

**MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**MORGAN HILL COMMUNITY ADULT SCHOOL**

**17960 Monterey Road  
Morgan Hill CA 95037**

**Morgan Hill Unified School District**

**May 6-9, 2012**

**May 6, 2015**

**Visiting Committee Members**

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## I. Introduction

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

### Significant Changes and Developments

The following is from the MHCAS's Mid-Term Report:

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 (CaWORKs)	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 MHCAS decision to focus on the

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needs of high school seniors seeking to earn credits in time for graduation, while delaying enrollment of juniors.

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. MHCAS continues to offer one weekly fee-based painting class. The development of the new site envisioned by the school district should give MHCAS the opportunity to offer new community education classes.

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

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. Architectural plans are being drawn for the future development of this site to include programs such as a Professional Development Center, Career Technical Education, and Early Childhood Education Center, in addition to the Adult School.

MHCAS was an authorized GED Test Center from 1974 to 2013, the end of the 2002 GED tests. The last six months before the closeout of the 2002 GED tests saw the most adults passing the GED than the previous 18 months. Much effort went into the outreach effort to contact those adults, 738 test-takers, who had not completed the test battery over the past 12 years. Over 44% of those adults successfully completed their GED testing.

To prepare adults to earn the California High School Equivalency Certificate, MHCAS first became a Pearson Vue test center and received approval to administer the new GED tests. But, as it became clear the state was likely to approve alternative tests, MHCAS explored these alternatives. After reviewing many options, the Principal and Staff agreed that the High School Equivalency Test, supported by Educational Testing Service, was the more realistic alternative for their population. By August 2014, MHCAS was approved as a HiSET center, the first in Northern California. MHCAS now offers the HiSET in English and Spanish. Although they presently offer only paper-based testing, when the new computer lab is complete they will offer computer-based testing. The transition to HiSET has required a considerable effort to educate stakeholders about the new options available to adults. The 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.

The school's long obsolete web-site, designed about 2002, has been redesigned and updated. There is now a District IT staff member who continues to improve the accessibility to students, staff and community. The site now 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.

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).

MHCAS revamped the procedures for administering CASAS placement tests and pre- and post-tests by entrusting a teacher with the task of setting a test schedule for the whole year, monitoring student's test histories, and ensuring that teachers are notified of the need to administer tests. By adhering to a more consistent schedule, the school succeeded in improving rates of student persistence and reducing the number of students who left the program with fewer than twelve hours of attendance. The chart below shows this improvement.

<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%

MHCAS has continued to evaluate curriculum to support students in developing the necessary skills for the new high school equivalency tests, preparing students for transitions to college and careers, and implementing College and Career Readiness Standards. Although Educational Testing Service has not fully completed support materials for the HiSET, especially Spanish language materials, is pursuing other supplementary texts and software, namely AZTEC, a soft web-based preparation materials to provide students with access to resources. They have also introduced new courses in the Adult High School Diploma program, namely, Integrated Mathematics, Getting Ready for College Writing, Government and History Research Component, Introduction to Health Careers, Career Exploration, CAHSEE ELA Preparation, and ESL and Technology.

**Follow-up process and make-up of group overseeing process/how was the report prepared.**

Student Opportunity Team is basically their Leadership Team. It is made up of department representatives. They have been responsible for overseeing the development and implementation of the Action Plan. 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.

## **II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

Upon rereading the Visiting Committee's Report from the 2012 visit there appears only one straight forward recommendation to MHCAS, and that one refers to establishing an emergency plan. This recommendation was actually made to address the then, 2012, location which was on the site of a former middle school, in the industrial arts buildings. A draft plan was formulated and updated and reupdated upon MHCAS's relocation to the present school site on Monterey Rd. Approval of the plan was granted by the Board in March 2015. Full training of staff and students in the use of the new plan is being implemented.

There were two other key issues highlighted in the Action Plan that were the results of MHCAS's Self Study Report. The two themes found throughout their Self Study were: "providing students with resources for making transitions to college or job training, and providing students with better technological resources." And these two themes became the focus of MHCAS's Action Plan these past three years. They have formed a Transition Team that is formulating a transition plan that incorporates HiSET testing preparation, develops transition-focused classes to better prepare students for college and the job market, offers more opportunities for students through college fairs and job fairs, and identifies need for counseling, learning disabilities assessment and support, and transitions support throughout the AB86 Consortium.

To further support the Transition Team, MHCAS updated and made their web-site more user friendly, which became part of the Technology Team's goals. The Technology Team formed from the 2012 Self Study that the "school needs to do a more effective job of providing students with the technological tools, resources, and information needed for acquisition of 21st century skills...need to integrate the use of technology into assessment, instruction...and provide all staff with the skills to support student access to technological resources."

## **III. Commendations and Recommendations**

### **A. Commendations:**

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

Morgan Hill Community Adult School is commended for their continued support of students' goals by using extraordinary methods to motivate students to continue their goals. i.e. phoning all those who hadn't passed all the sections of the 2002 GED and

MHCAS for their foresight and diligence in anticipating the need for alternatives to the end of the 2002 GED, by exploring the new options for completion of the California High School Equivalency Certificate and pursuing the High School Equivalency Test (HiSET) to become the first center in Northern California to administer the HiSET. Taking the initiative.

MHCAS for their continued collaboration under AB 86 to provide adequate services and support to both students and staff.

**B. Recommendations:**

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**

The Visiting Committee concurs with the school's identified areas of concern identified in the school's Action Plan, namely continue support for students transitioning to college or the job market and incorporating more instructional technology for both staff and student.

And the Visiting Committee identifies two additional key issues for MHCAS as they settle into their new home on Monterey Rd.

1. The Transition and Technology Teams establish formalized systems for evaluating measurable outcomes of staff and student progress through the lessons and activities presented by these two teams.
2. The SOT continue supporting the Transition and Technology Teams in evaluating faculty and student needs, especially in staff development as it pertains to student achievement.