*

*Older Adult testimonials*

*Progress charts*

Career and Technical Education, which includes computer classes, are both ADA generating as well as fee-based. Student goals are documented at the beginning of each course. There are direct instruction classes, which focus on professional development (job readiness/preparedness and entry level training), the results of which are evidenced in job placement. A dialogue with employers and sharing information about employment possibilities is carried on, both through teachers as well as student-to-student. The Adult School has gone to work sites directly and offered courses specific to industry needs. These fee-based courses are designed to offer specific software companies that need it and topic-based instruction for company/individual needs. This has increased the school’s profile in the corporate community and achieves the result of providing a direct link community-wide. Individual and personal growth is also addressed through self-paced and open labs. Many of these students have prospered in business and creative projects. Local newspapers often run stories of these success stories. Some ESL classes also incorporate the use of computers in their instruction, often resulting in not only increased language skills, but also the development of job skills leading to employment. Due to the wide variety of classes within the program, it is more easily assessed on an individual basis; there are also regular staff meetings.

*Examples of English screening exam (TABE)*

*Course outlines and first-day student materials*

Older Adults and Adults with Disabilities' progress is measured specifically and individually in the ability of each student to achieve his/her personal goals. These classes take place community-wide in residences and senior centers, hospitals, and on-site. The term life-long learner applies directly to these students and they are visible and active members of the community. In the case of an older adult, success might be measured in terms of his or her physical stamina, or increased memory. As for a disabled adult, the ability to follow a bus schedule, or to interact successfully in a social environment builds self-esteem and confidence, and increases problem-solving skills. Adherence to model standards and collaborative dialogue with community partners is evident throughout these programs.

## A7 School Improvement Process Criterion

- **Does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality of learning for student?**

The Pacific Grove Adult School faces several challenges concerning the issues of improvement. As evidenced by frequent requests from potential students, there is a clear need for onsite child-care for much of the student population; implementing this kind of a program would help make our program more competitive with other schools in the area. Parking lot safety has been a concern and is currently in the planning stages of improvement. Frequent concerns and requests for improvements have pushed repair and improvements into motion, and in general, staff would appreciate better and faster communication concerning the actions being taken. The minutes of school board meetings are available, but the exact steps/procedures and the communication with administration (such as physical repairs) needs improvement.

There is evidence of community support of school leadership as seen in the frequent guest speakers from community organizations and services (industrial, recreational, governmental, and healthcare representatives). Many of these individuals also take classes at the school. There is a biweekly local newspaper with a column written by the principal who describes classes and ongoing plans of action that are occurring on a school-wide basis.

- **Does the leadership effectively guide the work of the school? To what extent does the leadership have community support and involvement?**

Pacific Grove Adult School has a high level of collaboration with various community agencies and recourses. Students learn to utilize community resources successfully through our cooperative arrangements with The Department of Employment, contract Literacy, Monterey Peninsula College, Alliance on Aging, Public Libraries, La Leche League, Community Hospital

of Monterey Peninsula, One-stop Career Centers, Family Service Agencies, and The Department of Social Services.

*Evidence*

Onsite Spanish for employees is enthusiastically received at the Monterey Bay Aquarium, as is English as a Second Language at Pebble Beach Corporation and Asilomar Conference Center.

The members of the Advisory Council represent a wide variety of groups including: Pacific Grove City Council, Pacific Grove Police Department, Monterey Community Hospital, Monterey Bay Aquarium, Senior Center, Local service organizations, staff and students.

*Advisory Council List  
(preface material)*

Communication between staff and office personnel is open and friendly, and although it is in the handbook and communicated at the yearly “Back to School” meeting, steps for obtaining specific goals can be improved. If asked, the office staff willingly and courteously explains policies and procedures, but sometimes the timing of a response or a specific detail may remain unclear in some teachers’ perceptions. There is always a secretary at school-wide meetings, and follow-up reports are available. A handbook is given to each teacher each year with guidelines for school policies, calendars, and samples of attendance reports, with detailed and examples. Continual reminders are put in teacher mailboxes as to deadlines for reports due. This communication is ongoing and the attendance clerk/registrar is well informed and always available to answer questions. She is available for staff/department meetings. The Principal and Vice Principal attend department meetings, offer feedback, and participate in implementing action plans as needed. Given the amount of conversation in the self-study process about internal communication, this is an area which bears greater scrutiny and work.

*Staff meeting minutes*

## *Organization for Student Learning*

### **Strengths**

1. A unique history of respect and support by the district and our community, including providing a faculty and campus dedicated specifically to adult education.
2. Well-established programs that have developed highly respected distinct identities and organized itself to meet the specific needs of its community.
3. Programs that serve adults to accomplish more than one goal or field of study
4. Support for instructor professional development, and culture of personal efficacy.

## Critical Areas for Growth

1. Explore how increased awareness and collaboration among different departments and better shared resources may increase all departments' capacities to serve the community
2. Increased space for instructional needs, especially for the preschool. In addition, consideration for Child Care options.
3. Improvements in the Adult Education Center on-site grounds, parking lot
4. Construct a formal plan for ongoing school-wide improvement of communication.

Staff Handbook

## Category B. Curriculum and Instruction

### B1. What Students Learn:

- **Does the School provide a challenging, coherent and relevant curriculum for each student that fulfills the schools purpose and results in student achieving of ESLR's through successful completion of any course of study?**

Posted ESLR's

### B2. How Students Learn:

- **Does the professional staff use research – based knowledge about teaching for learning?**
- **Does the professional staff design and implement a variety of learning expertise that actively engage students at a high level of learning consistent with the schools purpose and ESLR's?**

Course outline binder

### B3 How Assessment is Used:

- **Is the teacher/student assessment frequent and integrated into the teaching/learning process?**
- **Are the assessment results the basis for measurement of each student's progress toward ESLRS?**
- **Are the assent results basis for regular evaluation and improvement of curricular instruction?**
- **Are the assessment results the basis for allocation of resources?**

The Pacific Grove Adult School is held in high esteem throughout the Monterey Peninsula. Students who have completed courses such as Parent Education, High School Diploma, CNA, and computer skills go out into the community and personify the high quality of education provided here. The scope of subjects, the range of ages, and the degree of success are only a few

of the distinct characteristics of this unique institution.

*Evidence*

Each department head is trusted with the job to assure that Pacific Grove Adult Education provides a coherent, relevant curriculum for each student; that it fulfills this purpose which results in student achievement of expected learning results through the successful completion of any course offered. Instruction is delivered in a variety of modes for all learning styles: whole group, small group, individualized and independently studied. Many classes provide constructivist experiences, project-based activities which are meant to be meaningful to the students needs and to develop critical thinking skills. As an example of adult education philosophy and practice, if our students do not master a skill or learning experience the first time they are encouraged and welcome to try again.

Instructors have created and adhere to course outlines in order to be accountable for student learning. In the beginning stages of WASC preparation meetings, it was unclear as to how all student success could be measured. Upon further information and fact-finding, however, it has become clearer and more easily defined. The initial creation of ESLRs helped in this process, and the work was begun.

*Approved course outlines*

As defined by the state of California (Model Standards) and by our own criteria (Course Outlines), curriculum and instruction are in strict adherence to legal and professional specifications. The following descriptions of courses and curricula represent how each program follows these guidelines. What students learn (curricula) and how they learn

(methods of instruction) are combined in each program description. Assessment guidelines and procedures also vary from department to department, and are stated in each program description.

## **Parent Education**

The parent education branch of the Pacific Grove Adult Education Center offers three award winning programs. Parents' Place is a program specifically designed for parents and their children from prenatal through the age of three. The Co-op Preschool program encompasses parents and children age three through Kindergarten entry. This program is the only one of the parent education programs that is located off site. It is situated next to a local elementary school, where many students will go on to Kindergarten. Finally, The Preschool Plus is a kindergarten readiness program designed for four-year-olds and their parents. This approach leads to increased confidence and independence for everyone, parents and children alike.

*Agendas, Newsletter from Parent Education*

The teaching staff of the Parent Education program makes very conscious decisions about every aspect of the programs. Each decision takes into account the main focus of each program within the department. For example, in the

*Evidence*

*Golden Bell Award*

Parents' Place program (a Golden Bell recipient), focusing on the prenatal time period until the age of three, there might be a different decision making process than what is required when considering the population of the preschool program. Although both branches of the Parent Education department are under the same umbrella, the specific ages and stages of the attending children are prioritized. While handling the transition into parenthood and meeting the demands of a small infant are the focus of the Parents' Place program; kindergarten readiness of the child is the more appropriate focus of the Preschool and Preschool Plus branch of the program.

*Enrollment status/waiting lists*

All of the programs in the parent education sector have a strong sense of ownership and involvement of those who attend. There are no "drop off" programs, but total parent participation.. Beginning with the Parents' Place program, parents enter an environment that prioritizes family on all levels.



As the child grows and matures, the family moves through the program while still maintaining this focus. Every staff member, across the board, is a parent and has "walked the walk." It is by this modeling and involvement that parents learn how to find the right balance for their family.

Every staff member of the parent education program is a credentialed adult educator. This requirement for the staff ensures that the program operates on the highest level possible. The students also have the opportunity to hear nationally renowned guest speakers and receive the latest and most cutting edge resource material available. In the Parents' Place program, a newsletter is created and distributed four times a year. Each program also offers a lending library of material, as well as individual referrals, if necessary, by the staff. This ability to bring information into the lives of the attending families directly relates to the stated ESLRs. The parent education program creates a structure for families that maximizes their ability to achieve these learning results.

*Preschool parent meeting Agendas/  
Handouts*

Each individual program under the umbrella of parent education has created a method to handle the enormous growth of the department. For example, in the Parents' Place program, a non profit branch was established. "Friends of Parents' Place" was created and a 501c3 status from the government was acquired. This organization has been able to raise funds that go directly into the classroom. Taking on a window replacement project years ago, this small group of dedicated parents and staff members has managed to raise enough funds to replace two of the five banks of classroom windows. With the cost of \$3,500 per bank, this project was a large undertaking. It is exciting to report that two additional classrooms have been scheduled for replacement, leaving only one classroom to complete.

*Photographs/Yearbooks*

Another achievement of Friends of Parents' Place has been the creation of a garden and meadow area. A new gazebo was built and in fact, the very

first Harvest Festival occurred on October 31, 2005 with over 200 families participating.

*Evidence*

In the “Preschool Program”, two major fundraisers are put on each year. The funds that are raised from these events go directly into program enrichment. From playground equipment, new carpeting and a new roof, to the creation of a children’s organic garden, these accomplishments are a direct result of the fund raising efforts of the student population.

The curricula of all three parent education programs offered at the Pacific Grove Adult Education Center have a two fold purpose. On one level the focus is on the developing child, while on another level, the focus is on the developing parent.

Beginning with the Parents’ Place program, the curriculum materials are roughly divided into three-month increments. Since the magnitude of development during the first year of life is so comprehensive, it is very important to break it down into the smallest time frame possible. Topics ranging from eating, sleeping, crying (both child and parent!), safety, self care and more are immediately addressed.

*Timelines from Parents’ Place*

The Preschool and Preschool Plus programs have curricula that are generally theme based and change weekly. The materials offered to the children are presented through art, music, literature, science, movement and exploration. A huge emphasis of the material is based on conflict resolution skills, both between children and between the parent and child as well. In the bimonthly parent education meetings, specific information is presented about the appropriate expectations of children of this age and stage. Guidelines as to how to handle certain behaviors are addressed so that when the parents are working with the children directly, the limit setting approaches are consistent.

Connections between parents and children are prioritized in each of the three programs. Networking and bonding of the student body is encouraged and facilitated by the staff.

The curriculum material of all three of the programs is gathered from many sources. Cutting edge research, the latest statistics, as well as the most current topics of interest are analyzed and synthesized into a readable and concise format.

*Syllabi of classes*

All learning styles are honored in the curricula. All different types of classes are offered in the Parents’ Place program in order to maximize the learning opportunities for both parents and children. Weekly two hour classes are referred to as core classes while theme based, “drop in” classes are referred to as specialty classes (i.e. art, science, and gardening). There is even the opportunity for parents to attend “Adults Only” classes so if they are better able to process information without the distraction of supervising their child, this is an available option to them.

*Student evaluations*

Measuring student learning is a unique challenge for the staff of the

*Evidence*

Parent education programs. The material is not black and white as in other subject areas, but is more subjective and philosophical in nature. The material is also very personal and emotionally based. When it comes to parents and their feelings about their child and their child's development, sensitivity and compassion are the key words.

Assessments are handled slightly differently in the three programs. At the Co-op Preschool and the Preschool Plus, meetings with the parents at the beginning of the school year are used. This way individual learning goals can be outlined to ensure that each child is set up for success within the program. A speech assessment is done at the beginning of each school year for all the children in the programs.

At Parents' Place, parents are offered an "Ages & Stages" questionnaire to specifically address their child's development. This short but comprehensive form "measures" a child's development in six different areas. This information is crucial, as early intervention, if needed, is critical.

Collaborating with the Monterey County Office of Education, parents can be referred to their infant development program if necessary. At the preschool level, any child flagged through the speech assessment process can be referred as well. Five year olds with speech issues are seen by home district specialists.

*State approval certificate to offer sanctioned class*

All three programs offer a way for parents to offer direct feedback. In the Parents' Place program, a "feedback form" is mailed out directly with the registration materials. This allows a parent a way to confidentially express his or her opinion about their classroom experience. In the preschool programs, a questionnaire is given to each family at the end of the school year. These forms are reviewed by the staff to determine if any changes to the existing curricula need to be addressed.

In conclusion, the curricula of the Parent Education program offered through the Pacific Grove Adult Center are program specific, and created and carried out by a highly qualified staff. Each of these programs creates an environment and an opportunity for every student to achieve the Expected School Wide Learning Results.



The Nursing Program services approximately 150 students per year. Of those students who took the CEP (Competency Evaluation Program) for certification, 98% passed the exam. That is 6% higher than the national average and is one of the highest in the state.

Of those who applied for employment in this specific field, 100% were offered a job.

At least 25% have plans to gain a higher degree in the medical field, as records indicate in the TOPS forms.

The Nursing Program has structured its curricula according to the general Department of Education requirements and Department of Health Services (DHS) on the federal and state levels. These standards are followed by instructors, with additional relevant information provided as needed. The curriculum must also meet current OSHA, OBRA (Nursing Home Reform Act of 1987) and Title XX Medicare standards. All of the above are evidenced by certification applications and registration screening protocol, syllabi, lesson plans, and student files.

Objectives, goals, and measurement parameters are shared with each student. There is a rigid structure for expected performance competencies, as seen in a performance checklist for each expected skill. This checklist must be kept on file at the Pacific Grove Adult Education site for four years for each student, including those who drop out of the programs. (Federal Title XX)

The principal and department head meet at least once annually for curricular and policy and procedural review which is documented and kept on file with signatures of both parties. The department head meets with staff during an on site visit every 30 hours of teaching where instructor and student performance is observed and curricular standards are assessed. The findings are then shared. The department head also makes visits as needed if a problem arises. The principal is accessible at anytime, and the staff is accountable for reporting any incidences appropriately. The department head is available and reachable for any urgent issues at any time.

In addition to school-wide policies and procedures, the nursing programs have written policies and procedures in place to meet state and federal standards. These were put in place by the principal and department head and are reviewed as stated above.

The CEP exam is given in English only, and the nursing courses are taught in English only. To ensure student success, prospective CNA students must pass an English competency exam given free of charge. The English competency exam is given at the same level (5-6<sup>th</sup> grade) as the course materials and the national CEP exam. This enables our students to successfully meet the ESLRs.



*Samples of student work*

*Evidence*

Mandated attendance hours must also be fulfilled in order to be eligible to take the CEP. The yearly schedule is given to the principal and classes are arranged accordingly, then published in the school brochure and distributed community-wide. Classes are added as required to meet community needs. Enrollment lists are kept in office files.

CEU (Continuing Education Units) classes are also offered as an important component of the nursing program for certification renewal requirements.

Teacher's possess clear full-time credentials in their area of expertise, in addition to teaching requirements mandated by DHS. The department subscribes to original and all updates of Title XX state and federal regulations and the department head meets with CNA teachers as needed to provide consistency of material and methods.

*Course outlines*

**The Healthcare occupations department is characterized by the following:**

- Lesson plans are in place and updated at least annually
- Students are evaluated based on written and skills performance (ongoing)
- Theoretical and clinical components of the courses are taught concurrently
- Certain skills must be mastered before progressing on to the next
- Demonstration and evaluation must include appropriate application of
- Knowledge and skill in performance in clinical arena.

*Interviews with collaborative site directors*

Students must be actively engaged in learning for the duration of the course. Above and beyond the minimum requirements they are required to complete two portfolios that enhance learning (vital signs, medical terminology).

School-wide, course, and individual expected student goals and behaviors are appropriately clarified for the understanding of each student on an ongoing basis.

A complete syllabus is given to each student on the first day of class. A variety of learning styles are addressed in each class using oral, auditory,

hands-on, demo and return demo. Students borrow equipment, for example, a blood pressure cuff and stethoscope; videos and other materials are available for practice outside the classroom setting.

The most tangible proof is the high percentage of students who pass the CEP exam (98%) Entry into higher education programs such as nursing, and returning for CEU classes to comply with recertification requirements are also evidence of continued growth. Upon completion of a class, students fill out course and instructor evaluations, which are shared with the department head.

## **Older Adults Program Curriculum and Instruction**

Our older adult program serves those 55 and older. Classes are held six days a week either at the local retirement homes (though open to all adults), convalescent hospitals, senior centers, or our main campus. Accessibility and scheduling are priorities in serving the needs of this larger population of the local community. Student surveys are used to not only evaluate the classes offered, but also to provide input as to the interests and specific needs of the target population. With an enrollment of 794 in the 2004-2005 school year, there is evidence that our student population reflects an ever growing older population in our area and the need to provide quality lifelong learning to these learners.

*Objective tracking with rating scale*

*Monthly Progress Report*

Pacific Grove Older Adult Program offers curricula appropriate for our population and needs. We provide a positive, life-long learning environment that encourages individual success and responds to the needs of all participants in a diverse and changing community. We expect those who complete our program in any subject will be:

- **Students who are self-empowered**
- **Students who are productive and responsible community members**
- **Students who are life-long learners**



*Evidence*

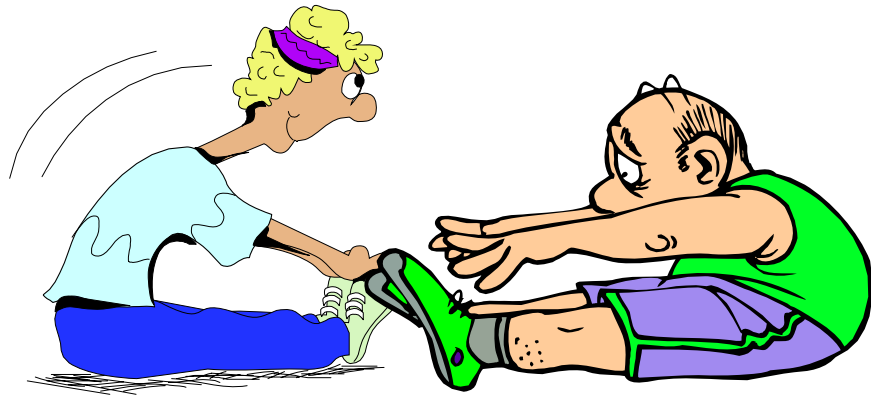
*State approved course outlines*

*Pacific Grove Adult School  
brochure*

All ESLRs are posted in every older adult classroom and integrated into daily lesson plans and activities. Students have been aware of ESLRs through class discussions. Teachers are thinking and planning creatively as to how to integrate these ESLRs into their mode of instruction.

The following is a list of Older Adult classes:

**Physical Fitness**  
**Birds of Monterey Area**  
**Music Appreciation**  
**Art Appreciation**  
**Communication Skills**  
**Communication Improvement**  
**Plein Air Landscape Painting**  
**Yoga**  
**Pilates**



*Older Adult collaborative facility  
schedules*

*Examples of conference, workshops  
attended*

*Photographs*

*Student interviews*

**Weight Training and Stretching Classes**  
**Home Economics/ Needle Arts**  
**Communication Improvement**

We offer many classes serving special needs in our community. Older Adult classes are held at our main campus and in facilities of our community partners in order to meet their needs. Signed contract agreements are kept on file in the main office. Mental and physical fitness take priority in most situations, with the addition of Fine Art offerings. The fitness class curriculum focuses on each student's ability to maintain and or improve over all health. Other fitness classes are directed to help students cope or overcome physical disabilities. The communication improvement classes are designed to improve discussion skills, memory ability, and social interaction.

In review, extending the scope of knowledge is achieved through all classes; it can be concluded that some classes are geared toward personal

enrichment such as art, art appreciation, and needle arts. Personal knowledge is also gained through presentations by local doctors, nurses, dietitians and fitness experts.

## Older Adult Classes are held at the following locations:

**Pacific Grove Community Center**  
**Pacific Grove Senior Center (Sally Griffin Center)**  
**Del Monte Rest Home**  
**Forest Hill Manor**  
**Pacific Grove High School Swimming Pool**  
**Pacific Grove Convalescent Hospital**  
**Pacific Grove Adult School**  
**Canterbury Woods**

The Older Adult program makes every effort to identify the needs of the community by using student, staff and community input through surveys and community requests. The Older Adult Program coordinates and collaborates with other agencies to offer challenging and relevant curriculum for each student. Bi-monthly meetings/discussions with Monterey Peninsula College Older Adult Coordinator are held to assist in determining the needs of the community and prevent duplication of classes. The Older Adult course content is prepared by the individual teacher and geared to meet the particular needs of their class and the California Education Code. All courses follow the state model standards.

*Student Work*

Older Adult staff members stay current with their profession through membership in professional organizations, subscriptions to periodicals, and participation in workshops, conferences, and in-service related fields. Staff members also take advantage of the educational material and information available through television and the internet.

*Student pictures*

Older Adult students are kept informed about and are encouraged to attend local workshops that enhance their knowledge. Older Adult students are also informed about subjects via



*Evidence*

teacher created materials, internet, periodical, television and recently published books.

The personnel records of the Older Adult teacher indicate the level of academic preparation and mastery of instructional content. Older Adult instructors are qualified beyond minimum level of five-year experience required by the State Department of Education in subjects taught. Teachers keep current on issues affecting their instruction and continue their professional growth by attending workshops and conferences.

Teachers actively engage students in a variety of learning experiences, as an examination of student work will show. Classroom techniques encourage students to become actively involved, think critically and solve problems. Students can be observed practicing and applying the new skills they have learned. Guest speakers are invited into the classrooms for further understanding of specific community resources or upcoming opportunities. These activities are consistent with the school's mission and contribute to students achieving the ESLR's.

*Pacific Grove Adult School  
brochure*

The planning process of the Older Adult education class curriculum is completed on an individual basis and primarily based upon each teacher's knowledge and experiences with their particular subject. Planning is also based on the student population, and each instructor, through their innovation and dedication, ensures the classroom experience is a positive one and appropriate for the student. Older Adult students' active involvement and interest in classes can be directly observed, as well as through the high rate of return enrollment and attendance

*Course outlines*

*Curriculum materials*

Older Adult students are assessed on an on-going basis. In some classes students are assessed on a monthly basis via individual tracking records. A student's personal assessment in the physical fitness classes is measured by his or her increased energy level, increased level of endurance and balance, and an overall sense of improved physical fitness. Fitness students reported lowered dosage of medication, absence of or decrease in body pain and lowered cholesterol levels. Art appreciation students are able to build self-esteem and confidence in their ability to differentiate between Degas and Renoir. Another student may learn how to select proper nutritious foods.

These are only a sampling of examples of the ESLRs specific to this program.

## **Adults with Disabilities**

The Adults with Disabilities classes attempt to gear the curriculum to meet the individual needs of its diverse population, with consideration to their wide range of abilities and challenges. Instruction plans are intended to fulfill ESLR objectives, that is, to make sure that students will be

1. Self-empowered

2. Productive and responsible community members and
3. Life long learners

Although many of our disabled students have limited abilities, teachers make every attempt to pursue these objectives when planning curriculum and instruction, and remain adaptable to change when needed.

The curriculum is based on the students’ expressed or observed needs, as well as interests and goals defined upon entry. By getting to know even our most communicatively challenged students, we can intuit what they might require and want from our classes. Teachers also communicate with each other about their observations and how they can develop lessons relevant to their students individually and as a group.

The program for disabled adults is designed to stimulate minds and encourage socialization. The curriculum facilitates this by stimulation and interaction in small groups and in the “outside” community.

Beyond the credential requirements and expertise, the staff possesses unique characteristics and temperaments needed to help create an environment of care and support conducive to learning. In addition, teachers track their students’ progress with tracking folders kept on file; they also develop lesson plans in order to be plan-productive and give meaningful instruction.

### **Adult Basic Education (ABE)**

*Benchmark reports*

*CASAS*

Adult Basic Education is an open enrollment, self-paced and individualized program. Courses include reading, writing, and mathematics and are designed to meet the diverse educational needs of ABE learners. It is our goal to enable learners to participate, compete and contribute to their community. This program prepares learners to enter the Adult secondary education programs and/or job preparedness classes, meet personal goals, improve their self-esteem and confidence, and to prepare them to become life long learners. A major focus of the ABE program is to relate these courses of study to real life experiences and problems encountered in their family, workplace, and the general community. ABE learners are encouraged to continue their formal education program by preparing for and passing the GED (General Educational Development) tests and/or completing the academic requirements for a High School Diploma. Curriculum is chosen by the teachers in the program and follows the guidelines of the model standards, but is adapted to meet individual needs.

*Pacific Grove Adult School brochure*

*GED sample tests*

*Testing policies*

*Tops-Pro information*

*TABE level samples*

A key factor in this program is to evaluate entering students prior to assigning course work. This placement evaluation is accomplished by interviewing the entrant and administering the appropriate level and form of the TABE (Test of Adult Basic Education). Appropriate location at the appropriate learning level contributes greatly to the student’s comfort and confidence levels, and sets the wheels in motion for success. Second language learners may progress to the GED program by starting with Pre-GED texts,

*Evidence*

then standard GED levels. Study materials are divided into two categories of lower and higher vocabulary and sentence structure. All assessment material consists of standardized tests. ABE students are then placed in one of three levels: Beginning (3<sup>rd</sup> grade reading level) Intermediate (5<sup>th</sup>) and Advanced (8<sup>th</sup>). Progress is measured through a variety of assessment tools, from chapter tests to oral evaluation and discussion. Since all instructional materials are presented in English, every effort is made to assist non-native speakers through referrals to ESL classes held onsite and at convenient times. There is also an ongoing dialogue with ESL instructors as to their particular student's progress.

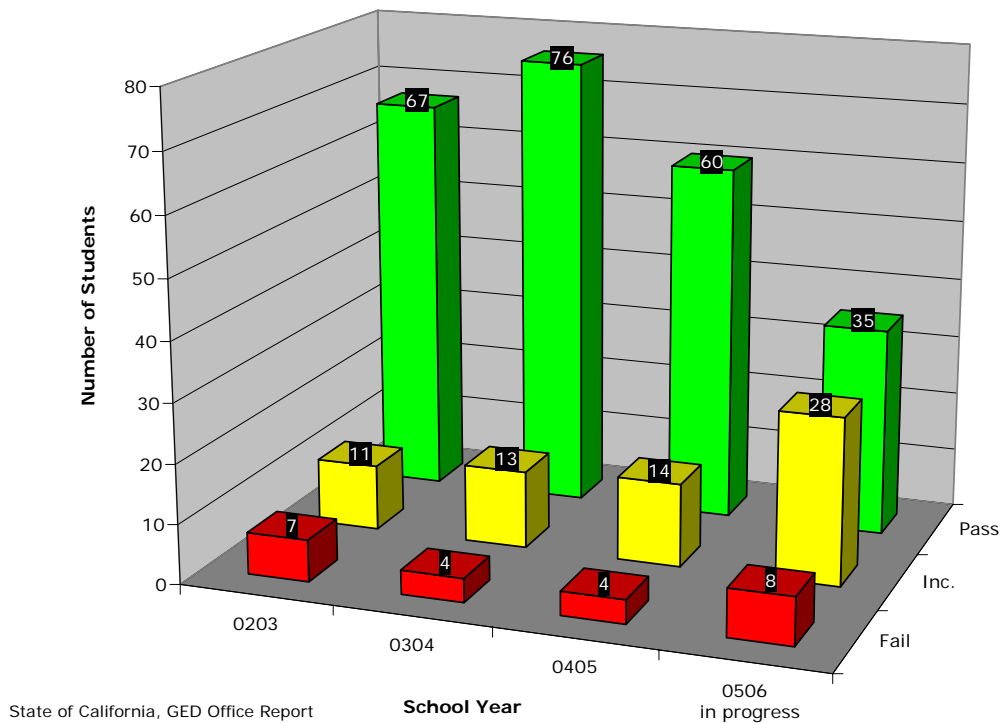
*Pacific Grove Adult School ESL schedule*

### **General Educational Development Test Preparation Program (GEDTPP)**

The Adult Secondary department has the responsibility of preparing students for the five components of the GED test. This is a non-credit, open/entry program conducted onsite in a classroom setting. The program includes initial placement testing using TABE and Pre-GED tests to determine a student's readiness to take and pass one or more of the GED tests. Students who require remedial subject matter development are assigned an individualized study program to attain a level of proficiency that will provide a high enough level of efficiency to pass the test series. Materials include online resources, Pre-GED texts, and subject matter videos. Their progress is then monitored and measured by the instructors. Individual instruction is also provided when needed to assist students in attaining their individual goal.

*Placement/Intake exam for new students*

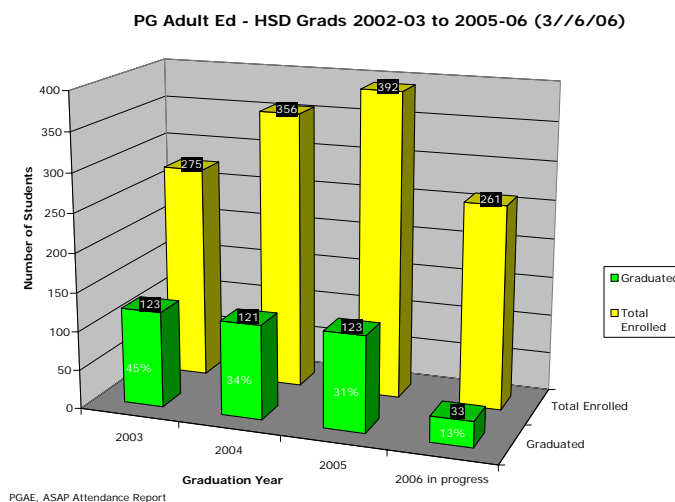
**PG Adult Ed - GED 2002-03 to 2005-06 (3/6/06)**



This technique of preparation and individual instruction has resulted in a 90% passing rate.

### High School Diploma (HSD)

The HSD program is also an open enrollment, self-paced, individualized program conducted in a classroom environment, and is completed upon verification of 200 academic credits and passing the California High School Exit Exam. The Pacific Grove Adult School principal determines the individual's academic subject and credit requirements based on transcripts from previous schools and a one-on-one interview. The newly enrolled student receives a welcome letter and orientation. Any previous placement testing is indicated, and an individualized curriculum/course of instruction is developed and implemented. Students can earn credits by completing all course requirements as stated by the State of California and described in the course syllabus from an approved course outline. Instructional materials include textbooks, CDs, DVDs, videos, newspapers, magazines, novels with study guides, and online resources. Student progress is monitored, documented and discussed with the student personally. Individualized instruction is provided when necessary. Student assessment is a joint effort involving both teacher and student as a means to empower the student and to re-enforce learning. Students are assigned special projects involving external resources such as libraries in order to foster life long learning and informed participation in their local community. Teachers have conducted individual research using online publications; these resources address applicable subject matter with content that can identify opportunities to gain resources and to enhance instructional strategies. All instructors hold appropriate credentials.



Assessments of success are evident with the following results:

**HSD** - High School Diploma

**GED** – State recognized test of High School equivalency

**ABE** - Adult Basic Education program for students at or below 8<sup>th</sup> grade reading level.

**CNA - Certified Nursing Assistant:** A program whose entry English test is done in our classroom

**CAHSEE** - California High School Exit Exam a 2006 Graduation requirement for all high school diploma students.

*Pacific Grove Adult School  
brochure of community service  
classes.*

The **ESL** curriculum focuses on meeting students' needs, which are determined by formal and informal assessments of each new entrant. Language proficiency, academic and personal goals, as well as specific interests are addressed. Once a comfortable and non-threatening environment has been

*List of community/business  
partnership training*

established, it is often easier to define these goals. Therefore, teacher, student, and staff input and evaluation leads to extended and ongoing communication of the students' needs. These results in positive reinforcement, helping the student meet his or her academic or personal goal.

Each teacher works from a course outline, lesson plans, and refers to the State Model Standards for instructional guidelines. These guidelines are designed to help teachers develop their own teaching skills so that students can achieve basic life needs, enhance employment and career opportunities, and find placement in higher academic settings such as colleges and trade schools. This ability to function at higher cognitive levels increases self-worth and contributes to the community. Curriculum guides also adhere to CASAS objectives. The instructors monitor the students' progress on a daily (informal) as well as scheduled (formal) basis in the form of classroom work and assignments and CASAS tests.

There is a defined need to help foreign students (ESL) transition into High School Diploma, Computer, CNA, Parent Education, and Physical education classes – a strong commitment has been established among the entire staff to work together as a unit to provide a variety of learning experiences. In preparation for otherwise difficult classes, remedial help is offered. Therefore, the curricula used throughout the ESL department are meant to teach practical and relevant skills that can be used inside and outside the classroom in meaningful situations. This represents a clear example of obtaining the school's mission as well as the ESLRs. Guest speakers from the community also provide a network for the students to enhance their knowledge of the culture they have chosen to experience. Both students and teachers are ever refining and fine-tuning their goals. Teachers evaluate their success in a variety of ways, from job placement to acceptance in the local college or state university, or entry into a career that the student might have thought was unattainable.

Reading and comprehension skills are tested in the CASAS exams, given at regular intervals throughout the year. The student can then mark his/her own progress and see the tangible results in their scores. Oral and listening skills are also assessed in the course of the instruction. An awards ceremony marks the end of each school year to celebrate their accomplishments.



Students are provided with a variety of tools. Handouts, reading materials are available, as well as use of computers, along with CDs and DVDs, used especially for History and American Culture. Teachers often glean from an extensive library of instructional materials and share these books, etc. whenever necessary. There is a need for more computers in the individual classes, as often there are projects and resources available that are not always easily obtained. Frequent field trips and associations with local events and activities mentioned previously give students a sense of enthusiasm for learning and stronger community ties.

Since the ESL classes vary in levels, exact placement is sometimes a challenge. Teachers must continue to be alert to the students who might be

ready to progress into the next level, even before the completion of a semester. Length of stay also often varies student-to-student, and the staff is often responsible for designing a personalized program. Through better communication (regular staff meetings) and better assessment processes, we hope to achieve the ESLRs we desire. Assessment is not just a measure of student progress but of teacher success as well. Additionally, there is an expressed need for teachers and administrators to examine the degree of communication about program needs.

Since a large portion of the students are only in the area for between one and two years, it is desirable to track those who have left through email and web site access. Currently, ESL lessons are being designed to be posted online as a kind of “Distance Learning” resource for those wishing to continue interacting with former classmates and instructors. In conclusion, we are constantly trying to find different ways to interact with and support our students.

## Computer Classes and Fee-based Classes

Computer technology is an evolutionary process for both students and instructors. It is our belief that each individual can learn how to incorporate computers into their lives, regardless of age or disability. These classes are both fee-based and ADA supported. Day and evening classes are offered six days a week, and vary in degrees from job readiness (Excel) classes to more advanced courses in web design (Photoshop). There is a District Technology Coordinator who works as a staff member onsite, and is available for assistance. Regular staff meetings are also held. There are two PC labs and one MAC lab, with direct instruction as well as self-paced settings. Demonstrations, resource guides, instructional packets, and hands-on individual help are all applied in curriculum and instruction. The student first registers for the class and is assisted in choosing the one that best fills his/her needs. Then, goals are set individually and/or as a group. Each student has individual access to his/her own computer during the course. The computers are monitored for any suspicious activities, and students are made aware of the rules and guidelines for use of school equipment. These rules are strictly enforced by staff and the coordinator.



Web sites

Since many of the instructors have worked in professional surroundings and in the private sector, the quality of instruction is superior. Experience is a common thread, and teamwork is stressed. The instructors observe the students, offer suggestions, and assist in their understanding of the content they are focusing on at the time. Resources are made available as the need arises, and equipment is updated and in good working condition. Methods of instruction

## *Evidence*

*Pacific Grove Adult School  
Brochure.*

*Collaboration with support  
services PASS program, local  
colleges, military*

*Collaboration with business and  
academic sources*

*Referral of local agencies to Pacific  
Grove Adult School Parent  
Education.*

and curricula are revised as needed, due to the evolutionary characteristics of this field. Evaluation forms are filled out upon completion of each class session. The high ratio of returning students is evidence of a successful quality program.

Other **Fee-based classes**, such as Foreign Languages, are dependent on student attendance, and the level of instruction is decided based on needs of the students. Textbooks, CDs DVDs and other materials such as periodicals and newspapers are used. Assessments are made on an individual basis, depending on the original stated goal. All instructors have credentials in their area of expertise, and most are native speakers or have lived abroad extensively.

## **Category B: Curriculum and Instruction Strengths**

- 1. Effective communication between teachers and students which helps to establish goals**
- 2. Student-centered approach in developing curriculum, instruction, and classroom operations.**
- 3. Exceptional and highly qualified staff who demonstrate the ability to exchange information readily throughout the departments.**
- 4. Safe and supportive learning environment**
- 5. Clearly designed standards of curricula and methods of instruction, with the ability to tailor levels and methods of instruction to individual goals.**
- 6. Self-empowerment of students to participate in assessment process**

## **Critical areas for growth**

- 1. Explore how to improve communication among teachers and administrators**
- 2. Increase student feedback of their learning experience through school-wide surveys as well as individual classes.**

**3. Develop additional means of recognizing student achievements**

**4. Provide additional opportunities to foster life long learning and problem solving, especially with those at-risk.**

**5. Increase student retention.**

**6. Implement a total quality improvement program to examine course outlines, syllabi, and course materials.**

## CATEGORY C SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### CI Support Systems and Activities

- **Are students connected to a system of support service, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the ESLR's?**

*Data of student make up of classes.*

*Lesson Plans*

The information reported in this category suggests that it is an area in need of growth. Each department shows strengths and many support systems are already in place. The discovery made here has been that still further inter-communication and information-sharing needs better synthesis in order to enhance what is being done. In other words, the strengths that already exist must manifest in a more cohesive, tangible form. It is our conviction that the WASC process has, in fact, already facilitated us in the application of this

*Data of projects funded through donations (support)*

*Evidence*

category.

*Lesson plans*

## **English as a Second Language**

*Employer testimonials*

The **ESL** staff and students are constantly interacting within and outside the classroom. One of the main reasons the program is so successful is its ability to provide direct links within the school (student-to-student) as well as within the community. Our purpose is to enable the students to participate in a life and culture at the same level and value as in their own country. Many of the students are drawn from the extended families of those already attending or relatives of professors and students at several institutions on the Monterey Peninsula (MIIS – Monterey Institute of International Studies, NPS - Naval Post Graduate School, and DLI – Defense Language Institute). Although the focus of our curriculum and outside interaction is language development, this encompasses a need for community interaction and resource as well. ESL teachers are often involved with community events along with their students, and bring the community into the classrooms as well. Guest speakers from resource agencies, such as local police departments and MCAP (Monterey County AIDS Project) are invited to give presentations. Referrals to medical, social, psychological, and domestic government services are also made available to students as needed.

*Student testimonials*

There is also an inter-connectedness to other departments within the school itself. For example, many attend the physical fitness and Parent Education program. In addition, because many of the students wish to go on to higher education, referrals to academic services are made on an ongoing basis. Assistance is also available (and lessons are given) in filling out job and apartment applications. Teachers are often listed as references when needed.

The greatest need is day care for the ESL students who have children, and are unable to attend classes. There are insufficient programs available to them in the local community.

## **Adult Basic and Secondary Education**

**HS/GEDTPP/ABE** includes a wide range of students, many of whom are identified as “at-risk” and need continual support, both inside and outside the classroom setting. Some returning students are young mothers and need to know the resources available to them (for example, the WIC – Women with Infant Children – and the Department of Social Services). There is a lack of information shared directly with instructors which could be filled through a better system of information sharing. Many wish to enter the armed services. Still others have found themselves in legal conundrums. As teachers, we are also often the only plausible representatives of the community and society. It is essential, therefore, to offer these students strong, non-threatening, and often parental-style support. There is a great amount of information shared in this program (brochures, program information, community resource guides, referrals to guidance counselors, legal representation, and employment

development opportunities, and more), both during the student's time in the school, and after they leave.

It would be beneficial to make the opportunity available to students to track their progress and share information upon graduation or completion of a course.

## **Parent Education**

The network of support for the students attending the Parent Education program at the Pacific Grove Education Center is comprehensive. The staff is trained to help facilitate the creation of connections on every level; parent to parent, child to child and parent to child as well. This process of building new support networks is encouraged and acknowledged on an ongoing basis.

Each program in the Parent Education department offers slightly different options to parents. Specifically in the Parents' Place program, a "yahoo" chat group is available to all families. This is a wonderful way for parents to stay connected, even the parents who have moved from the area. Often times, one parent will ask a question about their child's behavior or development and the responses from the other parents helps to normalize the behaviors.

In the preschool programs, bimonthly "adult only" meetings offer a forum for the parents to discuss pertinent issues. It also allows a parent an opportunity to talk to the staff without their child present. An excellent example of how these meetings aid in student support is the most recent creation of a "Baby Co-op". Many of the parents of the preschool children also have infants. By coming together and discussing their needs, the development of a shared child care situation can be addressed.

Referrals to other support systems with the community are another key element to the Parent Education department. In the Parents' Place program, one staff member, specifically trained in counseling, is always available to meet with parents, free of charge. This is an excellent way to bridge the time period between when a parent initially feels they are in crisis to when they are able to get connected to other available forms of support.

As documented in the ethnic/economic survey of the programs, the majority are white, middle/upper class and college educated. Sometimes this fact is represented in a negative fashion but, it is actually a direct result of the location of the facility itself and the demographics of the community.

All of the support services that are available to the student body are directly linked to the curriculum material. Presentations by the teachers outlining the need for support and the avenues in which to receive that support are thoroughly discussed.

The level of involvement of the staff with their students in all three programs is multifaceted. Many parents have expressed their appreciation for this level of concern. Important dates, often anniversaries of traumatic

*Evidence*

events, such as the loss of a child or other family member, are acknowledged and honored.

*Art work samples*

One of the tools used within the Parent Education department is the establishment of student program ownership. The students ARE the Parent Education program, the school facility is THEIRS and this ownership is displayed on many different levels. In the Parents' Place program, "Friends of Parents' Place", a non profit organization has been established. Acquiring a 501c3 status from the government allows the money that is raised to be put directly into the classrooms. Facility improvements have been a priority in the recent years. Relatively small changes have made a huge impact on the program and the morale of the staff and student body.

In summary, the support for student personal and academic growth in the Parent Education department is excellent. Once again, this level of excellence is directly linked to the achievement of the Expected School Wide Learning Results.

*Student files*

## **Career and Technical Education**

**Certified Nurse Assistant** Many Nursing Assistant students do not have access to computers at home to use the interactive CD that compliments their texts. They are permitted use of the PGAE computer labs as needed. The option for support services to enhance learning is available to all students.

Attendance records are carefully monitored and maintained including documents required for concurrent High School students. High School students receive 10 credits for the CNA course and 5 credits for the HHA course which tangibly supports some students' personal goals and growth.

Students are kept informed of Federal regulations regarding recertification and employment opportunities. Written references are given when requested. Also, community employers visit the classroom each course session to recruit for employment opportunities. A course syllabus is given to and reviewed with each student at the first class meeting. Students who drop out are encouraged to return and try again; many do.

Contracts for the clinical components are maintained with local Long Term Care Facilities. Speakers are invited (and frequently invite themselves) to enhance certain learning activities; i.e., Hospice caregiver, HHA representative, and Physical Therapist.

Graduated students frequently call for updated information and referrals to nursing programs. All these examples of support services are in place and are evidence of ESLRs.

It would be beneficial to compile the data as evidence as to how many pass, how many fail, how many are referred to ESL and how many complete their objectives and go on with educational goals.

Learning is a continuous revolving door for both instructors and students. We encourage learners to share their experiences with us and their classmates as they pertain to the focus of our programs, just as we share our knowledge and experiences with them. It is a critical element of success, and helps to establish and validate our integrity as an adult education institution. Therefore, students are strongly encouraged to return to the CEU (Continuing Education Unit) program.

**Computer and Fee-based classes** are designed to meet student needs and ESLRs in that instructors often work professionally outside the classroom setting and are directly involved with community-related activities. Job Readiness class teachers assume the responsibility of connecting the student with resources and information in order for the student to proceed out of the class and into the workforce. A close personal knowledge of the current demands and requirements is essential, and the teachers do possess this information and pass it on to their students as needed.

Seminars, workshops, and other similarly related events are announced, and flyers are posted. Student achievements (recognition, awards, work samples, newspaper clippings) are also put up on bulletin boards, where other opportunities are shared.

The use of on line and web related references are applied in the classroom setting, as well as at-home and at-work. The teachers often continue correspondence. Conducting a follow-up survey would be recommended.

There are also several direct links to community organizations. Staff training has been provided to Navy Post-Graduate School, Monterey Institute of International Studies, CHOMPS (Community Hospital of the Monterey Peninsula), Pebble Beach Corporation, Asilomar Conference Center, MCOE (Monterey County Office of Education), the Association of City Libraries, Cal State Math Conference, Defense Language Institute, and the U.S. Dept of the Army. There is also a Spanish class being conducted on-site at the Monterey Bay Aquarium.

## Older Adult Program

The Older Adult program offers continued support to its students in a variety of ways. There are brochures and booklets from the Alliance on Aging, from the Community Hospital of the Monterey Peninsula, Meals on Wheels, local recreation departments, etc. Referrals are ongoing and up-to-date.

The program has committed teachers who are willing to assist students before and after class hours. Teachers spend extra time outside the classroom to develop innovative, exciting exercises which promote student learning and self-esteem.

Students in the program are connected to the outside community through



*Student work  
Photographs*

*Evidence*

*School budget data/information*

speakers, referrals, and Internet access. The objective is to expand independent living skills which help students function better within their families and community. Other co-curricular activities include “Walk for Diabetes”, “Bowl for Cancer” and the “Exercise Challenge” which includes staff members from the entire district. There is also collaboration with service organizations such as the Kiwanis Club.

Although the department head conducts regular classroom observations, there is still a need for coordination within the department. It is difficult for instructors to coordinate with each other as a group, due to different schedules and availability.

Currently there are no formal follow-up surveys of student satisfaction; however, the continued enrollment and impressive high attendance numbers indicate a successful program at work.

### **Older and disabled adults**

*Purchase order/approval procedure*

In addition to the direct-mailed brochure, posters and flyers are distributed around the community to banks, local businesses, libraries, churches, and on learning facilities to advertise the dates and material to be covered by a particular course. A sample of the flyer can be found in the evidence file.

*Advisory council membership*

Gateway Center is a residential and day program facility for developmentally disabled adults. We offer these students very basic academic skills as well as life skill training and a community access curriculum. Our “Communicating Through Art” classes have enabled students to tap into resources that were previously unappreciated or unexplored. Our art students display their work within and outside the center; for example, awards have been won at the Monterey County Art Fair. Other artwork is used for fund-raising by making calendars and greeting cards. Certificates and awards are presented to the students as a means of recognition of their accomplishments.

The Regional Center system, chartered by the State of California, also provides services to our students. There are caseworkers who offer support in the forms of financial, medical, vocational, social and other referrals. Many students take advantage of these services.



## C2 Support for Student Personal and Academic Growth

- **To what extent does the school leadership employ a wide range of strategies to ensure that community involvement is integral to the school's established support system for students?**

Student profiles are available and vary in form from department to department. All files are kept on active students, and there are also files of inactive students kept for varying degrees of time. In these files, reports of personal information, growth assessments (scores of tests, etc.), and intended goals are updated on a regular basis. Evidence of these files can be found upon request.

Confidential information (correspondence from school to parent, or school to counselor) are available and kept on file in the main office, or at the headquarters/office of each department.

As addressed in C1, business partnerships, speakers and professional services are mostly offered inner-departmentally. There is not, however, consistent communication from leadership to individual teachers concerning this data. There is also a need for improvement of inner-school communication of information regarding the outside activities and community-wide connections. Teachers would benefit by knowing direct connections with outside resources.

## Support for Student Personal and Academic Growth Strengths

- 1. A faculty and staff who are committed, sensitive and responsive to student need.**
- 2. In all programs there is strong support for the creation of an environment of student connectedness – to instructors, other students, and community resources.**
- 3. Students have opportunities for an unusual level of ownership and engagement in the many school programs**
- 4. Support for students is offered and received in a wide variety of delivery models (one on one, peer group, on line, referral to community).**

## Critical Areas for Growth

- 1. Explore increased methods of identifying whether student needs are met.**
- 2. Increase outreach to the local community for recruitment and support, including local high schools and charter schools.**
- 3. Develop ways to solve the need for daycare**
- 4. Build better inter-connectedness within the school**
- 5. Develop a central resource system which can be accessed by all staff**

### *Category D*

## RESOURCE MANAGEMENT AND DEVELOPMENT

- To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected school-wide learning results?**

Perhaps it is informative to the self-study process, that the degree of knowledge about resource management and development was similar enough in all programs and departments that there was less impetus to respond to this criterion in separate ways.

## DI Resources Criterion

### **Description**

The Pacific Grove Adult School is funded by the state of California and employs a staff of 82 certified and classified members. In 2004-2005 there were approximately 4,600 students per session included in the following areas of instruction: Adult Basic Skills/High School Diploma, ESL, Adults with Disabilities, Vocational Programs, Parent Education, Older Adults, Health and Safety, and Home Economics Total revenues stem from a variety

of sources, including ADA as well as independent departmental fund raisers a Federal 231 Grants. There are also fee-based programs which produce their own revenue. The school operates on a \$2 million budget yearly, and has been financially sound and deficit-free for over ten years. The current CAP is 875 with a revenue limit of \$2,389.22

There is minimal teaching staff involvement concerning funding and resource management, although information is provided upon request from the front office. Board meetings and minutes are posted regularly and on our website ([www.pgusd.org](http://www.pgusd.org)) Packets are also made available from the school secretary. The budget is developed by the site administrators and is and monitored by the school district business manager (Assistant Superintendent). Salaries and benefits comprise more than 80% of the annual budget.

### **Governing Authorities/Advisory Committees**

*Staff list*

We do have an community advisory committee; however more active participation by community members and students would be beneficial to the school as a whole. The district meetings are open to the public, but are not well-attended by teachers. Stronger dialogue is encouraged among the student population, the staff, and the community partners. There are monthly District Communication Meetings, with minutes shared with teachers and staff. The representative from our site is responsible for taking issues to the table and reporting back on matters such as District Properties, City/District Partnering, Bonds and Initiatives, and Long Range Planning.. The goal of this committee is to improve accessibility to central office personnel and to provide a forum for information sharing.

*Staff personnel files*

*Staff handbook*

### **Master Plan**

*Safety plan*

Few staff members are aware of a master resource plan, but assume that there are, in fact, steps being taken to ensure that the school remains a vital, secure operation. An overall feeling of job security is present, but there is need for a “blueprint of the future” for the school. WASC committees have been formed and are now underway in preparing a better overview of the institution. This encourages staff involvement and motivation to develop a stronger definition and a sense of unity. Accountability to state resources and financial allocations is made clear. There is regular CASAS (assessment) testing, strict adherence to the GED and H.S Diploma, and CNA (Nursing) guidelines, and a closely monitored ADA reporting and data collection system.

*Custodial maintenance schedule*

### **Funding/Budget**

*District-approved budget*

Team leadership committees were formed; three focus group sessions, and home group meetings, as well as individual surveys, provided staff members from all the departments the opportunity to explore more closely the relationship between resources and the distribution of funds. Funds and provisions are allocated according to the needs of the different departments.

Several departments review their own budget and can decide on priorities. All resources and materials are acquired through purchase orders and are processed by the office staff. Special fee-based programs continue to serve the community in a positive manner.

## **Resources/Materials**

Other resources including supplies, texts, audio-visual equipment, computers, and technical support are available. Staff development opportunities are offered to all staff members on a regular basis. Purchase orders are met in a timely manner by office personnel. Petty cash purchases under \$50 are reimbursed by the district in a timely manner. Books are sold through the front office and accounted for through receipts; classroom sales of books and fees are also documented. A handbook is handed out at an annual meeting at the beginning of every school year listing procedures for obtaining materials. Other forms, such as TOPS, salary schedules, absence and sick leave, purchase order requests, and calendars are also disseminated.

Information concerning income vs. expenditures was made available last year, although staff expressed little knowledge about the actual budget/expenditures procedures. It was suggested in focus groups that a report on the financial status of the institution be given at staff meetings. A consultant from the Monterey County Office of Education reviewed the operations manual, how we track students, assessments, etc.; feedback received indicated that all our systems were in place.

All fiscal records are submitted to the district fiscal office on a regular basis annually, the district hires an outside accounting firm to conduct a thorough audit of all programs to ensure compliance in the handling of funds, bank deposits, reconciliation, student registration and ADA. Fiscal regulations and procedures are also revealed with our State Coordinated Compliance Reviews.

There appears to be little knowledge, or perhaps interest on the part of staff in the auditing process. Staff is aware that office personnel and administrative staff are primarily responsible, and we have entrusted them to handle this matter appropriately. It was suggested that access to budget information and a report on the health of the institution be offered from the administration at regular intervals.

## **Staff**

The Pacific Grove Adult School has an exceptional staff. Little recruiting is necessary, due to a community reputation for excellence. There is a “brain glut” in the Monterey area, which includes many high level educational institutions such as: Defense Language Institute (DLI), Monterey Institute of International Studies (MIIS), Naval Postgraduate School, Cal State University at Monterey Bay, as well as two local community colleges. These can and do provide teachers and experienced professionals who excel in academic,

technical, business, and community service. There are many “long-time” employees and there is a strong leadership presence; teachers are independent and are given autonomy which assumes trust and professionalism. However, this can create an atmosphere of disconnectedness among departments, and the WASC process has shown that there is still work needed to be done to create a more unified, networked group.

Procedures for hiring follow professional guidelines but there is room for improvement concerning orientation and information-sharing for new teachers. District employment opportunities are posted in a visible location. Department meetings take place regularly; however, the disparate nature of the programs, schedules and locations of sites often hinder attendance. Continuing education opportunities, including staff development in technology and teaching conferences/programs, are offered regularly.

District and Continuing Education programs are posted, and teachers receive notices of training opportunities in their mailboxes. In-house advisory committees have been suggested, and opportunities for teachers to become more involved could be increased.

It was also suggested that the administration take a more pro-active role in sharing information about legislative concerns.



*Brochures and flyers*

*Media contact resources*

## **Marketing**

Brochures are distributed throughout the community before every session via a community-wide mailing list of 45,000. The Principal writes a regular column in the local paper, and there is paid advertising in the Monterey County Herald, Coast Weekly, Pacific Grove Bulletin, Carmel Pine Cone and others. Providing classes at community-based operations such as the Monterey Bay Aquarium, Spanish Bay Resorts, Asilomar Conference Center, and several Convalescent/Senior Residences and facilities has widened our reach. With the exception of Parent Education – which has a waiting list - classroom size

*Pacific Grove and Monterey  
Peninsula Chambers of Commerce  
Members*

*Evidence*

varies according to the season, with much of the student population in flux as neighboring institutional schedules vary.

*Newspaper Articles*

The school has also produced a DVD for publicity that runs on TV on a regular basis. This disk is also used for fundraising and community presentations.

*Production DVD*

*Community Service*

*Announcements*

*Website*

A web-site has been established, and many prospective learners go on-line for information about the classes and schedules. Many teachers promote independently with flyers. There is a continuing liaison with the aforementioned schools, and a strong community profile, which promotes “word-of-mouth” enrollment. Last year, one of our ESL classes was the most highly observed class on record from the internationally acclaimed Monterey Institute of International Studies (MIIS) in their teacher-training program. Advertising at NPS also occurs in their newsletter, and there has been a successful exchange with DLI tester-trainees. The fact that many of the classes are given on-site also increases visibility. Many teachers believe that still more needs to be done in the area of marketing, and would like to share input of ideas and learn about results.

*District Safety and Maintenance  
Master Plan*

### **Facilities**

Due to heroic efforts on the part of grounds keeping, custodial and maintenance, the plant has been able to maintain a pleasant welcoming environment. Staff is informed in advance about any maintenance, landscaping, repairs, and emergency drills to take place. Our outspokenness has rendered results, even though there is still room for improvement in concerns such as parking, safety, noise levels, and various repairs. Annual “beautification” days have also been established, but sparsely attended.

Our common goal is to provide “a program of quality academic, vocational and physical education for adults.” After seventy-five years of operation, it is our intention to continue to evolve, to serve, and to enhance our unique community.

## *D2. Resource planning criterion*

- **To what extent do the governing authority and the school execute responsible resource planning for the future?**

Pacific Grove Adult School continues to look at resources on an on-going basis and researches potential funding sources through public and private means. Its budget and funding are reviewed on a regular basis by the district, and the Assistant Superintendent of Finances includes the adult school in longer range fiscal management planning.

Based for sustainability and fiscal soundness.

Through consistent marketing, community reputations, promotional efforts, and “word of mouth” testimonials from students, we hope to continue to thrive as an asset to Pacific Grove Unified School District.

## Strengths

- 1. A fiscally solvent management of resources has resulted in more than ten years of deficit-free operations.**
- 2. A campus in a beautiful location that is dedicated solely to adult education, and maintained to create a positive learning environment.**
- 3. A community in a region of well educated professionals that has facilitated the recruitment of highly qualified faculty and staff.**

## Critical Areas for Growth

- 1. Increase common understanding of how budgets are built and what funding is available.**
- 2. Explore development of a formal structure where information about resource management and development is shared and discussed with faculty, staff and community.**
- 3. Expand fee-based course offerings.**
- 4. Improve the campus, especially parking concerns and lighting.**

## **SCHOOLWIDE STRENGTHS**

1. A supportive district and administration.
2. A highly qualified, independent, and motivated staff with a commitment to excellence.
3. Staff's and students' pride and ownership of the school and its mission.
4. A community-wide reputation of excellence, professionalism and acceptance.

## **SCHOOLWIDE CRITICAL AREAS FOR GROWTH**

1. Investigate and implement additional authentic measurements of student learning, and staff and student needs, in order to establish greater accountability.
2. Identify processes for responding to the facility's maintenance and improvement needs, both short and long term.
3. Explore new structures and practices to improve communication among all stakeholders in school.



# Action Plans

## Measurements/Accountability

<b>Action Plan:</b> Measurements/Accountability
<b>Rationale:</b> To increase the awareness of the needs of all students and staff. To create a system of measurements, analysis and implementation of idea's
<b>ESLRS Addressed:</b> All

Action Steps	Person Responsible	Resources	Means of Assessment	Timeline	Means to Report Progress
Create multiple instruments to measure student and staff needs	Leadership Team	Staff time	Document is created, distributed, reviewed and analyzed	September 2006 – January 2007	Dept meetings, staff meetings, creation of documented information
Create a system to measure the effectiveness of the following areas: <ul style="list-style-type: none"> <li>• Standards (desired attainment)</li> <li>• Curriculum</li> <li>• Teaching Practices/Techniques</li> <li>• Student Outcome</li> <li>• Student Persistence</li> </ul>	Leadership Team	Department meetings, leadership team meetings, meetings with district curriculum specialist	Document is created, distributed, reviewed and analyzed	June 2006 – June 2007	dept meetings, staff meetings, creation of assessment documents
Develop and implement an ongoing teacher observation, evaluation and review process.	Principal and Assistant Principal	District support with school administration	Observation schedule created, observations held and follow up feedback session with teachers scheduled and held.	June 2006 – June 2007	Individual observation and follow up meeting with teacher.

# Facilities

<p><b>Action Plan:</b> Facilities – To improve the Pacific Grove Adult School’s facilities</p> <p><b>Rationale:</b> To improve efficiency, comfort, safety and to establish, future potential use of space to be better serve our students and community.</p> <p><b>ESLRS Addressed:</b> All</p>
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Action Steps	Person Responsible	Resources	Means of Assessment	Timeline	Means to Report Progress
Create a facility task force to represent all Pacific Grove Adult School factions.	<ul style="list-style-type: none"> <li>Administration</li> <li>Leadership –on site rep</li> <li>Leadership team- off site</li> <li>Custodian</li> </ul>	<ul style="list-style-type: none"> <li>Staff input (i.e. Suggestion box, direct communication written/verbal)</li> <li>Explore additional funding (grants, fundraising)</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey</li> <li>Develop a chart identifying use of space in each area</li> <li>Analyze and prioritize use of space</li> <li>Create a utilization plan</li> </ul>	Six months (Aug. 2006)	<ul style="list-style-type: none"> <li>Task force meetings</li> <li>Annual staff meetings.</li> </ul>
Assess efficient use of current and potential on site and offsite space.	Task Force				
Improve instructional environment	All Staff	<ul style="list-style-type: none"> <li>Staff time/input</li> <li>Budget additional funding</li> <li>More meetings</li> <li>Continue “Beautification Days” using volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey</li> <li>Ongoing update of district/site safety plan</li> <li>Progress reports</li> <li>Improved comfort and function in classrooms.</li> <li>Assess means of installing universal facility-wide security locking system (master keys)</li> </ul>	June 2006 – ongoing	Staff meetings

<b>Facilities (continued)</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Means of Assessment</b>	<b>Timeline</b>	<b>Means to Report Progress</b>	
Establish protocol for requesting physical space improvements separate from maintenance request	Principal All Staff		Analysis of effectiveness efficiency	June 2006 - ongoing	Leadership meetings	
Create a long-term facilities plan.	Administration Task Force	* Staff time/input * Budget * Additional funding * District support	* Staff surveys - with list * Student surveys * Progress reports followed by official on-going long-term plan * Explore daycare space options	* Initiate at September 2006 staff meeting * Written report January 2007 to leadership team and administration		

# Communication Improvement

<b>Action Plan: Communication Improvement</b>					
<b>Rationale:</b> Increase streamline within and among department to better serve our students and community.					
<b>ESLRS Addressed:</b> All					
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Means of Assessment</b>	<b>Timeline</b>	<b>Means to Report Progress</b>
<p>Resurrect Internal Newsletter</p> <ul style="list-style-type: none"> <li>Establish Department Chairs</li> <li>Formalize the Role/make-up of the Leadership Team.</li> <li>Explore How the Leadership team can be a forum for representing all staff and Students</li> </ul> <p>Calendar of events will announce upcoming special events and classes.</p>	<p>Principal's Secretary This is an addition to her regular assigned activities.</p> <p>Department chairs will be responsible for gathering and disseminating information about their departments.</p>	<p>All departments to submit upcoming events and news to Principal's Secretary at the end of each month.</p> <p>Staff member will be given a monetary incentive for their participation</p>	<p>Principal's secretary will have information for the newsletter in a timely manner.</p> <p>Creation of Leadership Organizational chart with duties and responsibilities.</p>	<p>To begin as soon as Department "chairs" are identified</p> <p>June 2006</p>	<p>All staff members will get the newsletter by email and a hard copy will be placed in their mail box.</p> <p>Bi-Annual staff "Effectiveness" Survey.</p>
	Principal's Secretary	Budgeted in advertising – this will be specifically designed to inform the community of up-coming classes and events.		Quarterly.	The calendar of events will be in local newspapers and available on line.

Communication Improvement (continued)						
Action Steps	Person Responsible	Resources	Means of Assessment	Timeline	Means to Report Progress	
District Communication	Adult School representatives are currently on the District communication committee	This is a volunteer position.	The staff will be provided with meeting outcomes and topics by the committee members	After each District Communication committee meeting, in a timely manner.	Staff will read and give feedback (if necessary).	
Orientation for new staff members	Certificated staff member, Principal's Secretary, Attendance Clerk	As part of their regular work day.	New staff members will be given our staff handbook, an explanation of all District forms, a tour of the school, and a lesson in attendance procedures.	On or before June 2006	New staff members will be orientated to all the Adult Schools policies, procedures and facilities	
Create Handout for Student Support Services.	Assistant Principal	As part of regular work day.	Students will be provided with contact names, emails, phone numbers, and addresses for career and school information.	Information will be updated on a monthly basis.	Information will be available in the office and to ESL, GED, and High School Diploma staff and students.	
Community Events	Department Chairs and Assistant Principal.	Open houses, Saturday Free "sample" classes	Registration, attendance, student feedback.	During the summer session.		
Establish protocol for administration to budget decisions for PGAE. Clarify and review budget and financial decisions on a regular basis.	Principal, Asst. Principal, Leadership Team	* Staff time/input * Scheduled meetings	* Progress report * Publish revised budget * Develop a channel for suggestions.	Following 1st draft of budget March 2006 - ongoing.	Administration and Leadership team meeting Annual staff meeting Sept. 2006	

# *Action Plan Summary*

The Pacific Grove Adult School has created three Action Plans in an effort to improve instructional environment and the educational experience of students and staff. As the leadership team immersed themselves in the WASC process, they were able to narrow the focus of changes and improvements that needed to occur. Communication, Facilities and Measurements clearly became the “umbrella terms” under which most critical areas seemed to fall, and the three Action Plans were developed to address these concerns.

Effective communication, within departments, as well as school wide, was immediately prioritized. A new system will be created and instituted that will ensure that communication flows smoothly and effectively.

The first area to be addressed was communication amongst the staff. An internal newsletter, that used to be in existence many years ago, will be resurrected. The Principal’s secretary will synthesize all of the information received from the various departments and create, in a timely manner, a monthly report. The first step in creating this newsletter, would be the establishment of “Department Chairs”. Each department would vote to elect one staff member as the Chair. This Chair would not only be responsible for transmitting the department information to the Principal’s secretary, they would also be responsible for scheduling department meetings, communication with administration, and overseeing the total communication process. Additional compensation would be provided to the elected Chair. As the Chair of each department is formalized, so would the actual job description of the position. The responsibilities of the Chair would be constantly re-evaluated to maximize the effectiveness of this position.

To further increase the communication flow among departments, the leadership team itself will be evaluated and reorganized accordingly. The underlying question that will always be addressed is: HOW can the leadership team truly be a forum that represents all of the students and staff at the Pacific Grove Adult School? This question will be analyzed on many different levels as a way to keep communication as a focused priority.

A bi-annual survey, for both students and staff will be formalized. Creating the avenue in which the information needs to flow is key. This survey will allow for students to feel heard, as well as provide important feedback to staff and administrators. The goal is to have this survey in place by June of 2006.

A communication venue that has been under utilized has been the advertising arena. A new calendar of events will be created and used as a way to inform the local community of special events and classes. On-line information will be revised and brought up to date as another means of disseminating information.

One area, already in place in the district is the Communication Committee. Two staff members from Adult School as well as representatives from all Pacific Grove Unified school sites, including the district office, comprise this newly

formed committee. Meeting topics and outcomes will be provided by these staff members after each and every meeting. Any information that a staff member would like to see addressed at one of these committee meetings can be discussed with the committee members from Adult Education. This, once again, allows for that free flowing communication which has been noted as a critical piece of the Adult School infrastructure.

Orientation of new staff members has been formalized. Specific information sessions will be offered and new staff members will be given a tour of the main facility. The scope of the Adult Schools' other sites and offerings will be presented as well as training in attendance procedures. A staff handbook, with the information clearly outlined will continue to be provided. The creation of a mentor teacher program will be discussed and outlined in an effort to further streamline the process of training new staff.

The support services (both school and community-wide) that are available to students will be synthesized and put in hand out form. This will allow a student attending any class at the Pacific Grove Adult School to have access to names, numbers, addresses, e-mail contact information and any other information that will maximize the support that they receive while furthering their education.

Open Houses will be held to offer another forum for existing and future students to receive information and make valuable personal connections. Discussions concerning the possibility of "free" or "sample" Saturday classes have also been held. Further development of this issue will be addressed by the leadership team.

The last focus area of the communication Action Plan is critical. It involves the budget, not just school wide, but district wide. A clarification of the budget construction process will be made available as well as a printout of the actual budget. This way all staff members have access to the information that has led to budget decision making. It will be at the annual staff meeting in September of 2006 that these materials will be made available to the staff. It will also provide a forum for all staff members to voice their concerns or offer their support to areas of the budget that they feel are the most critical to the functioning of the Adult School. To feel heard and to be part of the process will increase staff morale and take this new focus of communication to the highest level possible.

The facility itself is an integral element of the community perception of the Pacific Grove Adult School. The main campus site is in need of updating and repair.

The first step in correcting this issue is the creation of a facility task force. Staff members, administration and possibly even students will come together to prioritize and effectively communicate these priorities to the district. Short and long term goals will be created. The possibility of fund raising and grants will be explored. Beautification days using volunteers will be organized and scheduled.

A discussion about the implementation of a facility wide security system (master keys) will be addressed.

“Safety” will be the target issue for the facility improvement process. The Pacific Grove Adult School is home to a very large Parent Education program. This means that young children and parents holding infants are utilizing the facilities each and every day. Any improvements and/or changes that will be made, will be done while taking this fact into consideration.

Lastly, in terms of facility improvements, the establishment of protocol for requesting physical space improvements, separate from maintenance requests will be created. This ties the Facilities Action Plan and the Communication Action Plan goals together into one tight process.

The creation of a system of measurements, i.e. accountability, is the third Action Plan of the Pacific Grove Adult School. If the facility is improved and the communication flows at its highest level possible, then an analysis or “measurement” of these changes needs to be in place. It is the leadership team once again, that through meetings and discussions, will create multiple instruments by which to measure student and staff needs.

Through the WASC process, five areas that need to be “measured” were identified. The first one is a broad term: “standards”. What this term means is the “desired learning attainment” of each student. How can the Pacific Grove School ensure that each and every student is achieving their desired educational goals? The further clarification of the expected STANDARDS will be explored. This will be done through departmental meetings, staff meetings and the analysis of created assessment documents.

The actual curriculum will be “measured”. Meetings with the District Curriculum Coordinator will be scheduled and an analysis of the current curriculum will be addressed. The questions used as an umbrella for these meetings will be “How effective is the current curriculum material” and “How can we adjust the current curriculum to bring it to a higher level?”

The teaching practices and techniques used by the individual instructors will be reviewed. Are they working? Is there one particular instructor that is using a certain method that works better than others? If so, how can that information be shared? This will be the focus of the Action Plan, in terms of measuring teaching practices.

Student outcome is, of course, an area that will be prioritized. Are the students achieving the goals that they set for themselves when they began their education at the Pacific Grove Adult School? What is getting in the way of achieving those goals? How can the leadership team measure these outcomes?

By June of 2007, the Pacific Grove Adult School will have a system of

measurements in place that will address all of the above outlined areas. Once the leadership team can measure these areas, accountability immediately increases. When accountability increases, the ability for the staff and students to clearly meet their goals is maximized.

The last area of the Measurement Action Plan is the development and implementation of an ongoing teacher observation, evaluation and review process. The Principal and the Assistant Principal, with the support of the district, will create a schedule of observations and follow up feedback sessions. Watching a teacher “in action” and then discussing with them about those observations is a key element of staff training. The creation of this new and improved plan for staff at the Pacific Grove Adult School will take place between June of 2006 and June 2007. This allows plenty of time to create a workable system to ensure that all teachers are performing at the highest level possible.

The leadership team, with a newly formalized status, will be charged with monitoring and moving forward the action plans in their regular meetings. The WASC process has energized the current members of the team, and the action plans themselves give more responsibility to this team. The administration supports this experiment in school governance. The team will regularly report progress to the school community. The team welcomes this responsibility and the increased capacity to advance the improvements sought.

The Action Plans described above in the areas of Communication, Facilities and Measurements will bring the level of education offered to the students of the Pacific Grove School to a new level. They will also allow each instructor to stimulate and educate their students to their highest potential. Each and every student will feel empowered and have the tools in place to be a life long learner and a productive and responsible community member. These are the Expected School Wide Learning Results and yes, they will be achieved!

# Acknowledgments

**Thanks and gratitude to all staff members of Pacific Grove Adult School, their students, collaborators, community partners and to the Board of Education, the Superintendent, and the Assistant Superintendent for their continued support.**



Monday, April 10, 2006

Leadership/Administration/School Board/ District Office/Advisory Council  
With  
Visitation Team  
7 AM - 8 AM Multi Purpose Room

Leadership Team with Visitation Team  
8 AM – 8:30 AM

TEAM "A"

Day	Time	Course Title	Program	Instructor	Location
Monday	8:30AM	Beginning Low	ESL	Sanders	MC Room #4
Monday	9:00AM	Beginning Hi/Inter	ESL	Koontz	MC Room #2
Monday	9:30AM	Intermediate/Advan	ESL	Anderson	MC Room #3
Monday	10:00AM	Core 18-20 Months	Parent Education	Olney	MC Sun Room
Monday	10:30AM	Core 28-30 Months	Parent Education	Woods	MC Forest Room
Monday	11:00AM	Core 26-28 Months	Parent Education	Weston	MC Earth Room
Monday	11:30AM	Core 32 Months-3yr	Parent Education	Griffin/Hart	MC Moon Room

WASC Committee Luncheon  
12 Noon – 1:15 PM

Monday	1:30PM	Core 32-36 months	Parent Education	Harper	MC Forest Room
Monday	2:00PM	Intermediate	ESL	Koontz	MC Room #3
Monday	3:00PM	Focus Group #1	Student Learning	WASC Committee	MC Room #5
Monday	4:00PM	CNA	Vocational	Mahon	MC Annex
Monday	4:30PM	Exercise & Fitness	Older/Health&Safety	Beck	MC Multi Purpose
Monday	5:00PM	Student Input	ESL/Older Adult	WASC Committee	MC Staff Room
Monday	5:30PM	Pilates Cond	Older Adult	Beck	MC Multi Purpose
Monday	5:30PM	Spanish	Foreign Language	O'Meara	MC Room #2
Monday	6:00PM	Italian	Foreign Language	Tatjana	MC Room #3
Monday	6:30PM	Beginning/Inter	ESL	Vital	MC Room #4

Visitation Committee Dinner Break - 7:00 PM

## Pacific Grove Adult School Education Center Spring Quarter 2006 WASC Visitation Schedule

Monday, April 10, 2006

Staff Meeting with Visitation Team 7 AM Multi Purpose Room

Team "B"

Day	Time	Course Title	Program	Instructor	Location
Monday	9:00AM	Body Conditioning	Older Adult	Light	Community Center
Monday	9:30AM	Student Input	Older Adult	WASC Committee	Community Center
Monday	10:00AM	Physical Fitness	Older Adult	Nattress/Leyva	Community Center
Monday	11:00AM	MAC Overview	Vocational	Bennett	MC MAC Lab
Monday	11:30AM	Microsoft Word	Vocational	Price	MC Room #6A

WASC Luncheon  
12 Noon – 1:15PM

Monday	1:30PM	Physical Fitness #2	Older Adult	Leyva	Forest Hill Manor
Monday	2:15PM	Wheelchair/Walkers	Disabilities	Gottesman	Del Monte Rest Hm
Monday	3:00PM	Art Composition	Disabilities	Moore	Gateway Center
Monday	3:30PM	Function Academics	Disabilities	Grossman	Gateway Center
Monday	5:30PM	Lap Swimming	Community	Koontz	PG HS Pool
Monday	6:30PM	Windows XP	Vocational	Williams	MC Room #6A
Monday	4:00PM	Focus Group	Curr & Instruction	WASC Committee	MC Room#5

Visitation Committee Dinner Break  
7:00PM

Tuesday, April 11, 2006

TEAM "A"

8:30 AM: Meet with School Administration

Day	Time	Course Title	Program	Instructor	Location
Tuesday	9:30AM	HS Diploma	ABE/GED	Brill	MC Room #1
Tuesday	10:00AM	12-14 month	Parent Education	Biggio	MC Sun Room
Tuesday	10:30AM	22-26 month	Parent Education	Kershner	MC Forest Room
Tuesday	11:00AM	Tots In Motion	Parent Education	Saulovich	MC Wind Room
Tuesday	11:30AM	Science	Parent Education	Parrish-Stember	MC Moon Room
Tuesday	11:30AM	Student/Team Visit	Parent Education	Root	MC Moon Room

Leadership Luncheon  
12 Noon – 1:15 PM

Tuesday	1:30PM	Post Natal Yoga	Parent Education	Bragg	MC Wind Room
Tuesday	2:00PM	I Tunes	Vocational	Bennett	MC Mac Lab
Tuesday	2:30PM	Focus Group #3	Support for Student Personal & Academic Growth	WASC Committee	MC Room #5
Tuesday	3:30PM	Physical Fitness	Older Adult	Nattress/Leyva	MC Multi Purpose
Tuesday	4:00PM	Group Meeting	Staff/Visiting Team	Leadership	MC Room #4
Tuesday	5:30PM	Advanced Spanish	Foreign Language	Scholis	MC Room #3
Tuesday	6:30PM	Office Skills	Vocational	Price	MC Room #6A

Visitation Committee Dinner Break  
7:30 PM

Pacific Grove Adult School Education Center Spring Quarter 2006 WASC Visitation Schedule

Tuesday, April 11, 2006

TEAM "B"

8:30 AM: Meet with School Administration

Day	Time	Course Title	Program	Instructor	Location
Tuesday	9:30AM	Physical Fitness #2	Older Adult	Leyva	Canterbury Woods
Tuesday	10:00AM	Mental Fitness	Older Adult	Scholefield	Canterbury Woods
Tuesday	10:45AM	Physical Imagery	Disabilities	Olson	PG Conv Hospital
Tuesday	11:30AM	Preschool Plus	Parent Education	Russo	MC Annex

Leadership Luncheon  
12 Noon – 1:15 PM

Tuesday	1:00PM	Spanish	Foreign Language	Tucker	Aquarium
Tuesday	1:45PM	Sit and Stretch	Older Adult	Leyva	Forest Hill
Tuesday	2:30PM	Pre School	Parent Education	Ross	Pine Ave School
Tuesday	3:15PM	Mental Fitness	Older Adult	Scholefield	Canterbury Woods
Tuesday	4:00PM	Group Meeting	Staff/Visiting Team	Leadership	MC Room #4
Tuesday	4:30PM	Focus Group #4	Resource Management & Development	WASC Committee	MC Room #5
Tuesday	5:30PM	WEB Page Design	Vocational	Williams	MC Room #5
Tuesday	6:30PM	Photo Shop	Vocational	Siemonsma	MC Mac Lab
Tuesday	7:00PM	Excel	Vocational	Baumgardt	MC Room #5

Visitation Committee Dinner Break  
7:30 PM