

MVLA Adult School Board Presentation

Annual Review 2021-2022



Presented by
MVLA Adult School Leadership Team
February 2023

Agenda



- MVLA Adult School Overview
- WASC Schoolwide Goals
- Review of 2021-22 School Data
- Student Performance Data and Current Progress & Priorities by Program
- Student Support Services
- Student Success Stories
- Fiscal Solvency
- Looking Ahead

Student Learning Outcomes

MVLA Adult School Mission Statement

MVLA Adult School is committed to serving adult learners who will gain the knowledge, skills, and proficiency necessary to achieve personal goals in employment, secondary education, and English language skills in order to become self-reliant and productive members of the community.

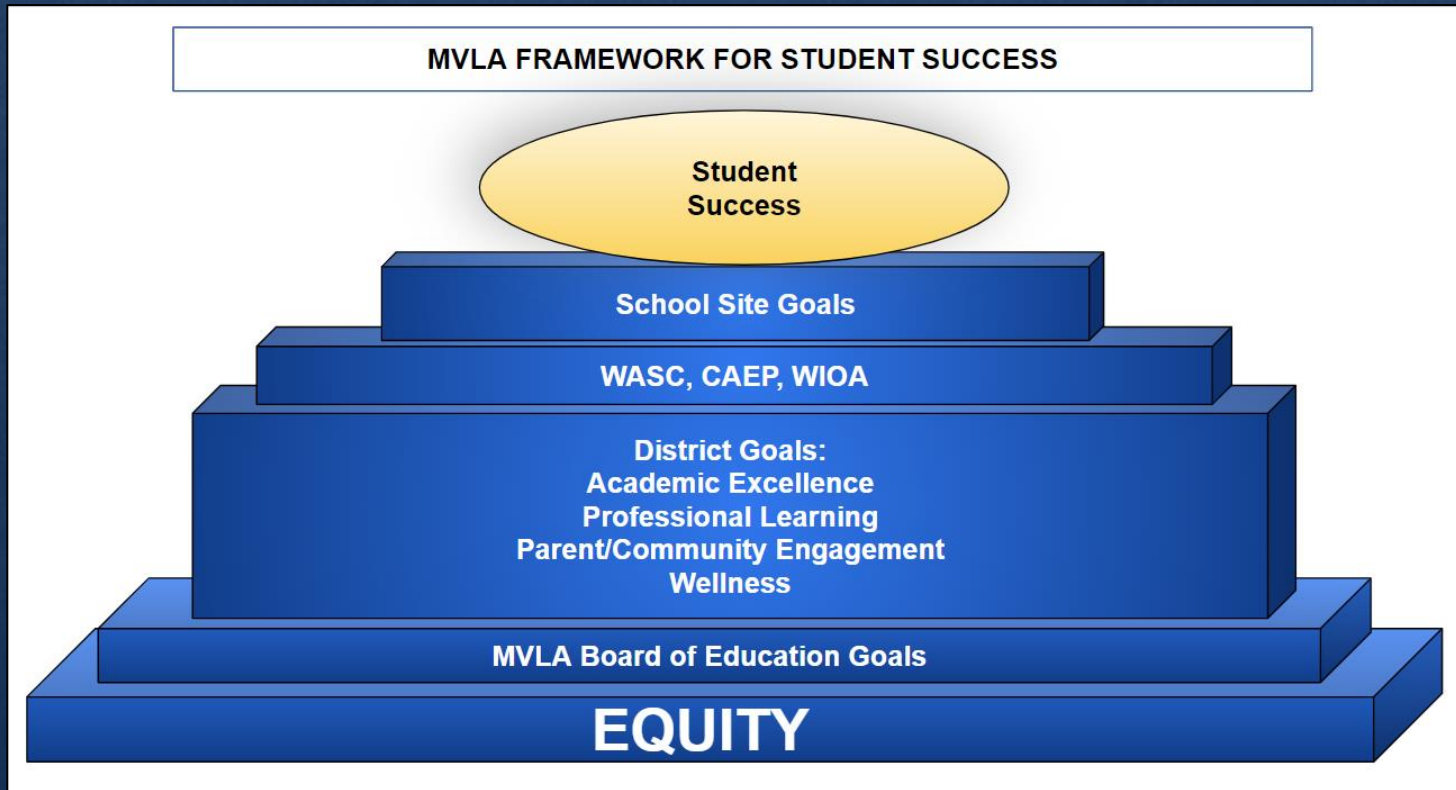
Students will:

- Set goals and progress towards them
- Achieve a measurable increase in knowledge, skills and proficiency in their goal area
- Be able to apply knowledge, skills and proficiency to employment and continuing education



2022-2023 Guiding Principles

1. Safety and Wellness
2. High Quality Education
3. Professional Learning
4. Community Engagement
5. Equity



MVLA Adult School WASC Schoolwide Goals

Improve the systematic integration of instructional technology in the classroom



To provide program-specific equipment, software, training and instructional support to improve student learning outcomes

Increase schoolwide Professional Development opportunities



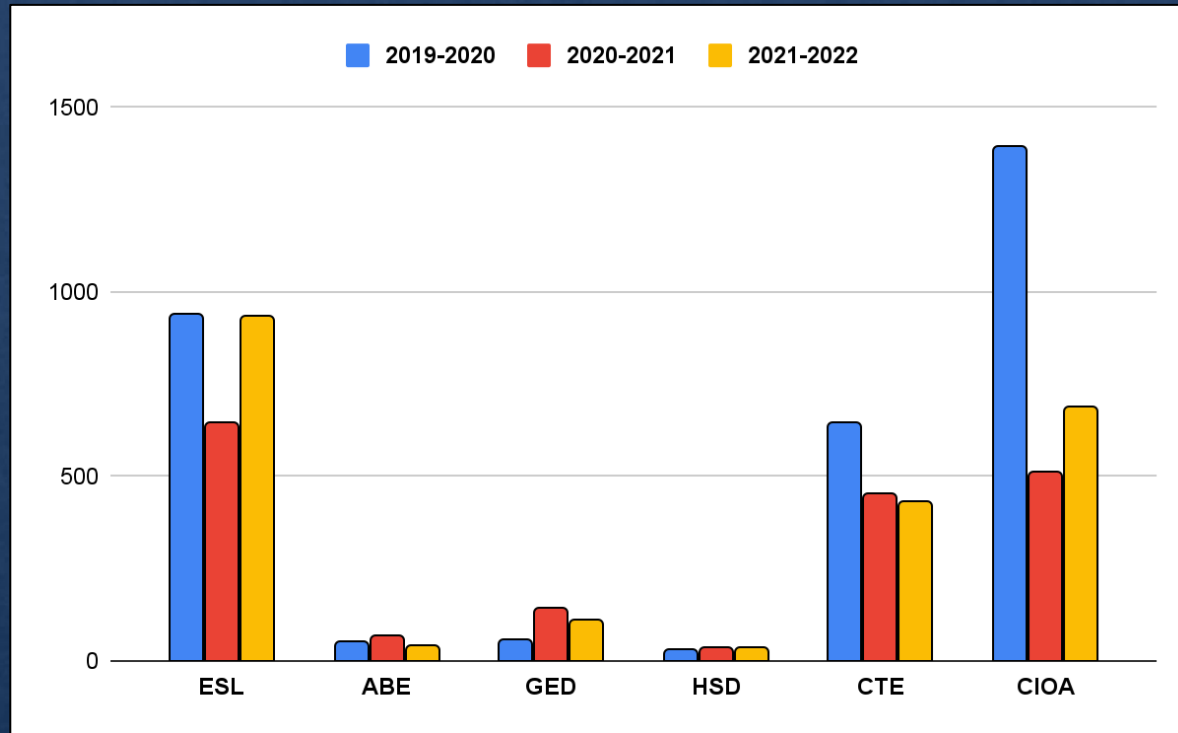
To provide teachers with increased instructional strategies to improve student learning outcomes

Increase tutoring opportunities for ESL, ABE, and CTE students



To provide struggling students with more individualized instructional support to improve student learning outcomes

MVLA Adult School Programs Enrollment Trends (Unduplicated)



Total duplicated enrollment for 2021-2022 was 4,564 compared to 3,923 in the prior year. Unduplicated enrollment by Adult Education Programs from 2020-2021 to 2021-2022 shows an overall increase of nearly 45% in ESL due to the return of in-person instruction. ABE, GED, HSD, and CTE enrollments have remained relatively stable since returning in person. Non-academic / fee-based programs have increased enrollment by 34% due to the return of in-person instruction.

ESL in Action



Advanced ESL students focused on webquests and writing



Intermediate High ESL collaboration with MA class



Students celebrate passing the U.S. Citizenship interview



Beginning Low ESL students being helped by their teacher

English as a Second Language (ESL) / Citizenship Highlights (2021-2022)

- **Safe in-person return** – Multilayered mitigations minimized absences and learning loss.
- **Increased attendance and enrollment** – Resumption of in-person instruction helped to recover learning loss for students.
- **Teacher support and PD** – Training focused on teacher questioning strategies. ESL Department established technology exit goals at all levels through staff collaboration.
- **Student access to technology** – All 6 levels of ESL gained access to devices for use with assessment and in-class activities.
- **Connection** – Systematized outreach to previous students; streamlined class placement for returners.



ESL students taking CASAS eTest on new Chromebooks

ESL Current Priorities and Progress

Current Priorities	Progress
Instructional Technology <ul style="list-style-type: none">Continue to expand professional development opportunities and 1-on-1 assistance to support teachers with integration of instructional technologyIncrease systematic use of technology to improve student learning outcomes (Includes e-books, Padlet, Quizlet, and Google Classroom [inter/adv only])	<ul style="list-style-type: none">All classes are continuing to work to meet leveled technology skill exit goals and master related vocabularyEL Civics unit in Fall 2022 included email writing skills (inter/adv) as well as Google Forms for beginners.New Chromebooks were purchased for 1 more level to allow classroom use of collaborative Google tools.
Professional Development <ul style="list-style-type: none">Provide regular and frequent opportunities to collaborate with staff to improve reading instruction and technology integration. This effort will assist students in meeting level-appropriate technology goals and reading benchmarks.	<ul style="list-style-type: none">Coordinators and teacher representatives trained in Evidence-Based Reading Instruction through CALPRO to use and share with colleagues.In-Service PD days in August, October, January and March focusing on reading instruction and technology integration.
Tutoring <ul style="list-style-type: none">Rebuild in-person tutoring program in writing for morning, afternoon, and evening classes.Improve recordkeeping, attendance, and program evaluation to improve student learning outcomes	<ul style="list-style-type: none">New tutors are recruited and trained to work with higher-level classes to improve writing skills.There are currently 3 morning, 1 afternoon and one evening tutoring sessions.Tech advocates assist students 1-on-1 to overcome tech barriers to learning.

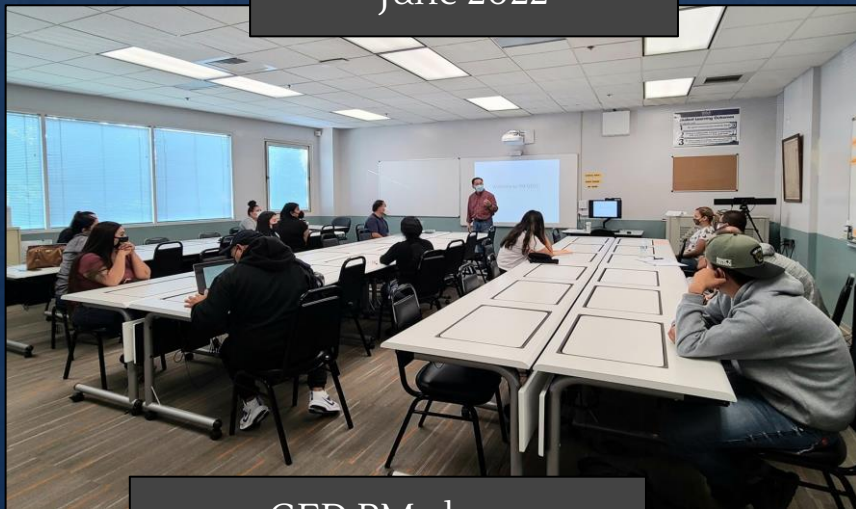
HSD/GED in Action



HSD/GED Graduation
June 2022



Adult HSD Graduate
with her family



GED PM class



Some of our HSD/GED Instructors

High School Diploma/GED Highlights (2021-2022)

- **Student achievement** - 31% increase in students earning a HSD and 69% increase in GED pass rates.
- **Graduation ceremony** - First combined graduation ceremony after the pandemic which also included CNA and MA graduates.
- **2022 Online Summer School** - 87% completion rate. Sessions extended to 3 weeks to allow students more time to complete their coursework.



ASE Current Priorities and Progress

Current Priorities	Progress
Instructional Technology <ul style="list-style-type: none">• Incorporate more interactive online resources to promote student engagement and encourage students to continue learning outside the GED classroom• Use different online software programs to provide targeted direct instruction that supplements the Edgenuity lessons for HSD students	<ul style="list-style-type: none">• IXL and Quizlet continues to be incorporated to supplement Google classroom in GED classes.• Teachers meet with students individually on a regular basis to discuss their learning in class and outside of class.• Teachers develop mini presentations or use available lessons on IXL for direct instruction.
Professional Development <ul style="list-style-type: none">• Provide ongoing professional development on educational software to improve SLOs• Utilize reading comprehension strategies in GED Language Arts, Science, and Social Studies• Analyze as a team the effectiveness of PD strategies and tech resources	<ul style="list-style-type: none">• New staff are being trained on Newsela, IXL, and Quizlet.• The program is creating opportunities for instructors to model different reading comprehension strategies into GED subject lessons.• Program meets monthly to share student data and analyze student progress.
Tutoring <ul style="list-style-type: none">• Continue to improve communication between teachers, students, and tutors to build a learning team that will optimize student learning gains• Expand GED tutoring to all four subjects: Math, Science, Social Studies, and Language Arts	<ul style="list-style-type: none">• Tutors continue to record each tutoring session in the student tutoring log to monitor student progress .• Tutoring is offered outside of regular GED class times in addition to once/week during class

CTE in Action



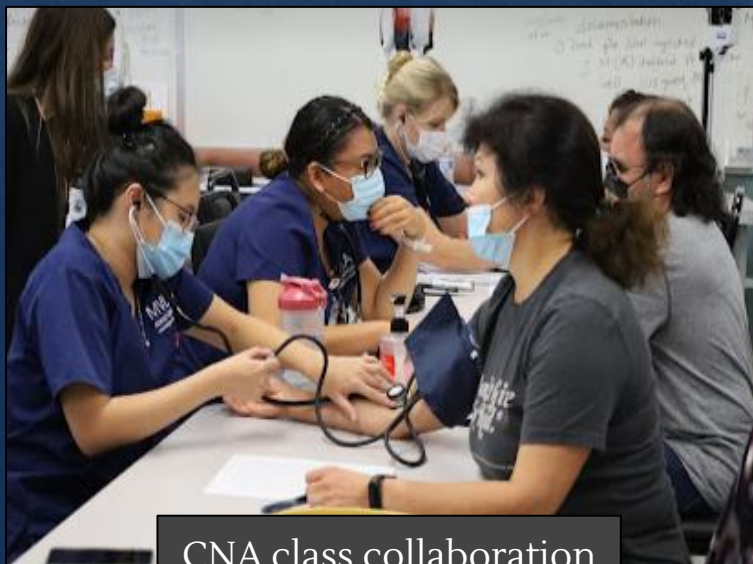
Dr. Abhaya's Medical Assistant class



New Eye Care Technician program



Nurse Criselda's Certified Nursing Assistant class



CNA class collaboration with ESL classes

Career Technical Education (CTE) Highlights (2021-2022)

- **CTE completion rates** - remain high at 81% with students gaining employment in related sectors
- **Student achievement** - NCCT pass rates of 90% for MA *far exceeded* national rate of 54%
- **National Nurse Aide Assessment Program (NNAAP)** pass rate of 100% - 2% increase from prior year, exceeding state average of 84%
- **Medical Record Specialist Certificate Program** - 97% pass rate
- **Eye Care Technician Program** - Successful first pilot in collaboration with Alta Vista High School



CNA students and instructors showing pride in course completion



Medical Records Specialist graduates celebrating their success

CTE Current Priorities and Progress

Current Priorities	Progress
<p>Instructional Technology</p> <ul style="list-style-type: none">• Provide ongoing training to instructors to enhance their knowledge of available resources to effectively integrate instructional technology in order to increase student engagement and comprehension• Increase systematic use of technology to improve student learning outcomes• Increase instructor access to tech support and online resources in order to support student learning through differentiated instruction	<ul style="list-style-type: none">• All CTE classes have integrated instructional technology in the form of e-textbooks, industry specific software applications and technology (MindTap, QuickBooks, Google Classroom, e-Connect, Zoom, Kahoot).• Medical technology classes are equipped with updated softwares where applicable (Quickbooks and MediSoft).• The OpenEMR platform has been incorporated into Eye Care Tech curriculum to meet industry standards.• Technical assistance and training made available to ECT instructor and students to assist with software.
<p>Professional Development</p> <ul style="list-style-type: none">• Provide instructors with regular opportunities to analyze assessment results in order to identify learning gaps, and use the analysis to adjust instruction in improving learning outcomes• Provide collaboration opportunities among teachers	<ul style="list-style-type: none">• Instructors attended back-to-school in-service and staff development workshops.• Instructors participated in regular PD on SLO analysis and instructional strategies to improve SLOs.• New IT instructors were supported by pairing them with more experienced teachers.• Teachers were mentored to ensure continued alignment of instruction with CTE model standards.
<p>Tutoring</p> <ul style="list-style-type: none">• Continue to offer embedded tutoring in order to improve student learning	<ul style="list-style-type: none">• Tutorial services for healthcare classes is ongoing.• New ways to expand in-person and online tutoring for more CTE programs in the form of peer tutoring is being explored.

Transition & Career Services

- Individualized Appointments
- Small Group Workshops
- Schoolwide Events
- Consortium Events



- Career Fair
- College Field trip
- Student Transition Plan
- Support with College Registration
- Career Workshops
- Transition Newsletter
- Job Board

Student Support Services

Academic Support – Tutoring Center

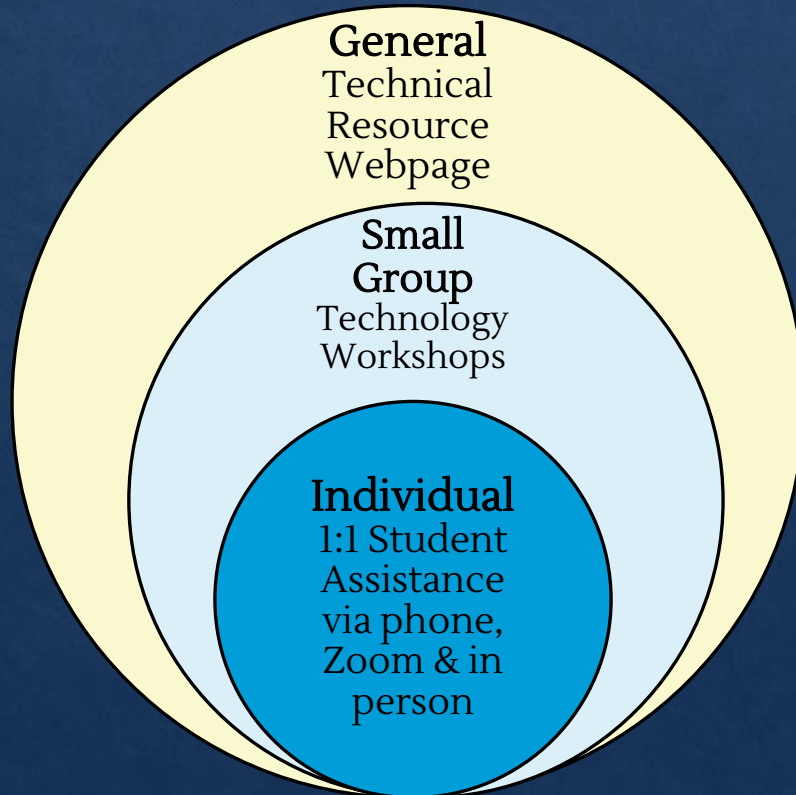
- **ESL** – Expanded academic support for morning, afternoon, and evening classes.
- **GED** – Expanded academic support for evening classes through small group and 1:1 tutoring sessions.
- **CTE** – Provided embedded tutoring to support healthcare classes.



Volunteer tutors assist with supplemental writing practice for ESL students

Technology Advocate Model

3 Tiers of Technology Support for Students



Targeted Technology Support
Workshops for New Incoming ESL
Students to Support Learning

Technology Advocate Drop-In
Office Hours
Day: M, T, F 11:30AM-12:30PM
Evening: M 4:00-5:00PM, 7:00-8:00PM



Student Success Stories



Fiscal Solvency 2021-2022



- Consortium Dedicated Funding **\$9,076,442** (increase of \$353,290 from previous year)
- Total Member Allocation: MVLA Adult School (CAEP) **\$3,812,106** (42% of consortium)
- Carryover from 2021-2022: **\$59,681**

Additional AE Income:

- **\$439,469** Grants (WIOA, CalWORKs)
- **\$29,258** CTE Fees
- **\$16,305** Net Income from CIOA fees

AB 1491 - Adult Ed Consortia: Carryover of Allocated Funds (effective January 1, 2023)

Authorizes a consortium to reduce a member's allocation based on the member having excessive carryover for at least 2 consecutive fiscal years beginning with the 2022–2023 fiscal year.

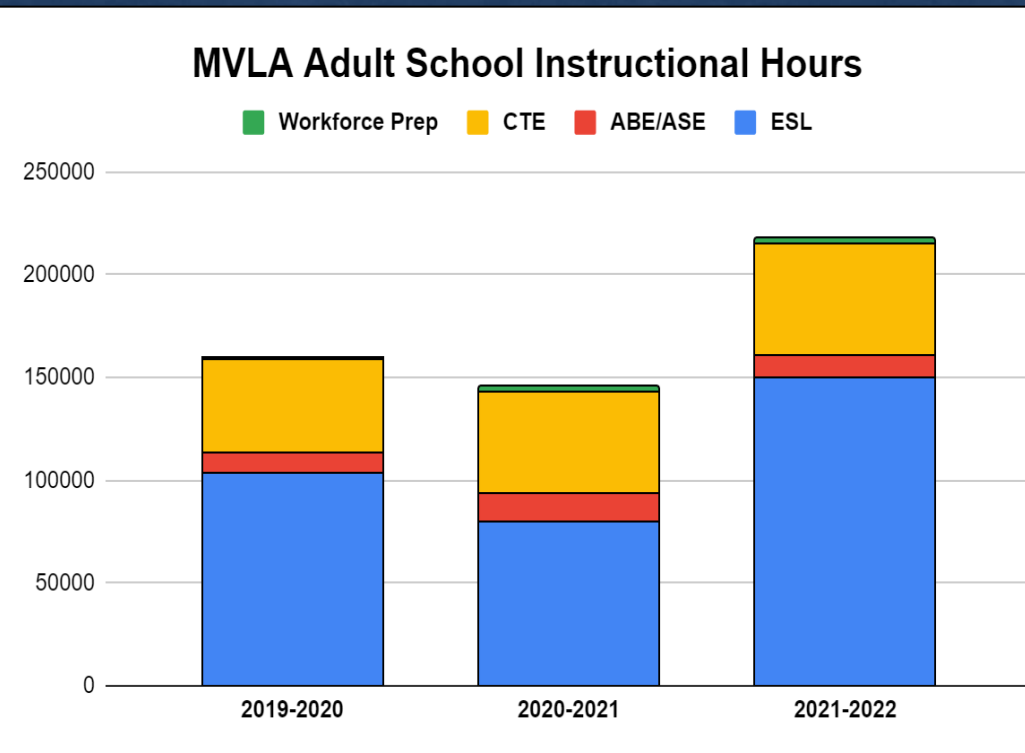
CAEP Accountability

Instructional Hours

The state holds each CAEP agency accountable by reporting the total number of instructional hours on an annual basis.

Within the NSCCC, MVLA Adult School generates 54% of the instructional hours within our consortium of 3 adult schools and 2 community colleges. MVLA Adult School generates over twice as many instructional hours as our closest adult school partner.

NSCCC Instructional Hours 2021-2022	
Member Agency	Total Program Hours
De Anza College	0
Foothill College	33600
FUHSD AS	106685
MVLA AS	217408
Palo Alto AS	44512
Totals	402205



Looking Ahead

1. Embark on our next 6-year cycle using Safety & Wellness, High Quality Education, Professional Learning, Community Engagement and Equity as our guiding principles
1. Continue to Rebuild, Recover, Redesign
1. Actively use data to assess student learning, monitor progress and improve instruction
1. Expand course offerings based on student learning needs



Acknowledgements

- *To our Superintendent, District Leadership and our Board of Trustees for making student achievement and equity the top priorities in our district.*
- *To our adult school leadership team, teachers, and support staff for contributing to a school culture that values academic excellence, collaboration, equity, and service.*
- *To our students who are at the heart of why we do what we do.*

THANK YOU
for your attention



Questions?