MOUNTAIN VIEW LOS ALTOS
ADULT SCHOOL

ANNUAL REPORT *2020 - 2021*

MVLA
ADULT SCHOOL

MVLA Adult School Mission Statement

The 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

2020-2021
"We survived and thrived!"

Guiding Principles:
- Safety
- Connection
- High Quality Education
- Communication
- Wellness
- Equity/Access

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Enrollment Overview 2020-2021

Enrollment Trends 2020-2021(Unduplicated)
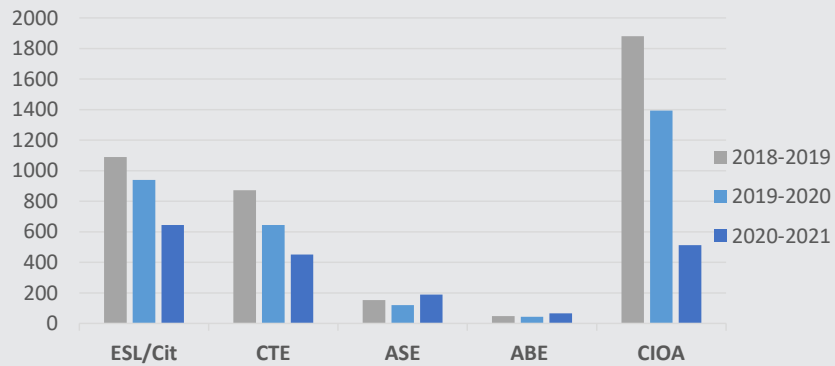
Total unduplicated enrollment for 2020-21 was 3,823 compared to 5,344 during the prior year. Enrollments by program show an overall decrease of about 31% in ESL & 30% in CTE due to the full transition to distance learning during the pandemic. Lack of student access to technology/devices/stable WiFi and technological literacy created barriers that affected enrollment. ABE and ASE enrollments slightly increased due to the convenience of distance learning for working adults and families with children.

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 2020-2021

- **Strong student retention with distance learning** – reflected in attendance data
- **Teacher support and PD** - offered technology training and collaboration time for staff; asynchronous practice and LMS for students
- **Student access to technology** - Checked out iPads to students who needed them; provided online textbooks and practice materials to all
- **Innovative and safe testing model** - Redesigned ESL online placement testing and orientation sessions
- **Connection** - Systematized outreach to previous students; streamlined class placement for returners

ESL testing outdoors in school parking lot

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
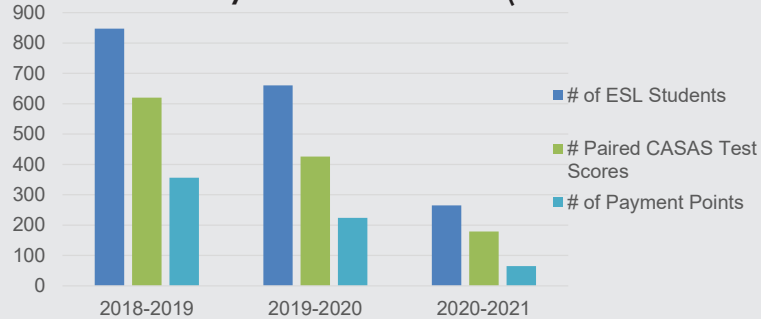
ESL teachers and students developed and improved technology skills to work online together via Zoom. EL Civics unit focused on online vocabulary and tools. New online curriculum including e-books and online practice materials for all students.

2 Increase schoolwide professional development opportunities

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

Instructors trained in new curriculum/ online learning tools by publisher. Level-group teams met to discuss best practices for online instruction and asynchronous practice. Coordinators facilitated via weekly office hours for staff mentoring and tech support. In-Service PD sessions in October, January and March focused on teaching writing and enhancing online instruction.

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

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

New weekly facilitated conversation groups to provide higher-level students additional speaking practice (expanded to lower levels in spring). Tech Advocates available to assist students 1-on-1 to overcome tech barriers.
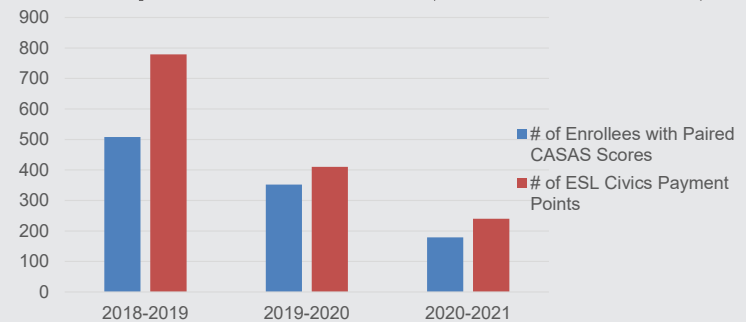
EL Civics Payment Points (2020-2021)

Chart legend:
- # of ESL Students
- # Paired CASAS Test Scores
- # of Payment Points

Categories: 2018-2019, 2019-2020, 2020-2021

In 2020-2021, testing opportunities were limited. All pre- and post-testing was done outside in the parking lot during daylight hours with students taking the test in their cars. Therefore, most evening students were not tested. Many ESL students chose to wait for in-person instruction rather than take distance learning classes.

ESL Payment Points (2020-2021)

Chart legend:
- # of Enrollees with Paired CASAS Scores
- # of ESL Civics Payment Points

Categories: 2018-2019, 2019-2020, 2020-2021

In 2020-2021, distance learning classes completed two EL Civics units instead of three. Although most evening students passed the EL Civics units, they did not have paired CASAS scores due to testing limitations and were not eligible to earn payment points.

Payment points are earned through the Workforce Innovation and Opportunity Act (WIOA) when students pass EL Civics units and/or have measurable gains on their CASAS tests. ESL students must have taken both a CASAS pre- and post-test in the same academic year to be eligible to earn payment points for the school. EL Civics (English Literacy and Civics Education) helps learners not only master English but also understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care.

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, Padlet, Quizlet, and Google Classroom [inter/adv only])

Professional Development

- Provide regular and frequent opportunities to collaborate with staff to improve questioning strategies 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 all time periods
- Improve recordkeeping, attendance, and program evaluation to improve student learning outcomes

Progress

Instructional Technology

- All classes working to meet newly established leveled technology skill exit goals and master related vocabulary
- EL Civics unit in Fall 2021 included email writing skills (inter/adv only)
- New Chromebooks purchased for higher-level classes to allow classroom use of collaborative Google tools

Professional Development

- Coordinators and teacher representatives trained in effective instructional questioning strategies through CALPRO to use and share with colleagues
- In-Service PD days in August, October, January and March focusing on questioning strategies and technology integration

Tutoring

- Recruiting and training new tutors to work with higher-level classes to improve writing skills
- Tech advocates assisting students 1-on-1 to overcome tech barriers to learning

High School Diploma/GED Highlights 2020-2021

- **Student Achievement** - number of HS diploma graduates in 2020-2021 was comparable to 2019-2020
- **Distance Learning increased student access to education** – increased enrollment in Adult HSD, Pre-GED, and GED programs. Online learning provided access to students who were working from home or not able to work due to the pandemic
- **Access to Technology** – Adopted new standards-aligned online curriculum Edgenuity, opened onsite learning lab, device check out
- **Higher Completion Rate** - 87% for 2021 Online Summer School compared to 74% for 2020 Online Summer School

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

GED teachers integrated Paxen e-books into their curriculum as they continued to use Google Classroom and Google Docs to provide subject content, and opportunities for practice, and assess student progress. GED classes were conducted synchronously on Zoom and independent work was assigned on Google Classroom during the school closure. HSD teachers worked to build their proficiency in utilizing Edgenuity assessments to better adress student needs. Weekly check-ins were done over Zoom or phone.

2 Increase schoolwide professional development opportunities

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

GED teachers were trained on using Paxen e-books and Zoom. GED teachers incorporated an online calculator and whiteboard in their instruction to prepare students for online GED testing. HSD teachers attended webinars to learn how to interpret student data and assessments on Edgenuity.

3 Increase tutoring opportunities for ESL, ABE and CTE students

To provide struggling students with more individualized instructional support to improve Student Learning Outcomes
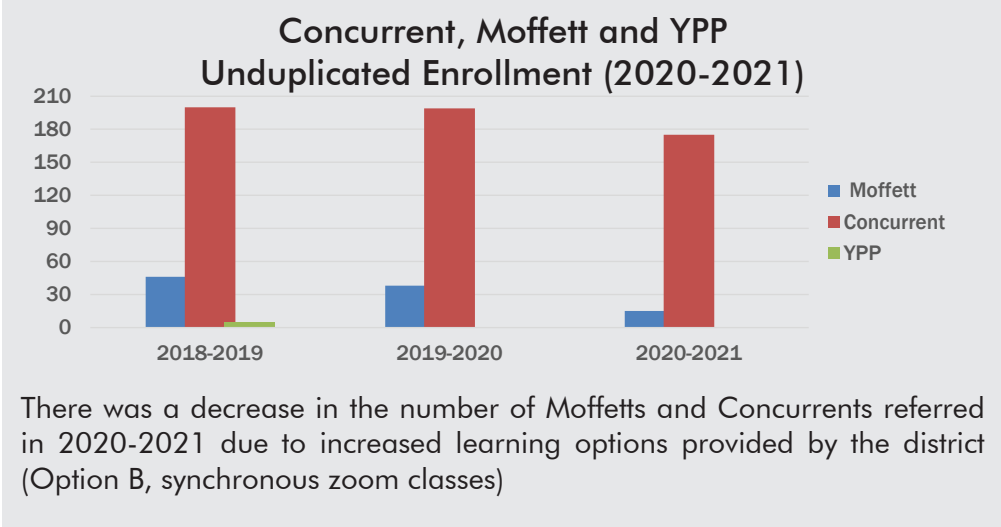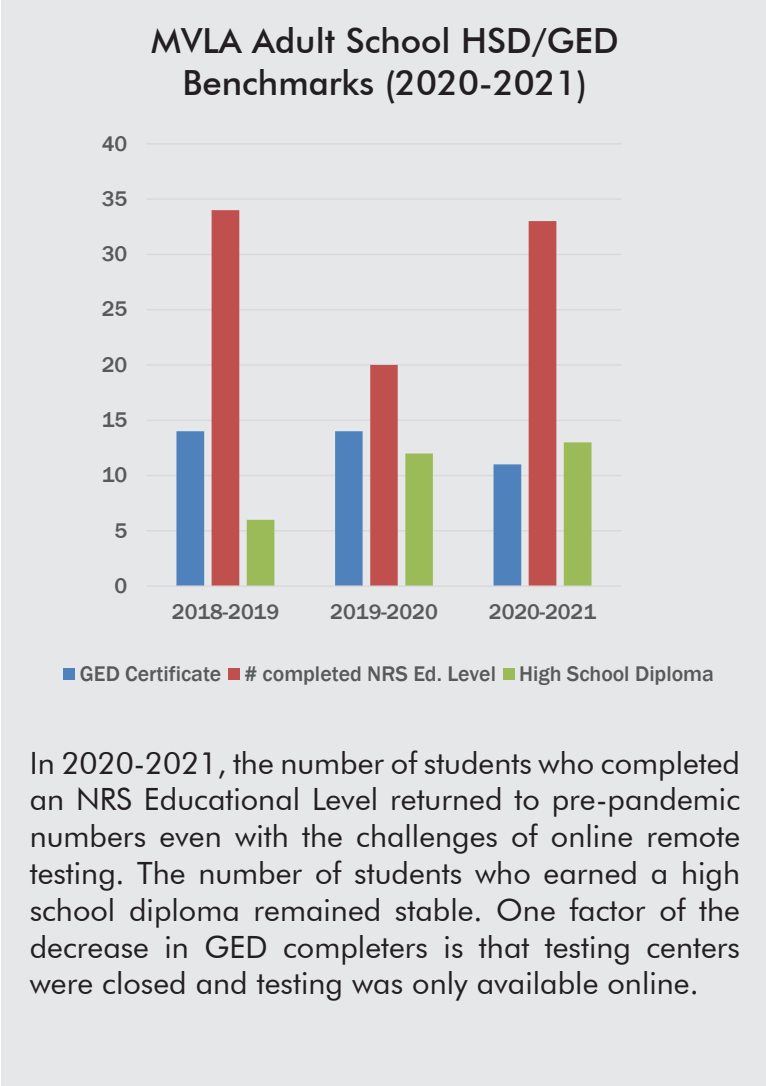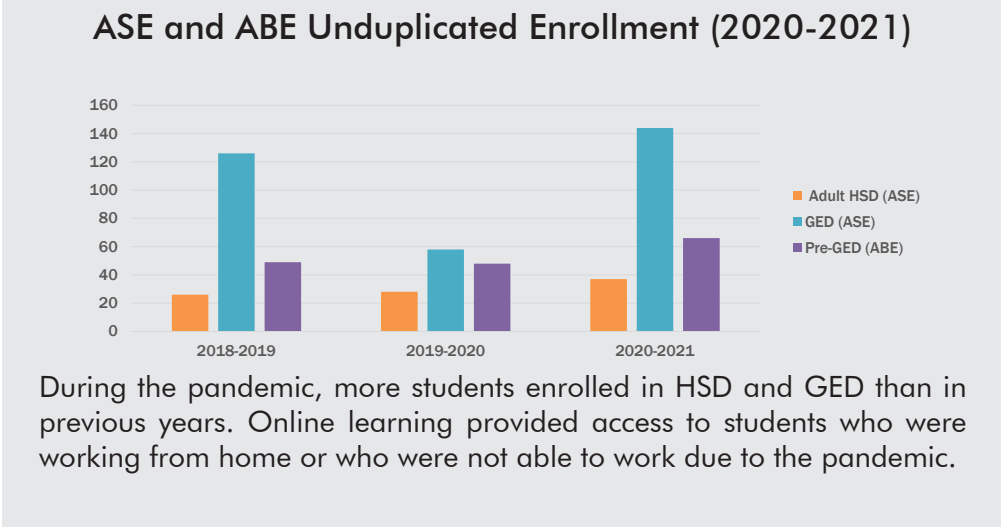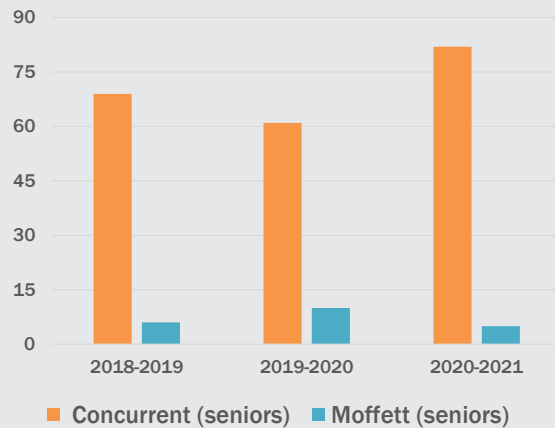
Adapted tutoring on Zoom for both AM and PM GED Math. Tutors were supplied with e-books, physical books, document cameras, and training for Zoom.

ASE and ABE Unduplicated Enrollment (2020-2021)

Legend:
- Adult HSD (ASE)
- GED (ASE)
- Pre-GED (ABE)

During the pandemic, more students enrolled in HSD and GED than in previous years. Online learning provided access to students who were working from home or who were not able to work due to the pandemic.

Concurrent, Moffett and YPP Unduplicated Enrollment (2020-2021)

Legend:
- Moffett
- Concurrent
- YPP

There was a decrease in the number of Moffetts and Concurrents referred in 2020-2021 due to increased learning options provided by the district (Option B, synchronous zoom classes)

MVLA Adult School HSD/GED Benchmarks (2020-2021)

Legend:
- GED Certificate
- # completed NRS Ed. Level
- High School Diploma

In 2020-2021, the number of students who completed an NRS Educational Level returned to pre-pandemic numbers even with the challenges of online remote testing. The number of students who earned a high school diploma remained stable. One factor of the decrease in GED completers is that testing centers were closed and testing was only available online.

MVLA Adult School
HS Seniors Who Earned Diplomas (2020-2021)

Legend: ■ Concurrent (seniors) ■ Moffett (seniors)

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 (2020-2021)

Legend: ■ # of students participated ■ # of students completed
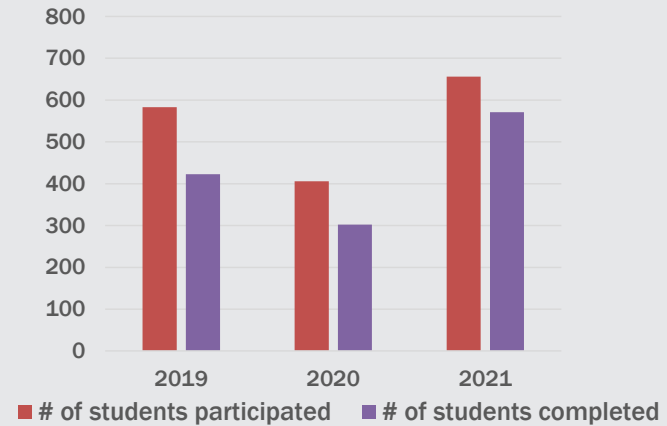
A total of 781 MVLA high school students registered for the MVLA Adult School Online Summer Program in 2021. Of the 656 students who participated, 87% of the students completed the course (compared to 74% last summer). Many students required additional time to complete their course.

Current Priorities

Instructional Technology

- Incorporate more interactive online resources to promote student engagement and foster deeper understanding
- Continue using Edgenuity as the core standards-aligned curriculum for HSD program to improve student learning outcomes

Professional Development

- Provide ongoing professional development/ trainings on educational software to improve student learning outcomes
- Improve teacher and student questioning strategies to increase student engagement and comprehension

Tutoring

- Continue to improve communication between teachers, students, and tutors to build a learning team that will optimize student learning gains
- Re-establish in-person tutoring for GED math and expand tutoring hours

Progress

Instructional Technology

- Incorporate IXL to supplement Google Classroom in GED classes
- Work towards building teacher proficiency in utilizing Edgenuity assessments to better address student needs

Professional Development

- Train new staff on Newsela, Google Classroom, and IXL
- Implement "Train-the Trainer" model for instructors who participate in regional PD conferences and webinars
- Build in opportunities for instructors to incorporate and model different questioning strategies into lessons and report back on outcomes

Tutoring

- Maintain student log after each tutoring session where tutor can report on student progress
- GED teacher dedicates specific time to check in with tutor and student tutee
- Students work with GED math tutor Mon-Wed nights

Career Technical Education Highlights 2020-2021

- **Student Achievement** - NCCT Pass rates for MA and IBCS far exceeded national rates
- **CTE completion rates remain high at 80%** - Increase of 2% from prior year despite being in full DL mode
- **American Red Cross CNA written test pass rate of 95%** - 2% increase from prior year
- **American Red Cross CNA skills test pass rate of 71%** - indicates learning loss from limited opportunities to practice in-person
- **Innovative Clinical Skills Practice Model** – utilized parking lot and well-ventilated student lounge for clinical practice

Outdoor Skills Practice   *Drive-by Textbook Distribution*
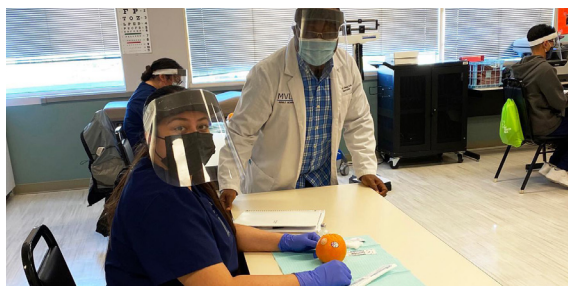
Goals

Evidence

1 Improve the systematic integration of instructional technology in the classroom

To continue ongoing integration of technology and provide support and assistance in training

CTE successfully transitioned from classroom-based instruction to DL during the pandemic and has provided additional staff development workshops and work 1:1 with staff tech training as needed.

2 Increase schoolwide professional development opportunities

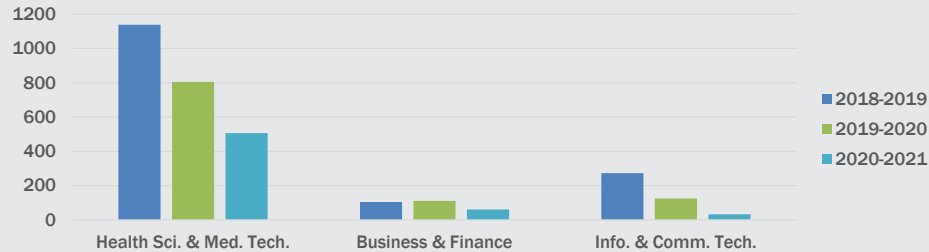Incorporate student learning outcome assessment and analysis in future staff development

CTE instructors attended virtual the Back-to-School in-service event, staff development workshops, and (at beginning of the pandemic) attended staff meetings on a weekly basis. Instructors reviewed third-party test results, identified areas for improvement, and incorporated new teaching strategies in lesson planning to improve student learning outcomes.

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

Explore and assess the need for tutoring in IT programs

All instructors held virtual office hours to provide additional academic support to students. CTE will continue to assess the need for tutoring and provide additional academic support as needed on an ongoing basis.

CTE Unduplicated Enrollment by Industry Sectors (2020-2021)

Legend: 2018-2019, 2019-2020, 2020-2021

Categories: Health Sci. & Med. Tech., Business & Finance, Info. & Comm. Tech.

Significant decrease in CTE course enrollments during full distance learning school year (consistent across all adult schools in the state of California)

MVLA Medical Assistant (MA) Pass Rates Compared to National Pass Rates (2020-2021)

	MVLA	NCCT
2018-2019	96%	64%
2019-2020	80%	65%
2020-2021	88%	65%
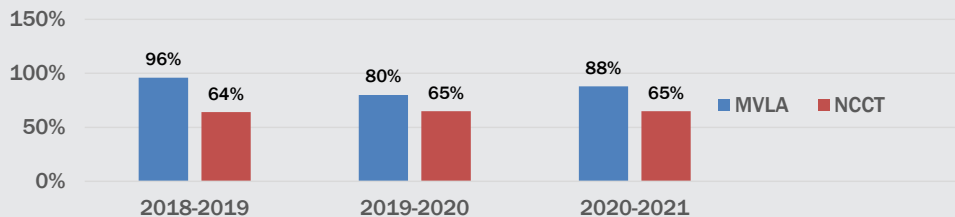
MVLA pass rates for Medical Assistant (MA) have consistently exceeded the National Center for Competency Testing (NCCT) national pass rates for the past 3 years.

MVLA Insurance and Coding Specialist Pass Rates Compared to National Pass Rates (2020-2021)

	MVLA	NCCT
2018-2019	100%	76%
2019-2020	100%	76%
2020-2021	100%	51%
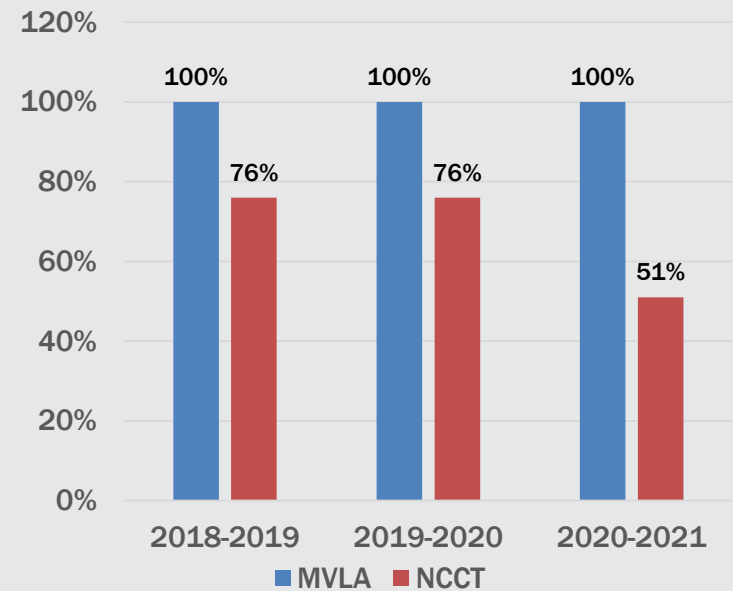
MVLA pass rates of 100% for ICS have consistently exceeded the National Center for Competency Testing (NCCT) national pass rates for the past 3 years.

Current Priorities

Progress

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

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)

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

Professional Development

- Instructors attended back-to-school in-service and staff development workshops
- Instructors participated in regular PD on student learning outcomes analysis and questioning strategies to improve performance
- Continue mentoring of teachers to ensure alignment of instruction with CTE model standards

Tutoring

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

Tutoring

- Ongoing tutorial services for healthcare classes and exploring the idea to expand in-person and online tutoring for more CTE programs in the form of peer tutoring

MVLA ADULT SCHOOL

EDUCATE, ELEVATE AND CHANGE LIVES

MEET OUR STAR STUDENTS

TATIANA
ESL STUDENT

VERA
GED STUDENT

MICHELLE
CTE MA STUDENT

Student Success Story

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

https://youtu.be/yHjygcSovek

Volunteer tutors assist with supplemental writing practice for ESL students

Transition Highlights 2020-2021

- **Online transition presentations** from Career Tech, GED, and MVLA Transition Adviser
- **Community College joint online presentation** from Foothill College and De Anza College
- **GED online classroom visits** during Spring 2021 semester and special orientation targeted for Advanced ESL students ready to transition
- **Dual enrollment** process established for adult school students attending FHDA classes waiving tuition/fees for adult students
- **NSCCC Transition Adviser Group collaboration**
- **Online Job Fair**

Transition Adviser meets with students to work on individual Student Transition Plans (STP) in line with their personal academic and career goals
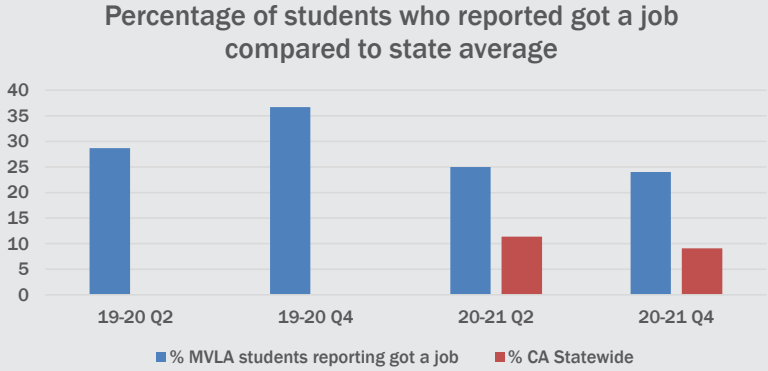
Transition Advising Services (2020-2021)
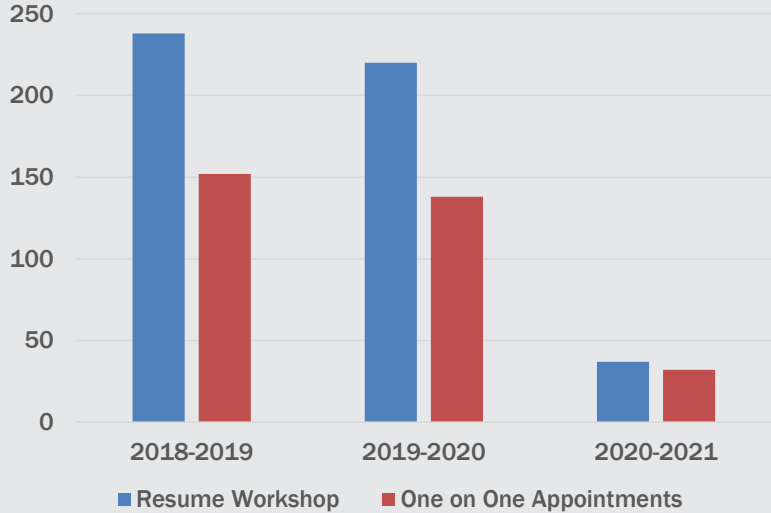
Transition services include individual advising appointments with students and resume workshops provided in core program classes.

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

Source: CASAS Data Portal, Employment Follow-up Measure Table

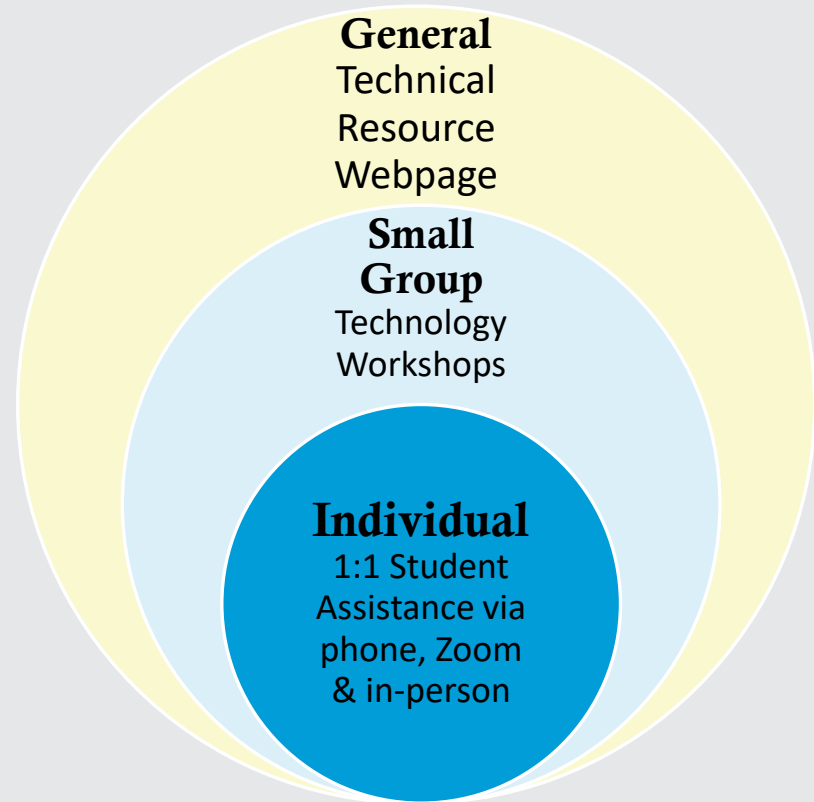# Academic Support – Tutoring Center

GED Tutors provide additional academic support in math and science

- **ESL Conversation Groups** - supplement ESL instruction
- **ESL Online Volunteers** (2) – Provide academic support for 2 morning and 1 evening classes
- **GED Online Volunteers** (2) - Provide math support for morning and evening classes
- **CTE Embedded Online Tutor** – Provide test prep and academic support for Healthcare classes
- **Teacher Online Office Hours** - provide additional academic support to students
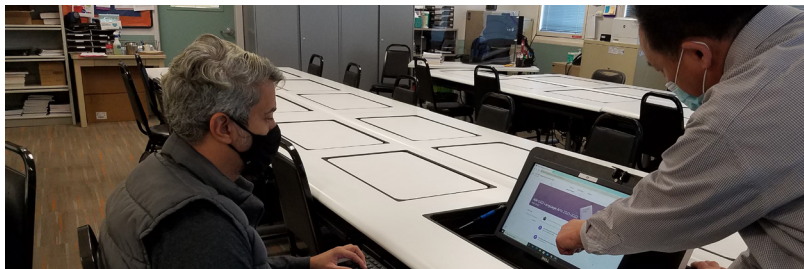
Technology Support for Students

Technology Advocate Model
3 Tiers of Technology Support

General Technical Resource Webpage

Small Group Technology Workshops

Individual 1:1 Student Assistance via phone, Zoom & in-person

Technology Workshops support students with how to access and use internet, various devices, email, Zoom, Google Classroom and electronic textbooks and resources

Silver Linings & Lessons Learned

1 Building capacity

2 Resilience

3 Innovation

4 Using new lessons to enrich our practice

5 Redesign and expand offerings with Distance Learning/Hybrid using data

Looking Ahead

1 Continue using Safety, Connection, High Quality Education, Communication, Wellness and Equity/Access as our guiding principles

2 3 Rs - Continue to Rebuild, Recover learning loss and Reboot for future

Rebuild and expand our current offerings, building upon successful Distance Learning/Hybrid models to Recover learning loss and increase access/equity

Reboot - Redesign and transition to e-testing next Fall for Federal & State Assessment & Accountability

Continue to provide high quality PD and support to teachers to ensure equity in education for students

3 Maintain Fiscal Stability

4 WASC Visit confirmed for March 13-15, 2023

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