

**MORGAN HILL COMMUNITY ADULT SCHOOL**

**SIX YEAR TERM**

**MID-TERM PROGRESS REPORT**

**17960 Monterey Road**

**Morgan Hill CA 95037**

**Morgan Hill Unified School District**

**MAY 6, 2015**

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

## CONTENTS

I:	Introduction and Basic Student/Community Profile Data	3
II:	Significant Changes and Developments	5
III:	Process for the Development of the Progress Report	20
IV:	Progress of the Critical Areas for Follow-up	21
V:	Updated Schoolwide Action Plan	23

## I: Introduction and Basic Student/Community Profile Data

Morgan Hill Community Adult School (MHCAS) offers classes funded by the State of California through adult education funds provided to the Morgan Hill Unified School District and designated by the district for the use of the Community Adult School. The school receives supplemental funding from the federal government through the Workforce Investment Acts, Title II: Adult Education and Family Literacy Act (Section 231 and English Literacy and Civics Education). At this time, the school focuses on four areas of service:

- English as a Second Language
- Adult Basic Skills and High School Equivalency Test Preparation (HSE)
- Adult High School Diploma classes for adults and concurrently enrolled high school students
- Classes for older adults living in convalescent homes

The schoolwide student goals for MHCAS reflect our school's commitment to ensuring that our adult students prepare to participate fully in the workforce, in ongoing education, and in the life of the community.

### **Our students will:**

- **Set goals**
- **Acquire skills**
- **Monitor progress**
- **Effectively communicate**

### *Student Demographics*

The following tables compare the demographics of students enrolled between the 2011-12 school year and 2014-15 (Quarter 3).

*Students by Age (excludes students enrolled in Older Adults classes)*

<b>Age range</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Q3</b>
17 – 21	45%	44%	37%	38%
22 – 29	24%	26%	27%	27%
30 – 39	18%	18%	20%	21%
40 – 59	12%	11%	14%	13%
60+	1%	1%	< 1%	< 1%

*Students by race/ethnicity*

<b>Race/ethnicity</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Q3</b>
Hispanic	67%	70%	78%	80%
White, non-Hispanic	24%	18%	12%	11%
Other	9%	12%	10%	9%

*Students by first language*

<b>First language</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Q3</b>
English	60%	54%	44%	43%
Spanish	35%	40%	51%	53%
Other	5%	6%	5%	4%

*Students by education level on entry (excludes concurrently enrolled high school students and students enrolled in Older Adults classes)**Students by employment status (excludes concurrently enrolled high school students and students enrolled in Older Adults classes)*

<b>Employment status</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 Q3</b>
Employed	36%	34%	39%	48%
Unemployed	64%	66%	61%	52%

## II: Significant Changes and Developments

A comparison of enrollment data for the core programs over the last three years reveals that the total number of students enrolled each year has been virtually unchanged (complete figures for the current school year are not yet available):

<b>Program enrollment</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
ABE/HSE	262	343	308
High School Diploma (adults)	153	155	194
High School Diploma (concurrent)	160	109	93
English as a Second Language	122	130	134
Workforce Preparation (CalWORKs)	42	31	28
<b>Total</b>	<b>739</b>	<b>768</b>	<b>757</b>

The most significant changes in the pattern of enrollment in these program areas can be attributed to the following factors:

- Enrollment in High School Equivalency Test Preparation classes rose significantly in 2012 and 2013 in anticipation of the closeout of the 2002 GED tests on December 31, 2013. There was a decline in enrollments in the six months following the end of the 2002 GED.
- The number of students enrolled in classes designed to prepare for the Spanish-language version of the GED tests rose dramatically, from 42 (2011-12) to 83 (2013-14), and then to 116 (2013-14).
- The significant increase in the number of adults enrolling in the High School Diploma program is partly attributable to the closing of the program at Gilroy Adult School.
- The decline in the number of concurrently enrolled high school students may be attributable to the increased availability of credit recovery options at district high schools, the district's revision of curriculum and increasing use of online classes, as well as to our decision to focus on the needs of high school seniors seeking to earn credits in time for graduation, while delaying enrollment of juniors.

There have been no significant changes to the number of classes offered.

As the following chart indicates, program outcomes for adult secondary students reveal a significant increase in the number of adult students earning the high school diploma, while there was modest growth in the number of students earning the GED diploma remained stable:

<b>Student outcomes</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Adult High School Diploma	43	54	52
GED Diploma	49	46	51

In addition to these core programs, MHCAS continues to provide classes for Older Adults in convalescent homes. Current enrollment in these classes is approximately 100.

The school has not held a full program of fee-based community education classes since 2011. We continue to offer one weekly fee-based painting class. The development of the new site envisioned by the school district should give us the opportunity to offer new community education classes.

In January 2015, in collaboration with the district Human Resources Department, we began to offer a “Spanish in the Workplace” class for district employees.

#### **SIGNIFICANT DEVELOPMENTS 2012 - 2015:**

##### ***Relocation of Adult School campus***

The most significant development in the current school year has been the relocation of MHCAS from buildings on the Britton Middle School campus to the dedicated adult education campus on Monterey Road. The new campus was actually the home of MHCAS from late 1999 until the summer of 2008, when the school district expanded its continuation high school into the MHCAS buildings, and moved MHCAS from this location to the former industrial arts buildings at the middle school. In the years since then, the continuation high school itself was relocated away from the site. In June 2014, district staff proposed to return MHCAS to the Monterey Road site, and to make the adult school the centerpiece in the development of a new adult education center that would meet the needs of the community in a number of ways.

The district Board of Education approved the relocation on August 12, 2014. In order to avoid disruptions at the beginning of the school year, the move was scheduled for the end of the Fall semester, giving staff time to pack materials, which were then moved by the district Maintenance Department over the winter break. On November 4, 2014, the Board gave district staff the authority to negotiate a contract for network cabling and equipment, including the procurement and installation of the structured cabling, uninterrupted power supply and main distribution frame/intermediate distribution frame cabinets. These technology infrastructure improvements

will be paid for with funds generated by the Measure G bond approved by voters in November, 2012. On January 13, 2015, the Board approved a contract with Weston-Miles architects to conduct a study of the development of the site to include programs such as a Professional Development Center, Career Technical Education, and Early Childhood Education Center, in addition to the Adult School. At the time of this report, the planning process for these improvements continues.

MHCAS re-opened at the Monterey Road site on January 5, 2015.

There are significant advantages to the new site as compared with the location at Britton Middle School. The campus provides a safer setting for students and staff, with better lighting, rooms that are generally in better condition, more convenient restrooms, places for breaks for students, and a combined library and resource center. Technology performance is better than it has been, and the improvements planned by the school district should give students and teachers greater access to current technology. The location on Monterey Road gives the school greater visibility to the community. The campus houses the offices of the Migrant Education program, and many of the adults served by that program are able to become familiar with classes at the MHCAS.

### ***GED Closeout***

MHCAS was an authorized GED Test Center from 1974 to 2013, and the closeout of the 2002 GED tests dominated the first half of the 2013-14 school year, putting much other activity on hold while we tried to meet the needs of test-takers. Because of the extraordinary demand, we increased test availability from the previous weekly administration to twice per week in August 2013, and three times per week in October 2013. More adults passed the tests in the six months between July and December 2013 than in the previous eighteen months.

The closeout of the 2002 GED tests involved a significant effort to reach out to test-takers who had begun taking tests over the past twelve years, but who had not taken or passed all of the tests. Our school—primarily through the efforts of our school secretary, William Cerdán—attempted to contact all of these test-takers, encouraging them to return and complete the tests before the expiration date of December 2013. This outreach effort included letters, postcards, and phone calls. At the beginning of 2013, our files included 738 test-takers who had not taken all five tests, or who had failed one or more tests. In response to this effort, we were able to reduce the number of non-completers from 738 to 414 by the end of the year.

### ***Transition to HiSET***

In anticipation of the introduction of the 2014 GED tests, we purchased and installed 20 new computers and a server computer to meet the requirements for approval as a Pearson Vue test center, and we received approval to administer the new GED tests. Our HSE Test Preparation department met frequently, beginning in the Spring of 2013, to consider ways of adapting

curriculum to the demands of the new tests. We also purchased classroom materials for the new test, including the Steck-Vaughn preparation texts and workbooks, and access codes for the official practice tests.

However, as it became clear that the State of California was likely to approve alternative tests in 2014, we decided to explore these alternatives. On April 17, 2014, the principal made a presentation to the district administration and secondary principals and vice principals, alerting them to the new options for completion of the California High School Equivalency Certificate, and notifying them that we were most likely to pursue one of the alternative tests. On April 24, 2014, the principal attended an informational session conducted by the Educational Testing Service (ETS) on the HiSET (the High School Equivalency Test) at the Santa Clara County Office of Education. After reviewing test materials at a departmental meeting, our teachers and principal agreed that HiSET was a more realistic alternative for our population. On May 22, 2014, three members of our staff participated in training for administration of HiSET. However, test centers had to wait for state approval of the new tests before proceeding.

Finally, in August 2014, the California Department of Education gave its approval to HiSET. Immediately, our school submitted a Memorandum of Understanding between the school district and the Educational Testing Service to the district Board of Education. The MOU was approved on August 12, and we were then able to complete administrator training and order test materials. We were the second center in California and the first in northern California to register test-takers for the new high school equivalency test. On September 15, 2014, MHCAS began administering HiSET tests. By March 27, 2015, 113 adults had registered to take the tests, and between September 15 and March 27, 39 test-takers successfully completed all five tests and earned the California High School Equivalency Certificate.

MHCAS offers HiSET in English and Spanish. Test-takers have three opportunities each week to take tests. We began in September 2015 with paper-based testing, and we are now in the process of preparing our computer lab for computer-based testing.

The transition to HiSET has required a considerable effort to educate stakeholders about the new options available to adults. Our staff has spent a great deal of time explaining the new test options to students, test-takers, district school administrators, counselors, parents, and instructors at community colleges and other adult schools.

### ***Web Site Development***

A major need identified in our self-study and in our Action Plan was the replacement of a long obsolete web site. The site had not been significantly updated since the departure of the staff member who had initially designed it before the year 2000. After several false starts, the District Technology Department identified a consultant to work with our school in designing a new web



site. In January 2014, the consultant began to design the site with input from the principal and two other staff members. Other staff members contributed items and features to be included in the site. The web site was launched on March 26, 2014 at <http://adultschool.mhusd.org>. In January 2015, the district assigned a member of the IT staff to make significant improvements to the site's format and presentation.

The site includes a wide range of information for prospective and current students and staff, links to web-based resources, colleges, and agencies, pictures of school events, registration forms, contact information and directions. On September 12, 2014, in an effort to familiarize teachers with the resources available through the site, all teachers attended a workshop in which we reviewed the procedures for using the web site. Teachers were asked to spend time exploring the resources and links available on the site, evaluate their usefulness for students, and report back to colleagues on what they had found. The site will continue to be a work-in-progress as we continue to add material to meet the needs of students, staff, and community members.

### ***Safety Plan***

A need identified in our Self Study and reinforced by the recommendations of the Visiting Committee was the development of a revised Safety Plan for our school. In September 2014, we formed a Safety Committee to develop a suitable plan. The committee considered several existing templates and ways of adapting these to the needs of an adult population. In November 2014, the committee uploaded a draft version to a shared Google Drive, and editing continued through the next several months. After the relocation to the present campus, committee members made final changes to the draft. The Safety Plan was submitted to the district Board on March 20, 2015. The plan was approved at the Board meeting of March 24, 2015. Review of the plan by all staff members at an all-staff meeting. We have not yet implemented the training of staff and students in the use of the new plan, and this will be a priority in the coming months.

### ***Transitions***

In continuing implementation of our Action Plan for Transitions, we developed several important ways of increasing students' and teachers' awareness of resources and opportunities for continuing education and career development.

- In August 2013, we introduced a revised version of a Student Intake Questionnaire, which provided students in Adult Secondary Education classes with an opportunity to identify their goals, the steps that they can take to meet their goals, and the challenges they have faced in prior schools. Periodically through the school year, students were asked to complete a Student Progress Review, asking them to identify challenges or difficulties they have faced, evaluate their attendance at the Adult School, and tell us how well we are doing in meeting their needs and suggest ways of improving our service. All teachers receive copies of these questionnaires, with the expectation that they will use

them to familiarize themselves with their students' goals, learning needs, and self-evaluation.

- In November 2013, members of the Student Opportunity Team and several other staff members formed the Student Transitions Team, which undertook to review the effectiveness of our transitions implementation and to develop more effective ways of serving our students. As it considered ways of providing opportunities for students to become familiar with resources for transitions, the team decided to implement two activities in the Spring semester: a Financial Aid Workshop and a College and Career Night. The team met twelve times during the school year.
- Financial Aid Workshops: On February 5 and 6, 2014, we presented our first Financial Aid Workshops in English and Spanish at the Adult School and the Learning and Loving Education Center. Presenters introduced requirements and procedures for completing FAFSA, CalGrant, and California Dream Act applications. The presentations were held in the computer lab, so that students were guided through the steps of the application process and had the opportunity to begin their applications with teachers' assistance. We presented the workshops for the second time on February 25, 2015.
- College and Career Night: The major new transitions-focused event was the College and Career Night, first held on May 8, 2014. Members of the Transitions Team contacted colleges, training programs, and other agencies to invite them to participate in an event that was designed to offer students a chance to learn about opportunities for exploring educational and career options. Nine schools and agencies sent representatives: the Carpenters Apprenticeship Program, Center for Employment Training, De Anza College, Evergreen Valley College, Gavilan College, MetroEd/Silicon Valley Career Technical Education Center, Morgan Hill Library, San Jose City College, and Work2Future. Representatives made presentations to groups of students and met students at their tables for individual guidance. The Transitions Team met to evaluate the event, consider improvements, and plan for future events. College and Career Night will be an annual event, and the second one took place on March 26, 2015, with representatives from the Apprenticeship Program, Center for Employment Training, Evergreen Valley College, Gavilan College, Morgan Hill Library, San Jose State University, Teenforce, and Work2Future.
- Future planning: following the success of the first College and Career Night, the Transitions Team planned outreach sessions for the two community colleges in our immediate area. The hope is to give college representatives more time to explain programs and procedures to our students who plan to attend community college. Gavilan College sent a representative on October 9, 2014, and Evergreen Valley College sent a representative on November 13, 2014. The expectation is that these will continue to be annual events.

***AB86 Consortium***

MHCAS participates in the planning process for the Gavilan Regional Academic and Career Education Services Consortium (GRACES), collaborating with Gavilan College and the other member districts (Gilroy Unified School District, San Benito High School District, and San Juan-Aromas School District). The administrators of the participating schools began meeting in November 2013, and worked together on the initial application process in January and February 2014. Changes in staffing at the community college entailed delays in the actual planning process, and after the selection of a Project Director in August, regularly scheduled meetings of the consortium steering committee began in September 2014. Since then, the consortium steering committee (of which the MHCAS is a member) has met twice each month to develop a regional plan for collaboration. In addition, five MHCAS teachers in our ESL and ASE programs meet regularly with their counterparts from Gavilan College and other adult education providers to compare and evaluate the current practices of consortium members in five key areas (placement, assessment, curriculum, educational pathways, and support services) and to identify gaps in service and ways of improving service to students. The planning process has given us an opportunity to engage with other members of the consortium in identifying adult learners' needs and outlining ways of responding to those needs, especially in the areas of assessment, curriculum, educational and career pathways, and support services.

Practical implementation of collaborative ways of meeting the needs that have been identified during this process remains in the planning stages. One area of collaboration which has been approved and is in process of implementation is curriculum alignment between adult high school diploma programs.

***Assessment***

Our school made a significant effort to improve procedures for administering CASAS placement tests and pre- and post-tests. A teacher (Carma Dreyfus) was entrusted with the task of setting up a test schedule throughout the school year, monitoring students' test histories, and ensuring that teachers were notified of the need to administer tests. As a result of this more consistent approach to pre- and post-testing, we succeeded in reducing the number of students who did not take a post-test or demonstrate improvement, and increasing the number of payment point earned under the requirements of the Adult Education and Family Literacy Act (AEFLA), as the following table demonstrates:

<b>CASAS pre- and post-tests</b>	<b>2012-13</b>	<b>2013-14</b>
Students with no pre-test	12%	6.3%
Students without paired pre- and post-test	58.8%	49.9%
Payment points earned	336	402

Students with < 12 hours of attendance	36.2%	27.2%
--	-------	-------

It is also worth noting that a persistent challenge in administering post-tests has been that many adult students leave the program before attending for the recommended number of hours for post-testing. By adhering to a more consistent schedule, we succeeded in improving rates of student persistence and reducing the number of students who left the program with fewer than twelve hours of attendance. This improvement in student persistence helped us administer post-tests to more students than in earlier years. Part of staff development in the fall of September 2013 was the discussion of the new CASAS report form and how teachers could use this information to help students understand the assessment and set goals.

### ***Curriculum Development***

MHCAS has continued to evaluate curriculum for the core program areas, with an emphasis on developing skills for new high school equivalency tests, preparing students for transitions to college and careers, and implementing College and Career Readiness Standards. The GED department—which has now been renamed the High School Equivalency Test Preparation department—met five times during the year, and the Adult High School Diploma department met three times. Smaller teams worked through the year to develop new courses and instructional strategies.

In an effort to continue upgrading skills, teachers have participated in online workshops and webinars offered by OTAN, CalPro, GED Testing Service, and McGraw Hill Education.

With the release of the limited web-based materials that were available in advance of the release of the 2014 GED tests, teachers in the Test Preparation classes met several times to consider ways of adapting curriculum and instructional strategies to the requirements of the new tests. Our school ordered the Steck-Vaughn series of GED preparation textbooks and workbooks and GED Ready Official Practice Test Vouchers. Because of the delays in the release of printed test materials, teachers did not have the opportunity to review instructors' manuals for the English-language tests until late January 2014, and student books were not available until March 2014, while Spanish-language materials were further delayed. This situation left teachers struggling to adapt their classroom instruction to the demands of the new test with limited guidance. Teachers encouraged students to use GED Ready vouchers in order to experience the new test formats and assess their readiness.

The review of the new GED materials led to a consensus view among our teachers that these materials were not well adapted to the needs of many students in our program. We welcomed the decision by the state to recognize the alternative tests, and the more gradual approach to implementation of College and Career Readiness Standards by the ETS HiSET. Teachers have used practice tests in both English and Spanish to help students familiarize themselves with HiSET, and will continue to develop ways of adapting curriculum and instruction to the evolving tests. The delays in the state's process of final approval of the new tests, however, meant that we completed the school year with a great deal of uncertainty. ETS has produced an *Official Guide*

to the *HiSET Exam* that can be used in the classroom. This book became available in March 2015. We have acquired classroom sets, and teachers will meet to evaluate the use of the book. We have also purchased the AZTEC software web-based preparation materials to provide students with access to resources. A significant barrier to providing all students with adequate preparation is the lack of Spanish-language materials based on HiSET.

New courses developed for students in the Adult High School Diploma program included:

- **Integrated Mathematics:** a collaborative, project-based, rigorous approach to advanced mathematics, in which students acquire skills in algebra and functions, statistics and probability, geometry, trigonometry, and demonstrate the ability to use graphing calculators and Microsoft Word and Excel
- **Getting Ready for College Writing:** Students evaluate paragraph and essays and use a rubric to evaluate their own writing. In level two they will use Google docs to submit an assignment.
- **Government and History Research Component:** Students formulate questions to research on the internet related to the material they have studied. They take notes and write research papers.
- **Introduction to Health Careers:** Students will apply Internet research skills to health careers. They will apply critical reading skills by evaluating the material they have researched. They will also practice composing summaries and essays. They will be required to type their essays and summaries.
- **Career Exploration:** Students will use the website <http://www.mynextmove.org> to take notes, research careers, and write summary paragraphs,
- **CAHSEE ELA Preparation (revised course):** Students complete exercises and review quizzes about the different strands on the CAHSEE English test. They also use videos from Hippocampus.org and exercises from the California Department of Education.
- **ESL and Technology:** In collaboration with San Martin/Gwinn Elementary School, MHCAS introduced a class in ESL and Technology for parents of school children. The class began on March 24, 2015. Parents will improve English language skills while learning the use of Chromebooks provided by the elementary school.

### ***Ongoing Implementation of the Action Plan***

This chronology continues to track steps taken in implementing the Action Plan in the current school year:

<b>Date</b>	<b>Meeting</b>	<b>Implementation steps</b>
<b>2014</b>		

July 9 and 31, 2014	HSD Dept	Curriculum development: Getting Ready for College Writing
July 25, 2014	SOT meeting	Review of Annual Progress Report, planning for Year 3 implementation of Action Plan; report on status of AB86, professional development requirement of WIOA, prospective campus relocation
July 30, 2014	ABE/Test Prep Dept meeting	Professional development: use of HippoCampus and Google Docs for developing student skills in mathematics and writing
August 4 - 6, 2014	CPM Training	Professional development: HSD Math teachers participate in district training in implementation of College Preparatory Math program, preparing for development of Integrated Math curriculum
August 6, 2014	SOT meeting	Planning for all-staff back-to-school meeting; review of web site; review of Action Plan and Progress Report
August 12, 2014	MHUSD Board meeting	Discussion and approval of relocation of Adult School; approval of ETS contract for HiSET testing; review of Adult School
August 15, 2014	SOT meeting	Planning for all-staff back-to-school meeting
August 20, 2014	HiSET Administrator training	Training met the requirement to allow MHCAS to order test materials and begin registering test-takers for HiSET.
August 22, 2014	All-staff meeting	Reports on AB86, HiSET, planning for campus relocation, WASC progress report; planning for College Outreach and College and Career nights; Technology and Safety teams
August 28, 2014	Transitions team	Planning for College and Career and College Outreach nights
August 29, 2014	Technology team	Formed team to assess current technology, develop a comprehensive school-wide plan for improving access to technology, and plan professional development activities
September 2, 2014	ESL Department meeting	Review of curriculum and resources; EL Civics requirements
September 2, 2014	MHCAS/Gavilan college meeting	Meeting with Gavilan College Interim Dean to review high school equivalency test preparation and administration

September 4, 2014	AB86 Consortium Steering Committee meeting	Pathways and challenges in programs (HSE, HSD, Adults with Disabilities); overview of CTE programs currently offered at Gavilan College; guiding questions for teacher groups; facilitator guidelines for teacher groups
September 5, 2014	HSD Department meeting	Introduction of Integrated Math course
September 5, 2014	Safety Team meeting	Initial meeting to begin development of a revised Safety Plan
September 12, 2014	All-staff meeting	Review of web site resources for teachers and students; hands-on exploration of web site resources
September 12, 2014	ABE/HSEQ Dept meeting	Meeting with Gavilan College representative to explore collaborative distance learning options for MHCAS students
September 15, 2014	HiSET	Beginning of HiSET test administration
September 18, 2014	ABE/HSEQ Dept meeting	Review of writing strategies and test preparation materials
September 18, 2014	AB86 Consortium Steering Committee meeting	AB86 Summit participation; planning for teacher groups and program specialist position; Career Ladders Project presentation
September 24, 2014	ABE/HSEQ	Enrollment of 7 MHCAS students in Gavilan College distance learning class
October 3, 2014	AB86 Consortium Steering Committee meeting	Formation of teacher groups; discussion of interventions, compressed courses (boot camps), short-term career technical education options
October 9, 2014	Gavilan College Outreach Night	Gavilan College representatives presented information session to students
October 16, 2014	ABE/HSEQ Dept meeting	Discussion of HiSET preparation strategies for writing and math
October 17, 2014	AB86 HSD teachers meeting	MHCAS High School Diploma teachers met with teachers from consortium member schools to review Placement and Assessment
October 17, 2014	Safety Committee meeting	Examination of models and discussion of adaptation to MHCAS needs.
October 17, 2014	AB86 Consortium Steering Committee meeting	Debrief on AB86 Summit; evaluation of professional development and need for collaboration

October 23, 2014	Teenforce presentation	Representative of Teenforce made a presentation on opportunities for work readiness training, skills development, and job placement
October 24, 2014	Technology Team meeting	Review of technology inventory and technology survey
October 24, 2014	Safety Team meeting	Development of draft Safety Plan
October 24, 2014	AB86 High School Equivalency Teachers Meeting	High School Equivalency (GED and HiSET) teachers from consortium member schools met to begin discussions of programs, placement, and barriers to student progress
November 3, 2014	Safety Committee	Posting of draft of Safety Plan for editing by committee members and principal
November 1, 2014	AB86 HSD teachers meeting	MHCAS teachers met with teachers from consortium member schools to review Placement and Assessment
November 7, 2014	AB86 Consortium Steering Committee meeting	Career Ladders Project Pathways 101 overview presentation: stackable certificates, contextualized learning, bridge programs; student transitions and opportunities for alignment of programs
November 12, 2014	Gavilan College/MHCAS meeting	Review of HiSET administration procedures
November 12, 2014	MHUSD IT meeting	Meeting with new district IT director to establish MHCAS needs and priorities
November 13, 2014	Evergreen College Outreach Night	Evergreen Valley College representative presented information session to students
November 14, 2014	Technology Team meeting	Review of technology plan, teacher and student assessments, inventory and classroom technology
November 14, 2014	AB86 Consortium Steering Committee meeting	
November 14, 2014	AB86 ESL Teachers Meeting	ESL teachers from members of the consortium met to discuss placement and assessment
November 14 – December 5, 2014	Technology Team	Technology survey – teachers and students
November 18, 2014	Gavilan College/MHCAS	Review of options for collaborative ESL classes



	meeting	
November 21, 2014	AB86 Consortium Steering Committee meeting	Articulate Solutions and discussion of consortium web site; program management and organizational structure for December AB86 report; report by High School Diploma teachers group
December 5, 2014	AB86 Consortium Steering Committee meeting	Discussion of alignment of curriculum, assessment, and placement; communication process; integration of community-based organizations in planning and implementation of consortium model; report by ESL teachers group
December 5, 2014	AB86 ESL Teachers Meeting	ESL teachers from members of the consortium met to discuss curriculum
December 12, 2014	AB86 High School Equivalency Teachers Meeting	Meeting of HSE teachers from consortium members
December 12, 2014	AB86 ESL Teachers Meeting	Discussion of educational pathways, stackable certificates, and workforce training opportunities
December 19, 2014		Last day of class and closing of Adult School campus at 80 West Central Avenue
<b>2015</b>		
January 5, 2015		Opening of Adult School campus at 17960 Monterey Road
January 6, 2015	AB86 High School Equivalency Teachers Meeting	SLOs, outcomes, indicators of student achievement
January 7, 2015		First day of classes at new campus
January 16, 2015	AB86 Consortium Steering Committee meeting	Articulate Solutions branding models; governor's proposed budget and implications for planning; report by High School Equivalency teachers group
January 23, 2015	Technology Committee Meeting	Review of teacher and student surveys; completion of Technology Plan
January 30, 2015	AB86 ESL Teachers Meeting	Discussion of existing support services and ways in which consortium members can coordinate access to support services

February 6, 2015	SOT meeting	Review of draft report; College and Career Night planning; status of AB86 Consortium planning
February 6, 2015	AB86 Consortium Steering Committee meeting	Academic Academy, data collection, development of pathways model; beginning of prioritization of Regional Plan activities
February 6, 2015	AB86 ESL Teachers Meeting	Discussion of SLOs and use of CASAS tests
February 13, 2015	College and Career Night Planning Committee meeting	Planning for College and Career Night on March 26; contact presenters, design flyer
February 13, 2015	Technology Committee Meeting	Planning professional development in use of Google Docs for instruction and communication
February 20, 2015	AB86 Consortium Steering Committee meeting	Discussion of career ladders, data collection, AZTEC software and professional development; completed prioritization of Regional Plan activities; approval of final report
February 20, 2015	AB86 ESL Teachers Meeting	Discussion of outcomes for ESL students
February 23, 2015	College and Career Night Planning Committee meeting	Status of presenter contacts and confirmations; planning best use of space for presentations and representatives' tables; community support
February 27, 2015	SOT meeting	Mid-term visit status; review of draft report; AB86 consortium planning; Safety Committee report; district plans for infrastructure and site development
February 27, 2015	AB86 ESL Teachers Meeting	Facilitating student pathways between programs; enhancing communication among ESL providers; future collaborations within the ESL community
March 6, 2015	AB86 Consortium Steering Committee meeting	Consortium logo for web site; reports by HSD, HSE, and ESL teacher groups
March 6, 2015	Safety Committee meeting	Editing of draft Safety Plan
March 7, 2015	AB86 HSD teachers meeting	Support services and counseling
March 13, 2015	Technology Committee Meeting	Planning professional development activities (Google Docs)

March 13, 2015	SOT meeting	Planning for mid-term visit; review of draft report; planning for College and Career Night
March 13-14, 2015	AB86 Collaboration	Two Adult School teachers take part in the 2015 Academic Academy sponsored by the Academic senate for the California Community Colleges in Costa Mesa. Subjects include effective practices for promoting transitions of students to community colleges and multiple measures for assessment.
March 17, 2015	MHUSD Community Liaisons meeting	MHCAS presentation on opportunities available to school parents for ESL and ASE classes and HiSET testing
March 20, 2015	Safety Committee	Safety Plan submitted to MHUSD Board for approval
March 24, 2015	Adult School/Elementary School collaboration	Beginning of ESL class for parents at San Martin/Gwinn Elementary School
March 26, 2015	College and Career Night	Second annual College and Career Night, bringing together MHCAS students and representatives of colleges and educational and career programs
March 27, 2015	Adult School/Migrant Education collaboration	Meeting with Migrant Education program to consider additional ways of collaborating in providing services to students

### **III: Process for the Development of the Progress Report**

After the conclusion of the 2012 Visiting Committee visit, the Leadership Team reformulated itself as the Student Opportunity Team (SOT). The SOT has met regularly over the past three years, guiding the process of the implementation of the Action Plan, and forming several committees to guide various aspects of the implementation: the Transitions Committee, the Technology Committee, the Safety Committee, and a team that focused on the development of a new web site. SOT designed a series of staff development activities to assist teachers in implementing the Action Plan goals and objectives.

Each year, the SOT has developed an annual report detailing ways in which we have implemented the Action Plan. In 2014-15, we drew together material from the previous reports and updated it with information from the current year. In July 2014, we began our review of the progress report, and members of the team worked on the draft through the Fall, drawing on the work of the committees.. In January 2015, we began to formalize the final report, and edited it through the use of Google Docs. The report was completed at the SOT meeting on March 27, 2015, and copies were distributed to all staff members.

The progress report will be presented to the district Board in the Spring of 2015, on a date yet to be determined.

## IV: Critical Areas for Follow-up Progress

Critical areas of followup:

1. Development and use of school web site to provide student access to information about classes, materials, and resources.

Prior to the 2012 visit, the school web site had not been updated for a number of years. In the Fall of 2013, we formed a team to plan the development of a web site that would provide students and staff with access to transitions resources, continuing education, employment, community services, and professional development opportunities. With the assistance of a web site designer retained by the district, the team began development of a new web site in November 2013. The web site was operational in March 2014. In September 2014, we conducted staff development in the effective use of the web site to locate resources. In January 2015, a new district staff member assisted in the re-design of the format of the site in order to make it more user-friendly and attractive. The web site contains numerous links to college and career opportunities, tutorials, HiSET materials, and class materials. The development of the web site is an ongoing project. One department (Adult High School Diploma) has created a web site designed to meet the specific needs of students and teachers. The web site is used in orientations for HiSET students and test-takers, and is used by students to locate community resources. The web site is: [adultschool.mhusd.org](http://adultschool.mhusd.org).

2. Improve collaboration among faculty to ensure that all students have access to high-quality instruction.

We have encouraged collaboration by holding departmental meetings on a more regular basis, while facing the reality that teachers' schedules are very different. Teachers in the High School Diploma and High School Equivalency departments have initiated team-teaching (e.g. Integrated Math, HiSET instruction), developed curriculum in teams, and provided informal support in helping students achieve success. The AB86 consortium planning process has provided teachers with opportunities to meet with colleagues from other schools, brainstorming ways in which members of the consortium can identify students' needs, and respond to those needs, especially in the areas of assessment, curriculum, pathways, and support services. The consortium is in the process of developing a shared web site that will allow teachers from across the region to communicate and share resources by use of a blog. Our Technology Team is now planning a professional development workshop in June 2015, which will give teachers an opportunity to collaborate in the use of Google docs for communication and instruction.

3. Revision and updating of emergency procedures, and training of staff and students in dealing with emergencies.

In the summer of 2014, we formed a safety Committee to begin revising the school's emergency procedures. The team examined examples of safety plans from other schools and adapted elements that meet the needs of adult students. Final formulation of the plan was delayed because the announcement of the relocation of the school required re-examining details to ensure suitability for the new site. The plan was finalized in March 2015, and submitted to the district Board for approval on March 24, 2015. We have not yet conducted the training of staff and students in dealing with emergencies, and this will be part of staff development in the summer of 2015.

V: Updated Schoolwide Action Plan

The attached tables track the implementation of the schoolwide Action Plan (Goals 1 and 2) since 2012.