



MVLA

ADULT SCHOOL

MOUNTAIN VIEW LOS ALTOS
ADULT SCHOOL

ANNUAL REPORT 2021 - 2022



MVLAAdultSchool



(650) 940-1333



333 Moffett Blvd
Mountain View
CA 94043

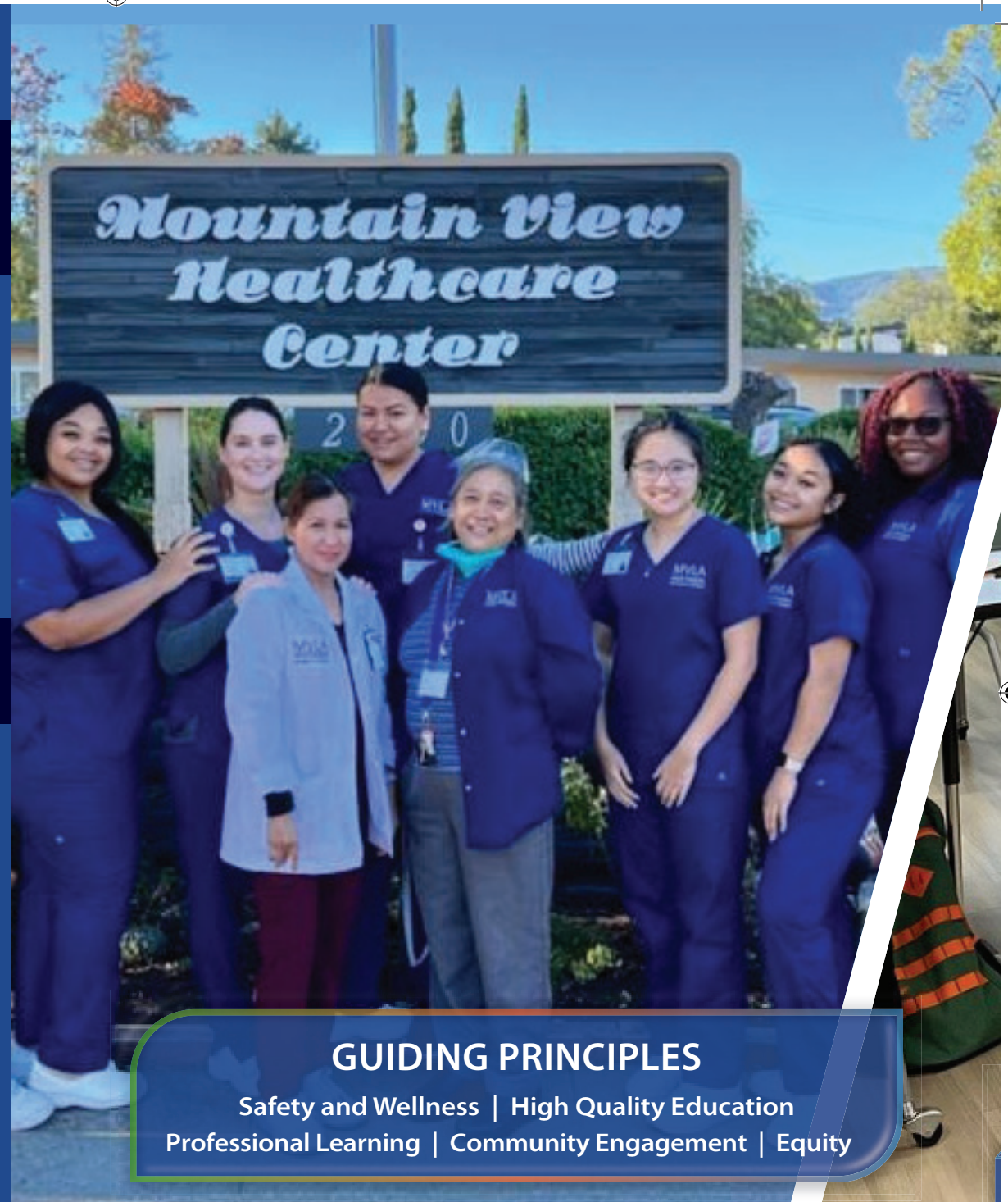
MVLA Adult School Mission Statement

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.

Student Learning Outcomes

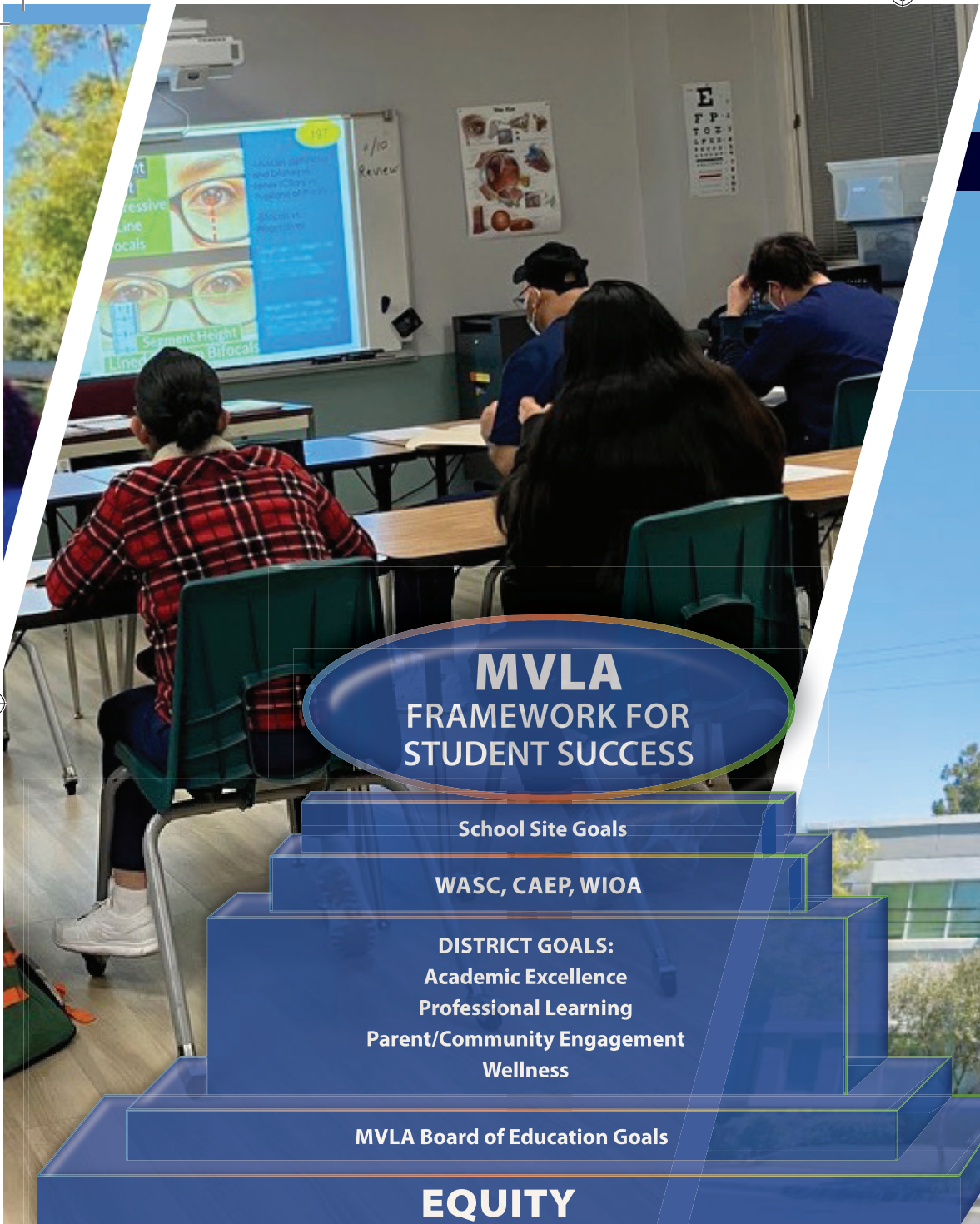
STUDENTS WILL:

- 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



GUIDING PRINCIPLES

Safety and Wellness | High Quality Education
Professional Learning | Community Engagement | Equity



**MVLA
FRAMEWORK FOR
STUDENT SUCCESS**



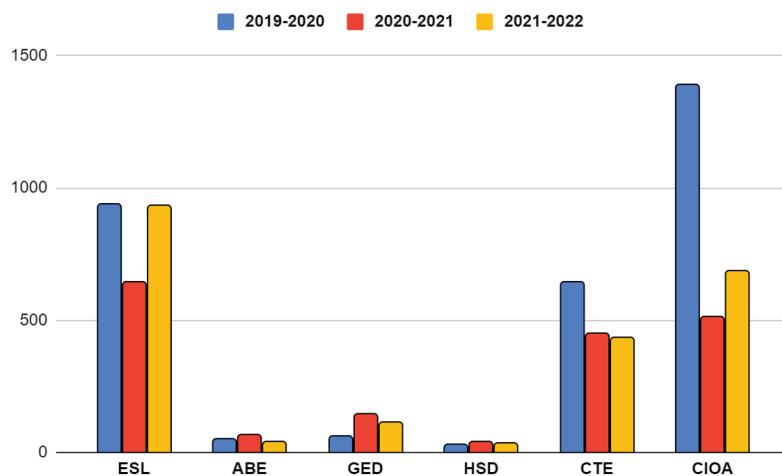
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Enrollment Overview 2021-2022

Enrollment Trends 2021-2022 (Unduplicated)



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.

WASC Schoolwide Goals



1 **IMPROVE**
the systematic integration
of instructional technology
in the classroom

2 **INCREASE**
schoolwide
professional development
opportunities

3 **INCREASE**
tutoring opportunities
for ESL, ABE, and CTE
students

TO PROVIDE
program-specific equipment,
software, training and
instructional support to improve
student learning outcomes

TO PROVIDE
teachers with increased
instructional strategies to
improve student learning
outcomes

TO PROVIDE
struggling students with more
individualized instructional
support to improve student
learning outcomes





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 recover learning loss for students.
- **Teacher support and professional development** – 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.



Students celebrate passing the U.S. Citizenship interview.

ESL/Citizenship WASC Goals and Evidence 2021-2022

Goals

Evidence



1 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

- Purchased three Chromebook carts to increase student in-class use of technology.
- Established level-specific tech exit goals through full staff collaboration.



2 Increase schoolwide professional development opportunities

To provide teachers with increased instructional strategies to improve student success measured by Student Learning Outcomes

- Teachers trained in questioning strategies via CALPRO online course and four staff in-services (August, October, January, March).
- Train-the-trainer model followed as staff who participated in the online course taught their colleagues during the in-service sessions.



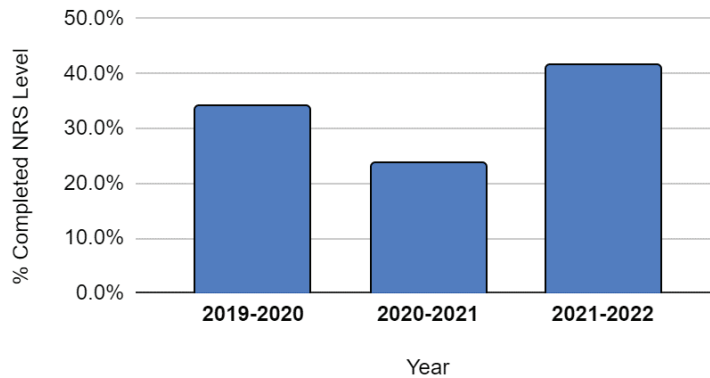
3 Increase tutoring opportunities for ESL, ABE, and CTE students

To provide struggling students with more individualized instructional support to improve Student Learning Outcomes

- Reestablished tutoring program by recruiting and training new tutors.
- Tutors worked with students in Intermediate and Advanced classes (morning, afternoon, and one evening class) on improving their writing skills.

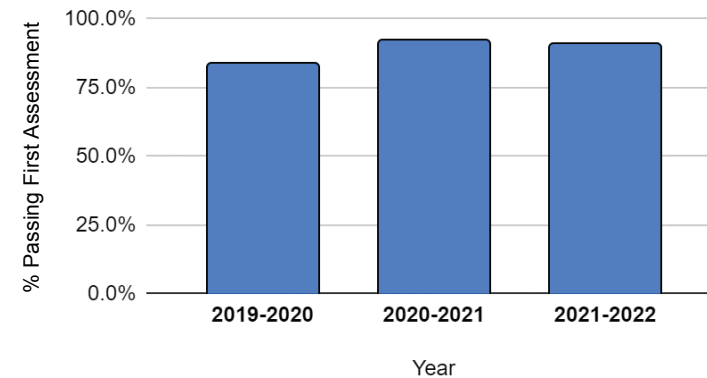
ESL Outcomes 2021-2022

ESL NRS Completions



From 2020-2021 to 2021-2022, there was a 17% increase in students completing NRS levels in the ESL program due to the return of in-person learning.

ESL EL Civics Pass Rates



Over the past three years, there have been significant increases to the percentage of students passing at least one EL Civics assessment. Results remain stable for 2021-2022.



MVLA Adult School receives supplementary funding for its academic programs through the Workforce Innovation and Opportunity Act (WIOA). Funding in WIOA English as a Second Language (ESL) programs is based upon level completions through the National Reporting System (NRS) for Adult Education. ESL students are initially tested and placed into one of six NRS levels. After sufficient hours of instruction, a student is tested again. If a student tests into a higher NRS level, it is counted as an NRS completion.

WIOA also provides additional supplementary funding to agencies that offer English Literacy (EL) Civic Participation instructional activities. These activities integrate ESL instruction with civic education content, such as learning how to navigate community resources, school systems, and the workforce. An assessment is delivered after sufficient hours of instruction in EL Civics content, and WIOA-funded agencies receive funding for students who pass the EL Civics assessments.

ESL Current Priorities and Progress 2021-2022

Current Priorities

INSTRUCTIONAL TECHNOLOGY

- Continue to expand professional development opportunities and 1-on-1 assistance to support teachers with integration of instructional technology
- Increase systematic use of technology to improve student learning outcomes (Includes e-books, Kahoot!, Quizlet, and Google Classroom [inter/adv only])

PROFESSIONAL DEVELOPMENT

- 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.

TUTORING

- Rebuild in-person tutoring program in writing for morning, afternoon, and evening classes.
- Improve recordkeeping, attendance, and program evaluation to improve student learning outcomes.

Progress

INSTRUCTIONAL TECHNOLOGY

- All classes are continuing to work to meet leveled technology skill exit goals and master related vocabulary particularly as related to reading instruction.
- EL Civics unit in Fall 2022 included email writing skills (inter/adv) as well as Google Forms for beginners.
- New Chromebooks were purchased for 4 more levels to allow classroom use of collaborative Google tools.

PROFESSIONAL DEVELOPMENT

- 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 focus on reading instruction and technology integration.

TUTORING

- New tutors are recruited and trained to work with higher-level classes to improve writing skills.
- There are currently 3 morning and 1 afternoon tutoring sessions.
- Tech advocates assist students 1-on-1 to overcome tech barriers to learning.



High School Diploma/GED Highlights 2021-2022



- **Student achievement** - 31% increase in students earning a HS Diploma 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



High School Diploma/GED WASC Goals and Evidence 2021-2022

Goals

1 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

2 Increase schoolwide professional development opportunities

To provide teachers with increased instructional strategies to improve student success measured by Student Learning Outcomes.

3 Increase tutoring opportunities for ESL, ABE, and CTE students

To provide struggling students with more individualized instructional support to improve Student Learning Outcomes

Evidence

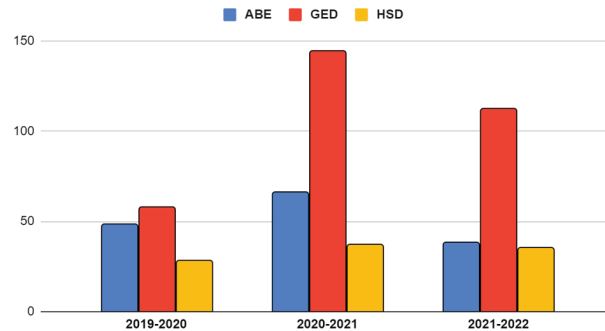
- GED teachers continued using Google Classroom, Google Docs, and Newsela to provide subject content opportunities for practice, and assess student progress.
- IXL was introduced to GED students for extra practice outside of class to address learning needs.
- HSD teachers continue using Edgenuity assessments to better address student needs and provide direct instruction.
- Weekly check-ins via Zoom, phone or in person increase access for students.

- GED teachers were trained on using IXL.
- ASE Coordinator and GED teacher leader attended CALPRO webinar on questioning strategies and trained the rest of the GED Department.
- New HSD teachers attended CCIS webinars for engaging independent study students.

- Tutoring resumed in-person for both AM and PM GED Math.
- Tutors were supplied with new 2nd edition Steck Vaughn books to align with the books used in the GED classroom.

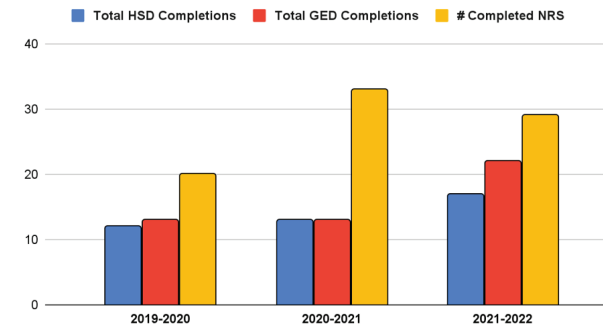
High School Diploma/GED Student Enrollment & Performance Data 2021-2022

ASE and ABE Unduplicated Enrollment



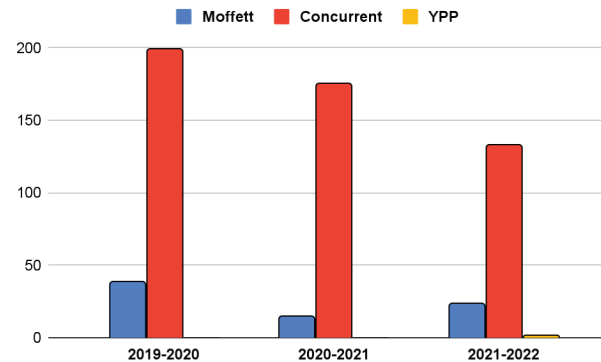
GED and Pre-GED enrollment dropped in 2021-2022 compared to the year 2020-2021. Some of the students who joined online during the pandemic were no longer available to come to the in-person classes.

MVLA Adult School HSD/GED Benchmarks



From 2020-2021 to 2021-2022, there was a 31% increase in students earning a high school diploma and a 69% increase in students who passed the GED. NRS completions have remained relatively stable since returning to in-person instruction.

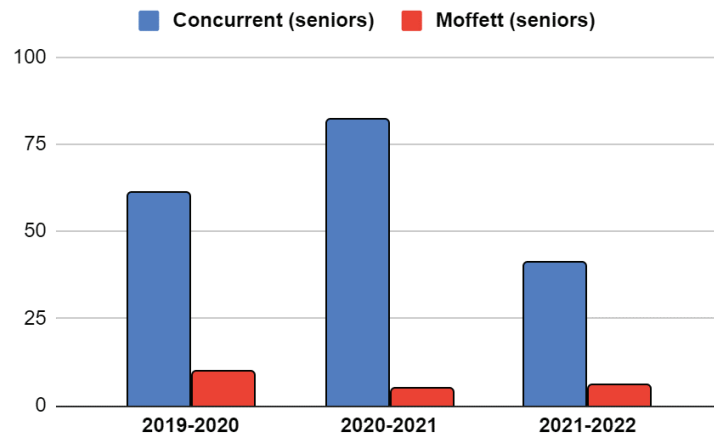
Concurrent, Moffett and YPP Unduplicated Enrollment



There was a decrease in the number of Moffetts and Concurrents referred in 2021-2022 due to burnout from online learning during the pandemic.

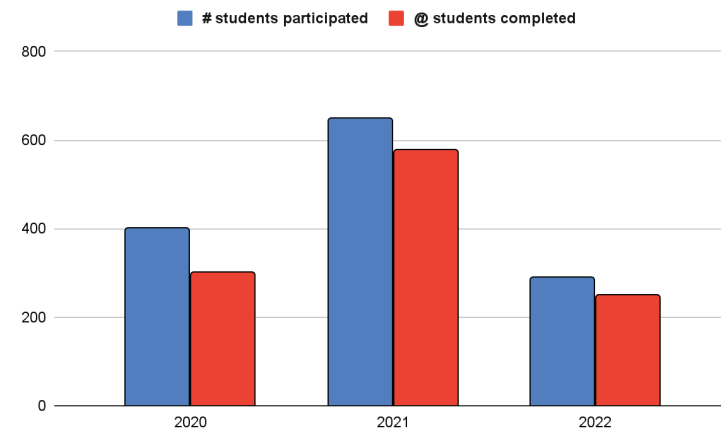


MVLA Adult School
HS Seniors Who Earned Diplomas



Concurrent and Moffett completions refer to unduplicated high school seniors who completed at least one class at the Adult School in their final year. The number of Moffett senior referrals in 2020-2021 is lower than in previous years due to additional district DL options provided.

MVLA Adult School
Online Summer School Data



Of the 288 students who participated in online summer school, 87% of the students completed the course this past summer. Increasing the session length to 3 weeks each allowed students to finish their course in their session and reduced the need to continue their course into the next summer session.

High School Diploma/GED Current Priorities and Progress 2021-2022

Current Priorities

INSTRUCTIONAL TECHNOLOGY

- Incorporate more interactive online resources to promote student engagement and encourage students to continue learning outside the GED classroom.
- Use different online software to provide targeted direct instruction that supplements the Edgenuity lessons for HSD students.

PROFESSIONAL DEVELOPMENT

- 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.

TUTORING

- 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.

Progress

INSTRUCTIONAL TECHNOLOGY

- IXL and Quizlet continue 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

- 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

- 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.



Career Technical Education Highlights 2021-2022



New Eye Care Technician program

- **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 rates 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 Class Collaboration with ESL

CTE WASC Goals and Evidence 2021-2022

Goals



1 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



2 Increase schoolwide professional development opportunities

To provide teachers with increased instructional strategies to improve student success measured by Student Learning Outcomes



3 Increase tutoring opportunities for ESL, ABE, and CTE students

To provide struggling students with more individualized instructional support to improve Student Learning Outcomes

Evidence

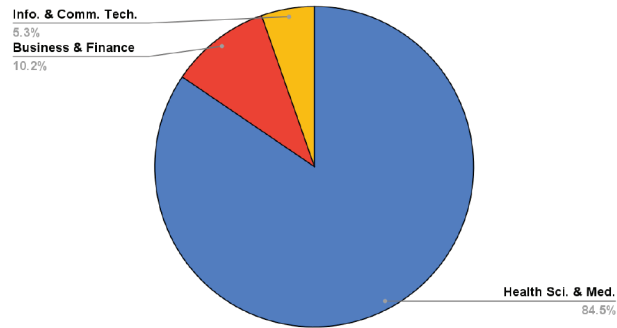
- CTE instructors effectively integrated instructional technology in the classroom to promote student engagement and learning.
- 1:1 training sessions and group training sessions support teachers with the use of instructional technology tools and resources to better support students.
- Tech advocate trainings were available to students who required individualized support with technology.

- CTE instructors participated in back-to-school in-service event, staff development workshops; and attended staff meetings on a regular basis.
- Instructors continued to review third party test results, identify areas for improvement, and incorporate new teaching strategies in lesson planning to improve student learning outcomes.

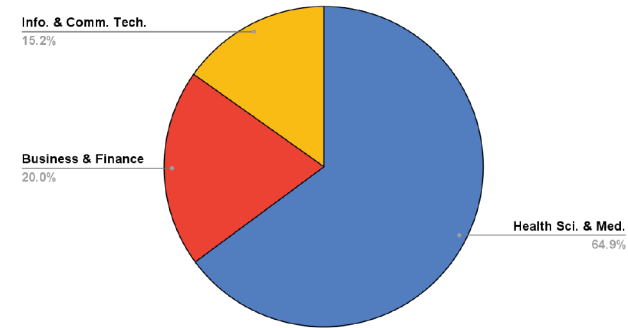
- All instructors monitored student progress to provide academic support.
- CTE instructors referred students in need of extra support for 1:1 tutoring.

CTE Performance Data 2021-2022

CTE Enrollment by Industry Sectors 2020-2021

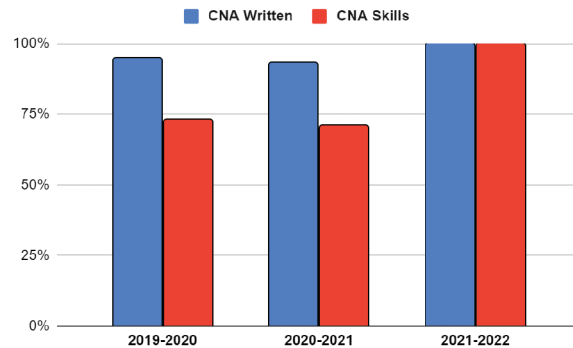


CTE Enrollment by Industry Sectors 2021-2022



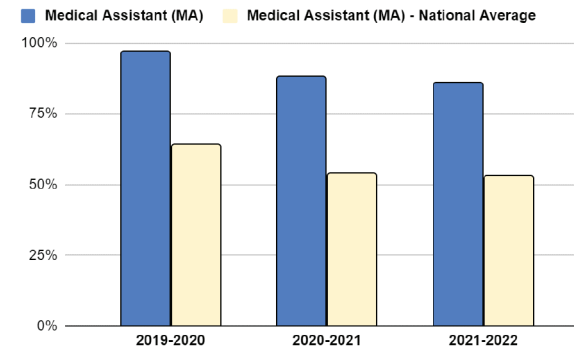
There was a significant increase in interest in Information and Communication Technologies classes and Business & Finance classes from the 2020-2021 school year to the 2021-2022 school year.

MVLA CNA Written and CNA Skills Certification Exam Pass Rates



In 2021-2022, there was a 100% pass rate of students taking the Nationally Certified Nursing Assistant (CNA) written and skills examination. This was a 7% increase in pass rates of the CNA written examination and 29% increase in pass rates of the CNA skills examination from the previous year due to improved instruction, student support, and the return of in-person learning.

MVLA Medical Assistant (MA) Pass Rates Compared to National Pass Rates



In 2021-2022, MA pass rates remained high in nationally certified examinations, far exceeding the national average.

CTE Current Priorities and Progress 2021-2022

Current Priorities

INSTRUCTIONAL TECHNOLOGY

- 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.

PROFESSIONAL DEVELOPMENT

- 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.

TUTORING

- Continue to offer embedded tutoring in order to improve student learning

Progress

INSTRUCTIONAL TECHNOLOGY

- 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 software where applicable (Quickbooks and MediSoft).
- The OpenEMR platform has been incorporated into Eye Care Tech curriculum to meet industry standards.
- Technical assistance and training were made available to ECT instructor and students to assist with software.

PROFESSIONAL DEVELOPMENT

- Instructors attended back to school in-service and staff development workshops.
- Instructors participated in regular professional development 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.

TUTORING

- 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.

MVLA ADULT SCHOOL

MVLA ADULT SCHOOL

EDUCATE, ELEVATE AND CHANGE LIVES

MEET OUR STAR STUDENTS



LEONEL SR.
Beginning High ESL



LEONEL JR.
Advanced ESL to GED



CARESSA
Medical Assistant Program

Student Success Story

Please visit our  **YouTube** to see the video about MVLA Adult School featuring programs, services and student success stories.

<https://youtu.be/yHjygcSovek>

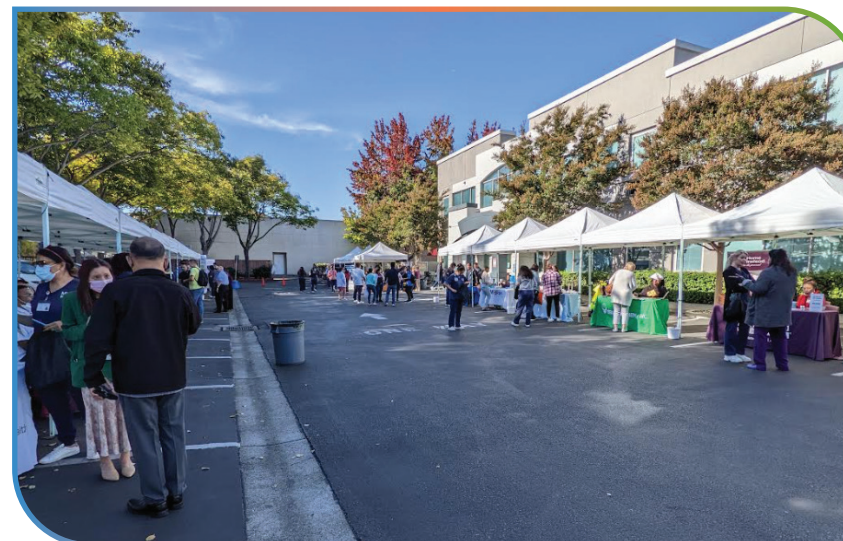




Student Support Services

Transition & Career Services 2021-2022

- 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

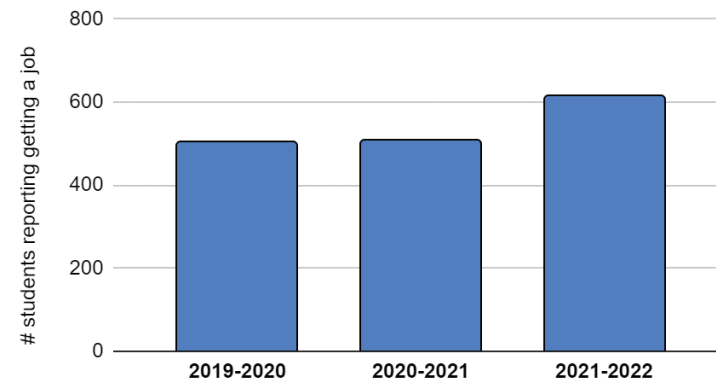
Students Served by Transition Advising Services (2021-2022)



There was a 503% increase in 1-on-1 appointments with the school's Transition Advisor from 2020-2021 to 2021-2022.

CAEP Quarterly Employment and Earnings Survey Results for 2020-2021 Exiters

- The CAEP EES is a state and federally mandated survey that is administered to all CAEP Program *Exiters*.
- *Exiter* is defined as a student who has left the program for 90 days or more.
- Employment data is self-reported by students.



CAEP Accountability

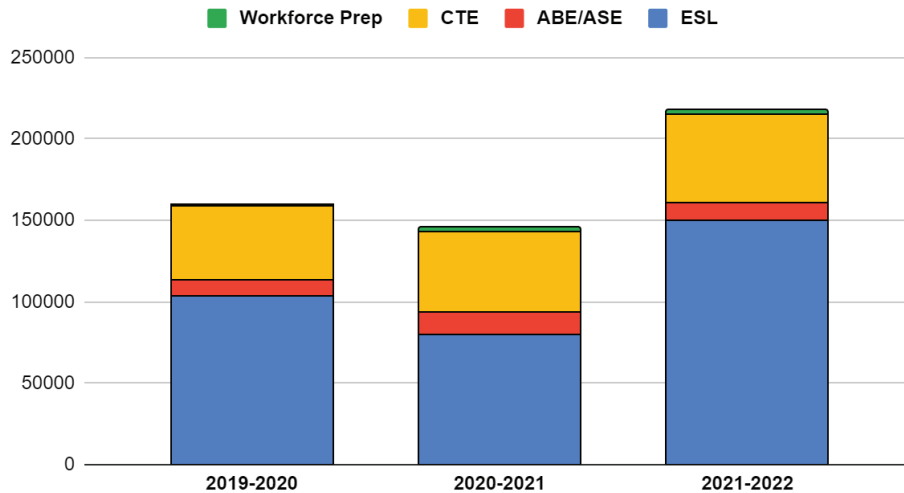
INSTRUCTIONAL HOURS 2021-2022

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.

MEMBER AGENCY	TOTAL PROGRAM HOURS
De Anza College	0
Foothill College	33,600
FUHSD AS	106,685
MVLA AS	217,408
Palo Alto AS	44,512
Totals	402,205

MVLA Adult School Instructional Hours



Fiscal Solvency 2021-2022

Consortium
Dedicated Funding
\$9,076,442
(increase of \$353,290
from last year)

Total
Member Allocation:
MVLA Adult School
(CAEP)
\$3,812,106
(42% of consortium)

Carry-over from
2021-2022:
\$59,681

ADDITIONAL AE INCOME:

\$439,469
Grants
(WIOA, CalWORKS)

\$29,258
CTE Fees

\$16,305
Net Income
from CIOA fees



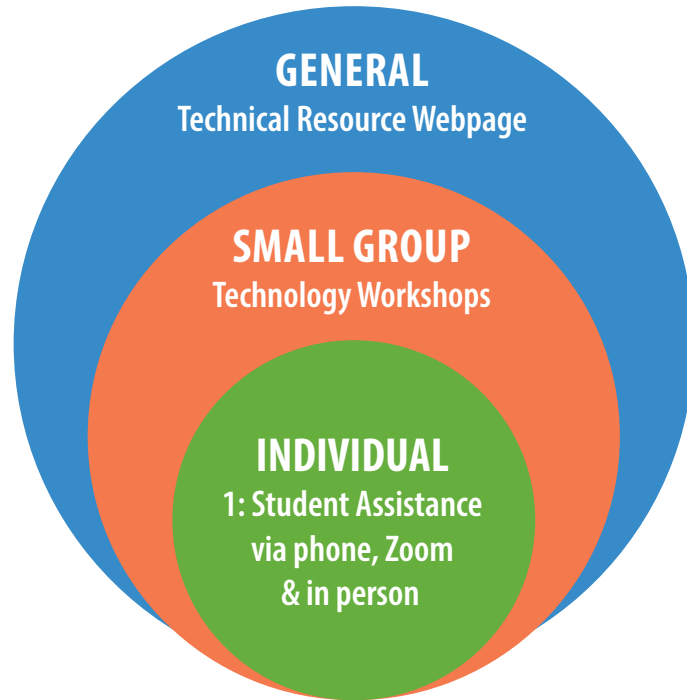
AB 1491 - ADULT ED CONSORTIA: CARRYOVER OF ALLOCATED FUNDS (EFFECTIVE JANUARY 1, 2023)

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 2022-23 fiscal year.

Tutoring Technology Advocate Model

3 TIERS OF TECHNOLOGY SUPPORT

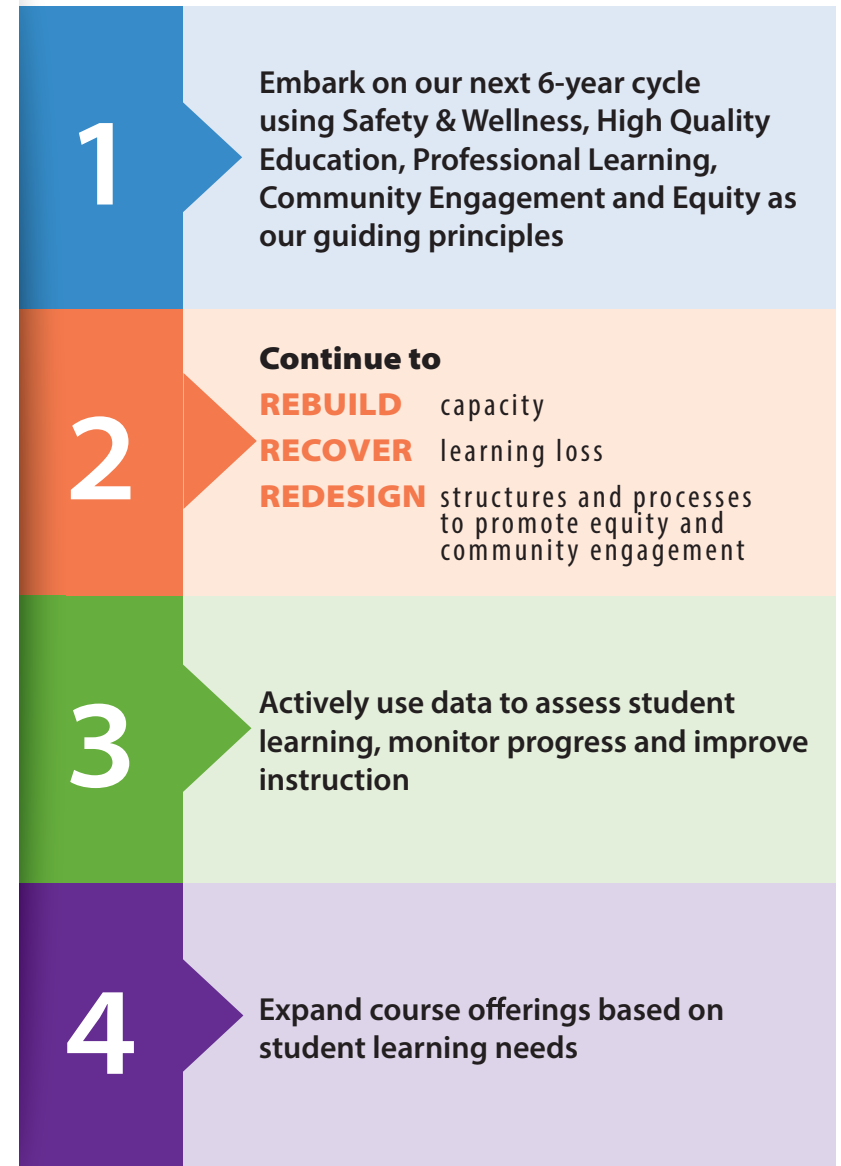
Targeted Technology Support Workshops for New Incoming ESL Students to Support Learning



TUTORING

- 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.

Summary & Next Steps





MVLA

ADULT SCHOOL

MOUNTAIN VIEW LOS ALTOS ADULT SCHOOL

ACKNOWLEDGMENTS

To our Superintendent, Associate Superintendents and our Board of Trustees for making student achievement and equity the top priorities in this 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 very core of why we do what we do. Your success is our success!



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