

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**MORGAN HILL COMMUNITY ADULT SCHOOL**

**80 West Central Avenue  
Morgan Hill  
CA 95037**

**May 6, 2012 to May 9, 2012**

**This report represents the findings of the evaluation team that visited Morgan Hill Community Adult School on May 6, 2012 to May 9, 2012.**

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## Chapter I: Introduction

Morgan Hill Unified School District serves the region of southern Santa Clara County including the City of Morgan Hill, the southernmost part of the City of San Jose, the unincorporated community of San Martin, and other unincorporated areas of Santa Clara County. The District has a physical area of 296 square miles. The United States Census of 2000 reported the total population served by the District as 54,431 (out of a total county population of approximately 1.7 million).

### Community Served by the School

Historically, the community served by MHCAS was largely rural, with a strong agricultural base lead to Morgan Hill being called the Mushroom Capital of the World. In recent times, agriculture has largely yielded to the development of new housing, retail centers, and business enterprises.

The community has continued to grow in recent years, although the rate of growth has slowed as compared with the period of the community’s greatest expansion in the 1990s. The table below shows the changes in the population.

<b>Morgan Hill Population Characteristics</b>			
2013 Projection	40,995	Estimated Growth 2008-2013	7.79%
2008 Estimate	37,995	Growth 2000-2008	13.23%
2000 Census	33,556	Growth 1990-2000	32.87%
1990 Census	25,225		

In the decade 2000 – 2010, Asian, Hispanic, Black and other minority populations have grown at rates ranging from 30% to 91%. In the same period, the white, non-Hispanic percentage of the population has declined slightly. The following chart illustrates the demographic changes in the city’s population in the first decade of the 21<sup>st</sup> century

<b>Demographic Changes, 2000 - 2010</b>		
	% of total	% change
White, Non-Hispanic	50.3%	- 7%
Hispanic	34.0%	39%
Asian	10.2%	91%
Black	2.0%	30%
Other	16.5%	26%

Of the current population, 8,595 (16%) were born outside the United States. Of the foreign-born population, 4,288 (50%) came from Latin America, 2,588 (30%) from Asia, and 1,181 (14%) from Europe. English is the only language of 73.5% of the households in this community, while 26.5% speak a language other than English at home. Principal languages spoken in these households are Spanish (67%), Chinese (7%), Vietnamese (3%), and Farsi (1%). 11% of the population speaks English less than “very well,” and 5% live in linguistically isolated households.

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The latest United States Census provides important insights into the educational attainments and needs of the adult population in the area. Of the adult population 25 years of age and over, more than 6% have less than a 9th grade education, while more than 8% have some high school education, but no diploma. While 85% of adults are high school graduates, and 31% are college graduates, a full 14.6% have no high school diploma.

In the past, the economy of Morgan Hill and the surrounding areas was largely agricultural. In recent years, the number of residents employed in agriculture has diminished greatly. As the following chart indicates, the largest areas of employment are service, manufacturing, retail, and finance:

<b>Morgan Hill: Workplace and Employment Summary 2008</b>	
<b>Business</b>	<b>Total employees</b>
Agriculture	763
Construction	1,161
Manufacturing	4,509
Transportation, Communications, Public utilities	483
Wholesale Trade	1,462
Retail	3,891
Finance	1,461
Service	5,386
Public Administration	706

Income statistics are available for Morgan Hill and San Martin, allowing a comparison for the two communities. As these figures indicate, there are significant differences in income between the city of Morgan Hill and the community of San Martin, which has a much larger percentage of low- and middle-income residents. The differences are greatest at the lowest and highest levels, with more than twice as many residents of San Martin having annual incomes under \$15,000, and a significantly higher proportion of Morgan Hill residents having annual incomes over \$75,000.

<b>Morgan Hill/San Martin: 2010 Household Income Statistics</b>			
	Morgan Hill	San Martin	California
Median Income	\$99,464	\$68,704	\$62,432
Average Household Income	\$133,682	\$95,078	\$86,728
Income < \$15,000	5.40%	10.90%	11%
Income \$15,000 - 34,999	10.10%	14.00%	17.40%
Income \$35,000 - 74,999	22%	28.80%	30.40%
Income > \$75,000	62.50%	46.30%	41.20%

### Students Served by the School

MHCAS welcomes students from all ethnic backgrounds. A comparison of the largest ethnic

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groups in Morgan Hill and in MHCAS demonstrates that MHCAS serves a significantly higher proportion of Hispanic or Latino students than are represented in the community. The percentage of Asian students at MHCAS is similar to the percentage of Asians in the community.

<b>Comparison of MHCAS Demographics to Community</b>			
<b>Ethnicity</b>	<b>White, non-Hispanic</b>	<b>Hispanic</b>	<b>Asian</b>
Morgan Hill	61.7%	29.9%	7.2%
MHCAS	28.4%	62.2%	6.7%

MHCAS also serves about 200 concurrent students from District high schools each year. The largest group of concurrently enrolled high school students are Hispanic or Latino. The percentage of high school students concurrently enrolled who are White (non-Hispanic) has grown from 15% in 2005 to a high of 40% in 2008/9, and was 29% in 2010/11.

<b>Ethnicity of Concurrently Enrolled High School Students</b>						
	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Number of Students	N: 71	N: 101	N: 146	N: 200	N: 200	N: 196
White (non-Hispanic)	15.5	29.6	27.4	40.5	37.0	29.0
Hispanic or Latino	66.2	55.5	62.3	55.0	58.0	66.0
Asian	12.7	7.9	4.8	3.0	2.0	1.5
Black or African American	2.8	2.0	2.7	1.5	3.0	3.5
Native Hawaiian/Pacific Islander	2.8	2.0	0.0	0.0	0.0	0.0
Filipino	0.0	2.0	1.4	0.0	0.0	0.0
American Indian	0.0	1.0	1.4	0.0	0.0	0.0

A major part of the mission of adult education is to meet the English language literacy needs of an immigrant population. In core literacy programs (ESL, ABE, High School Diploma, and GED Preparation), the percentage of students of Hispanic ethnicity rises to 64%, while that of Asian students increases only slightly to just over 6%. In ESL classes, students of Hispanic background represent 82% of the total, while students of Asian background represent 14%. In the total student population, 45% speak a first language other than English.

<b>Native Language (all students)</b>	
English	55%
Spanish	37%
Chinese	2.5%
Vietnamese	1%
Other	4.7%

Comparison of students in the ESL program to community data shows that portion of students speaking Asian/Pacific Islander languages is significantly larger than portion of residents who speak those languages at home, while the proportion of Spanish-speaking students is far greater than the proportion of Spanish speakers in the community.

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<b>Comparison of Primary Language in ESL Program to Community</b>			
	Spanish	Asian/ Pacific Island Language	Indo-European Language
Community	18%	3.9%	3.9%
MHCAS ESL Program	79%	12%	2.1%

By far the largest representation in the student population consists of working-age adults, with the largest single cohort consisting of adults between the ages of 18 and 24, as the table indicates:

<b>Students by Age (2010-11)</b>	
Under 18	13.6%
18 - 24	27.5%
25 - 34	21.8%
35 - 49	17.5%
50 - 59	4.1%
Over 60	15.7%

Since the 2005/6 self-study, the most noticeable change has taken place in two age cohorts. The proportion of students under age 18 bracket was 3% in 2005, and is now 13.6%. This change is attributable to the large increase in the number of concurrent students enrolled in the Independent Study Program (32 in 2004/5, 200 in 2009/10). On

the other hand, the proportion of students in the 60 and over age bracket has declined from 20% in 2005 to 15.7% in the most recent year. Other age groups have remained relatively stable.

Educational levels of students, with concurrent high school students excluded, are shown in the next table. These figures offer several important contrasts with the school/community profile developed for the 2005/6 self-study, as well as with available census data for the community in and around Morgan Hill. The most dramatic change since 2006 is in the number of entering students reporting that they hold no high school diploma or equivalency diplomas.

<b>Entering Education Level (% , excluding concurrent HS students)</b>						
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
None	51.2	53.9	54.3	55.7	69.9	69.9
High School Diploma/GED	24.9	28.5	27.6	25.8	19.4	18
Some college	8.9	6.7	7.5	8.5	2.7	1.6
4 year college graduate	6.6	6.2	6.2	7.1	4.9	6.3
Unknown	8.4	4.7	4.4	2.9	3.1	4.2

The data indicates that there is a significant disparity in educational attainment between the MHCAS student population and the Morgan Hill community. The following table indicates the educational attainment of adults 25 years of age and older in Morgan Hill and San Martin. The percentage (72%) of students enrolling at the Adult School who do not hold at least a high school diploma or equivalent is much greater than the percentage (14%) of Morgan Hill residents who do not hold a secondary diploma.

<b>Educational Attainment (Morgan Hill adults 25 and over)</b>					
	None	HSD/GED	Some college	4 year college graduate	Graduate studies
<b>Highest diploma/degree earned</b>	14%	18%	36%	22%	11%

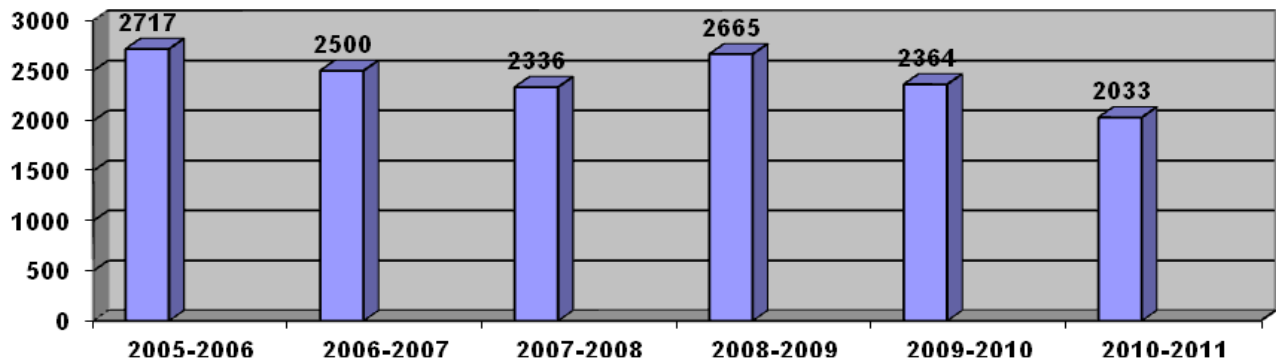
### Student Achievement Data

The richest source of data about MHCAS students is the TOPSPro database, the system mandated by the State of California for adult schools. The system tracks demographic information, educational background, learning goals and achievements, hours of attendance, and reasons for leaving the school. It also records all CASAS tests taken by students enrolled in ESL, ABE/GED, and Adult High School Diploma classes. The school used this data, and data from its registration system, to analyze student enrollments and student learning results. Student enrollments are shown below:

<b>Morgan Hill Community and Adult School Enrollments 2005 - 2011</b>						
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
ABE/GED	810	835	781	795	444	380
Career Technical Education	58	70	85	107	77	99
English as a Second Language	619	618	450	424	431	270
High School Independent Study (Adults)	133	88	110	127	148	125
HS Independent Study (Concurrent)	69	100	145	200	200	196
Older Adults	259	185	230	147	200	206
Health and Safety	84	44	52	81	0	0
Community Education	685	560	483	784	864	759
<b>Total Enrollment</b>	<b>2717</b>	<b>2500</b>	<b>2336</b>	<b>2665</b>	<b>2364</b>	<b>2033</b>

The pattern of enrollments has not been entirely consistent, as the following chart indicates:

**MHCAS Enrollment 2005 - 2011**



Over the past six years, MHCAS has improved rates of level completion by encouraging student retention and administering assessments more consistently across the program. The percentage of students attending more than 40 hours in a year has increased, with the greatest increase among students who attend more than 80 hours (attributable largely to increasing enrollments and attendance in the High School Diploma program).

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<b>Student retention (by percentage)</b>						
<b>Hours attended</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
	<b>N: 1855</b>	<b>N: 1715</b>	<b>N: 1586</b>	<b>N: 1568</b>	<b>N: 1221</b>	<b>N: 950</b>
<b>Fewer than 12 hours</b>	34%	28%	22%	25%	34%	33%
<b>12 to 40 hours</b>	35%	35%	36%	33%	25%	17%
<b>41 to 79 hours</b>	13%	16%	17%	17%	13%	21%
<b>80 or more hours</b>	18%	21%	24%	25%	28%	29%

MHCAS also focused on administering CASAS tests to all students in the Workforce Investment Act programs. They succeeded in administering pre- and post-tests to an increased number of ESL students. In 2005/6, we administered pre- and post-tests to 46% of students with 12 or more hours of attendance. In 2009/10 and 2010/11, we administered pre- and post-tests to 82% of students with 12 or more hours of attendance. In the ABE/GED program, in 2005/6, only 6% of students with 12 or more hours of attendance took pre- and post-tests but this rose in 2010/11 to 71% of students. The greatest success took place between 2008 and 2010, when we tripled the percentage of students in ABE/GED classes who took pre- and post-tests. In High School Diploma in 2005/6, only 8% of students with 12 or more hours of attendance took pre- and post-tests but this rose in 2010/11 to 43% of students. The biggest increase was in 2009/201, when the number HSD students taking pre- and post-tests rose from 7 to 43.

The following chart provides a comparison between level completion rates in 2005/6 and 2010/2011, and in comparison to State Goals and averages. Level completion rates are determined by student performance on CASAS tests. CASAS testing is also important to adult schools because it is the means of generating federal funding through the Workforce Investment Act, Title II, Adult Education and Family Literacy act. At 10 of 12 levels, 2010/11 completion rates at MHCAS exceeded completion rates in 2005/6. At 8 of 12 levels, 2010/11 completion rates at MHCAS exceeded goals set by the state of California for adult schools. At 6 of 12 levels, 2010/2011 completion rates at MHCAS exceeded the average completion rates for all California adult schools.

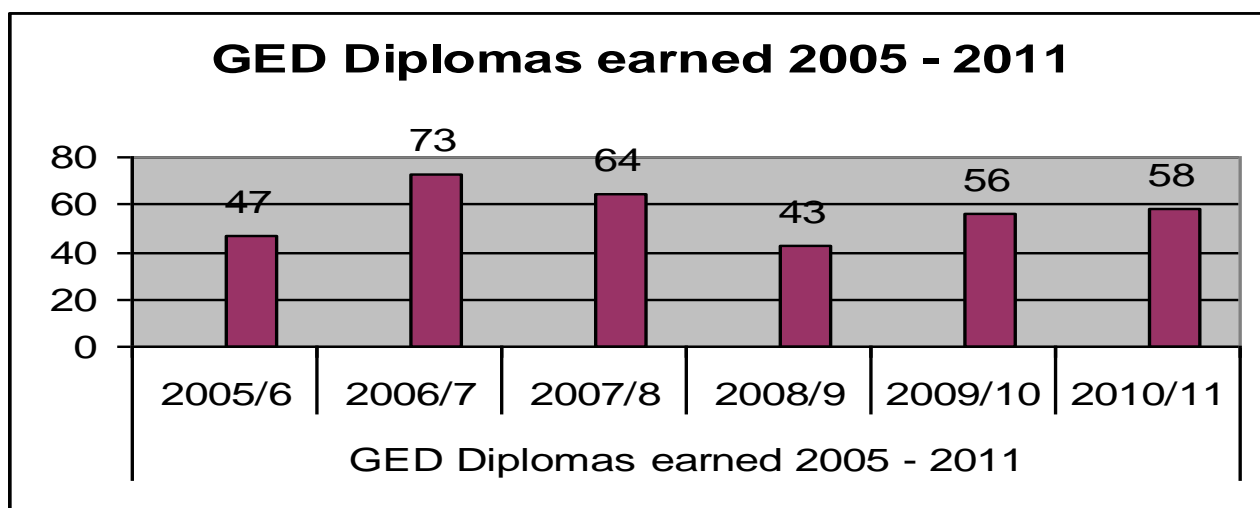
<b>Student Achievement: CASAS Completion Levels</b>				
<b>Program and Level</b>	<b>MHCAS 2005 - 2006</b>	<b>MHCAS 2010 - 2011</b>	<b>CA State Goal 2010 - 2011</b>	<b>CA State Average 2010 - 2011</b>
ABE Beginning Literacy	20	80	32	45
ABE Beginning	35.7	42	41	53
ABE Intermediate Low	28.8	56	40	49
ABE Intermediate High	6.7	24	28	33
ASE Low	36.3	26	20	33
ASE High	32.4	44	n/a	28
ESL Beginning Literacy	59.1	60	44	62
ESL Beginning Low	24.6	75	35	65
ESL Beginning High	24.6	74	50	61
ESL Intermediate Low	41.1	38	47	53
ESL Intermediate High	46.3	54	44	48
ESL Advanced Low	13.4	16	21	23



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The goal of students in the GED program is to earn an equivalency diploma. The number of students who earned the GED Diploma has fluctuated considerably, with the greatest number (71) in 2006/7, and the smallest number (39) in 2008/9. The percentage of students in ABE/GED classes who earned the GED Diploma increased from 11% in 2005/6 to 26% in 2010/11.

<b>Student Achievement: GED Diplomas earned</b>						
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
	N: 810	N: 835	N: 781	N: 795	N: 444	N: 363
Students with 12+ hours of attendance	405	430	442	503	227	235
Received GED Diploma	43	71	58	39	56	60
Percentage receiving GED Diploma	11%	17%	13%	8%	25%	26%



For adult students who enrolled in our *High School Diploma* program, the goal is to complete requirements for the Adult High School Diploma. The number of students in HSD classes who earned the High School Diploma has fluctuated, but in a generally upward direction. The greatest growth took place in 2007/8 and 2009/10. The percentage of students in ABE/GED classes who earned the GED Diploma increased from 9% in 2005/6 to 30% in 2009/10, and declined to 24% in 2010/11. The following chart provides data on Adult High School Diplomas:

<b>Student Achievement: High School Diplomas earned</b>						
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
	N: 133	N: 88	N: 110	N: 127	N: 148	N: 125
Students with 12+ hrs attendance	87	74	88	107	108	107
Received High School Diploma	8	11	22	19	32	26
Percentage of students with 12+ hours receiving High School Diploma	9%	15%	25%	18%	30%	24%

An additional measure of achievement for adult students enrolled in the High School Diploma program is the California High School Exit Examination (CAHSEE). Adult students are required

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to pass both parts (English Language Arts and Mathematics) of CAHSEE, which is administered four times each year at MHCAS. The following chart tracks student achievement in passing CAHSEE:

<b>Student Achievement: Adult Students' CAHSEE results 2006 - 2011</b>						
	<b># taking ELA</b>	<b># passed ELA</b>	<b>Rate passing ELA</b>	<b># taking Math</b>	<b># passed Math</b>	<b>Rate passing Math</b>
2006 - 2007	18	12	67%	19	8	42%
2007 - 2008	10	5	50%	14	7	50%
2008 - 2009	9	5	56%	18	7	39%
2009 - 2010	19	8	42%	23	10	43%
2010 - 2011	18	6	33%	23	8	35%

For high school students who are concurrently enrolled in the High School Diploma program, the principal measure of achievement in the completion of units or credits needed in order to graduate from high school. Concurrently enrolled students in their junior and senior years at a District high school are permitted to earn up to 20 units at the Adult School. The number of high school students enrolling concurrently in the Adult School program has more than doubled since 2006. The percentage of concurrently enrolled students actually completing units enabling them to graduate from their high schools increased from 65% in 2006/7 to a high of 81% in 2008/9, but declined to 69% in 2010/11. The following table provides data on the number of these students who completed at least five units at the Adult School.

<b>Student Achievement: Concurrent students -- enrollment and unit earned</b>							
<b>School year</b>	<b>Live Oak students enrolled</b>	<b>Sobrato students enrolled</b>	<b>Central students enrolled</b>	<b>Total # students enrolled</b>	<b># of students completing units</b>	<b>% of students completing units</b>	<b># of units completed</b>
2006/2007	52	34	7	93	61	65%	462
2007/2008	74	23	50	147	83	56%	853
2008/2009	114	54	27	195	159	81%	1485
2009/2010	100	64	44	208	148	71%	1369
2010/2011	83	69	44	196	135	69%	1254

## Chapter II: Progress Report

### Significant Changes

Two most significant and unplanned-for have developments occurred since the last site visit. The school has adjusted to both these developments.

1. The relocation of the school from its former location on Monterey Road to buildings on the campus of Britton Middle School.
2. Major reductions in funding for Adult Education, resulting in a reduction in the school's budget and in student services offered by the school.

### Action Plan Review

The Action Plan of 2006-2011 included two action items. The school has addressed both of these action items in conjunction with the critical areas for follow-up discussed next. Teams were formed to focus on each action item, and a number of relevant actions were taken beginning in the year of the previous self-study.

<b>Action Item 1</b>	Using the integration of ELRS and California standards as a basis for improvement of instruction and curriculum, MHCAS will address instruction and student learning concerns.
<b>Action Item 2</b>	The school will develop a comprehensive communication process which includes all stakeholders.

A Curriculum Revision Committee was convened and charged with establishing a manageable approach to curricular revision. They conducted a faculty survey to determine areas of greatest need and recommended a timeline for revision of curriculum. The HSD curriculum team continues to meet. Revisions made included incorporating ESLRs into course outlines, introduction of more appropriate text books and the moderate acquisition of computers for teachers and staff. The school tried Study Island and Stepping into the Future for online CAHSEE preparation but determined that they were not effective learning tools for their students and no longer use them. NovaNet was introduced for HSD students in collaboration with the District, who acquired site licenses and provided training for teachers.

MHCAS developed High School Diploma courses in Fine Arts, Spanish, a Health Careers elective and CAHSEE Math and CAHSEE English Language Arts Preparation, all of which are still being using. In ABE teachers correlated CASAS scores to other assessments. MHCAS evaluated the R6 curriculum, which is an integrative approach to reading comprehension, critical thinking and writing skills, and determined that it was not an effective tool to use with their students. The school also expanded its CTE offerings (see next section) and offered additional community education classes, including Italian Cooking, language, First Aid and CPR, dancing and guitar classes. In 2011 due to budget pressures the fee based program scaled back with art and cooking classes being retained.

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Teachers tried using collaborative binders to share strategies, resources, and materials but the time required to maintain them proved prohibitive given the schools limited resources. ESLRS were reviewed annually at August staff meetings, as were CASAS test results and implications for instructional strategies. For the current WASC visit the ESLRS were replaced with SLOs. Teachers were trained to use Study Island, Stepping into the Future and NovaNet. Staff participated in a seminar on Learning Disabilities, and received annual training in mandated areas (Child Abuse reporting, Sexual Harassment, Blood-borne Pathogens, Sexual Orientation/Gender Identity Harassment prevention and reporting). Teachers have participated in online courses offered through CALPRO and OTAN, and in a Trainer-to-Trainer workshop for postsecondary communities of practice.

MHCAS established a Communications Committee to review methods of communication and develop ways of improving communication with the community. It surveyed students, District administrators and local employers in order to measure their knowledge of MHCAS programs, evaluation of our effectiveness and seek suggestions for improvement. After that it developed and implemented a range of strategies for improving communication with the community. The ESL department and the CalWORKS program developed a targeted set of communication strategies to reach their communities.

An Open House in October 2006, was aimed at community members and leaders to foster a better understanding of the value of adult education; presentations to Morgan Hill Unified School District Board of Education and the Senior Advisory Council; collaborating with the Morgan Hill Times to promote community knowledge of the program; participation in ALLIES (Alliance for Language Learners' Integration, Empowerment and Success) and collaborated with Gilroy Adult School and Gavilan College to promote student awareness of opportunities for transitions to community college; provided information and transferred students to vocational trainings offered at ROP, CCOC, CET and Metro-Ed, worked with Gardener Family health care provider to offer students professional mental health and family counseling, and arranged class field trips to Morgan Hill Public Library and Centennial Recreation Center. The school worked with District administration to recruit community members for a MHCAS Advisory Board (Spring 2008), which was established in August 2008.

### **Critical Follow-up Areas**

The 2006 Visiting Committee identified the following critical areas for follow-up. The school has responded to each of these areas. Note, there is considerable overlap between these recommendations and the school's plan, discussed above. The four recommendations were:

1. Integrate school-wide ESLRs into the following: curriculum, instructional activities, student assessment, staff evaluation, professional development and marketing.
2. Develop a comprehensive resource five-year master plan involving all stakeholders would provide budgetary and program goals while enhancing school-wide communications.
3. Developing an ESLRs-driven, school-wide, and coordinated professional development program based upon teacher evaluation and student assessments.

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### 4. Develop a new labor market-driven job training courses to meet student needs.

The ESLRs were replaced by SLOs for the 2012 visit. They are incorporated in all course outlines, posted in classrooms with instruction given in the relevance of class activities and materials to the SLOs. They are included in all published materials (course catalogs, flyers, informational materials, school stationery) and there are staff and classroom activities in which teachers and students reflect on the meaning of the SLOs for student learning.

The current economic and budget climate has made planning problematic. The administration has attempted to communicate to all staff at every stage of the ongoing changes in funding, and has attempted to meet the need for updating resources for all classes, but this has been done on a year-to-year basis, adjusting to changes in available funding. Resources have been allocated according to the annual review of school departments and curriculum.

Professional development has been provided to enhance teaching and student learning. Staff development is included in annual back-to-school meetings; topics have included understanding CASAS assessments and assessing and meeting special student needs through differentiated instruction. HSD teachers have been trained on online programs such as Study Island CAHSEE Preparation and NovaNet. Teachers are paid to participate in regional meetings of professional organizations (CATESOL, CCAE) and for taking online workshops offered through CALPRO.

MHCAS added job-training classes, including (with Boston Reed) Clinical Medical Assistant and Pharmacy Technician Training programs. In September 2007, they developed a new class in Medical Terminology for Medical Transcription designed to provide students with the beginning skills needed to prepare them for entry into more advanced training programs. Between 2007 and 2011, 44 students enrolled in this class, and 25 received certificates of completion. As of the 2012 visit these programs are no longer offered due to lack of demand (students cannot afford them) and recent budget cuts. MHCAS also developed classes in Creating Career Action Plans, Job Search, and Keyboarding. These classes were impacted by the changed in the structure of CalWORKS funding and closed due to low enrollment.

## Chapter III: Evaluation of the School's Response to the WASC Criteria

### Criterion 1: Institutional Mission, Purpose, and Objectives

Morgan Hill Community Adult School has revisited and revised its mission and its Mission Statement to more accurately detail the reality of continuing funding troubles, economic recession and decreasing enrollment. The data in the report reflect these dilemmas and the results of shortened budgets, weaker student demand and the school's newly focused outlook. The classes currently offered are basic, which underscores the realities of its circumstances.

The Mission Statement is revised yearly, is evaluated and agreed upon by the staff through their WASC teams and is disseminated on a reduced basis to the community. Teachers are encouraged to use the Mission Statement in guiding student progress.

To address the revised mission, MHCAS also simplified its Schoolwide Learning Outcomes (SLOs), the new outcomes are based primarily on two reports, "Learner Persistence in Adult Education" and "Helping Adults Persist". The staff wants to make the outcomes more measurable and more meaningful. The new SLOs are: set goals, acquire skills, monitor progress, and effectively communicate. It is not apparent in the report what standards will be used to determine student progress.

The Mission Statement is fundamental to the school's planning and decision making. The realistic approach to economic and demographic changes is well defined in the self-study report and the decisions made reflect a commitment to the mission.

The two reports cited earlier have formed the architecture upon which the current goals will be built. The studies emphasize that adult learners need to acquire basic skills, high school diplomas, and GEDs, and that linking these qualities with self-efficacy, goal setting and showing measurable progress can be reinforced by emphasizing students' need to stay in programs that will lead to later success.

#### Major Strengths:

1. The school's Mission Statement is clear and concise, and realistically addresses the scope of its status in light of reduced funding.
2. Morgan Hill Community Adult School's Student Learner Outcomes are clear and direct.

#### Key Issues:

1. Teachers should be encouraged to take advantage of classes to help develop increased understanding of adult learners and their needs.
2. Professional development activities should focus on the new State strategic plan, *Linking Adults To Opportunity: Transformation of the California Department of Education Adult Education Program*.
3. The Mission Statement and Student Learner Outcomes should be used to promote community and District awareness of the school's purpose and focus.

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4. To more fully evaluate Student Learner Outcomes, MHCAS should develop concrete assessments, asking how can we best quantify student success?

### **Criterion 2: Organizational Infrastructure and School Leadership**

Morgan Hill Community Adult School is a part of the Morgan Hill Unified School District. It is governed by the school board, which exercises management through the Superintendent, the District office and the site principal. The board is the ultimate authority on policies and programs and is kept informed of the school's status by visits and communication with/from the principal.

While comparatively a small school, with a committed staff, only the principal and the school secretary are full-time employees. Programs are offered at times best suited to its target audience, which necessitates staff not working all at the same time, or even on the same day, making communication, direction and planning very challenging. Communication between the principal and staff is done primarily in writing, or at the once yearly all staff meeting before each school year. Despite this obstacle, the staff has come together to analyze and critique their efforts in order to provide educational opportunities for their students.

School governance is executed by the principal, who meets with the staff and the District office. Classroom observations are not under the aegis of a mandated or standardized evaluation process or schedule; this is done individually.

Policies and procedures are detailed in the staff handbook which is revised every three years. There is no section of the handbook pertaining to emergency procedures which the school recognizes as a detriment and plans to address this year. Student input is often difficult to gather, due in part to the fluidity of the student population and the diffusion of classes across a wide band of meeting times and locations.

#### **Major Strengths:**

1. The District administration and the board recognize the contributions of the school to its students and the community and will continue to do so as funds allow.
2. The school maintains a close and trusting environment where staff and students have access to the administration.
3. Formation of student leadership teams to assist in the self-study and to develop a sense of community and leadership among the students.

#### **Key Issues:**

1. Revision and updating of emergency procedures, and training of staff and students in responding to emergencies.
2. Establishing an ongoing method of ensuring student participation in school leadership.

### **Criterion 3: Faculty and Staff**

All teachers in mandated program areas are credentialed by the California Commission on Teacher Credentialing; support staff are part-time, with the District office providing resources for budget and personnel issues. There is only one opportunity per year for all-staff professional development, so information relevant to the staff is distributed by the principal. Teachers are encouraged to attend training, which the school will pay for, but there is no requirement mandating that teachers participate in staff development other than what is offered at the back-to-school meeting.

Although the principal interviews and evaluates all job candidates, the ultimate hiring decision is made by the school board, although there has been negligible hiring recently and there is little indication of that changing anytime soon.

The teacher handbook details the procedures and processes germane to MHCAS specifically; all personnel policies are developed by the District. Staff review the handbook at the back-to-school meeting in August and revisions are made every three years.

There is no set cycle for teacher evaluations; other staff evaluations follow a schedule determined by the District. Evaluations are based on the California Standards for the Teaching Profession.

The SLOs are a component of the yearly staff meeting and students are encouraged to connect classroom activities to the SLOs. There is very limited opportunity to evaluate the efficacy of these goals collaboratively during the school year.

The disaggregation of the staff during the year makes disseminating professional development opportunities, or having multiple all-staff trainings difficult. Announcements of available classes that can be taken individually are distributed during the year by the principal, but participation is voluntary.

Support staff evaluations are determined by a schedule agreed to through contract negotiations between the District and the union. The District provides the principal with the appropriate job descriptions and evaluation forms. The current schedule has non-teaching staff evaluated every two years.

#### **Major Strengths:**

1. The small school environment provides teachers and students with opportunities to meet the students' needs one-on-one and in small groups, working closely with students to set goals, monitor progress, and celebrate achievement.
2. Teachers are open to new possibilities for whatever will help students in setting and achieving goals and learning study habits. Strong rapport with students and the ability to engage with them encourages students to work diligently with their teachers.

#### **Key Issues:**



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1. Improve collaboration among faculty to ensure all students have access to high-quality instruction.
2. Develop a systematic, school-wide approach to staff development, assessing staff training needs, and providing opportunities for collective staff development.
3. Improve staff knowledge of and access to technology.

### **Criterion 4: Curriculum**

MHCAS lists all classes in flyers available to prospective students at the school office, the District office, and a number of sites throughout the community.

Course outlines exist for all classes. Many outlines are being revised in light of developments in technology and changes in the needs of students.

The school allocates resources annually for purchases of new books, materials, hardware, and software to ensure that teachers and students have student to adequate learning resources. The school supports staff members who are engaged in curriculum development by paying them for the hours required.

Clear learner outcomes have been developed for courses offered and teachers have communicated these outcomes to their students. As part of the self study process, departments have met to develop shared outlines of learner outcomes to ensure consistency throughout the program.

As part of the Action Plan developed in the 2005/2006 self study, MHCAS established a cycle for review of all curriculum areas in order to ensure that each class meets the current needs of adult students. The recommended cycle has been adopted. Intake and exit forms have been revised. Students use these forms to express their goals and reflect on ways in which our classes have helped them to meet their goals.

For the ABE/GED program, MHCAS has reviewed textbooks and introduced new materials to supplement texts and provide skill development for pre-GED level students. They have introduced the use of online resources to supplement in-class instruction and enhance student access to practice materials. Teachers have developed and used spreadsheets to correlate CASAS scores with other assessments.

Unfortunately, as a result of declining enrollments and reduced funding, the Community Education program was no longer cost-effective and has been discontinued.

The primary way of assessing students who enter MHCAS is by use of CASAS tests. Assessment testing is administered every Tuesday evening and Wednesday morning. There is a specific pathway for students to be scheduled into ESL, ABE,GED and diploma Classes

After students come to the first class meeting, teachers receive results of the CASAS assessment tests and use them to determine students' skill levels and needs for improvement. Teachers use other measures of assessment tailored to their subject areas in order understand students' specific needs. Intake forms have been developed for HSD and ABE/GED classes that provide teachers

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with information about students' needs and goals.

Teachers participate in the curriculum development process for their departments by evaluating current curriculum, reviewing materials, and implementing curriculum changes. Curriculum is developed with students' needs in mind.

The curriculum revision process introduces materials that are adapted to the needs of adult learners with widely varying educational backgrounds, skill levels, and needs.

MHCAS provides classroom sets of all texts sufficient to ensure that every student has access to a textbook. Students in Adult High School Diploma check out textbooks in order to complete independent study assignments. Classrooms are equipped with computers, and students have access to a variety of software programs and Internet materials.

Effective use of technology in classes faces significant challenges: The use of technology in classes is difficult because of inconsistent maintenance of computers, relying on reports to District technology support personnel, who come to the Adult School once a week. With the anticipated implementation of computerized GED testing, MHCAS will need to develop ways of offering students instruction in the skills needed for test-taking on the computer. For many of our students, this will require teaching very basic computer skills.

### **Major Strengths:**

1. Flexibility in using new resources and developing new classes to meet students' needs.
2. Availability of technological resources in classrooms.
3. Training of some teachers in new uses of technology.
4. Teachers enjoy a great deal of freedom to use their individual talents and use innovative strategies to meet the need of all their students.

### **Key Issues:**

1. Better maintenance of computers and more rapid response from District IT staff.
2. Development and use of school web site to provide student access to information about classes, materials, and resources.
3. More consistent departmental meetings to ensure consistency of approach to students' learning needs.
4. An active technology committee which would be on the lookout for the latest and best in educational technology.

## **Criterion 5: Instructional Program**

Teachers are advised of the availability of classes and workshops, especially online classes offered through CALPRO and OTAN, and supported in participating in professional development opportunities. Many teachers have attended conferences and trainings as well as on-line classes. Teachers are also included in staff development and have observed other teachers.

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Instruction in all classes aims to provide students with the opportunity to identify and express their goals, acquire skills needed to meet their goals, measure their progress, and improve their communication skills. Teachers in all programs use modes of delivering instruction and teaching methodologies that reflect the diverse needs and learning styles of students. Focus Group and Program Committees identified a wide range of strategies, including: differentiated instruction, student progress, attendance and persistence, communication strategies and behavioral norms.

The school does not have an effective technology team in place to evaluate the present use of instructional technology, and the need for such a team as has been identified in Focus Group meetings and incorporated in the Action Plan.

### **Major Strengths:**

1. Teachers collaborate in reviewing curriculum and sharing instructional strategies.
2. Teachers use a rich variety of instructional strategies that are focused on Student Learner Outcomes.
3. MHCAS has encouraged an environment in which students experience care and support.
4. The school and teachers create an environment in which students are encouraged to reflect on their goals and monitor their progress.
5. Students acquire social and life skills, time management strategies, and improve self-esteem and confidence.

### **Key Issues:**

1. Development of an effective school wide technology team charged with evaluating the present use of technology and recommending improvements that will enhance student learning opportunities. (Note Action Plan)
2. Development of a comprehensive school wide plan for improving and expanding the use of technology.
3. Develop a consistent process for sharing the results of professional development activities.
4. Develop and expand a school web site.
5. Expand the investigation and use of online resources for assessment and instruction, including CASAS e-testing and preparation for computerized GED testing.
6. The school web site needs to be developed to become a usable resource for students, staff, and community, providing information about school programs, access to resources for students, improved communication between teachers and students.
7. We need to expand the investigation and use of online resources for assessment and instruction, including CASAS e-testing and preparation for computerized GED testing.

## **Criterion 6: Use of Assessment**

Morgan Hill Community Adult School begins assessment analysis for institutional planning at the annual back-to-school staff meeting held each August. All teachers review schoolwide and departmental assessment data including student achievement on CASAS tests, GEDs, High

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School Diplomas, CAHSEE tests, and EL/Civics assessments.

In preparation for the WASC Self-Study, all teachers reviewed schoolwide assessment data for the years 2005 – 2011. In particular, it was identified that faculty has become more successful in administering CASAS tests which provide an important measure of student achievement. All students are pretested before beginning class at MHCAS.

Student retention is a persistent challenge for the school. Educational gains are substantiated when students stay in class long enough to be post-tested. The percentage of students with paired CASAS test scores are 60% for ESL, 46% for ABE/GED, and 34% for HSD. Pre and post-test data is used to determine learner needs and measure progress.

Additional assessments utilized by MHACS for evaluating courses, programs, and student learning levels include the California High School Exit Examination (CAHSEE), EL/Civics assessments, GED test results, textbook chapter test scores, and classroom projects.

CAHSEE passing rates have declined over the past five years indicating that instructional support needs to be developed for students. Faculty and administration have acknowledged that further analysis is needed on the correlation between CASAS test scores and CAHSEE and GED passing rates. Consistent testing schedules need to be developed and communicated to all staff in order to ensure that CASAS tests are administered before students leave. This has been done by conducting post testing at least quarterly. Improved coordination of EL/Civics assessments is needed to improve passing rates and learner outcomes.

The school uses assessment results to help determine ways of addressing student needs. Assessment results are regularly reported to teachers, students, and counselors. CASAS test results are reported individually to each teacher as soon as tests are scored. Students are given confidential GED and CAHSEE scores reports, which they may share with teachers in order to identify areas for improvement.

Departments within MHCAS have developed learning outcomes for each academic and career technical education program. Core competency descriptions were developed in departmental meetings utilizing state standards (where available), GED guidelines, and competencies required for high school subjects completion. Each department adopted a summary statement of core competencies, which is posted in classrooms and available to students on entry.

Teachers meet informally to evaluate courses for their effectiveness, and to ensure that students receive instruction appropriate to their needs and levels.

As a result of learning data analysis, the HSD program has developed courses in CAHSEE preparation, introduced class instruction classes, and encouraged students to use different modalities to improve academic success (note-taking, opportunities for earning extra credit). GED classes have introduced supplemental materials and texts to assist students in areas in which they are challenged, such as calculator use and essay writing.

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### **Major Strengths:**

1. The school has developed a consistent, schoolwide method for assessing students by use of CASAS tests, providing a way of measuring student progress and enabling the school to qualify for supplemental funding under the Workforce Investment Act.
2. In addition to reviewing the results of CASAS tests, teachers use multiple measures of assessment to understand students' needs and provide instruction that addresses those needs.
3. Administration and teachers regularly reflect on assessment data and use it to address students' needs.

### **Key Issues:**

1. More information is needed on how CASAS assessments correlate with assessments given at community colleges. MHCAS faculty could pull together. The school needs to better understand the connection between assessment and instruction. Information on community college entrance tests and determine how to use CASAS to help students evaluate readiness for community college.
2. More effective ways are needed to assess students with special needs.
3. Additional collaborative work is needed at the departmental level to develop course outlines and learner outcomes to ensure better sequencing and class consistency.

## **Criterion 7: Student Support Services**

Morgan Hill Community Adult School strives to provide a variety of support services to enhance the learning environment and encourage student educational achievement. The services for CalWORKS students include collaboration with Santa Clara County Social Services; a CalWORKS Site Representative to provide personal, academic, and career counseling; and assistance from mental health providers.

MHCAS works closely with the District Migrant Education office to identify out-of-school youth who qualify for special services, and assist these students in furthering their education by enrollment in ESL, ABE/GED, and High School Diploma classes. ESL students are provided information on career and education options, the Morgan Hill Reading Program, health care resources, and county social services.

Medical Terminology and Transcription students were provided assistance with advanced training and employment opportunities. The program was discontinued due to funding reductions. MHCAS would like to resume the program it due to high rate of student success in job placement.

All students benefit from speakers representing community agencies and colleges. Options for continuing education and obtaining services are shared. Morgan Hill Community Adult School distributes materials to assist students in obtaining available community services. Students are supported in meeting personal, family, educational, and employment goals, and are encouraged to contribute actively to the life of the community.

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The school provides a caring environment for students beginning at the initial point of contact. This continues through admission, enrollment, and program completion. Supportive staff guides each student, providing advice and counseling to assist the student in appropriate program placement.

The needs of ESL, ABE, GED, and High School Diploma student are evaluated with CASAS tests. CalWORKS students' needs are evaluated upon intake, during school orientation, and continually by the CalWORKS Site Representative.

MHCAS does its best to make school and program information easily accessible to the Morgan Hill community. Unfortunately, the budget reductions faced by the school in the 2011-2012 school year resulted in the elimination of the printed course catalog. Class offerings are listed in informational flyers available at the admissions office. A wide reaching, easily accessible method of disseminating school and program information to the community has not been developed.

There is no formal counseling position at the school, and financial realities indicate such a position will not be added. Existing staff provide students informal counseling during all phases of their academic career. The WASC self study has identified a valid need for a comprehensive way of providing students with the information and resources needed to make effective transitions to colleges, career training programs, and employment.

The school follows strict procedures for maintaining and releasing student records. All records are kept in a secure location, with access restricted to the principal and the school secretary. Records are released only to students and former students. An authorization signed by the requesting student is required to release records to other schools, employers, recruiters, or agencies.

### **Major Strengths:**

1. Students (especially CalWORKS students) receive a broad range of academic and support services.
2. Active collaboration with the Learning and Loving Center allows MHCAS to provide high-quality instruction in Spanish GED preparation at the center.
3. Close collaboration with community based organizations provide students (especially CalWORKS students) with a broad range of support services.
4. MHCAS enjoys a very positive reputation with Santa Clara County Social Services, which includes the school in its matrix of service providers, and other community support services.
5. The school has an ongoing relationship with community, including the *Morgan Hill Times* and a word-of-mouth network.

### **Key Issues:**

1. Develop school and class web sites to improve communication (especially between teachers and students), knowledge of programs, and student access to curriculum and support services.

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2. Develop an organized, structured, comprehensive system for providing students with access to resources for educational and career opportunities.
3. Develop a comprehensive, systematic approach to increasing community awareness of the school.
4. Find more creative ways of advertising class offerings and services within the confines of diminished financial resources.
5. As we work with diminished financial resources, find more creative ways of advertising our class offerings and services.

### **Criterion 8: Resource Management**

Financial resources to support the school are limited, and future funding is uncertain. Most funds come from two sources: the state allocation for adult education given to the Morgan Hill Unified School District, and supplemental federal funding under the Workforce Investment Act, Title II (which supports Adult Basic Education, ESL, and Adult Secondary Education programs). The school receives some additional funds to support services for CalWORKS clients, and a small amount is generated by fee-based community education classes.

In 2008, the state changed the formula for funding adult education, with negative results for all adult schools. The allocation for adult education was no longer based on ADA, but was given by the state to the District as a categorical grant, but with the flexibility that allowed the District to decide whether to use the funds for adult school expenses or for other purposes. Over the next two years, the amount available to the District for adult education was reduced by 21%, but until May 2011, the District did not exercise the option to sweep funds to be used for other purposes. For the 2011/12 school year, the District exercised this option, taking \$100,000 (23% of the state allocation) for District purposes.

The school receives supplemental funds through the Workforce Investment Act. Federal funding supports of ESL, ABE/GED, and Adult High School Diploma classes and the EL Civics program, and all stakeholders are encouraged to participate in the activities and assessments that generate funding.

Before the budget reductions of 2008, MHCAS kept expenditures well below income, and this allowed the school to build up a substantial reserve. A considerable portion of this reserve was used by the District in relocating the school to its current location.

Because of budget cuts, programs offered have been eliminated so as to enable the school to support the core classes it continues to offer. Because of this, MHCAS revised its Mission Statement to reflect the reality that they are no longer able to provide a broad range of classes, including opportunities for personal interest and improvement through our community education classes. The new Mission Statement reflects the fact that they must now focus on the core programs that meet our students' needs for skills that will allow them to participate fully in the lives of their families and community, and to pursue continuing education and employment opportunities.

Because of the budgetary concerns of the last several years the Principal has frequently consulted

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with the school board and the District Business Services Department. The Principal has provided the stakeholders with updates as they became available.

MHCAS participates in audits conducted through the District Business Services Department, which works with independent auditors to ensure compliance with legal requirements and professional accounting practices. The school provides input as required by auditors.

Decreased demand for ESL classes and increased demand for adult secondary education have resulted in reallocation of personnel and resources.

The uncertainties created by the changes in funding have made long range planning difficult.

Since being relocated to the present school site in 2008, MHCAS has engaged in an ongoing effort to improve the use of its facilities to meet the learning needs of students.

Surveys conducted among staff members and students demonstrated a significant level of dissatisfaction with the condition of the facilities.

At the same time, a number of comments made by students in surveys and meetings were very positive. Students expressed their sense that the school offers a safe environment, and that certain aspects of the facilities

### **Major Strengths:**

1. Finances are managed in such a way that MHCAS is able to continue to operate and provide valuable services to residents in this community.
2. The purchase of updated texts, equipment, and materials is planned for and accomplished.
3. The school provides the resources for students to successfully complete requirements for GED and High School Diploma.
4. The needs are prioritized so that the most pressing needs are met while funds are available.

### **Key Issues:**

1. Facilities are in poor repair and in need of regular maintenance.
2. MHCAS technology needs to be updated in the classroom and the school in general
3. A list of equipment that is available for use needs to be provided to the teachers and staff.
4. Classroom temperatures are hard to regulate causing difficulties in students' ability to concentrate.
5. Students need access to basic amenities (e.g. water fountains, vending machines) to create a more welcoming environment and encourage learning.
6. The current financial situation, in which the District determines where the state funds are used, makes it difficult to plan with any certainty because the school does not know for sure whether the necessary funds will continue to be provided.



## **Criterion 9: Community Connection**

MHCAS connects with parents of minor children concurrently enrolled in the Adult High School Diploma program. These parents are required to give written enrollment approval by signing the “Concurrent Student Permission to Enroll” form and the “Rules and Procedures” form as part of the application process. When the high school student begins class, a parent or guardian is required to come to the first meeting with the teacher to discuss the course expectations and sign the “Master Agreement for Independent Study”.

The school has relationships with several community organizations that recognize and support student achievement:

- Rotary of Morgan Hill includes MHCAS students in an annual recognition ceremony where teachers and students are honored for achievements and invited to speak to Rotary members about the value of adult education.
- Morgan Hill Mushroom Mardi Gras, which sponsors an annual community mushroom festival, provides scholarship awards to adult school students who demonstrate exceptional achievement and plan to continue education in college and training programs.

Through the CalWORKS program, the school has worked with several local businesses and organizations to provide to internships and work activities. Students have been placed in internships at Project Sentinel, South County Housing, St. Louise Hospital, and GoKids Daycare Center.

The CalWORKS program arranges community service assignments in fields directly related to students’ future vocational/educational goals. Students interested in working with children and youth participate in community service with daycare providers GoKids and The Loving and Learning Center, and tutor and mentor adolescents for South County Housing. In prior years students interested in the CNA and Medical Assistant fields worked with Gilroy Senior Center and South County Housing Senior Assisted Living. Students have been assigned to work with office staff at Community Solutions, Morgan Hill Public Library, Morgan Hill Community Adult School, South County Housing, and Santa Clara County One-stop to explore the clerical/office field.

Students participate in organizing an annual food drive for St. Catherine’s Church. Students have provided volunteer services as tutors, mentors, and helpers for seniors in collaboration with South County Housing.

MHCAS informs the community about its mission and programs through flyers (and formerly through the mailing of a course catalog), reports to the District board, and stories published in the *Morgan Hill Times*. The renewed contract with Santa Clara County enables MHCAS to continue providing services to CalWORKS participants, partnerships with the Learning and Loving Education Center, and community service placements with local organizations.

The annual Rotary Award Ceremony provides an opportunity to inform community members of MHCAS students’ achievements. In December 2011, a student was selected for the CalWORKS

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county award for special achievement. This was an additional occasion to promote MHCAS student success.

### **Major Strengths:**

1. Teachers assess student learning needs and provide appropriate learning activities. Teachers are in tune with students' personal needs, providing advice and counsel when needed.
2. MHCAS has an on-site CalWORKS counselor who provides CalWORKS students with comprehensive support services.
3. The school has fostered relationships with local community-based organizations, particularly with the Learning and Loving Education Center and the Department of Social Services of Santa Clara County.
4. The *Morgan Hill Times*, the local newspaper, has provided excellent coverage of the annual graduation ceremony and other student achievements. It is a positive source of publicity for school.

### **Key Issues:**

1. Because of budget constraints, the school had to stop producing a quarterly class catalog. New, cost-effective ways of promoting class offerings and services to the community need to be identified, especially the development of an effective web site.
2. It would benefit MHCAS to develop an organized, structured, and comprehensive system for providing students with access to community resources for career and educational opportunities.
3. The school needs to develop a more comprehensive, systematic approach to increasing school awareness in the community.

## **Criterion 10: Action Plan for Continuing Improvement**

MHCAS used a thorough process to identify issues facing the school. All participants had the opportunity to provide input and made decisions and set priorities based on that input. There was an appreciation among staff of the value of the self-study as a tool for school improvement. However, during implementation of the 2006 Action Plan, MHCAS lacked of a systematic way of carrying out the steps required and keeping themselves accountable for their implementation of the Action Plan. For the current 2012 Action Plan, the Leadership Team made clear that they will need to develop teams that will be responsible for each of the two action items, keeping in mind the limited resources available. MHCAS needs to regularly review progress in implementing the Action Plan, and must communicate details of the implementation of the Action Plan to District and community members.

### **Major Strengths:**

1. The Action Plan reflects genuine concerns that emerged in discussions throughout the self-study process.
2. Development of the Action Plan included extensive input from students and staff members, and prioritization of concerns involved almost all staff members.
3. The Action Plan focuses on identified needs of students in setting and measuring goals, acquiring skills, using technology to explore opportunities, and making transitions from adult education to ongoing education and employment.

### **Key Issues:**

1. Implementation of the Action Plan will require developing consistent ways of carrying out the steps required and monitoring our progress in meeting them.
2. MHCAS will need to do a more effective job of regularly reviewing progress in implementing the Action Plan.
3. MHCAS will need to communicate progress on implementing the Action Plan effectively to District and community members.

## Chapter IV: Action Plan Effectiveness

**The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.**

The Visiting Committee recommends that MHCAS establish an emergency plan.

MHCAS staff participated widely in identifying issues and creating an Action Plan. Based on lists of strengths and weaknesses provided to the Visiting Committee for review, these were open and wide ranging discussions by the staff. Focus Groups developed lists of areas of strength and areas for growth, which all staff then reviewed and prioritized as their first, second, and third choices. Nineteen of twenty staff members who were active at the time took part.

The Leadership Team looked for common themes among the growth areas selected by staff as top priorities, and identified two themes that touched on a number of the concerns expressed throughout the self study: providing students with resources for making transitions to college or job training; and providing students with better technological resources.

These goals were used to define two action items. On January 20, 2012, all staff reviewed the two Action Items and discussed them to decide which should be addressed first. The consensus was that the action item on transitions should be Action Item 1, and that implementation will begin in Spring 2012, and the item on technology will be Action Item 2, with implementation scheduled to begin in the following year.

Both these goals are consistent with the State's direction for adult education, and are focused on the needs of students. MHCAS has already been exploring the use of technology, and have new Apple computer systems in many classrooms. The District is also planning to upgrade technology across the entire District using funds raised in a proposed General Obligation bond offering.

The Action Plan deliberately avoids committing the school to using resources which may not be available in the coming years. It emphasizes staff commitment, collaborative work, improved use of existing resources, and articulation with other service providers. The school administration is committed to ensuring that resources are available to support the activities needed to carry out the Action Plan effectively.