

**SALINAS ADULT SCHOOL**  
**WASC THREE YEAR MID-TERM REPORT**  
**2010**

**INTRODUCTION**

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The Salinas Adult School has been an accredited school since 1967. It has received full-term accreditations ever since, with the last one in the school year 2006-2007. Included in this report is the following: follow-up process, description of significant development and updates, report on plan of action and updates.

**FOLLOW UP PROCESS**

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The committee who worked on the three-year mid-term report was composed of representatives from each department in the school in each job classification as well as members of the School Leadership Team. The core members of this team were on the original School-wide Leadership committee and Focus/Home Groups for the last accreditation review. The process included engaging all staff members in the school through activities in two staff development days in August and October, 2009. Activities included a thorough review of our Action Plan as well as assessing changes in the school and making new plans, especially given the radically changing environment of the current budget and funding crisis. The committee began to meet in August 2009, and met on a monthly basis and presented its findings, asking for comment and confirmation, at a third staff development day in March, 2010.

**WASC Leadership Committee**

Chairperson: Gina Muller, Assistant Director  
 Dr. Bob Harper, Director  
 Yvonne Ricketts, Coordinator of Parent Education Dept.  
 Janne Bennick, Coordinator of Education and Skills Dept.  
 Cecilia Anderson, Administrative Secretary  
 Sue Landesman, Teacher, Education and Skills Dept.  
 Kathy Bauer, Student Advisor, Education and Skills Dept.  
 Maria Miller, Teacher, ESL  
 Kathleen Slattery, Teacher, ESL  
 Bob Wilde, Teacher, Salinas Valley Federation of Teachers  
 Karen Estes, Teacher, Parent Education Department  
 Rosemary Perez, Clerk/Typist, SCEA  
 Lisa Lasnik, Teacher, Parent Education Dept.  
 Allison Hulden, Registrar, Education and Skills Dept.  
 Diana Upton, Teacher, Parent Education Dept.  
 Vanessa Velasco, Typist Clerk, ESL  
 Kim Roy, Teacher, Education and Skills Dept.

## SIGNIFICANT DEVELOPMENTS

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In the three years since our WASC accreditation have brought significant changes to the Salinas Adult School. These changes re-focused in the following areas: leadership, severe revenue loss, and restructuring.

Leadership: The previous Director who served in this capacity for 27 years, retired in 2008. At that time one of the two Assistant Directors and two department Coordinators also left the school. A new Director was hired in July 2008 and was our leader until March 2010. A new Parent Ed Coordinator, was also hired in July 2008, and continues in an administrative role with our school. A long time teacher and interim Coordinator took on the role of Acting Coordinator for the Education and Skills Programs and Creative Living Departments in 2008, and continues to provide leadership for these two departments.

Severe Revenue Loss: Since the 2007 WASC visit, there has been obvious school wide significant change, resulting from the State education budget reductions and the policy change to place adult school funding in tier three categorical flexibility. The budget crisis for all schools, and specifically adult education, had already begun in the summer of 2008 as we planned a year without either the expected COLA or growth ADA. The opportunistic theme for the school year 2008-9 was “Changes, Challenges and Opportunities”. As the year progressed we realized just how appropriate the theme was as the economic crisis deepened. By the end of the school year workforce reductions began in earnest. The past two years of continued budget cuts have resulted in a continued decrease in our budget from eight million in 2007, to six million in 2010. The end is not in sight, as plans for further reductions become reality.

Restructuring: The theme for 2009-10 has been “Reinventing Ourselves”. Using the ESLRs and the Action Plan as a roadmap we have implemented school wide changes to fit our changing budget while continuing to reach as many students as possible to provide them with services that meet their needs. In the spring of 2010, as we watched Adult Schools across the state closing or drastically reducing the scope of their services we made plans to reduce another \$500,000 from our budget. The uncertainty whether additional funds will be “swept” by the district looms large and has had a continued impact on the scope, viability and focus of our Action Plan and the continuous improvement process. Consequently, our restructuring includes:

1. Becoming part of a larger reorganizational plan by the district to streamline alternative education services under one Director who will oversee the Adult School, ROP, Mt Toro Continuation High School, Independent Studies, and develop coordinated alternative ed services. It will be a substantive change to place one of the larger adult schools in the state, which has had a larger and modern building dedicated to adult education, in a context where it shares staff, space, and goals with other district functions. There will be opportunity certainly, but there will be continuing reductions in adult education services and the resulting impact on the current action plans and school improvement

will be significant. With the loss of the Adult Education Director in March, there is no current plan to fill the position. The Coordinator of Parent Education will be the interim Assistant Director/Administrator assisted by the Coordinator of the Education/Skills Program. Both will represent adult education in the work that will be done to fold it into the larger district alternative education restructuring. Both will also continue to lead the adult school staff in working toward improvements, with action plans that will, of necessity, be adaptable to the still changing environment of adult schools in the state, and more specifically the adult education program in the Salinas Union High School District.

2. The elimination of most of the summer school offerings with the exception of classes that support the district such as CAHSEE test prep and credit recovery, and categorically funded classes.
3. The layoff off and rehire of classified employees from 12 months to 10 months positions.
4. The transfer of seven additional classified employees elsewhere in the district. These staffing reductions hopefully will allow us to continue into 2010-11 with no additional cut to student services.

**Specific significant school wide developments related to the above include:**

In the effort to produce this mid-term review and written report, the Leadership Team studied changes and aggregated the following list of developments that have a significant impact on current and future school improvement plans:

- Establishment of the School Leadership Team which represents all departments and employees of the school. This group meets monthly and representatives report back to their respective groups.
- Establishment of the Community Advisory Committee, an advisory group made up of representatives of programs, agencies and industry from the community This group meets twice a year and shares their ideas about the role and function of the Salinas Adult School
- Regular meetings for support staff led by the Administrative Secretary
- Regular meetings of union representatives with the Director
- Director's weekly email message, "Talking Points"
- Increased collaboration with community partners including but not limited to WIB, One-Stop Career Center, Family Resource Center Network, Department of Social and Employment Services, Community Foundation, ALBA, Hartnell College, CSU Monterey Bay,
- Increased inter-departmental collaboration and support
- A reduced work year and district wide calendar change, shortening the school year by one week and saving one week of pay
- Abbreviated summer school 2008 and 2009 as a cost savings maneuver
- Charging fees for classes
- Increased use of technology including email and website use by staff and students

- Increase in distance learning in all departments
- The professional development theme for the year 2009-2010 was project-based instruction, aligning with the efforts listed in the school wide action plan addressing the need for self-directed learning.
- The catalog is shorter and is no longer mailed to homes. Courses are listed on the website
- On-line registration used in ESD, Creative Living and Parent Education Departments
- Establishment of the Welcome Center – a centralized area for student information at the front door of the school instead of four distinct places in the school to receive students
- Reorganization of classified staff to cover all departments and Welcome Center during high traffic times
- Establishment of the Data Center – an area where all attendance and TopsPro data is processed
- Campaign for Adult Education advocacy
- Funding changes (a 20% reduction in funding for 2009-10) plus additional cuts as the district sweeps beyond the 20%
- Attendance changes (2008-09 ADA of 1978.11, 2009-10 ADA of 1091.55 thru 4/18/10) indicate reduced enrollment as a result of reduced class offerings
- Wide use of on-line professional development in lieu of traveling to conferences and training.
- Use of peer collaboration as a part of formal evaluations. Project-based instruction, aligned with the school wide Action Plan around self-directed learning, was used as a basis of the peer collaboration that was key to this experiment in evaluation.
- Creating a new school logo and branding the school in all correspondence
- Increased staff development to align with WASC Action Plan

Many additional developments were documented and studied, but given the structure of the school through the last few decades, and the process of the last self-study, the questions were discussed at length in the departments or Home Groups.

### **Departmental significant developments:**

#### Parent Education Department (PED):

- The PED witnessed the retirement of the long time Parent Education Coordinator and the hiring of a new Parent Ed Coordinator in July, 2008.
- The mandated State funding reduction resulted in the closure of the Toy Lending Library, which the PED had operated for over 20 years. This significant closure luckily resulted in a positive community outcome of the Salinas City Library System acquiring the toy collection for integration into the library branch collections, and increased access for parents.
- Funding reductions have greatly altered the offering of PED classes. Many classes have been eliminated reducing student choices of class time and

teacher. For example, no parent participation classes were offered last summer (09). Additionally, all classes saw an increase in fees, resulting in the closure of some classes serving economically disadvantaged students in East Salinas who are unable to pay these fees.

- Community collaboration increased. Examples include the City library acquisition of the Toy Lending Library collections, the local hospital underwriting the cost of some child birth classes, and increased support from CHISPA for our Parents as Teachers (PAT) program playgroups based at CHISPA sites.

### ESL Department:

- **Budget Cuts:** The most significant development in ESL is the same for the whole school and Adult Education programs throughout the state. Budget cuts have caused us to reevaluate our programs, reinvent them and strive to maintain basic services while greatly reducing offerings and support services.
  - **Reduction in number of ESL classes:**
  - **SAEC** classes reduced offerings, fewer classes
  - **CBET:** The CBET class offerings have been greatly reduced, dropping from 17 to 5 off-site classes. This resulted in the lay-off of all of our part-time teachers.
  - **Distance Learning:** We have also greatly reduced our Distance Learning offerings. In 2007 we had 7 distance learning teachers in ESL and Citizenship. Presently we have 3 teachers and serve half the number of students as before.
  - **Literacy:** We are offering only one class in the morning. The evening class was cancelled.
  - **Open Computer Lab:** No longer offered, lack of staffing.
  - **Pronunciation classes:** Two classes offered, 6 previously
  - **Orientation class for new students:** No longer offered, lack of staffing.
  - **Seasonal Overflow classes** not staffed, **waiting lists** developed for students who are turned away.
  - **Closure of the Advanced Class:** The classes were combined with the Intermediate High students. Advanced students were transferred to ABE or GED programs. These students report that they are pleased with the new challenges and the ABE/GED teachers report that they are well prepared and anxious to learn.
- **Reduction in non-teaching services:**
  - No ESL student advisor.
  - No ESL program specialist.
  - Clerical coverage in the ESL department is reduced.
  - No technology mentors from TIMAC program.
  - No longer have funding for staff collaboration meetings

- Reduction in attendance at professional conferences
- ⊖ The Assistant Director, who had responsibility for the department was asked to take on school wide responsibilities, taking away from departmental coordination.

In response to the above, the ESL department has refocused its efforts to offer services to students that meet their needs for improvement in English, citizenship preparation and career preparation with the redeployment of Vocational ESL offerings.

#### Education and Skills Department (ESD):

The ESD Department (which encompasses adult basic education, secondary education and GED prep, career technical education and all the credit-recovery classes for district high school students) , also experienced significant changes in their department administration. The Assistant Director who was responsible for ESD operations was absent for one year (2008-2009) on medical leave before retiring in 2009. During that time she was not replaced (nor will the position be filled). Administration of the programs was assumed by a Coordinator who had worked in that department for the last two years. The Coordinator had a demanding work load, as she administered what has become the largest department in the school, as well as the CLP department (see below) while maintaining some teaching hours. She guided the department through the loss of several clerical positions while at the same time the department experienced rapid growth in the number of students enrolling in ABE, HSD and GED. In recent years students enrolling in this department are younger, and an increasing number have a recent history with the criminal justice system. The significant growth in attendance and enrollment is aligned to the unemployment rises in Salinas. Unemployment of Latino males in Salinas between the ages of 18 and 24 has been reported as high as 60% in the last year.

Also, as a response to the needs of the high school students in the Salinas Union High School District, the increasing demands of the CAHSEE test and the requirement for 240 credits to graduate, more and more high school youth are referred to the Adult School to work on credits and prepare for the exit exam. This probably explains the much younger group of students who now attend classes in the department. With these demographic changes come the inevitable need for greater supervision for discipline and adapting operation to the challenges of students with negative experiences with institutions and problematic attitudes towards school in general. At exactly the time the size and characteristics of the student population has changed, with increasing need for supervision and support, the resources directed to administration, supervision, support services have all been substantially reduced.

Nonetheless, the department has been able to efficiently meet the increased demand for to serve students. In response to these challenges the ESD has instituted important changes. Sometimes these changes have been explicitly implemented as a result of the school wide Action Plans. More often they have happened as a result

of a response to immediate needs. These changes are aligned with the four areas of the school wide Action Plan for *assessment, access, self directed learning, and technology*, and validate the previous self study, at least as applied to the needs still apparent in the ESD department.

#### Creative Living Department:

The Creative Living Department has experienced the most changes since the 2007 WASC visit. Due to budget cuts the program has been cut by 48% in the 2008-2009 school year, and more in the current year. The coming school year will bring even more cuts and changes to the program.

The Program Coordinator was out on long-term illness leave for much of 2007-2008, and 2008-2009, finally retiring in Dec. 2008. She was replaced by an Interim Coordinator (5 hours per week) who also manages the growing ESD. The department reduced two clerical positions; a 20 percent employee for desk/phone coverage remains. This reduction in program size, and clerical support and coordination, had a significant impact on the monitoring and implementation of the action plans. The effort in the department was to maintain some level of services with greatly reduced resources.

Successes include:

- There was an art show of student work at the Steinbeck Museum which was a popular success attended by many members of the community.
- The art teacher established a partnership with the Steinbeck Museum and will continue teaching classes there after the program closes at SAS.
- The Adults with Disabilities program grew due to Community Based Instruction with community partnerships.
- Adults with Disabilities students are involved in field trips to agencies and cultural events in the community.

### **IMPLEMENTATION AND MONITORING OF ACTION PLAN**

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The challenges of budget reduction and consequent reduction in staff and class offerings at the Salinas Adult School have resulted in changes in the Implementation of the School Wide Action Plan focusing on the four areas of *assessment, access, self directed learning, and technology*. In spite of these challenges, the staff has responded with an aggressive restructuring plan which allows us to use our resources in the most efficient manner while staying true to the goals of the action plan.

The school has traditionally been organized around four separate departments: ESD (high school diploma, GED and ABE), ESL, Creative Living and Parent Education.

Under that construct, each department holds its own staff meetings to review goals and progress of the action plan. Each department also produces a year end report which is given to the Director who in turn creates a school wide year-end report addressing the action plan.

Action Plans in recent years have most authentically been implemented and reviewed in each of the four departments, and departmental meetings have functioned as Home Groups in the Focus on Learning terms. In the most current year the Creative Living Department (which encompassed many of community interest classes for older adults) was cut so significantly its operational distinction, and its ability to implement and monitor school improvement plans relevant to its classes, was affected. But in the other departments, the school wide action plans were adapted to departmental goals and objectives. Although not systemically thorough, the ESLRs were similarly applied as program learning results. So in the process of monitoring the progress in the last three years, the four school wide action plans addressing needs of *assessment, access, self directed learning, and technology*, were continually brought back to the departments, in Home Group meetings, to review implementation, discuss outcomes, remark on what's not been done, and study whether action steps needed to be changed. The flow of information came back to the Leadership Team, and activities reviewing the Leadership Team's analysis and synthesis of implementation, impact, and need for changes in the action plans, were what constituted part of the three school wide staff development days referenced above.

In this most recent review and evaluation of the school wide action plan, we concluded that some of our goals have changed; other goals have been abandoned or are no longer applicable, others we have had to prioritize. When restructuring and downsizing school operations we have also discovered that the action plan is an essential and very useful framework for this change. The ESLRs and the Action Plan have served as a compass that helps us to stay true to our purpose of serving our students as we make difficult decisions about closing departments, reducing offerings and adding other classes that target literacy and vocational training.

In these meetings that spanned from casual parking-lot conversations to departmental meetings, staff meetings, leadership meetings, Community Advisory Council and town hall information meetings we asked these questions and generated discussion that led to future plans.

1. What should our program look like next year?
  - What are our school priorities?
  - What is our school's core mission?
  - What does our community need from us the most, especially now?
  - How can programs run differently in this new reality? Can classes be cut, combined, or run on a fee basis?
  
2. How can we save resources and run more efficiently?

- What operations can be streamlined?
- What operations can we let go if we can't afford them?
- What can we do to run more economically?
- Can technology help us? Can we work smarter?
- Where are there opportunities for additional funding?

The information gained from these meetings was used to guide our restructuring efforts in concert with our Action Plan.

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## PROGRESS OF ACTION PLAN

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The critical areas include *assessment, access, self directed learning, and technology*. The specific action plan for these critical areas as identified in 2007 was predicated on the assumption of stable revenue for school operation. As noted above, that revenue has been dramatically reduced, thus progress as measured by the identified action plan strategies in 2007 looks markedly different. In fact, several strategies are not longer relevant as they were dependent upon the school operations continuing with stable revenue. However, in spite of the revenue decreases, progress has occurred in most areas.

### Parent Education (PED):

#### **Assessment:**

- We have integrated annual Parenting Ladder assessment in our core 0 – 5 year old parent participation classes.
- We have begun the process of familiarizing teachers with how to use it to guide instruction, as evidenced by time during school wide staff development days. Progress is limited by the changing menu of class offerings.
- We do hope to prioritize which classes will benefit the most from the use of this assessment tool, and integrate continued staff development on the use of this assessment for guiding instruction.

#### **Access:**

- Our teachers have greater understanding of other department educational offerings and resources.
- We continue to work closely with community partners, and thus our awareness of community resources through PED staff development days, PAT monthly meetings, PED Leadership meetings, etc. remains constant.
- Goals related to new staff are moot. Due to budget reductions, we have lost staff, not hired any new staff, and thus mentoring has not occurred. We do not plan to address these goals unless we win the lottery and are able to hire new staff once again!

- We have begun cross training of existing staff in all areas, to increase access, as well as integrate peer mentoring for existing staff.
- The reorganization of the PAT program placed peer colleagues with more programmatic experience in the role of providing more daily supervision for PAT staff.
- We have made significant progress on the use of the school web site, integrating the PED quarterly newsletter, creating email list serves for our students, integrating on line registration for classes, and promoting parent education opportunities on line.
- We have not made progress on using the school wide DVD – it is outdated given our current and ongoing operational and programmatic changes.
- We have not made any progress on establishing a Board of Directors for the toy Lending Library that would increase support for the annual Story Festival. The Toy Library closed and the Story Festival was cancelled this year (09), and its future remains uncertain.

***Self directed learning:***

- The PED has not uniformly implemented goal setting with students in classes. We are considering ways we can structure this for classes so we can measure progress of achieving this.
- Several parent participation classes as well as the PAT program have implemented SCANS competencies as evidenced by assigning students job responsibilities in the classroom, connecting lessons to real life experiences, monitoring student progress (this is especially true in the PAT program), and integrating cooperative learning activities in the classroom.
- We have incorporated project based learning into classroom curriculum and it has served as the focus for peer evaluation among some teachers during the 09-10 school year. We hope to standardize some of these practices into more parent education classes and activities.

***Technology:***

- This area has seen progress made in terms of the increased usage of email by staff, increased school usage of the website for student access as evidenced by on line registration and access to information, linkages to other web sites, etc. While we had hoped that more teachers would lean Power Point for classroom instruction, this has not occurred.
- We were able to standardize the child birth curriculum to be offered via Power Point, which required the purchase and installation of a ceiling mounted LCD projector and lap top.
- We started distance learning opportunities for parents in the 08-09 school year, increased the offering in the 09-10 school year, and will continue to expand this learning venue in the summer of 2010.
- Due to the closure of the Toy Library, we have not made progress on increased use of technology for Toy Library patrons as originally planned.

- As part of a funding requirement to track and monitor PAT data, one PAT funder has provided some lap tops for teachers to use to enter PAT data on the required web based data base. This activity is in progress, and requires an ongoing commitment to working through the various complexities associated with the PAT data base needs and requirements as they interface with the district technology resources.

### ESL:

#### **Assessment:**

- We planned to expand CASAS training at the summer institute but have changed that to online training as a cost savings.
- The Data Center was opened and there is closer tracking of testing and testing results.
- New teacher orientation in assessment/testing procedures- in 07-08 all teachers were assigned to a contact person for mentoring. In 08-09 this was reduced due to budget. This year we have no new teachers.
- Testing program specialist is sharing assessments results in a timely manner and teachers share these results with students after each testing period.
- Testing schedule is coordinated with managed enrollment schedules. We have added the use of the CASAS listening test for all ESL classes. Work has begun to implement eCasas testing on the computer for both new and continuing students.

#### **Access:**

- Administration will present basic orientation regarding classes and career ladders available at SAS and higher education.
- Information about VESL offerings presented in short visits to classes (recruiting)
- Information about VESL offerings disseminated throughout the community to our many partner agencies. (One-Stop, WIC, libraries, schools, community center, etc.).
- The EL Civics program has been expanded to the beginning levels of ESL. The Cultural unit, gang information and housing information were enthusiastically received by all levels of ESL students.
- In 2008-09 our student advisor's hours were reduced to half time and in 2009-10 we lost that position. Therefore our goal of disseminating information about community services through regular visits by advisor was not met. However, through the ESL civics grant and participation by many community agencies, information is presented on a regular basis to all classes e.g. First Five, Info on diabetes, census info, recycling, and job opportunities.
- Field trips to ROP and Hartnell not achieved because of reduced class offerings at ROP and budget cuts for transportation. However, information

about career ladders, including programs at Hartnell is shared with all students. Students access the Hartnell College on-line in some classes.

- We now offer free childcare for students at SAEC for day and night students. This is collaboration between the ESL and the Parent Education departments.
- Select teachers were trained in Moodle to provide on-line distance learning for our students.
- Teachers use exit tests as an additional measurement for promotion.

### ***Self Directed Learning***

- ESL classes are organized around SCANS competencies and students routinely share responsibilities including peer teaching and tutoring.
- All classes are organized to promote cooperative learning. Project based learning encourages team cooperation to create a product or organize a learning activity.
- Our goal is to provide all students with regular feedback on their progress in the classes. This is provided by CASAS reading and listening tests, weekly tests by teachers, exit promotion tests and daily feedback to the students. We have improved in this area but do not provide it 100 % and it is a continuing goal.
- Goal setting is a part of each class and goals are reviewed each quarter when new students are enrolled.
- EL Civics objectives encourage active student participation with each other in projects that move into the community.
- There is an emphasis on transfer of skills learned in ESL to the children of our adult students. Students report that they read to their children in English. Distance learning students report that they watch the ESL DVDs as a family and do the oral exercises together, with the children often assisting their parents.
- Intermediate and advanced level classes include study skills as part of the ESL curriculum.

### ***Technology***

- The school wide technology committee is chaired by an ESL teacher and is attended by other ESL teachers resulting in increased participation by our department. The technology plan is based on the plan written for the EL Civics grant.
- All teachers use the school email system.
- Teachers access the school website. Students are taught about the website in their ESL classes.
- All classes employ the use of computer assisted language learning. Students are introduced to many websites that they can also access at home to increase their learning, e.g. searching for careers on line.

- The portable computer lab was moved to our site at St. Mary's so that those classes (2 ESL classes and 1 citizenship class) have access to computer learning.
- Teachers report that they are using the writing process of pre-writing, drafts, editing and final product more because of the ease of using the computer. Students show more enthusiasm and are able to illustrate their work with computer art of imported photos, maps, etc. Many students send their work electronically to their families in their home countries.
- Three new VESL computer classes were added this term to meet the requests of our students and as a response to community partners who want employees with English and computer skills.

### Education and Skills Department (ESD):

#### **Assessment:**

- A new orientation and assessment process has been implemented to more efficiently place students.
- Staff was trained in the Star Assessment process as a part of a state initiative to implement research-based "micro-assessments" in literacy, adult basic education programs. Instructional hours and staff were reassigned from CLP department and ESL department to accommodate the increased number of students, but also to implement this instructional model, which requires lower teacher: student ratio, small group pull outs with instruction focused on needs identified by this extensive assessment process.
- The information from the Data Center has increased the numbers of students being tested with the CASAS assessment; this has been a significant improvement of both gaining paired scores for accountability. The implementation of the eCasas testing on the computer will enable more efficient, timely and useful assessments.
- There is now a new position of Student Advisor for ESD students to work with; there is a formal system of goal setting and review with the Advisor. In addition to having office hours available to staff, the Advisor also supports teachers and works with the department to develop systemic changes that increase the effectiveness and frequency of multiple assessments, greater ability to access information, and the use of technology to deliver instruction and support the development of more self-directed learners.
- The department started offering to students entry into the K-16 Bridge project, which aligns student classes, assessments with the requirements to enter post-secondary education at the local community college. The technology as used replicates a social networking environment where students will be able to track on their own what they have done, and what they need to do, to be ready to transition to the community college. It also has the added benefit in assuring place in the community college, which is critical in this era of reductions and waiting lists. This one initiative is a

concrete response to student needs represented the four domains of our school wide improvement. It uses technology, to provide access, to create self-directed learners who monitor assessment for their own purposes.

- The testing schedule is now aligned with the testing of the ESL department and SUHSD to avoid conflicts to maximize the use of staff, and so capture more assessments about student learning.
- Spanish for the Workplace uses authentic assessments for placements and promotions and continues to align its curriculum to specific needs of the local workplace.
- WorkKeys, an international workplace readiness certification, has been installed on the ESD Computers, staff has been trained in its use and students are referred for this assessment. This will allow staff and students to prepare and certify students' skills, and because this is a standard used by the local workforce development system, and marketed to employers, will better articulate our instructional programs to local needs, and respond to the continual expression of our students who study with us to "get better jobs."

#### **Access:**

- There is now a new position of Student Advisor for ESD students to work with; there is a formal system of goal setting and review with the Advisor. In addition to having office hours available to staff, the Advisor also supports teachers and works with the department to develop systemic changes that increase the effectiveness and frequency of multiple assessments, greater ability to access information, and the use of technology to deliver instruction and support the development of more self-directed learners.
- A Student Advisor makes community resource referrals as well as referrals to post-secondary education opportunities. Transitions to post-secondary training and learning will be facilitated by this new position.
- Students whose English is not developed enough to pass the entrance exam to the CNA program are referred to the VESL Health Care class meeting a long-standing need and providing access for English learners to this popular program.
- Salinas Adult School is fully aligned with CAHSEE testing –with instructors attending district training. Salinas Adult School is the only district site that offers CAHSEE prep and the exam in the summer and the articulation of testing and offering of after-school credit recovery make the adult school an important part of the alternative education goals of the department.
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- Students have increased the number of community service hours at SAS during special events such as Parent University and Caregiver University.

### ***Self directed learning:***

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- The Tutoring program which is now under the direction of the ESD has greatly expanded its scope including students from all departments. The school was able to access a generous grant from the Monterey Council Literacy Campaign to support the preparation of literacy tutors, and the work needed to implement the STAR assessment system in the ABE classes (see above).

### ***Technology:***

- Teachers are being trained in Moodle for distance learning opportunities. This will engage selected and self-identified teachers to use technology, creating course content to be accessed online, in ways that still enliven their interests, while preparing for an a future of what may be a different kind of adult education.
- All teachers are using the email system and using the school's website. Newsletters, forms, and resources are now available online to teachers and students.

- WorkKeys, an international workplace readiness certification, has been installed on the ESD Computers, staff has been trained in its use and students are referred for this assessment. This will allow staff and students to prepare and certify students' skills, and because this is a standard used by the local workforce development system, and marketed to employers, will better articulate our instructional programs to local needs, and respond to the continual expression of our students who study with us to "get better jobs."

### Creative Living Department:

#### **Assessment**

- Teachers increased the use of a competency check list for assessment.
- In the REAP program, the Fullerton Assessment instrument is used annually to gage the fitness level of students.
- Art classes use their competency list to measure growth
- Power benchmark assessment was discontinued when the teacher was laid off.

#### **Access**

- Videos for orientation were developed by staff and shown to students during registration and orientation
- A check list for Adults with Disabilities was developed and is used to insure proper placement in classes.
- Developed partnerships with many community based agencies to assure the provision of community based instruction.
- We discussed and planned to use peer teaching in REAP but discontinued the idea for safety reasons.

#### **Self directed learning**

- Newly implemented Community Living Skills activities and the very nature of the experiential learning models in art, crafts, and exercise facilitate the development of self-directed learning.

#### **Technology**

- Computer classes, including computer graphics and digital camera art were eliminated and the teacher was transferred to the Education and Skills Department.
- Staff accessed information and forms on the expanded interactive website of the school. Increased electronic communication, emails and electronic newsletters and memos, improved communication in the department.

## **IMPACT OF ACTION PLAN ON STUDENT LEARNING**

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The significant change the school is undergoing has forced the need to re structure operations which ultimately impact students learning. The efficiencies obtained by the creation of a school wide Welcome Center and the creation of a school wide Data Center to focus on efficiencies in attendance and testing data have made student access to our school easier as well as providing opportunities to look at our school data for effective planning. Data informs decision making, which has been greatly needed for planning class offerings. Our school has witnessed an increased use of technology as follows:

- increased distance learning opportunities for students,
- increased student access to information through the school web site and email,
- increased staff usage of Internet and email to contact students, collaborate and communicate collegially,
- increased use of OTAN, Cal Pro resources for instructional planning

Many students from the community who attend our Adult School have expressed sadness, frustration and concern that classes, events and educational opportunities that are deeply valued will no longer be available and the character, reputation, and impact of the school will be very different. This most certainly will have an impact on student learning.

### Parent Education Department (PED):

The impact of the action plan for PED has been great, if not what originally intended. Impact on student learning is evidenced by the following:

- Exploring the use of social media for classroom instruction (The PED Coordinator attended several national conference sessions on this topic),
- Our Parents as Teachers data gives us excellent opportunities to provide analysis of student learning.
- The push for technology has also increased opportunities for students to engage in more self directed learning opportunities such as web based distance learning.
- Project Based Learning has been incorporated into many classes in the PED, as well as infused into the PAT curriculum. This most certainly has a great impact on student learning.

We anticipate the outcome of district reorganization of alternative education options which includes our school, we foresee many opportunities for increased student learning in the critical areas identified in this WASC report (assessment, access, self directed learning and technology) through the intentional leveraging of our parent education resources with district resources.

### ESL:

- One of the greatest impacts has been the emphasis on assessment, timely testing and reporting the results to the students. While we have not reached this goal, the commitment is strong and it is becoming a part of the classroom culture. The work of the testing coordinator is appreciated by teachers. He recommends the correct test and cues the teacher about the students who have accumulated enough hours to be tested.
- Goal setting and career ladders are familiar concepts to teachers. They agree that a refocus from general ESL to more defined classes such as VESL will better serve our community.
- Partnerships with community agencies have resulted in our ability to get our message out and being able to gather pertinent information from employers about what they need from us.
- We have greater access to technology because the district rules regarding web access have relaxed a bit. The district now understands that adults studying life skills need to have access to sites that may not apply to grades 7-12.
- All teachers use technology. Some only use the Rosetta Stone program to support the learning in their classes. Many other teachers are teaching their students to make videos, power point presentations and to access information for their own use.
- There has been a much more collaboration among teachers within the department and with other departments. Several teachers worked together on projects based learning, some worked with teachers in other departments. Teachers participated in Peer Evaluation.
- Departments are working together more. Parent Education supports students who use their facilities for childcare.
- More students are advancing to ABE/GED/High School diploma, L classes and courses of study at Hartnell College.

#### Education and Skills Department (ESD):

ESD has initiated many changes in response to the student demand for opportunities to increase their skills and educational level. As mentioned before, these changes are aligned with the Action Plan and impact student learning.

#### **Assessment**

- The development of a revised orientation for students has improved initial assessment and placement of students which increases student motivation to achieve their educational goals.
- Student achievement has increased as evidenced by a restructured data center and continued emphasis on CASAS pre and post testing

- An alignment with postsecondary educational assessments through the K-16 Bridge project
- Student motivation is enhanced with the availability of WorkKeys assessments which provide necessary job readiness certification
- Students who take advantage of the Student Advisor are more closely integrated into the assessment system and stay on track and progress towards completing their educational goals
- Students who participate in the Star assessment process receive timely micro assessments and are motivated to stay on track to complete their educational goals
- High School students unable to successfully pass the CAHSEE test at their high school have another opportunity to pass the test through our CAHSEE prep class and graduate with their high school class

### **Access**

- The Student Advisor provides referrals to community resources and post secondary opportunities which will increase the likelihood of students achieving their learning goals.
- The establishment of the VESL class in Health Care has increased student success in the CNA program for ESL students.
- Student access to the K-16 Bridge program provides increased articulation with post secondary education for students using social networking technology.
- The implementation of WorkKeys workplace readiness certification increases student access to the job market.
- The increased use of the Adult School web page for on line registration by ESD students demonstrates the power of responsive technology

### **Self Directed Learning**

- The value of peer tutoring is evidenced by the expansion of this program in the HSD and ABE classes.
- The K-16 Bridge Project provides students with the opportunity to monitor their own educational progress for guaranteed entry into the community college.
- Students who connect with the Student Advisor demonstrate initiative in taking a more active role in achieving their learning goals.

### **Technology**

- Trained teachers will provide distance learning opportunities using web based instruction to offer greater access and respond to the learning needs of students.
- Reconfigured computer labs, the installation of WorkKeys in ESD computers, on line registration and a focus on using data and technology to increase

assessments have contributed to students making progress in achieving their educational and career goals.

### Creative Living:

- By the fall of 2010 the Older Adult program will be completely closed and the classrooms will be repurposed to serve the needs of a Special Education Transitions program which is part of the district's new Alternative Education plan.
- Most classes were eliminated or greatly reduced. These include: body conditioning, computer, art, quilting, knitting, and GATEWAY living skills.
- Bus trips were eliminated.
- The annual holiday Art and Craft show was canceled.

Eliminating and reducing class offerings to maintain levels of services was vetted, reviewed, and decided in the Leadership team meetings, in discussion with the district administration, after review with the Community Advisory Council, and presentation to the district Board of Trustees.

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## CONCLUSIONS

The committee began to work on this report in August, 2009, and that work entailed a review of what has and hasn't been accomplished in the school wide Action Plan created after the last full Focus on Learning self-study, and modified after the last Visiting Committee's recommendations. That the school has had a regular longstanding practice of creating, sharing, and synthesizing the school's programs and student outcomes in an Annual Report has been useful to the monitoring of the action plan and the achievement of ESLRs. The ESLRs, while still suitable in any evaluation of what students need and want to learn, and what our instruction seeks to achieve, tends to drive decisions about instruction implicitly, not always with intentional design. Similarly the four action plans, the critical areas of *assessment*, *access*, *self directed learning*, and *technology*, were not always in the explicit language in the discourse of our decision-making process. While our Leadership Team more closely reviewed the plans over the last year, and as analysis of what has been done and what has been left undone was performed at the Home Group/Departmental level, it was gratifying to see so very many initiatives clustered around these themes of *assessment*, *access*, *self directed learning*, and *technology*. The Leadership Team observed that this may be a result of the quality of the original self-study; it may also speak to a systemic ability of a school, which has been in operation for many years with the notions of responsiveness to student needs, actually to respond to those needs in authentic ways. Over the course of the last school year we have made many revisions and these revisions reflected the changing circumstances of the school. That we can trace these changes to new information that is generated, considered, and acted upon, also speaks to systemic ability of an organization to adapt, and to continue to build a process of continuous improvement.

Notwithstanding the challenges we face in carrying our original Action Plans, we remain committed to keeping student learning as our focus. As we remain in a constant state of flux relative to continued revenue reductions we will continue to adjust and “reinvent” ourselves and keep cuts as far away from the classroom as possible. Through this process of multiple meetings, and the accumulation of information about students and their learning, the accessing of partners in the community and the district to direct our decisions about change, all this has validated our work to accomplish the school wide Action Plans. The process has also documented our ability to adapt. The environment of scarcity, loss, and reduction will have a huge impact on what we are capable of. Nevertheless, through our collaborative work this year we still affirm that our hopes for the Salinas Adult School include:

- All students have the opportunity to engage in personal goal setting that leads to educational and workplace preparation.
- All students are assessed and provided necessary instruction.
- All students have access to additional services as needed.
- All students are transitioned to their next destination, whether further education or employment.

These are goals, that all of our staff value and resonate with our students and our community partners. They, and our adaptable Action Plans that are crafted to help us achieve these goals in a very fluid environment, may well be the constant, the roadmap to lead us through this uncertain period in our long history as an Adult School