

SELF STUDY REPORT

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

FOR

SILICON VALLEY ADULT EDUCATION

**760 HILLSDALE AVENUE
SAN JOSE CA 95136**

March 27-29, 2023

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PREFACE

The WASC self-study for Silicon Valley Adult Education (SVAE) was initiated by the newly-formed administrative team during the 2022-2023 school year and developed by SVAE teachers, support staff members, and administrators. The procedures, findings and final written report reflect the stakeholder input gathered through the 2022-2023 school year. The self-study process involved the collaboration of all stakeholders. The process provided many opportunities for staff members to contribute to the study. Stakeholder involvement and collaboration included: teachers, para-educators, and other staff including community and business partners affiliated with SVAE. Students provided feedback via surveys and conversations with teachers in class.

The SVAE Mission statement, Vision statement, Schoolwide Learner Outcomes (SLOs) had been created several years back and have functioned as guiding principles for our teachers and staff. The leadership team reviewed the Mission, Vision and SLOs with all the stakeholders in a series of meetings and discussion groups to reinforce our engagement and its connectedness to student learning. There have been many staff changes that have taken place in the past few years, this overview of our guiding principles was an excellent refocusing of our core roots. Staff members were divided into three groups to examine our Mission and its relevance to our daily tasks. Likewise, staff members were asked to examine the Schoolwide Learner Outcomes and their impact in the classroom or through student/staff interactions. All stakeholders had productive discussions and were able to identify direct student impact through classroom and support staff interactions.

The SVAE staff through their identified focus groups were involved in examining the ACS WASC Postsecondary criteria, especially in regard to Criteria 4 -7. Staff examined each Criterion and its indicators to gather information of student learning data, student work, student observations in the classroom, student feedback as to how well SVAE was supporting student achievement.

During the self study there was a focus on examining student achievement data and to examine how well the data was meeting the SVAE's Mission, Vision, SLOs and ACS WASC Postsecondary Criteria. During these meetings strengths and growth areas were identified. The identified growth areas were then prioritized to create a basis for the Action Plan. The Action plan from 2016 and 2019 was also examined as to where SVAE was currently at and what work was already in progress. The new identified growth areas as well as growth areas that needed to continue from 2019 was developed from the input of the stakeholders and includes specific action steps and a monitoring and assessment plan for each growth area.

As further detailed in Criterion 10, the group followed the expected process for considering and identifying areas of improvement. Coming out of multiple personnel changes, various program changes due to the pandemic response, and a nationwide teacher shortage, the leadership team developed an action plan designed to reflect the emerging challenges in our current situation.

Self-Study Committee Members

Leadership Team

Kiran Grewal - Assistant Superintendent of Educational Services

Lars Guntvedt - Assistant Principal

Bijal Varia - Instructional Support Coordinator

Rosalie Ruiz - Data Analyst

Angelica Vila - Counselor

Arezool Miller - Transitional Specialist

Jaron Daquina - CalWorks Supervisor

Rezana Vrapı - Executive Administrative Assistant

Focus Group – Curriculum (Criterion 4)

Arezoo Miller - Team Leader

James Kramer - HSD/HSE Teacher

Babak Falsafi - ESL Level 1 Teacher

Saila Naher - ESL Level 4 Teacher

Yvonne Washington - ABE Teacher

Focus Group – Instructional Program (Criterion 5)

Bijal Varia - Team Leader

Marion Clark - ESL Level 5 Teacher

William Collins - HSD/HSE Teacher

Kerry LeCusan - ESL Level 3 Teacher

Karen Lepe - ESL Level 4 Teacher

Focus Group – Use of Assessment (Criterion 6)

Rosalie Ruiz - Team Leader

Marita Baker - Assessment Technician

Leyna Le - Chief Examiner

Daniella Luna - Assessment Technician

Rezana Vrapı - Executive Administrative Assistant

Focus Group – Student Support Services (Criterion 7)

Angelica Vila - Team Leader

Bernadette Butts - PM Administrative Assistant

Jaron Daquina - CalWorks Supervisor

Kimberly Ramirez - Program Registrar

Alexandra Mendoza - CalWorks Site Representative

Angela Perez - Program Registrar

Chapter I. School, Community, and Student Characteristics — School's Mission and Schoolwide Learner Outcomes

1. Narrative Description of the School

The Silicon Valley Adult Education Program (SVAE), is a part of the Metropolitan Education District (MetroED) and shares the campus with Silicon Valley Career Technical Education (SVCTE) which offers CTE classes for high students from our neighboring 6 districts.

SVAE is a comprehensive adult school offering entry-level and advanced courses in health, technology, and careers in the trades. The school offers free English as a Second Language (ESL), Adult Basic Education (ABE), High School Equivalency (HSE) preparation for GED and HiSET tests, and High School Diploma (HSD) subject courses.

SVAE offers a variety of Career Technical Education courses with affordable registration fees. Silicon Valley Adult Education offers free assessment tests to take ESL, ABE, HSE, and HSD courses and academic and career counseling.

The Regional Testing Center, located at the Hillsdale main campus, offers state and national tests such as GED, HiSET, CBEST, CSET, and many others through Pearson and PSI testing services for the convenience of our students and community.

Services to Businesses

Businesses may contract with Silicon Valley Adult Education to provide customized computer training and retraining for their employees, English Language Workplace Literacy training, and business operations support services.

2. Silicon Valley Adult Education SVAE

SVAE is located at 760 Hillsdale Ave, San Jose, CA 95136. It is located on the Metropolitan Educational campus and shares the campus with Silicon Valley Career Technical Education (SVCTE). MetroED's programs have a long history of providing high school and adult education to students in Santa Clara County.

3. Introduction of the School

SVAE has a 130 year history of teaching adults in the Southern Bay Area. The school began as "Night School" for young adults who needed to finish up "deficiencies" in their education, the school expanded after World War I to include classes for immigrants. This led to the introduction of classes such as *Citizenship* and *English as a Second Language* which then became larger segments of the school's program. Today, 140 years later, SVAE continues to provide high quality adult education programs to the Santa Clara County Region in both ESL, High School Diploma and CTE.

SVAE provides adult curriculum services to the population of the San Jose Unified School District, and offers classes in program areas that are mandated and authorized

by the California Department of Education: eight ESL classes, six ASE classes, and currently eight CTE classes with a plan to expand these offerings. Previously known as the *Metropolitan Adult Education Program (MAEP)*, SVAE spanned across five different school districts and over 300 classroom locations and attended to over 100,000 people. In 2014, the school was renamed Silicon Valley Adult Education (SVAE) and consolidated all its previous sites into one site located at 760 Hillsdale Avenue, San Jose, California.

SVAE's close connection with career technical education came about through the shared campus of SVAE and SVCTE. The Metropolitan Education District is heavily directed towards career pathway development and the schools current mission statement reflects that purpose and goal. SVAE is committed to serve adult learners to become independent and self driven with the workforce being the central focus. This includes working with other agencies to improve college pathway choices, transitioning students to other opportunities beyond our course offerings, and preparing students for higher paying positions in the regional workforce.

4. Significant Developments that have had a major impact on the school.

Silicon Valley Adult Education has undergone many changes since the 2018-2019 WASC Mid-cycle visit.

There has been a change in leadership at the district level, new administrators – Assistant Superintendent of Educational Services, and Chief Business Official. A change in leadership at the Program level, Principal and Assistant Principal/Coordinator were hired at the tail end of the 2021-22 school year. Also within the last year, there was also a loss of several key personnel such as; transition specialist, CalWORKs supervisor/testing chief examiner, paraeducator, and project coordinator.

The impact has been disruptive to the program. The new SVAE administrative team is eager to build a new direction while also respecting the existing work that has occurred over the many years. Curriculum updating and expansion has slowed in both ESL and ASE due to SVAE personnel changes. Teacher shortage (adult teachers leaving for other professions, a lack of a local adult education credentialing program, and long term absences). COVID, of course, has impacted the program.

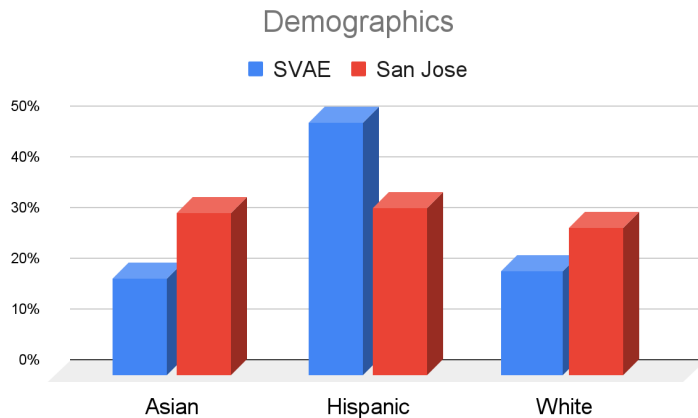
While dealing with these changes Silicon Valley Adult Education (SVAE) has continued to support personnel (teacher, staff, paraprofessionals, and CALWORKs) to attend many professional development opportunities. All staff and individual meetings have continued to foster a more inclusive and positive school culture.

5. List any changes in programs since the last visit

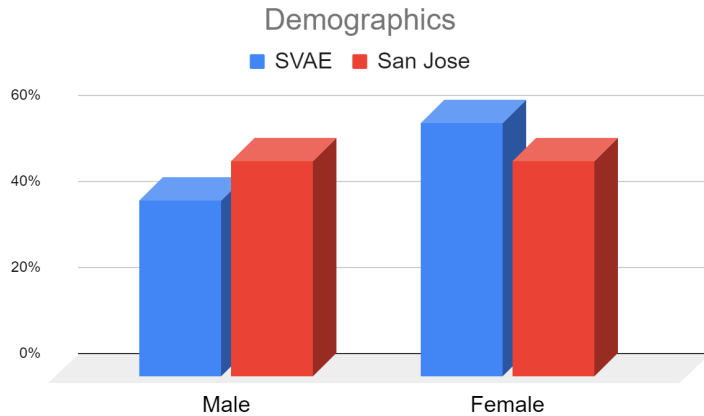
The organization has gone through significant changes over the past three years. Many of the key personnel who were present in the last WASC visit are no longer on the team.

SVAE is working with a new Assistant Superintendent of Educational Services, Director, Assistant Principal, Executive Administrative Assistant, Registrar, Program Coordinator, Counselor, Transition Specialist, Assessment Technician, and Paraeducator. Seventy percent of the key administrative personnel are new to SVAE within the last year. A curriculum committee has been established to assist administrators in the process of evaluating and recommending curriculum changes. The committee is made up of administrators and teachers.

6. Student demographics

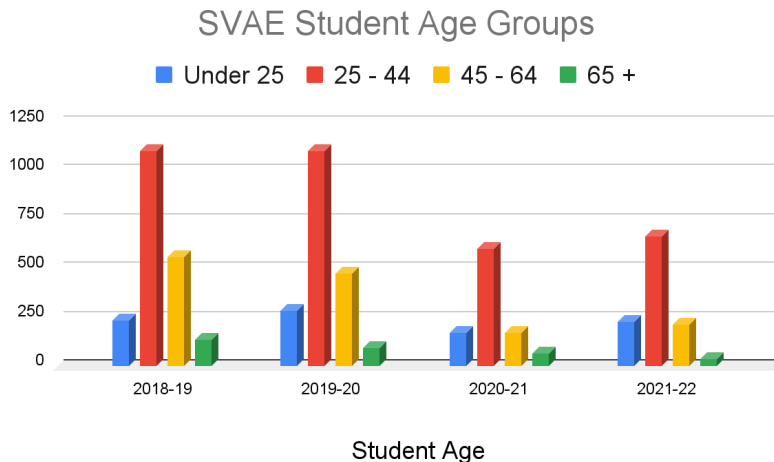


Silicon Valley Adult Education (SVAE) serves a racially diverse community of students. Hispanics represent 33% of the City of San Jose population as compared to 50% of SVAE students. The Asian population of the City of San Jose is 32% as compared to SVAE's 19% of students. The 21% of SVAE's White students is less than the City of San Jose's population of 29%. ([Bay Area Census data](#)) ([SVAE Demographic Data](#))



The ratio of males 50% to females 50% in the City of San Jose; however, this does not reflect the students at SVAE where the female enrollment (59%) has considerably outnumbered male enrollment for the last three years.

SVAE Population reflects towards the 25 to 44 years old age group. It could be that this is a prime age for worker training and career development. SVAE ESL students are looking to improve their English skills while also enhancing their marketable work skills.



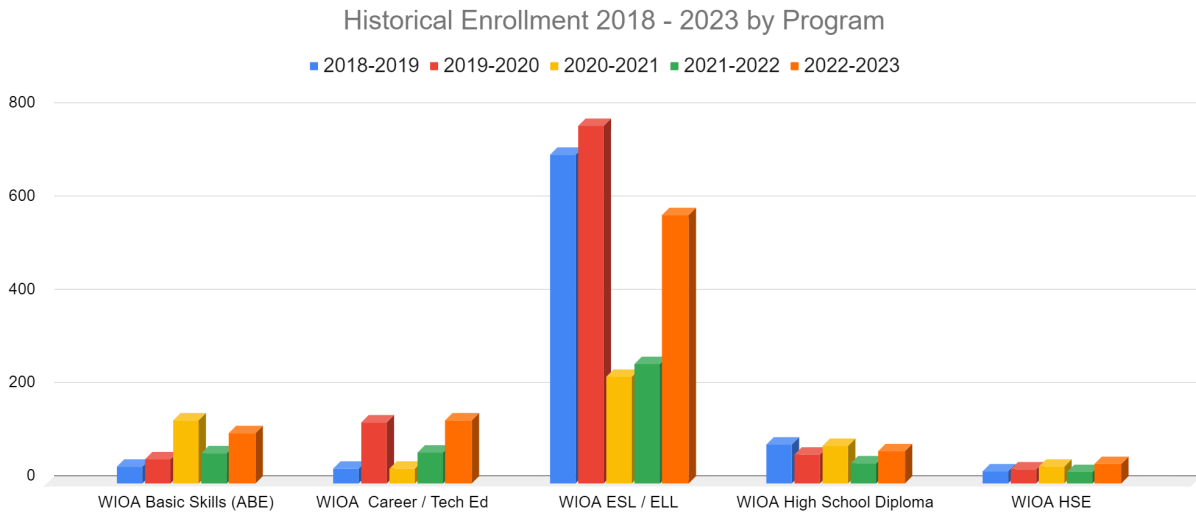
ASE students see a chance to recuperate lost opportunities and can jumpstart their careers by finishing their high school education and also seek to build valuable job skills. This is a trend we see consistently throughout the years. SVAE builds their program firmly upon the role of skills development. ([SVAE Demographic Data](#))

SVAE 5-YR ENROLLMENT BY PROGRAM 2018-2023

The COVID-19 pandemic created challenges for both our students and our teachers as new technologies were quickly introduced. Luckily, much technology preparations had been made prior to the March 2020 California-wide school shutdown. Classes were

prepared to transfer to 100% online solutions for classes. Unfortunately, the pandemic and the subsequent lockdown dramatically affected student participation and enrollment. SVAE is still in the process of rebuilding its base population of students and teachers. This is still a challenge.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
WIOA Basic Skills (ABE)	35	51	135	64	107
WIOA Career / Tech Ed	31	131	31	66	135
WIOA ESL / ELL	704	766	228	255	575
WIOA High School Diploma	83	61	80	42	68
WIOA HSE	26	29	35	24	41
Totals	879	1038	509	451	926



(ASAP enrollment data)

High School Graduates and GED Completers

Our High School Diploma program became a COVID anomaly. Compared with all the other programs, High School Diploma actually flourished in the on-line environment. Students realized that they could finish their high school curriculum through entirely on-line work. This is an area of programming that we are beginning to explore for long-term (post COVID) expansion.

Adult Secondary Programs	2019-2020	2020-2021	2021-2022
High School Graduates	18	27	45
High School Equivalency	12	15	16

[\(CAEP Summary\)](#)

7. Governance

The District

Metropolitan Education District (MetroED) is a local Education Agency created as a joint powers authority (JPA) pursuant to Government Code Section 6500 et seq. by Campbell Union High School District, East Side Union High School District, Los Gatos-Saratoga Union High School District, Milpitas Unified School District, San Jose Unified School District and Santa Clara Unified School District School District. The purpose of the joint powers authority is to deliver a variety of educational programs for the participating districts, including the operation of a Regional Occupational Center, Adult Education Program and other educational services. All MetroED programs are fully accredited by the Western Association of Schools and Colleges (WASC).

District Powers - JPA Agreement

MetroED operates under Government Code Section 6500 et seq. and a Joint Powers Agreement (JPA) that further spells out the powers and authorities given by the participating districts. The JPA agreement was revised in August 2009 to further expand and clarify the powers it had been given, including the operations of an alternative high school program for “at risk youth.”

MetroED - Governance

The governance structure for MetroED is delineated in the JPA. The MetroED Governing Board consists of one member appointed from each of the participating districts, for a total of six (6) Board members. The Governing Board has monthly meetings that are governed by the Brown Act.

MetroED - Collective Bargaining

The school district employs over 100 full and part time employees. The Public Employment Relations Board (PERB) has recognized three bargaining units. The California Teacher Association (CTA) represents certificated contract day teachers. The American Federation of Teachers (AFT) represents the certificated hourly teachers in the SVAE unit. The California School Employees Association (CSEA) represents all classified employees. The MetroED Governing Board has recognized these bargaining units and has current collective bargaining agreements with each group.

8. Schoolwide Learner Outcomes

Mission Statement

Silicon Valley Adult Education provides a supportive learning environment that prepares students to achieve their fullest potential by empowering them with skills to succeed in a local and global society.

Vision

SVAE students will be self-sufficient, life-long learners who are contributing members of society.

Schoolwide Learning Outcomes (SLOs)

Set Goals - Students will formulate and monitor their educational and career objectives.

Achieve Skills - Students will be able to access and utilize current technology.

Demonstrate Learning - Students will use English to communicate effectively and transition to the next step on their career and academic pathways.

These outcomes were created several years ago and it is through this lens that staff build practical and usable learning benchmarks for their students.

In [Spring 2021](#) & [Fall of 2022](#), the entire SVAE staff collaborated in reviewing school data, mission and schoolwide learner outcomes.

School Learning Outcome #1:

Set Goals: Students will formulate and monitor their educational and career objectives.

Goal setting is a fundamental process for our students throughout the SVAE campus. TOPS records student goals even as students just begin their journey through the enrollment process. The student orientation class, that all students must take prior to starting academic classes, covers the importance of personal and career goals within our program. Students begin the year assessing their educational and career goals. They work with their teacher to discuss and create realistic long term and short term goals and the steps they need to achieve those goals. ASE students are also guided with their one-on-one sessions with the counselor to assist them in short term academic goal setting as well as long term career planning. All students use CASAS scores as a guide to help them assess their academic progress. They are taught to follow the SMART goal format. Students are expected to create SMART goals to drive their education.

School Learning Outcome #2:

Achieve Skills: Students will be able to access and utilize current technology.

A herculean effort has been made in the past three years to promote technology learning for both students and staff. Thanks to former administrators, we have created a largely technology driven education program. ESL students are versed in Canvas LMS and Burlington English. Laptops are used in the classroom on a daily basis. ASE students work daily with Edmentum. Students also learn to use Google Suite products like Slides and Docs for school presentations or written assignments. All student surveys are distributed via school email and Google Forms.

School Learning Outcome #3:

Demonstrate Learning - Students will use English to communicate effectively and transition to the next step on their career and academic pathways.

Students in our ESL program go through [EL Civics Plan](#) to prepare for real life English speaking settings. Students also build English language skills through class discussions.

9. The Total Number and Types of Programs Offered and the number of students in Attendance.

Currently, SVAE is offering the following courses.

- English as a Second Language
- High School Diploma
- High School Equivalency
- Adult Basic Education
- Career Technical Education
 - Auto Body Repair
 - Heating, Ventilation and Air Conditioning
 - Medical Assisting
 - Pharmacy Technician
 - Google Workplace Essentials
 - Medical Terminology
 - Early Childhood Education (in partnership with West Valley College)
 - CNC Machinist (in partnership with Goodwill and Manufacture San Jose)

10. Typical Class Size

Current SVAE Enrollment as of 09/02/2022

	Morning	Evening
ESL Low Beginning	22	23
ESL High Beginning	n/a	24
ESL Low Intermediate	32	27
ESL High Intermediate	23	31
ESL Advanced	33	n/a
Adult Basic Education	11	15
High School Equivalency (HSE)	12	16
High School Diploma	13	17
Medical Assistant	29	
Air Conditioning, Refrigeration & Heating Tech		23
Auto Body Repair		29
Pharmacy Technician		7
Medical Terminology		9
Google Workplace Essentials		12
Totals	175	233
Grand Total	408	

[\(Weekly Attendance Report\)](#)

11. Types of Certificates

Silicon Valley Adult Education (SVAE) recognizes Medical Assistant completers with a recognition ceremony in December and June. Medical Assistant students wear caps and gowns. Seventy-one out of 71 students passed the NCCT Exam. Fifty (50) out of the 71 students passed the state certifying exam (“CMA”) giving students a professional edge, increased prestige among peers and employers, better job security, and greater career advancement opportunities. Students participated in internships and externships at O’Connor, Kaiser, Valley Medical, Good Samaritan, San Jose Medical Hospitals, and various Doctor’s offices throughout Silicon Valley.

CTE students also receive certificates of completion in all course areas. In addition, HVAC students receive EPA certification and Green certification upon completion of the course.

12. Total Number of administrative and teaching staff members

The Silicon Valley Adult Education (SVAE) Administration consists of a Director and an Assistant Principal/Coordinator. Eight hourly classified employees assist and support students, teachers and the public. SVAE has hired a part time Curriculum Specialist to temporarily replace the Academic Project Coordinator. Teacher shortage (adult teachers leaving for other professions or retirement) is a concern of the program.

	Full Time	Part Time	Total
Certificated (Instructor)	3	12	15
Classified	6	2	8
Administrative	1	0	1
Certificated (Other)	8	1	9
Total	18	15	33

[\(Staff list\)](#)

Silicon Valley Adult Education teaching and classified staff is to be commended for their overall dedication and longevity especially during the COVID trying times.

Community Information

Silicon Valley Adult Education (SVAE) provides services to students of the City of San Jose and the San Jose Unified School District. The median age of the population is currently about 37.2 years.

The population 25 years of age or older 85% have a high school diploma or higher, 45% have a Bachelor's degree or higher. [\(US Census Bureau\)](#)

Originally nicknamed the “Valley of Heart’s Delight” because of the extensive flowering fruit trees, Silicon Valley got its modern name in the 1950’s with the growth of silicon wafer technology needed in modern computers. Stanford University attracted many business minded academics who wanted to break away from the traditional East Coast hierarchy. Soon, companies like Shockley Labs, Hewlett-Packard, and Fairchild Semiconductor began shaping the new startup culture that has become the world famous Silicon Valley.

Today, Santa Clara County hosts one of the most vibrant economies in the world. But that strong economy translates into a highly competitive housing market. The local cost of living is one of the highest in the country.

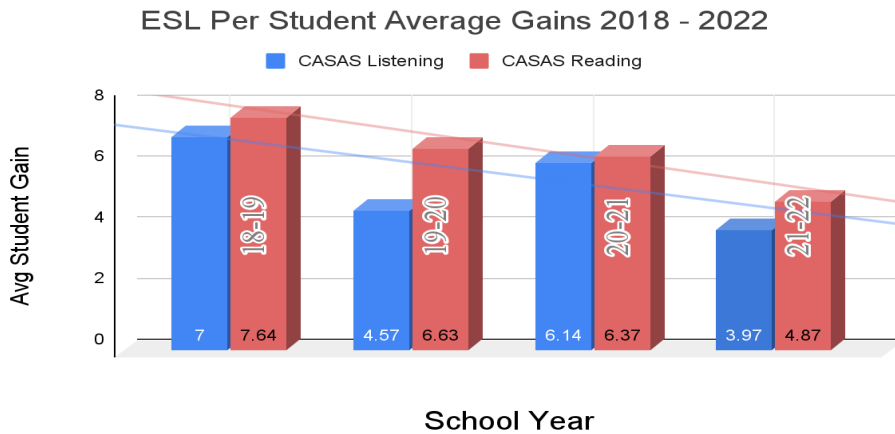
Home affordability remains a challenge in this region. The median price of a home in December, 2022 was \$1.16M. Nearly 45.14% of the population occupied rental units.

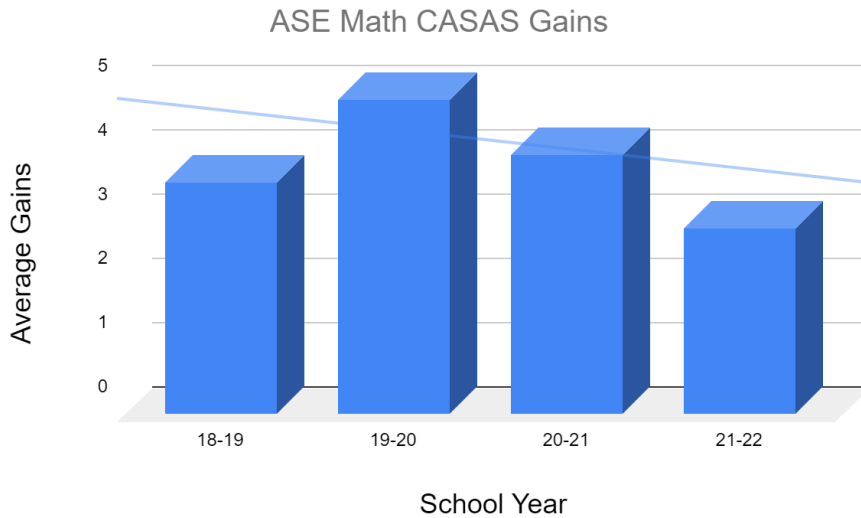
The affordability of housing affects the region's ability to maintain a viable economy and high quality of life. Many residents have been forced to leave the county in search of more affordable housing. This has resulted in longer commutes which diminishes productivity, curtails family time and increases traffic congestion. It also restricts the ability of crucial service providers to live in the communities in which they work. Recruiting and retaining employees is difficult because the cost of living in Santa Clara County is among the highest in the Bay Area.

The [unemployment](#) rate in Santa Clara County in December 2022 was 2.1%, down considerably from its peak during the pandemic. Santa Clara County ranks first among large metropolitan areas as a world-class manufacturing community. The area's technology products and services are sensitive to market demands and provide the greatest number of jobs. High tech innovations provide future jobs, and new training opportunities emerge as technological advancements diversify various health fields. Metropolitan Education District keeps close tabs on industry trends and industry demands as the SVCTE and SVAE work as direct feeders to the local economy.

Student Learning Data

SVAE data for 2018 through 2022 shows a marked decline in CASAS gains for all program areas. These negative trends show the unstable environment that we have been experiencing over the past couple of years as we begin to enter our post Covid school environment. These trends include stressed post-testing pressures and weaker student performance in the online classroom.

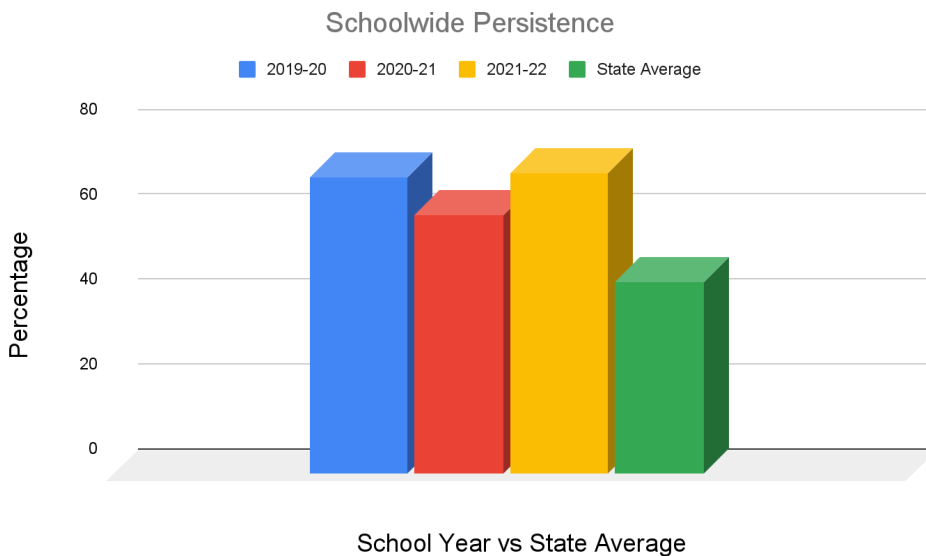




[\(Gains Data\)](#)

Persistence Rates

Through the three years of SVAE persistence data, there is a consistent pattern of over performing the state persistence average. Persistence in the 2020-2021 school year indicates a dip in student persistence. This dip is the artifact of Covid lockdown and distance learning along with the challenges the school faced with distance post-testing.



[\(Persistence Data\)](#)

Conclusions: SVAE has a long history of serving the South Bay Area adult learner community. As the community begins to seek out classes and services post-Covid, SVAE must study community needs and interests to know how best to prepare for providing the correct programs.

Recommendations to address Key issues

Some of the key issues that SVAE student data presents include the following.

- Student paired-score gains improvement. SVAE can improve student gains by focusing on student outcomes. Student gains have been declining persistently over the past 4 years and indicate stresses to the student learning experience. SVAE is challenged to stabilize the learning environment and focus on student performance improvement.
- Improve Schoolwide Learner Outcomes to better relate to current student needs. While the SLOs have been driving course development and curriculum, it has been communicated that the SLOs might need modification to address new and more pressing challenges students currently face. This requires new student and staff surveys that should take place in the coming future. As the SBCAE refines its focus towards job opportunity pathways, consortium member schools are finding a need to place greater focus on building and supporting those pathways.
- Improve ESL to CTE opportunities for SVAE and SBCAE students. As mentioned above, ESL to CTE pathways are seen by SVAE and other agencies as the critical next step for ESL instruction. Students need assistance not just with language skills but also with starting new careers.

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

CHAPTER II - PROGRESS REPORT

Since the last visits 2016 and 2019 there has been a turnover of administration at SVAE. There is a new administration for 2022-23 and it has been difficult to locate on how the Action Plan has been monitored. The current administration reviewed the action plan from 2016/2019 and the same goals have continued. The recommendations from the visiting committee from 2019 were added into the Action Plan.

Silicon Valley Adult Education (SVAE) School Wide Action Plan in 2016 included the follow goals:

Priority Goal 1: Consortium Collaboration

Task 1: Improve SVAE's collaboration with South Bay Consortium for Adult Education (SBCAE) and California Community College (CCC) partners/members.

SVAE continues to collaborate with SBCAE by administration attending Steering Committee meetings, teachers and the data analyst participate in the various faculty work groups. There is ongoing effort by the Transition Specialist to work with our community colleges to pilot CTE programs and bridge classes to support our adult ed students.

SVAE currently has two administrators on the consortium steering committee and seven teachers and staff as members of various faculty work groups.

SVAE has actively participated in writing goals for the 3 year consortium plan that align with the goals of the Consortium for adult ed.

Silicon Valley Adult Education (SVAE) has established goals within their Action Plan to improve SVAE's collaboration with South Bay Consortium for Adult Education (SBCAE) and California Community College (CCC) partner members. There is progress in developing more MOUs and articulation agreements with community college partners. Part of SVAE's efforts in this regard includes a partnership with West Valley College to host WVC courses on SVAE's campus. This effort introduces SVAE students to the community college environment and new career pathways.

The SVAE 2022-2023 new administration team is focusing on their relationships within the consortium, building upon previous consortium roles to become key partners within the consortium leadership.

Priority Goal 2: Curriculum

Task #1: Establish a SVAE Collaborative that includes teacher representation on site-based decisions.

A critical goal within the 2019 Refinement Plan was the hiring of part time curriculum specialists for both ASE and ESL. These roles were filled in 2019 but sadly both individuals passed away and the focus on curriculum planning became secondary to distance learning planning due to Covid-19. Recently (Fall 2022), SVAE has hired a new part time contracted employee to fulfill this role. This curriculum specialist is focusing on biweekly department meetings to build dialog between teachers in each academic discipline in an effort to create a curriculum tailored to the needs of our students.

The “Principal’s Collaborative” was established under the prior SVAE administrator. Selected members of SVAE’s staff met with the Principal to discuss fiscal priorities. Under the new SVAE administrator, all SVAE staff participate in monthly Staff meetings to discuss SVAE’s priorities and resources. Currently, SVAE has a very robust series of monthly staff meetings to build collaboration and aid communication.

Task #2: Create Professional Learning Communities (Basic Academic, High School, and ESL) or a similar process to work on aligning curriculum, grading, scoring, and rubrics across each PLC.

Goals that are continuing to be worked on include subject level curriculum groups (biweekly) to work on aligning curriculum, grading, scoring and rubrics across each PLC and developing access for students to be linked to individual teachers. Teachers began to use the Canvas Learning Management System during COVID. We have continued to work with technology solutions for the classroom to focus on our Schoolwide Learner Goal of building student technology skills.

Task #3: Develop 21st Century access for students by refining SVAE’s website with links to individual websites for teachers.

Due to distance learning in 2020, the district introduced Canvas to the adult education community. This became a critical component to our fully on-line instruction routine during the lockdown period. Post-lockdown, teachers have made a concerted effort to continue with a technology-focused curriculum utilizing both Canvas and Burlington English daily in the classroom. In addition, the SVAE website is continually updated with the latest class and registration information.

Priority Goal 3: Instructional Program

Task #1: Provide transitional pathways for students moving from one level of instruction to the next. Expand pathways within and across programs that lead to additional educational opportunities beyond SVAE.

Currently, with ongoing expansion of personnel, SVAE is returning to pre-pandemic capabilities. This is enabling SVAE staff to focus on student-centered pathways to greater opportunities within SVAE, SBCAE, and beyond.

COVID has impacted the program in so many ways. Offering online courses through Canvas has changed how the classes were taught over the last two years. In a very short period of time, teachers had to convert their classes to online courses. Now, returning back to in-class instruction, teachers are continuing to use technology-based teaching within the classroom environment. This is giving students a strong sense of ownership with technology. SVAE sees digital literacy as an integral part of its program.

Task #2: Help every student at SVAE develop their digital literacy and ensure they can critically evaluate information.

SVAE continues to develop digital literacy skills through its digital driven curriculum, on-line registration, and email based student surveys. However, work needs to be continued to provide students with the skills to critically evaluate the information they receive.

Task #3: Train SVAE teachers to deliver instruction that accommodates students' different learning modalities.

With the new administration, this is a goal that will be continued into the upcoming action plan. Informal discussions with regards to different learning modalities have been occurring in the subject area meetings. SVAE has been utilizing a SBCAE-shared learning disabilities specialist to assist students with IEPs or 504s.

Priority Goal 4: Assessment

Task #1: Improve students' performance on summative assessments.

In the prior Action Plan Silicon Valley Adult Education, in order to improve students' completion rate on ABE, HSE, and HSD, had created two levels of ABE classes (Intro and Advance) to improve students' CASAS scores. With the Covid-19 pandemic shutdown, the two-tiered ABE class had to be dismantled and consolidated back into one program. Interestingly, during the shutdown, SVAE had its best High School Diploma graduation rate. The option of offering independent study needs to be explored further for future expansion.

Task #2: Utilize technology to create a dynamic hybrid learning environment for instruction and curriculum delivery.

Technology has been used to create a dynamic hybrid learning environment for instruction and curriculum delivery. Each ESL and ASE classroom has its own classroom set of laptop computers for student use. Students in both class segments utilize the classroom laptops on a daily basis. Students with financial hardships can check out a laptop during the semester.

Task #3: Utilize SVAE Student Information System (SIS) to track, analyze and evaluate students' performance.

On each iteration of CASAS post-testing, teachers are given class-wide performance metrics for overall classroom review. The TOPS Enterprise PRO allows administrative staff to report gains metrics to the California Department of Education. TE PRO also allows reporting internally to analyze student performance. Staff is using ASAP to keep track of student records.

Priority Goal 5: Student Services

Task #1: Prepare students to transition from SVAE to post-secondary opportunities and career pathways.

The Transition Specialist and the Academic Counselor had begun this work in partnership with SBCEA Consortium to prepare students to transition from SVAE to post secondary opportunities and career pathways. New personnel in the Transition Specialist and Academic Counselor's positions have continued these efforts in the new 2022-2023 school year. New student orientations are currently being conducted prior to enrollment via the assessment technician. During the orientation process, students receive all the necessary information to be successful at SVAE. Students surveys were conducted in 2021 and are planned for the current academic year.

Goal #2: *Provide diversity training for all SVAE teachers and staff.*

With the ever-changing population of SVAE, this is an area of growth. In the 2019 WASC action plan it was stated that there would be diversity training for all staff. Due to Covid-19 distance learning, this training had been placed on hold. The new administration is working towards integrating these training programs into the new action plan so that students and staff will all feel welcome on campus.

Goal #3: *Improve our organization's status in the community through better customer and marketing of SVAE's programs.*

The District has hired a Webmaster/Marketing Specialist that will aid in the marketing of the SVAE programs. Brochures, mailers and flyers are a priority in this current school year as SVAE continues to build student enrollment. At SVAE leadership meetings there is discussion regarding enrollment and marketing of services. The human resources department is currently planning to provide customer service training for all office staff.

Progress on 2019 Visiting Committee recommendations

- Teacher recruitment -
 - Human Resources has made an effort to post vacant positions due to teacher shortages on several social media platforms like Edjoin, LinkedIn, and Indeed.

- SLOs should drive student outcomes. They should be aligned with curriculum and instruction.
 - Some efforts have been made in this area via student goal setting.
 - Technology integration has taken place within the classroom with daily use of online curriculum.
- Additional support within administrative staff
 - New assistant principal has been added to the administrative team.

Chapter III. Self-Study Findings based on the ACS WASC Adult School Criteria

Criterion 1: School Mission and Schoolwide Learner Outcomes

Criterion: The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

The programs provided at SVAE are geared to provide students with the “skills to succeed” as emphasized in the school’s mission statement. SVAE provides practical high school programs that enable students to pass the GED or HiSET exams.

SVAE also provides leveled English instruction in speaking, listening, reading and writing modalities through its comprehensive curriculum for ESL students.

SVAE career technical education students gain entry level skills in a variety of healthcare and industrial fields. Referencing, “a local and global society” speaks to the intended student population.

SVAE works with local organizations such as CALworks, NOVAworks, and [work2future collaborative team](#) to better understand the needs of employers and thus prepare students for future employment while providing wrap-around services to ensure employment success. Part of the future plan is to build an Employment Advisory Board with local industry leaders to help guide CTE pathway decisions.

Finally, the mission statement shows its commitment to high levels of student learning through its call for, “students to achieve their fullest potential.” Students are given the opportunity to create a personalized learning plan. Students review the plan with their teachers on a regular basis to keep them on track throughout the academic year.

Indicator 1.2: The school’s mission statement is central to institutional planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

ESL, ASE, and CTE pathways are driven by the SVAE mission statement to support student learning. Curriculum development is based on student CASAS/COAAP gains. CTE programs are based on researching [labor market information](#) to make informed pathway decisions that provide employment ready skills for our students in the local and global environment.

Prior to the current administration, regular meetings were held to discuss the SLOs and mission statement before final approval by the district board. The SVAE Mission,

Vision, and SLOs are published and displayed in every classroom and every office on campus. Additionally, they are prominently seen in all brochures, flyers and handbooks available on campus or distributed through mailings into the community.

Indicator 1.3: The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

CASAS testing assists with the placement of students within the range of possible instructional scenarios with both ASE and ESL programs. SVAE views students' needs through identifying student goals at the beginning of each academic year. The academic counselor conducts [one-on-one interviews](#) with all ASE students. These interviews are used to determine class placement but also to identify student needs and eventual career goals. ESL students go through an entire [goal setting unit](#) as part of their academic program. Students are assisted in identifying their [long-term goal](#) beyond English language proficiency.

Teachers are provided with specific CASAS assessment review data to inform their instruction for future testing. Teachers and the program coordinator review curriculum regularly to maintain current instructional goals. The new administrative team is building core review systems to monitor what educational and occupational skills they need. The administrative team works to understand future student and community needs through monthly meetings with the [consortium](#) and [MapIn, Work2Future, community colleges](#), and other [like organizations](#).

School's Strengths and Growth Areas for Criterion 1 (no specific number required)

Strengths:

1. Mission, Vision and SLOs are well communicated and well published throughout the school.
2. Current curriculum embeds the SLOs and incorporates them through the year's activities.
3. SVAE monitors community and workforce needs in building new programs.

Growth Areas:

1. Current administration needs to create annual review cycles to update Mission, Vision and SLOs.
2. Align student goal sheets with the components of SLOs and Mission Statement.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

Criterion: The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

The school and district has a clearly defined [organizational and reporting](#) structure. This aids communication across departments. Positions and their tasks are clearly defined by the district human resources department. Job function definitions have been regularly updated to reflect changes to the dynamics of each position.

SVAE works daily with the district administration to ensure proper leadership and decision making. SVAE is also guided by the South Bay Consortium for Adult Education (SBCAE) which provides annual funding distribution to its member agencies. The district is managed through the joint powers agreement ([JPA](#)) and has a governing board composed of one board member from each of the JPA member districts. This board meets regularly to discuss district issues and to provide the district with proper guidance. The governing board meets on a monthly basis to review any necessary SVAE policy changes.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

There are several organizational structures ensuring integrity and effectiveness within SVAE. Within SVAE, there are the [leadership group](#), [office group](#), [ESL Meeting Agendas](#) and [ASE Meeting Agenda](#) , and [CalWORKs group](#). Each group has regular weekly or biweekly meetings to discuss upcoming issues for their department. This regular routine of meetings allows ideas to filter up through the groups to the leadership group. This structure has allowed the rapid adjustment of procedures to be implemented and communicated in a swift, timely fashion.

The leadership team meets weekly to work on adjusting the SVAE processes. There is a weekly SVAE leadership team to drive key functional decisions for the adult programs and structures and to discuss upcoming events that need to be planned.

At the district level MetroED has a weekly [Cabinet Meeting](#) to drive planning for both SVAE and SVCTE. There are also monthly districtwide leadership meetings that focus primarily on strategic planning. Within this planning, SMART goals are created to support steering committee decisions.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

Each educational department has regular biweekly meetings for current updates and unified planning. Weekly office meetings are held to bring up concerns and barriers to address the needs of all stakeholders.

Students are provided with an orientation class that gives students contact information and reviews all the services offered on campus. Students are also given a soft copy of the [student handbook](#) that has those links available as well. Teachers are provided an [employee handbook](#) in the onboarding process. They also go through Keenan training to ensure understanding of all important policies.

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Weekly leadership meetings are open to all staff. The agenda is open for all staff to add items of discussion. Staff is encouraged to contribute to the weekly agendas to allow a healthy discussion of important concerns. Data is also reviewed during these sessions.

The district office creates a friendly and positive environment with ongoing [Sunshine Committee](#) activities and community building informal get-togethers on site throughout the year.

Monthly all staff meetings have galvanized the SVAE staff to focus on collaboration and problem solving. Recently, the staff meetings have focused on WASC criterion review. Staff from all levels of the organization have come together to discuss all the various criteria in depth and in detail.

In 2020, the position of Assistant Superintendent of Educational Services was created to bring greater focus to SVAE and its needs within the district. The Director oversees educational operations of both SVAE and SVCTE. The director sees SVAE as an essential part of the MetroED team and brings the SVAE voice into district affairs.

Students have had a voice in student affairs through the creation of a Student Council. While this has yet to be implemented this school year, with the new transition specialist staff, SVAE plans to roll out the Student Council in the near future.

School's Strengths and Growth Areas for Criterion 2 (no specific number required)

Strengths:

1. Expanded the Director of Educational Services.

2. Increased opportunities for collaboration with weekly and biweekly staff meetings and close proximity to the district office.
3. Regular newsletter from the district office to keep the local staff in the loop on upcoming events and district accomplishments.

Growth Areas:

1. Greater communication and outreach with SBCAE and our interactions with the faculty work groups.
2. Greater student involvement in student run organizations would aid in building community and respond to the direct needs of the student body.

Criterion 3: Faculty and Staff

Criterion: The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.

All personnel job descriptions clearly indicate specific credentialing requirements. Job descriptions in the hiring process clearly define key qualifications required for all non-credentialed positions. The MetroED Human Resources team has created job descriptions that are Governing Board approved prior to their implementation. No changes to a job description can take place without Board approval. Additionally, candidate credentials are always verified by HR before a credentialed position is filled.

Indicator 3.2: The school develops personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

All job descriptions are pre-approved by the board. New teaching positions depending on the need based on enrollment are posted via Edjoin. Applications are then screened by the Human resources analyst regarding credentials, resume, reference letters before an interview is granted. Interested candidates are then interviewed by a panel usually made up of certificated management, classified and certificated personnel. Candidates are asked questions pertinent to the job after which the panel has a discussion based on the rating scale. All members of the panel have to sign a confidentiality agreement.

If an individual is granted a position then reference checks are conducted.

Indicator 3.3: The school assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

HR has a process in place for evaluations and these are outlined in the union contracts and have been negotiated. Timelines are adhered to and Certificated staff are evaluated every other year while classified staff are evaluated yearly. Administration meets with teachers initially to determine which CSTPs they want to focus on. Then an observation occurs with a post conference.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

All staff are required to take Keenan training. There has been all staff training regarding; Safety and evacuation procedures, Title IX, LGBTQ rights. Consortium training focused on student centered design for all school procedures. The Transition Specialist and Counselor undergo regular meetings and training with the SBCAE as well as regular training with the SVCTE Transition Specialists team. Teachers are encouraged to become members of CCAE (California Council for Adult Education) and CaTESOL (California Teachers of English to Speakers of Other Languages) for increased collaboration and increased learning opportunities through its annual conference

School's Strengths and Growth Areas for Criterion 3 (no specific number required)

Strengths:

1. Timelines for mandatory training are well communicated.
2. Union contracts are adhered to and respected.
3. Job descriptions are well aligned with the actual job functions.
4. There is a transparent and thorough procedure for vetting candidates and onboarding new hires.

Growth Areas:

1. The timeline for posting and actually hiring for a position is slow and could be improved.
2. Attract personnel by creating competitive compensation packages with surrounding districts.
3. Revisit the evaluation process for all stakeholders to provide improved feedback.

Criterion 4: Curriculum

Criterion: The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Several online curricula that were implemented during the pandemic at SVAE are still in use. These online curricula are Edmentum, Burlington English, Number Power, and Venture series.

Edmentum was specifically chosen for ABE, GED, and HSD classes. Edmentum not only is designed to address common core standards and college and career readiness, but also satisfies the HSD graduation requirement. Upon completion of each module within Edmentum, students earn their needed credits in order to obtain their high school diploma.

Besides the Edmentum and Number Power online curriculum, ESL students also utilize the online Burlington English for reading mastery before their transition to GED or HSD. For GED specifically, daily lesson plans and instructions are optimized with Edmentum to prepare the students for mastery in the 5 subjects that are required for earning a GED certificate.

Canvas, an LMS (Learning Management System), is used by all SVAE staff and students. All teachers offer their personal curriculum to their students digitally through Canvas. Students have access to this curriculum for on-campus or off-campus participation. Through Canvas, teachers not only have access to curriculum shared by other teachers in commons, but also have an opportunity to share their lessons and curriculum with others.

Finally, each teacher designs their curriculum and instructions so that they are aligned with our schoolwide learner outcomes (SLOs) and our mission statement.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

When designing curricula, all SVAE teachers work to not only meet the needs of their adult learners, but also to keep the content relevant to the needs of the community. This is accomplished by conducting Google Surveys and attending regular bi-weekly department meetings where students' needs and wants are discussed. In this way

lesson plans, El Civics and COAPPS programs are measured for accuracy and relevance.

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

All SVAE students have digital access to their text and learning materials from both home and while at our campus. Students can access Edmentum, CANVAS, Burlington, Venture and Number Power book series to complete their assignments and master all subject matters.

School's Strengths and Growth Areas for Criterion 4 (no specific number required)

Strengths:

1. Utilizing technology, SVAE has established structures for sharing curriculum, best instructional practices, and materials/resources.
2. Staff is able to build on curriculum, share best teaching practices through the medium of Canvas
3. Teachers input in developing the curriculum and customizing it to individual education needs
4. Bi-weekly department meetings have been effective at keeping staff informed and aligned to student needs.
5. Students are learning real life skills through cross-curricular connections.

Growth Areas:

1. Teachers require training in generating assessment reports to make teaching more effective
2. Additional training desired for curriculum in general, time for curriculum development during department meetings (provide opportunities for sharing best practices)
3. Teachers need a greater understanding of best practices to improve instructional practices and curriculum.

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.


All academic programs at SVAE use curricula that are aligned with College and Career Readiness Standards. In addition, ESL curriculum is also aligned with English Language Proficiency Standards and CASAS content standards and competencies. The curriculum provides students the opportunities to build skills in academics, critical thinking, digital literacy and soft skills.

This year SVAE planned a cross curricular activity with ESL and Medical Assistant CTE career pathway class. The students in both these classes worked cooperatively on the Health EL Civics COAAP topic. The students had an opportunity to practice their learning skills that are taught in both the classes in a real-life scenario.

In the ABE and ASE programs instruction is delivered in a variety of ways such as direct whole-group instruction, small group learning, and one-on-one assistance and independent study. In these programs, teachers integrate the use of the standards-aligned, evidence-based and the online learning library of lessons to teach specific content to meet student needs.

Teachers differentiate instruction and make curricular choices according to student needs assessments. Some classroom activities are tied to celebrations and events for experiential cooperative learning experiences and include fun games, experiments, or simulations.

Indicator 5.2: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning.

Teachers at SVAE have bi-weekly departmental meetings where they have an opportunity to share their best practices and teaching strategies. During these meetings teachers are given the time to share strategies with their colleagues regarding best practices for example: Advanced ESL teacher shared information regarding the public libraries with all the ESL teachers which was shared with all the ESL students [Library Presentation](#)  Colleague feedback: public library presentation_MDC . Teachers are also provided the opportunity to do peer observations.

All ESL teachers had a Burlington Education training by the Burlington staff to help them refresh and hone their application skills. SVAE is using Burlington English for ESL and ABE classes. The Edmentum LMS is used by HSD and HSE classes.

All of our teachers take part in the SBCAE consortium all day professional development which helps them keep up to date with the current teaching practices.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

Digital Literacy is integrated in the curriculum. Burlington Education, Edmentum and Ventures all are digital educational resources used by the teachers to deliver the curriculum.

The students have a district generated email at the time of registration. This allows the students to connect with Canvas which is the chosen LMS by SVAE. All teachers have a Canvas account and the curriculum is shared on Canvas for the students.

All the students acquire academic and digital literacy skills [Student Board presentation](#) by preparing for EL Civics assessments and writing papers for the secondary education by doing online research and google slides presentations, sending emails, using spreadsheets, filling out online forms, and using a word processing application. [HSD AM](#)
[HSD PM](#)

Each classroom at SVAE is equipped with technology for teachers and students to access. All classes have access to computers or chrome books and all students have a SVAE assigned email for use in managing school sponsored learning management systems.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

At SVAE a variety of instructional strategies are used to meet the needs of our students. A few of the strategies used in the ESL classes are:

- Modeling
- Providing constructive ongoing feedback
- Cooperative learning environment
- Experiential learning
- Classroom discussions
- Inquiry - Guided Instruction

The instructional strategies vary depending on the unit of study and can create experiences for students and their application. Workforce soft skills taught in ESL

intermediate high and advanced classes prepare students via the EL Civics Volunteering COAAP. These students then are able to use these skills in assisting ESL students who are in beginning low and intermediate classes. These students are also able to use these skills at their child's school.

During the job fairs students participated in experiencing simulations in job interviews through the MAPin program bases at SVAE [MAPin Job Fair](#) . Students participated in the career fair where they interacted with the community colleges as well as local companies.

Indicator 5.5: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Teachers use formative and summative assessments which are aligned with the CASAS' competencies. In all classes initial assessments are conducted when students enter so that teachers can assess the level that students are at.

All students have access to Canvas as their LMS to which they can upload and share their work with teachers. HSD/ HSE and ESL teachers plan projects based around the social studies topics and COAAPs respectively that encourage the students to achieve the learning outcomes. The following steps below are an example of how these projects are implemented: [HSD AM](#) [HSD PM](#)

1. State the problem or question
2. Gather information
3. Review the information
4. Examine the information gathered
5. Make a decision
6. Share the results with others

Indicator 5.6: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

At SVAE, structures and practices promote evidence based instruction with emphasis on Adult Learning Theory and Adult Education Teacher Competencies. These are foundational to instructor preparation and induction processes at the school.

The CASAS data at SVAE shows that learners need explicit instruction in reading and writing, the gaps in the data indicate that students need differentiated instruction to meet their unique needs. The purpose of this would allow the students to transfer learned skills to daily application in real life situations.

Program area meetings focus on student needs, attendance data, and formative and summative assessment to support collaboration among instructors. Exit criteria define student transition from one level of ESL or ABE to the next.

Standards based instructional materials that address multiple modalities are selected at the program level. Teachers are involved in the selection of these [materials](#). The use of technology to drive instruction or to enhance learner skills is an integral part of every classroom.

At the classroom level, course outlines and Student Learning Outcomes guide lessons. Learning objectives for the day drive the agenda that allows students to be informed participants in their learning. Teachers use strategies that address multiple learning modalities, differentiate instruction and scaffold lessons to meet student needs. Questioning techniques, active learning, and drawing on background knowledge, previous learning and experience are regular instructional practices in all our classrooms.

In addition ESL classes like skill levels might be grouped together for some activities, whereas in other instances grouping might include varying skill sets. More advanced students might strengthen their skills by "teaching" others. Extension activities support students who learn faster.

The ABE teacher is trained, or will be trained if they are new to adult education, in Evidence Based Reading and Writing Instructions. Phonemic awareness, vocabulary instruction, building fluency through chunking and punctuation that leads to comprehension are fundamental instructional practices.

School's Strengths and Growth Areas for Criterion 5 (no specific number required)

Strengths:

1. Opportunities for individualized instruction in ASE based on transcript evaluation/subject tests needed for GED & HiSET and scores.
2. Variety of instructional strategies implemented in the classroom to address different learning modalities.
3. Utilization of current technology in the classroom (Google Suites, Edmentum, Canvas).

Growth Areas:

1. Continue with teacher training in using Canvas effectively in the classroom.

2. Understanding CASAS competencies and linking them with the curriculum. Lesson planning in accordance to CASAS competencies.

Criterion 6: Use of Assessment

Criterion: The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

The SVAE enrollment system begins with CASAS testing. Listening and Reading tests are applied to assist with ESL level placement and with ASE level placement. ESL students also are given a writing and speaking assessment as part of their placement process. Additionally, all ASE and ESL students are required to retest approximately every three months (70 to 100 hours of instructional time). This post testing is used for TOPS Pro reporting based on state and federal grant requirements. The testing also serves as a form of student gains assessment to ascertain student achievement throughout the semester. Student level promotions are based on CASAS testing achievements and on teacher in-class assessment tools (writing samples and formative speaking assessments). CASAS post testing also provides teachers with a method of analyzing student competencies within the CASAS framework. Each testing cycle ends with a classwide competency report used by the teacher to analyze student performance to improve CASAS testing performance.

In addition to the CASAS testing, the ESL program utilizes multiple assessment tools to assist in gauging student achievement. [EL Civics COAAPs](#) are implemented 3 times a year. These detailed assessments provide data on student progress in all 4 learning modalities. They also help students gain practical life skills for interacting with US society. Students are also tested through their ESL classroom textbook material, Ventures. Ventures has provided SVAE with both formative and summative testing material, through unit exams, workbooks, and extension materials. ESL students also take advantage of Burlington English and their wide range of student activities. Additionally, teachers are creating formative assessment material with in class teacher made materials.

The ASE program works with the Edmentum learning management system. Day to day tasks are arranged and analyzed by teachers individually to assess student performance and mastery.

CASAS tests are the school's main tool for analyzing student level mastery. These assessments are given on a regular basis ([every three months](#)) to assist teachers in determining level promotions. The regular departmental meetings (twice monthly) have

increased the ability to use data to plan professional development opportunities and to improve student engagement.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

CASAS testing results are reported regularly to WIOA, CAEP and are part of the annual district report. Individual student profiles are provided to the teacher to view student progress and their academic gains. Teachers are also provided with classroom wide competency reports to view overall student performance in CASAS monitoring competencies. Students are provided with individual classroom assessment results as well as their individual CASAS gains history.

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

Each course has clear ELP and CCR standards that are followed throughout instruction. Online LMSs provide clear learning outcomes with directed short term monitoring of student achievement. The ESL program utilizes the unit tests within the curriculum that provide teachers with an ongoing check on student progress. ASE programs follow students' progress through Edmentum tracking. All students in either program are monitored through regular CASAS testing to ascertain student gains in learning (ASE monitors Reading and Mathematics, ESL monitors Reading and Listening).

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

At SVAE, all ESL students have a computer based CASASs placement test for reading and listening, verbal assessment and a writing test which decides their learning level. CASAS tests assess basic and academic skills in real-world contexts. Once the students are placed in their appropriate learning levels, they go through a sequence of formative assessments done by teachers. For example: The *Ventures* series by Cambridge is the curriculum SVAE uses to direct instruction in the ESL classes along with Burlington.

The *Ventures* series by Cambridge is a five-level, integrated skills textbook with life-skills content aimed at immigrant and refugee learners of ESL. It's a program with an array of teaching materials and tools for multilevel classes. It correlates with the level descriptors and the NRS Levels and has the following resources to help with formative assessments:

- Collaborative Worksheets for each lesson in the unit for example:
- Multilevel Worksheets for each lesson

- One or more Picture Dictionary worksheets
- A College and Career Readiness Worksheet for the unit
- A CASAS Test Prep activity
- A Project worksheet
- A Self-Assessment

Students enrolling for HSD have to first go through the placement test process (this is to determine their English language competency to be able to successfully complete the High School Diploma/ HISET Program) The counselor identifies the units required to graduate. Every student has an [individualized learning plan](#) and teachers assign the subjects and the competencies on the E curriculum - Edmentum.

Each student has instructional videos and assignments to gain mastery over their learning competencies which gets assessed at the end of each unit. Edmentum reports have a daily clock in time as well as the mastery graph for each student. Teachers use project based learning topics for students to work on their language skills. Students only graduate after they have completed the required credits as well as scored for the CASAS post test.

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

The assessment results assist SVAE administrators to staffing needs for upcoming semesters. Overall assessment data help determine how well students are progressing towards completion of their educational goals. Student survey data assists staff in determining future course design and future COAAP topics.

School's Strengths and Growth Areas for Criterion 6 (no specific number required)

Strengths:

1. Consistent and experienced staff have refined the assessment processes
2. Wide variety of assessment tools are used to measure student progress
3. On-site testing center for GED/HiSET and many other certifications offered
4. Clear and effective process for assessing students for appropriate level courses and promotion.

Growth Areas:

1. Uneven implementation of exit/post-tests due to lack of communication from learners.

2. Limited marketing of the RTC among the student population as well as the wider community.
3. Inconsistent communication and clarity on when pre and post-testing process.

Criterion 7: Student Support Services

Criterion: Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

Student support services at Silicon Valley Adult Education (SVAE) consist of the following: an academic counselor, a transition specialist (TS), on-site CalWORKS representatives, and an adult with disabilities (AWD) specialist from the South Bay Consortium for Adult Education (SBCAE). The academic counselor, TS, and CalWORKS representatives are present eight hours a day, five days a week, with the academic counselor and TS present during the mornings for three days a week and evenings for two days a week in order to better serve students attending either morning or evening classes. The AWD specialist splits his schedule between the five different adult educations in SBCAE, with Monday mornings being devoted to SVAE and some flexibility permitted for meeting with students during the evenings or mornings on other days as needed.

During the [orientation](#) process students are informed about the resources that are available at SVAE. Students are provided support depending on their specific needs (i.e., rent assistance, mental health support, educational support) and either directly provide services to students, refer students to an appropriate staff member who can provide services, or refer students to an appropriate external organization (community college, community resource, etc.) to provide services outside the scope of staff members.

Providing support systems for students helps reduce barriers and increases student awareness of their educational paths at SVAE, college and career options, and ways in which they can self-advocate both at our school and within the community. The SLOs serve as the foundational part of conversations with the counselor, TS, AWD specialist, and CalWORKS representatives around setting and achieving educational and career goals, achieving skills necessary to succeed in the classroom and workplace (i.e., how to utilize Canvas, Edmentum, CCCApply, and other school-specific and school-related applications and websites), and demonstrate learning by transitioning to the next step on their career and academic pathways.

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

SBCAE holds a yearly [Consortium-wide Professional Development Day](#) concerning various topics, including teaching adult students with learning disabilities, social

emotional learning strategies for adults, dual enrollment, preparing adult school students for community college, and transitioning low-skilled adults to college and workforce. Additionally, the consortium holds [four Faculty Work Group \(FWG\) meeting each year](#) (two during the fall and two during the spring). These work groups focus on the development and implementation of the [Three-Year Regional Plans and Annual Plans](#), which strive to improve program delivery as well as staff efficacy and expertise. An Annual Community Resource Fair also takes place to inform SBCAE staff members (including the counselor and TS) about more potential services that might support students as they complete their education and transition to ongoing education or employment opportunities. A FWG is devoted to both AWD education and the ABE/ASE programs.

In addition to the above, the counselor takes part in [weekly leadership meetings](#), which discuss topics including orientation, enrollment, attendance, upcoming events, and ongoing issues as well as proposed solutions; biweekly ASE meetings, where topics specific to the ABE, HSE, and HSD programs are discussed, including what is and is not working, and promotion from ABE to HSE or HSD, upcoming events; and events like the MetroED college and career fair and the [West Valley College Conference](#), the latter of which outlined specific supports available for incoming students like disability services, resources for undocumented students, West Valley's honors program, and more. The counselor is also responsible for reviewing and updating the [High School Program Counselor Handbook](#) to ensure that all program information and relevant forms reflect current practices and procedures.

The [SBCAE TS team](#) meets at least once a month at different school sites to discuss upcoming events, emerging issues, and potential solutions. Additional professional development meetings take place at community centers like Work2Future and Sacred Heart, where the TS team both tours the facilities and learns about the vital services offered by each one. Similar tours take place at SBCAE community colleges so that the TS team is prepared to outline to students what to expect when they transition to these schools. Additionally, the SVAE TS attends the weekly leadership meetings referenced above, the [monthly all staff](#) and [biweekly ASE department meetings](#), and college and career fairs and related events with the counselor.

CalWORKS sends out [surveys once a semester](#) to students to evaluate the program, which are collected anonymously. A [monthly Adult Ed CalWORKS coalition](#) also convenes once a month to review the program, any changes, and any troubleshooting regarding caseloads/clients. An informative monthly meeting where representatives learn about other services that may help their clients is hosted by the county of Santa Clara as well. These meetings have been held virtually since the onset of COVID-19. Finally, CalWORKS attends the on-campus leadership meetings referenced above on a biweekly basis in order to be up-to-date on current happenings as well as weigh in with present CalWORKS-specific student concerns, and representatives also participate at the monthly all staff meetings.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

After a student has registered for classes at SVAE and undertaken the CASAS placement exam, they attend an [orientation session](#) with the academic counselor, who explains the structure of the Adult Secondary Education (ASE) program as well as what Career Technical Education (CTE) courses are available to the students. This intake process informs students of the requirements for success in the ASE program as well as potential career pathways they might pursue either during or after program completion. Further, the counselor (historically) sets additional one-on-one appointments to identify appropriate class placements for students, whether that be enrollment in the Adult Basic Education (ABE), High School Equivalency (HSE), or High School Diploma (HSD) courses. These individual appointments also contain a preliminary investigation of what students hope to achieve once they have obtained either their HSE or HSD, which may involve specific college and career paths or a more open-ended ambition to find better employment that shall be explored later. Should the student be an HSD student, the counselor will also inform them of which courses must be completed in order to obtain a diploma. The counselor later performs [once-a-semester check-ins](#) with students to monitor progress, assess student needs, and refer the student as necessary to outside services as well as assist with college and career exploration.

The TS typically does not engage with students at the enrollment stage save for the occasional English as a Second Language (ESL) student whose CASAS placement scores qualify them for community college-level courses. In those situations, the TS is made aware of the student by the assessment technician and reaches out to them to discuss next steps. Students in need of a GED or HiSET are referred to the counselor while students who already possess a high school level degree or higher are assisted with the process of applying to one of the SBCAE community colleges. The TS also interviews the student to determine what other needs may exist that a community resource may fulfill and refers the student to that resource.

To currently enrolled students and students nearing completion of their ASE program, the TS makes regular appearances in classrooms to inform students of CTE opportunities, college and career fairs, and community resources such as cover letter and resume help, rent assistance, housing assistance, and so on. Both the TS and the counselor meet with students about to complete the ASE program one-on-one to determine next steps

Prior to this on-campus orientation with the counselor, students who entered SVAE as a part of CalWORKS either will or will have undertaken a CalWORKS specific orientation, which for the most part reviews the site-specific [CalWORKS MetroED Handbook](#). During this orientation, students are informed of student responsibilities, the attendance and dress policies, student privacy policies, complaint procedures, and more. CalWORKS representatives also assist with the transition from ASE to CTE and follows up with program completers six months after they have exited the program to determine

whether these students are continuing their education and/or what their current employment situation is.

Upon registering for classes at SVAE, students self-identify as having had an IEP or 504 in high school. The counselor informs the teachers regarding any accommodations. Should students at that point request accommodations or further assessment, the counselor submits a [referral form](#) with student information to the AWD specialist.

Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

At the initial intake session, the counselor discusses with the student their goals for after they have received their diploma or equivalency to better inform future sessions and meetings with the TS. The counselor additionally meets with students at the beginning of every semester in order to monitor progress, assess current needs, and refer to outside services as appropriate.

The TS regularly updates the students and teachers as to the availability of college and career opportunities and workshops as well as community resources available to students. Students with an interest in these services may then make appointments with the TS for assistance with connecting to said services or generally answering questions.

CalWORKS also discusses goals with the students in order to better tailor their support services to student needs. Site representatives also present to classes in order to raise awareness of [CalWORKS services](#), eligibility requirements, and so on so that students who qualify will be able to apply and receive services. CalWORKS has historically also connected students to tutoring services even when these students are not CalWORKS clients.

Last year, there was also an [extracurricular student leadership](#) team whose responsibility was to ensure that students' voices were heard in regards to what was and wasn't working on campus as well as building community and promoting a more positive learning environment. These student leaders also participated in volunteer opportunities, [working closely with Second Harvest](#) to bring greater food accessibility to students as well as the wider community.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

Student records from the current, last year, and year before last may be found in a secure cabinet in the SVAE front office. Students are not permitted to access these files, and there is a sign-in and sign-out sheet that individuals accessing student files must fill out with the following information: name of the student's file accessed (first and last), student ID#, date removed, and date returned (with initials of the staff member accessing the file). Student files from prior years are stored in a locked storage bin behind the front office; only select office staff have access to the key to this lock.

Students' information is also available digitally via Administrative Software Applications (ASAP), the Student Information System (SIS) in use at SVAE. Access to the SIS is limited to select staff members.

Former students requesting a transcript must submit [a form](#) to the district registrar for release of records. Per the [transcript request page](#), "[a] valid release signed by the former MetroED student must be obtained before any verification letter will be granted."

Physical files are kept in the CalWORKS office in a secure drawer next to each CalWORKS representative's desk. Representatives also have case notes on OneNote that are in the CalWORKS and only accessible on campus or on devices permitted access by the IT department.

AWD files kept with the AWD specialist in a secure location off of the individual school sites. A copy is entrusted to the student, who must self-advocate. In the past, copies of student accommodations were placed in the student files and made available to the classroom teacher as appropriate.

School's Strengths and Growth Areas for Criterion 7 (no specific number required)

Strengths:

1. Accessibility of student support staff (CalWORKS directly on site, TS and counselor on-site 8 hours a day, five days a week, AM and PM schedule, reschedules as needed to meet student need).
2. Collaborative work environment among student support service staff.
3. SBCAE offers a wider resource and pool of knowledge for support services, community resources, training opportunities, etc. (TS monthly meetings)
4. Student lounge has been created with updated resources.

Growth Areas:

1. Website must be updated to provide greater clarity and accessibility to students on what services are available and how to access them.
2. Limited forms of student feedback and participation.

Criterion 8: Resource Management

Criterion: Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

The California Community College Chancellor's Office (CCOC) and the California Department of Education (CDE) work in partnership to implement the California Adult Education Program (CAEP). Since 2015-2016, the state appropriated \$500 million for the CAEP block grant. The funds provided were to eligible consortias for the sole purpose of developing regional plans for adult education. AB86 outlined the expectations for consortium members on how to serve the community in regards to adult education. Thus, MetroED became a member of the South Bay Consortium for Adult Education (SBCAE). There are seven consortium members within SBCAE. The primary goal of SBCAE is to serve the adult ed community and is centered around a three step vision to address educational needs, improve integration of services and transitions and to improve the overall effectiveness of services.

MetroED echoes the same goals of the consortia. In addition to receiving funds from SBCAE, MetroED also receives the Workforce Innovation and Opportunity Act (WIOA) federal funds to support ABE, ESL, HSD, HSE and Civics Education. MetroED has stayed within budget the last three fiscal years and continues to incorporate additional CTE courses in hopes of expanding our programs. As of the 2021-22 Unaudited Actuals, our Adult Ed fund received a total revenue of \$3,982,455 and expended \$3,467,913.

MetroED's 2022-2023 Adopted Budget submitted to the Governing Board on June 8, 2022 includes our multi-year projections which includes PERS and STRS employer contributions increases in addition to any step and column salary adjustments. This projection shows sufficient reserves to accommodate the needs of MetroED and to continue to provide educational programs to our community. For the budget year, there is an excess of \$329K, and a surplus of \$99K in 2023-2024 and \$28K in 2024-2025 respectively.

As part of the consortia, MetroED is required to submit an annual plan as part of a three year consortia plan. Members in the consortia review the mission and goals of the collective consortia and each member must provide services that address the needs identified in the adult educational plan. Fiscal planning begins with looking at the current year goals that the consortia has prioritized and funding follows the needs of the

programs and aligning the objectives and programs with the consortium's annual plan. The Fiscal Director and Director of SVAE will work collaboratively to ensure that the budget plan will meet the goals and objectives of the consortia and MetroED as a whole.

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

MetroED is financially dependent on the Santa Clara County Office of Education (SCCOE). Although MetroED maintains its own set of accounting records, all account payable checks, payroll warrants and deposits go through SCCOE. SCCOE uses a computerized system for all its financial transactions, which generates all of MetroED's various financial reports and general ledger.

Furthermore, MetroED is required to submit quarterly financial reports to the consortia for our CAEP funds, and to the CDE for our federal WIOA funds. MetroED receives instructions from the various granting agencies who also serve as fiscal oversight to ensure that we are in compliance. For CAEP funds, the consortia evaluates the member's effectiveness to warrant that the services provided meet the needs and objectives identified within the consortia. Compliance ensures that MetroED has used the funds appropriately and that we are operating with fiscal integrity.

At the end of each fiscal year, MetroED works with an independent auditing firm to complete the annual financial audit. There have been no material audit findings in our Adult Ed fund. This information is posted on our website at www.metroed.net for full transparency. Our governing board is required to review and certify our annual audit report every year prior to January 31 of the following year.

There are four regularly scheduled budget presentations presented to the Board and all budget narratives, presentations and fiscal budget reports are available on our district website. MetroED follows our board policies and board policy updates for business services are reviewed and approved by the governing board. In addition, board meetings are open to the public and all prior board meeting agendas are posted on our website.

As of our 2021-2022 Unaudited Actuals, our Adult Ed budget has an ending balance of over \$2.5 million dollars, of which \$1.6 million is restricted. Restricted fund balance is the portion that is set aside for a particular purpose and is subject to legal constraints. We have sufficient funds to respond to any emergencies or budget shortfalls if necessary.

Indicator 8.3: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Fiscal solvency and accountability are MetroED's top priorities. The first and second interim reports are presented to our Board members in December and March at the board meetings, and the year-end (Unaudited Actuals) at the September board meeting. We also have quarterly financial reports that are due to CCOC and CDE as part of the mandated reporting requirements. As mentioned earlier, although it is not mandated by the state for our Adult Ed fund, MetroED also presents a multi-year projection to our Board members that includes the current budget year and two projection years so that we can ensure fiscal stability.

To what extent are institutional funds currently being used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered?

MetroED has a separate fund for deferred maintenance for major facility needs and repairs. All other minor repairs are supported through our general fund budget and projects are managed by our Facilities Manager. Fiscal works collaboratively with Facilities on budgeting expenditures for any facility needs.

As SVAE receives CAEP funds, CAEP funds can only be used to support the seven program areas as identified in legislation. MetroED follows the strict guidelines set forth by the consortia and support materials expended may only be within the seven program areas as described in the CAEP education code (Section 84913). This block grant will be used to continue to expand adult classes and support services within the community.

MetroED also has an MOU with Santa Clara County for their California Work Opportunity and Responsibility to Kids (CALWORKS) program. This funding is for adult ed schools and regional occupational centers to provide education and training to prepare CALWORKS clients for employment. The terms of the MOU are for Fiscal Year 2021, 2022 and 2023, for a total not to exceed \$535,000 each fiscal year, for a total contract value of \$1,605,000.

To what extent does the school have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.?

Current year statutory benefits and insurance costs are included in each budget cycle and projected in the two subsequent years presented to the Board. The reserves are adequate to cover any compensated absences, if needed. MetroED also has prefunded a California Employer's Retiree Benefit Trust (CERBT) fund through California Public Employees' Retirement System (CALPERS) to help alleviate the other post employment benefits (OPEB). Deferred Maintenance funds are reserved for any facility needs and are projected in each budget year if there is a necessity.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

To what extent does the school annually review needs for improved or additional facilities with a focus on student learning?

The Facilities Manager is in the process of working on a preventative maintenance plan and schedule in addition to prioritizing the annual FIT inspection. The Facilities Manager has regular communication with the site administrators on the needs of the classrooms. Through routine maintenance, regular inspections and following state guidelines, MetroED recognizes the profound impact that school facilities can have on both teachers and students; therefore, we remain focused on ensuring a safe, comfortable and clean learning environment.

To what extent do facilities provide a safe and nurturing environment for students and make them feel welcomed?

MetroEd's campus is beautifully landscaped and welcoming to all our students. MetroED's Maintenance and Operations team takes great pride in their work, which is reflected from the moment you drive on our campus. MetroED also has a new digital sign at the front entrance that provides all our District's updates.

In addition, MetroED also has enforced a visitor and vendor check-in station and follows strict COVID-19 protocols for any visitors to ensure the safety of our students. MetroED also offers campus security for the safety of our students who are in the evening programs offered.

School's Strengths and Growth Areas for Criterion 8 (no specific number required)

Strengths:

1. MetroED has a healthy reserve in our Adult Ed fund.
2. MetroED continues to develop relationships with other agencies and expand various programs through our MOUs.
3. Additional CTE courses are underway and continuously evolving with the job market

Growth Areas:

1. Nationwide staffing shortages especially for CTE classes
2. Additional marketing of our programs to our community

Criterion 9: Community Partnerships

Criterion: The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

The Metropolitan Education District, as the leader in local career technical education, has many connections with local business and industry organizations. MetroED (SVAE and SVCTE) builds relationships with organizations that can assist students to build a career pathway. West Valley College offers a Early Childhood Education program that provides students with a one semester entry into the childcare profession. Goodwill and Manufacture San Jose offer a CNC Machinist course that certified CNC training for in-demand manufacturing jobs. Medical assistant students are placed into training programs within participating doctor's offices. Pharmacy Technician students will be placed into internships in Bay Area pharmacies. Ninety percent of these students are offered a job after graduation. Our new work2future partnership will offer students on the job training opportunities in addition to connecting them to San Jose City Community College and San Jose State University trades orientation programs in HVAC, plumbing and construction. These programs will have internship and apprenticeship opportunities for qualified applicants.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.

Internships are available in several of SVAE's CTE programs. Medical Assisting and Medical Assistant Back Office students are required to take an internship prior to becoming certified. Student leadership opportunities have been available through student council leadership programs before the Covid lockdown occurred. SVAE has initiated plans to restart the student council program and student volunteer opportunities in the current school year.

Indicator 9.3: The school communicates the goals of the adult school/ROCP program and works collaboratively with the community to meet local needs.

A concerted effort to establish local community labor market needs will be a priority for SVAE staff. The newly developed SVAE workforce development collaborative team includes work2future, CalWORKs, the transition specialist and the counselor who have created a gap analysis of student service needs. In addition, the Director of Workforce Development and Grants is working with SJUSD parent liaisons to create information campaigns for our SJUSD parents to expand career opportunities.

School's Strengths and Growth Areas for Criterion 9 (no specific number required)

Strengths:

1. Superintendent is proactive in establishing partnerships with local organizations.
2. Internships are being offered via our community partners.
3. Community partnerships provide scholarships and other physical and financial support.
4. SBCAE continues to support SVAE through data sharing and curriculum alignment exercises.

Growth Areas:

1. Rebuild a student council program and offer student volunteer opportunities.
2. Building greater transitional pathways into the workforce.
3. Increase offerings of career pathways through CTE programs available to both ASE and ESL students.

Criterion 10: Action Plan for Continuous Improvement

Criterion: The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas (short- and long-term) that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

As a result of the WASC process and due to staff turnover the current administration and faculty have created the Schoolwide Action Plan that has identified goals. The goals have action steps, timelines that embed monitoring and assessment of the plan, resources needed, individuals responsible for monitoring progress of the goals.

The Action Plan from both 2016 and 2019 were reviewed along with the recommendations from the Visiting committees. Through the self-study process all stakeholders were involved in looking at Criterion 1 through 9. Student Achievement data was collected and shared with the faculty and conclusions from the data were gathered.

Staff members were divided into groups to work on each of the Criterion and to identify areas of strength and growth. Areas of strength and growth for all Criterion were then shared with the entire faculty. They were asked to find commonalities amongst the areas of strength and growth within all criteria. The commonalities of growth areas were discussed as a whole group to then identify the actionable goals that would be the basis of SVAE's Action Plan.

The Action Plan addresses the following short and long term goals

- Increased professional development for teachers and staff
- Greater student involvement
- Increased enrollment and community involvement
- Review of SLOs in relation to post-Covid community needs
- Improvement of daily operations to become more student centered

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

The Action Plan will be an integral part of driving SVAE's mission and goals for meeting student needs. The Action Plan will be a living document that will be reviewed at the beginning of the year, department meetings to adjust goals based on data driven decisions and resource availability.

The Action Plan has a timeline and individuals who will be responsible for monitoring the goals are identified. The Principal will be responsible for monitoring and updating the Action Plan.

There will be quarterly updates from identified stakeholders to monitor progress on each goal. These updates will be shared with district level cabinet meetings.

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

The Schoolwide Action Plan is designed with easily quantifiable timelines, tasks, and clearly defined progress and assessment benchmarks. The Action Plan will also identify resources that will be dedicated to the goals. This information will be shared with staff at department and faculty meetings to drive any decision making and to adjust any additional resource allocations.

School's Strengths and Growth Areas for Criterion 10 (no specific number required)

Strengths:

1. SVAE has identified timelines and metrics in the action plan for specific goals.
2. Action plan is based on all stakeholder input and student achievement data.
3. Action plan has scheduled review cycles for revision and will be the driving force for future program decisions.

Growth Areas:

1. Due to high turnover within SVAE administration and staff the action plan has not been reviewed historically on a regular basis.

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action

Prioritized Strengths Areas

- Strength of student services: Informed and collaborative student support services personnel ensures effective and efficient programs for adult students
- On-site testing center RTC: Equitable access for local and regional community members and students to industry-recognized and educational certification tests on site.
- Community Partnerships: Bridging K14 pathways with a variety of community partners to ensure academic, career, and living supports.
 - Consortium
 - WVC
 - Goodwill/Manufacture San Jose
 - CalWORKs
 - Work2Future
 - Sacred Heart
 - Second Harvest
- Mission, Vision, and SLOs are well communicated through various means
- Well-integrated technology in classrooms. Upgraded and improved technology access and capacity
 - Skills learned/taught
 - Computers in the classrooms
 - Focused and committed communication and collaboration within department meetings directed towards student outcomes
- Participation within consortium
- Access to good data collection system

Prioritized Growth Areas

- Greater student involvement through: Build a student voice program (promote community involvement and self-advocacy) Having student voice in instructional programs, student support and resources that best serve their needs
 - Student leadership
 - Student advisory
 - Volunteer culture
 - Planning
- Canvas training and best practices training. Perhaps revolving around technology: Improve utilization and implementation of technology in instructional practices as well as data collection
- Increase enrollment/marketing: Exploring options to increase enrollment through targeted and intentional marketing. Utilizing the consortium and outside communities (Develop relationships with community centers moving forward)
- Registration process clarity
 - Post/exit testing scheduling

- Rebuilding processes
- Communication re. processes
- Website updating - accessibility
- Faculty - how to grow staff. Need new teachers.
- Assessment section
 - Understanding CASAS
 - How to generate reports
 - How to utilize reports in the classroom
- Review SLOs
 - Simplify language
 - Latest revision was in 2017/18

Top Growth Areas

- 1. Increased professional development for teachers and staff in all areas of operations.**
 - a. Teachers
 - i. Canvas and add'l integrated software tools
 - ii. Using CASAS competency reports
 - iii. Building student gains
 - b. Office Staff
 - i. Customer Service
 - ii. Web services - marketing
 - c. Administration
 - i. Data analysis
 - ii. Building awareness of adult education funding streams and requirements
- 2. Greater student involvement**
 - a. Student council - leadership academy
 - b. Volunteer program
 - c. Interaction between CTE and ESL/ASE
 - d. Building smoother pathways to higher paying jobs
- 3. Increase community awareness of courses and increase school enrollment**
 - a. Targeted continuous marketing through community partners
 - i. SJUSD
 - ii. Community Centers
 - iii. Local Faith Organizations
 - b. Partnering with local businesses needing English or trades training
 - c. Partnering with SBCAE members for shared classes
- 4. Review of SVAE SLOs and their relevance to the student experience**
 - a. Student Survey and input
 - b. Create yearlong schedule for review and final rewrite of SLOs by June 2024
- 5. Improve daily operational functions to focus on student centered needs**
 - a. Registration and Orientation process
 - b. Post testing
 - c. Office
 - d. Classroom management

IMPORTANT: Attach a copy of the current *Action Plan*.

Professional Development

Goal: 100% of staff will be trained to improve service and instruction

Rationale: Many new staff have come on board within the past two years. In order to have consistency of process it is important to provide this training. Dates and training will be embedded into the instructional calendar to ensure that everyone can meet for professional development. PDs will focus on helping students.

SLOs Addressed:

Achieve Skills: Students will be able to access and utilize current technology.

Demonstrate Learning: Students will use English to communicate effectively and transition to the next step on their career and academic pathway.

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	PROGRESS/MONITOR/ASSESS
<p>Teachers: will be provided with Canvas Training (Implementation Plan) Canvas Content - HSD/HSE</p> <p>DLAC</p>	<p>Assistant Principal Teachers Instructional Support Coordinator</p>	<p>OTAN Trainers</p> <p>OTAN</p>	<p>Ongoing - Beginning of the semester and ongoing as needed by teachers. Starting 2024</p>	<p>Feedback on PD survey Utilization of Canvas</p> <p>New cohort starts every two years.</p>
<p>Teachers: will be provided with training on how to analyze students' competencies (CASAS) so that students can improve CASAS test performance and increase comprehension (Implementation Plan)</p>	<p>Asst Principal Teachers Instructional Support Coordinator</p>	<p>CASAS Trainers</p>	<p>Ongoing Twice a semester</p>	<p>CASAS competency test results</p>
<p>Office Staff: will be provided ongoing customer service training</p>	<p>Human Resources Director</p>	<p>In staff trainer</p>	<p>Ongoing - specify dates from HR</p>	<p>Feedback from staff survey Feedback from student survey</p>
<p>Administration: will be provided opportunities to improve their understanding of WIOA</p>	<p>Assistant Superintendent Education Services</p>	<p>SBCAE CDE website</p>	<p>Check website for due dates</p>	<p>Due dates of accountability reports</p>

Student Involvement

Goal: To increase student participation and student driven organizations so that students have a voice in SVAE.

Rationale: Currently, there is no mechanism for extracurricular student involvement. SVAE will create multiple pathways to provide for student participation.

SLOs Addressed:

Achieve Skills: Students will be able to access and utilize current technology.

Demonstrate Learning: Students will use English to communicate effectively and transition to the next step on their career and academic pathway.

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	PROGRESS/MONITOR/ASSESS
Student leadership program: for morning and evening programs so students can have a voice in building greater student involvement at SVAE.	Transition Specialist Counselor Students in the program	Check with other adult programs	Start Feb 2023 Ongoing	Monthly meeting minutes
Volunteering: Students given an opportunity to meet with the Transition Specialist or Counselor to find opportunities to participate in communities they serve.	Transition Specialist Counselor	Volunteer databank Class volunteer opportunities Second Harvest SVAE on site distribution	Ongoing	Placement rates SVAE student tutors
Student ambassadors: Build student success ambassadors to help motivate current students a sense of belonging.	Counselor	Off site visits with community partners	Ongoing	Testimonials Videos Presentations

Increase Enrollment

Goal: Increase enrollment at 20% per year to 1000 students to serve the needs of our students by offering programs that provide students with workforce readiness, college, and career pathways.

Rationale: Currently, SVAE has had a post-Covid downward enrollment trend

SLOs Addressed:

Set Goals: Students will formulate and monitor their educational and career objectives.

Achieve Skills: Students will be able to access and utilize current technology.

Demonstrate Learning: Students will use English to communicate effectively and transition to the next step on their career and academic pathway.

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	PROGRESS/MONITOR/ASSESS
Pathway Partnerships: Build pathways through partner-management of courses, with all programs	Assistant Superintendent Educational Services Assistant Principal	SBCAE Goodwill Work2Future West Valley College San Jose City College	Ongoing	New program offerings 2022-2023 enrollment data to function as baseline for growth
Mailings: Regular mailings to local zip code in SVAE service area.	Assistant Principal	SCCOE Printing Services	Ongoing	Monitor website visits Enrollment
Marketing work team: Provide comm. outreach for each semester	Assistant Principal Markt Comm Members	Staff for off site visits SJUSD Parent Liaisons Community Centers SJ Libraries	Ongoing	Appointments/Visits/Presentations
Website: Build a more visual and accessible website.	Webmaster Marketing Specialist	Meetings to discuss website concerns	Ongoing	Video Introduction to courses Video tours

Review of Schoolwide Learner Outcomes

Goal: Review and revise SLOs and their relevance to current post-pandemic student needs

Rationale: Covid has created upheaval with student needs and expectations. We need to question if our SLOs relate to students today.

SLOs Addressed:

Set Goals: Students will formulate and monitor their educational and career objectives.

Achieve Skills: Students will be able to access and utilize current technology.

Demonstrate Learning: Students will use English to communicate effectively and transition to the next step on their career and academic pathway.

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	PROGRESS/MONITOR/ASSESS
Student Survey: Evaluate student understanding of current SLOs and to see their impact on students	Assistant Principal Leadership Team	Create survey	Spring 2023	Survey results
Schedule Meetings: Should include faculty and students to assess current learner needs	Assistant Principal Students	Current SLOs	Quarterly 2023-2024	Meeting notes
Hybrid/Distance Learning: Examine potential for online learning for all classes	Leadership Asst Sup Ed Serv Teachers	OTAN Student Tech Survey	Summer 2023	Creation of justification paper to introduce hybrid/distance model.
Student Understanding: check with student reps to see if students understand what SLOs are for. Build system to communicate SLOs more effectively to students	Curr. Spec.	Student Representatives Meetings	Spring 2023	Documentation of student interviews Procedure introducing SLOs to students

Daily Operational Functions

Goal: Evaluate student centered procedures and processes to improve efficiency.

Rationale: Currently, due to a high turnover in staff, there is little mechanism to monitor student impact.

SLOs Addressed:

Set Goals: Students will formulate and monitor their educational and career objectives.

Demonstrate Learning: Students will use English to communicate effectively and transition to the next step on their career and academic pathway.

ACTION STEPS	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	PROGRESS/MONITOR/ASSESS
Revision committee: Create revision committee to review all procedures to focus on student centered design	Director of Adult Education/Assistant Principal	Registration and Orientation Post-testing Office and Student services Classroom Management	2023-2024	Calendarized meetings with agendas
Decision criteria: Design criteria for making changes	Revision Committee	Surveys Course eval twice a year	Summer 2023	Twice a year through Course Eval
Review Prior Best Practices: Use previous procedures to design best practices	Leadership	Veteran employees Previous procedures	ongoing	Procedure manual
Staff Handbook: Create a staff handbook which will allow staff to reference guidelines	Leadership Staff	Previous handbooks as well as other adult Ed staff handbooks	Fall 2023	Handbook