

VISITING COMMITTEE REPORT
**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

MOUNTAIN VIEW-LOS ALTOS
ADULT EDUCATION

**333 MOFFETT BLVD
MOUNTAIN VIEW, CA 94043**

April 24 – April 26, 2017

ACS WASC Postsecondary Manual, 2013 Edition (Updated)

**This report represents the findings of the evaluation team that visited
Mountain View-Los Altos Adult Education from April 24 - 26, 2017**

Visiting Committee Members

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Chapter 1 — Introduction

This chapter is a brief statement of the nature of the school and its accreditation history. General observations about the school and about the visit are stated in the introduction. Briefly summarize the most critical information from the student/community profile that impacts the school, including the following:

- **Brief description of the students and community served by the school**
- **School analysis of student achievement data**
- **Other pertinent data**

Mountain View Los Altos Adult Education (MVLAAE) is situated in the heart of Silicon Valley. Corporate neighbors include Google, Yahoo, Symantec, Synopsys, Microsoft, Samsung, LinkedIn and NASA Ames Research Center. MVLAAE was established in 1960 as a program of the MVLA Union High School District and is governed by the MVLA UHSD Board of Trustees. The school district covers the cities of Mountain View, Los Altos and a portion of Los Altos Hills. It is a basic aid district, and as such, receives no general purpose state aid. MVLAAE has been accredited through WASC since 1961.

The Adult School has been located in its main facility, which has been specifically designed for adults, since 1992. Known as the Adult Education Center (AEC), it covers 24,500 square feet, has two stories, a Pearson VUE Test Center, a clinical lab, a child care development center, a transition advising office, a CalWORKs office, a small group tutorial room and 15 classrooms. In addition to the main campus, MVLAAE has over 15 community locations.

Because Mountain View-Los Altos is, in general, a high socio-economic region, those who are of lower income have a more difficult time with the high cost of living. For these low income adults, MVLAAE provides invaluable educational opportunities to help improve their lives through ESL, GED, HSD, and CTE. MVLAAE also serves the general population of the area through community classes.

Through the economic downturn of the “great recession”, many school districts throughout the state pulled funding from their adult education programs in order to fund K12 needs. But, during this time the MVLA UHSD continued to support the adult school at a relatively high level, and because of this, MVLAAE received \$3,199,895 annually in “Maintenance of Effort” funding from the California Department of Education (which is now part of the Adult Education Block Grant).

MVLAAE is also part of the North Santa Clara County Regional Consortium, along with the Foothill-DeAnza Community College District, Fremont Union High School District and Palo Alto Unified School District. This consortium receives \$199,212 for adult education. MVLAAE also receives funding from fees for community and CTE classes.

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Institutional, Community, and Student Characteristics

Briefly summarize the most critical information from the institutional, community, and student characteristics that impacts the institution. Include the following:

- **Brief description of data (include pertinent data about student achievement)**
- **Comment on significant findings**

Within the City of Mountain View, forty-six percent (46%) of the population is Caucasian, twenty-six percent (26%) is Asian, twenty-one percent (21%) is Hispanic, five percent (5%) is bi-racial and two percent (2%) is African-American. The foreign-born members of the population make up thirty-seven percent (37%). Forty-five percent (45%) speak a language other than English at home.

MVLAAE offers a wide breadth of programs, including High School Diploma (HSD), concurrent high school credit recovery, concurrent high school independent study, GED preparation, English as a Second Language (ESL), Citizenship, Career Technical Education (CTE) in medical, information technology (IT), and office careers, Adults with Disabilities (AWD), older adult classes, and community interest classes.

The GED program has diminished in the number of students served over the past several years, going from approximately 250 students served in 2013-14 to a little over 100 served in 2015-16. This decline is believed to be due to the reputation that the new GED has for being more difficult and being computer based. The actual number of GED completers also declined dramatically after the new GED test was introduced, from having 70 completers in 2013-14, to about 10 in 2014-15. But, with some other changes to the GED, and improvements in teaching strategies, the pass rate increased again, where approximately 30 students passed. The adult HSD program, consistently has lower participation from the GED program, with approximately 40 to 50 students enrolled at a time.

The number of ESL students has been fairly stable over the past several years, and approximately 50% of ESL students each year complete at least one National Reporting System level. Citizenship classes have increased in enrollment in the current school year, which is believed to be due to changes in federal policy regarding immigration.

CTE enrollments have increased dramatically over the past several years, as programs have increased, from approximately 500 CTE students enrolled in the 2013-14 school year to nearly 1,200 enrolled in the 2015-16. Among students taking the Certified Nurse Assistant (CNA) or Medical Assistant (MA) exams, there is approximately a 75% pass rate.

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Briefly summarize all types of online instruction and specialized programs offered and the impact on student learning, if applicable:

MVLAAE's High School Completion (HSC) program is done completely through Odysseyware, an online program, which may be used within the classroom or outside of the classroom. It also complies with high school A through G college prep requirements. The online learning provides the opportunity for students to work at their own pace and on their own schedule, and for one student we met who is going through cancer treatments, this is invaluable. But with the low high school completion enrollment and relatively low success rate, having only an online option may not be good for all students. MVLAAE compensates for some of this by offering GED instruction that is primarily done through direct instruction.

There seems to be little use of online instruction for ESL, and it may be of value for the school to consider integrating more technology into the ESL classes. Some CTE courses incorporate blended learning with some online instruction used within the classroom, which likely has a positive impact on student learning.

While technology is being more deeply integrated into the school, the visiting committee found evidence that there was a need for more technical support. Staff shared with our team the delays in getting technology implemented, and issues with wi-fi at the main campus; and that the school only has only 13 hours per week of technician support. The visiting committee also personally experienced frequent drops to the wi-fi connection.

Chapter II: Progress Report

Progress based on the key issues of the previous ACS WASC Visiting Committee: This chapter of the report validates efforts by the school to address key issues from previous Visiting Committees. Thoughtful responses to the key issues are expected from a school.

- **Comment on the school's major changes and follow-up process in addressing key issues since the last self-study.**
- **Discuss the progress on the schoolwide Action Plan, noting the integrated key issues from the prior self study/visit.**
- **Describe specific responses to each of the major key issues identified by the previous ACS WASC Visiting Committee.**

The 2011 Visiting Committee affirmed that the Schoolwide Action Plan addressed the key issues of the school. In the 2014 midterm report, the action plan had not changed, but there was some evidence that progress had been made towards the goals of the plan.

By 2017, the following progress had been made on the action plan:

In addressing the lack of an effective process for tracking student transitions across all core programs, MVLAAE now has the leadership team meet monthly to review progress in core department areas, and has also recently hired a Transition Advisor.

In addressing the need to improve targeted instruction in all core programs, and also to assess student performance in order to increase student learning outcomes, MVLAAE has implemented regular CASAS testing, as part of their action plan. CTE programs have used certification testing through the Pearson VUE center to assess student performance. Further, VC found that analysis of assessment by ESL and GED teachers have led to improved targeted instruction.

To address the problem of students in some programs not benefitting from technology, which was partly caused by having a lack of school-wide technology training for teachers, MVLAAE has made some progress. The school recognizes there is still further progress to be made, and has included technology and professional development in its updated Action Plan.

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

This chapter provides most of the substance of the Visiting Committee Report and is the chapter to which each team member makes a contribution. The team report notes whether evidence has been offered to demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to postsecondary education and consistent with the ACS WASC Postsecondary Criteria.

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

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

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

MVLAAE's commitment to high levels of student learning is evident in the mission statement's focus on achieving goals and progressing towards employment, secondary education, and English language proficiency.

The mission was originally developed in 2011 by the Advisory Committee and site Leadership Team, as a direct reflection of its community and student base. MVLAAE's constituents are made aware of the mission statement through the following sources: course catalog, website, classroom posters, and on the back of name badges. The mission is reviewed and revised annually by the Advisory Committee and Leadership Team in order to ensure relevance. The school implicitly utilizes its mission and SLOs to steer course preparation and vision.

Focus Groups and the Advisory Committee, working with the site Leadership Team, developed the SLOs. Faculty members implicitly integrate the SLOs into their lesson planning and instruction. Other stakeholders collaborate in the process to ensure successful progression towards student goals. There is a need to develop measures of student attainment of the SLOs.

Through staff professional development, the school has been able to address current and future student learning needs and evaluate learning data for current needs of students. In certain classes, individual instructors examine student learning data in order to inform development of curriculum and instruction. We have not seen evidence of regular review and revision of the SLOs, nor of how the achievement of the SLOs explicitly connect to the schoolwide Action Plan.

But, the Leadership Team presents a data report annually to the Board of Trustees and the school's Advisory Committee and department coordinators review performance data quarterly with teachers. Further, CTE programs provide students with immediate third party testing results.

The school engages in ongoing review and revision of course and program offerings by using labor market indicators, student surveys, and input from the community at-large.

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The district policies related to online instruction enhance student progress by enabling a quality learning experience. Technological resources are used responsibly and effectively in support of the instructional program.

To align with its mission, adult students are literally met at the doors of the school with open arms and a direction for either improving their current English learning level, completing their high school diploma, preparing for and passing the GED, or completing a CTE certification. All of these programs focus on making students, not only able to be productive members of the Mountain View community, but prepared to enter a postsecondary institution or the workplace.

SLOs for MVLAAE students are implicitly integrated into the intake/enrollment process as a means of getting students on the correct path and then continually monitoring/mentoring them to progress with course completions and possible transitions into other programs within the school or community. MVLAAE uses CASAS assessment, official GED Ready pre-tests, and other pre-tests.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. MVLAAE's constituents are made aware of the mission statement through the following sources: course catalog, website, classroom posters, and on the back of name badges.
2. The school engages in ongoing review and revision of course and program offerings by using labor market indicators, student surveys, and input from the community at-large.

Key Issues:

1. There is a need for regular review of the SLOs and demonstration of the connection of the SLOs to the Schoolwide Action Plan.

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The adult school has a clear organizational structure, with the Director of Adult Education being a cabinet-level position. The MVLA board and leadership actively supports the adult education program, allowing the Director to have sufficient freedom to lead the school effectively, as was evidenced through the visiting committee's interaction with three board members, one former board member, and the superintendent.

Within the school there are a sufficient number of administrators, including an assistant director, and several coordinators, to effectively manage the various programs of the school. There is evidence that the administrators actively work to continually improve their programs, by seeking out new opportunities and working with students in a support role, as needed.

It is evident that teachers and staff are comfortable sharing new ideas with the leadership team, and the leadership team welcomes this feedback. With the autonomy given to the adult school, there was evidence that decisions can be made and implemented quickly.

While the Visiting Committee saw a great deal of evidence that informally the school works to include stakeholders in the decision and leadership processes, we did not find sufficient evidence that the formal focus groups had significant participation in the self study process.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. There is strong support from the superintendent and school board.
2. Adult school administrators and instructors work actively to improve programs.

Key Issues:

1. There is a need for more formal feedback methods to ensure greater stakeholder involvement in decision making.

ACS WASC Postsecondary Criterion 3: Faculty and Staff

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.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

MVLAAE employs staff members that meet all the qualifications specified for the positions that they hold. All core program teachers are appropriately credentialed, with credential status monitored by Santa Clara County Office of Education, MVLA Union High School District and MVLAAE administration. Over eighty percent of community interest teachers are also credentialed in the content areas. The remaining twenty percent of community interest teachers have specific certifications and/or expertise in their subject area.

MVLAAE employs thirty-seven on-site teachers and sixty-four temporary part-time teachers providing community fee-based instruction. Three full-time classified support staff work in the front office. Three part-time night clerks work in the office and administer Pearson VUE testing. A part-time IT Computer Specialist is responsible for the site's technology needs. The Child Care Center employs two Instructional Aides to support morning and afternoon program coordinators. One full-time and one part-time night custodian maintain the facility. The night custodian also monitors campus security in the evenings.

MVLAAE hiring process involves an interview with a panel composed typically of one site administrator, the department coordinator and a support staff member. A formal interview template is utilized with independent scoring by panel participants. A site administrator conducts a reference check for external applicants.

Adult School instructors are not members of the district union. Individual teacher contracts specify conduct expectations and compensation. Teachers are hourly employees, who do not receive paid preparation time, but are paid for meetings and professional development. New teachers are evaluated three times in the first year and one to two times in the second year of employment. Evaluations are conducted on an as-needed basis after the first two years of employment. Teacher evaluations utilize the California Teaching Standard Model for Observations and a formal process consistent with the MVLA Union High School District teacher evaluation process.

Classified support staff belong to the district union and are considered employees of the district. Classified District seniority rights and privileges apply to classified staff. Adult School administrators are responsible for annual evaluations of classified employees. A formal evaluation template is utilized for evaluating classified staff members. Classified job descriptions are developed by the district director of personnel, in negotiations with the classified union.

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Personnel records are secured in the district office, with copies of employee records maintained at the Adult School in locked files accessible only to administration.

The Visiting Committee has not seen evidence of significant teacher and staff involvement in the development of SLOs or monitoring of student attainment of SLOs.

MVLAAE administration strongly supports staff professional development as a means of personal growth and workplace excellence. This support is evidenced by professional development funding including a Professional Practice Fund, which provides up to \$1000 for each instructor to attend professional development opportunities focused on improvement of instruction. Professional development is also funded through the WIOA grant, Adult School General Operations budget, and North Santa Clara County Transition Consortiums joint professional development.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. The certificated staff is well qualified and highly effective.
2. There is excellent response from staff to student needs, such as online support from teachers in HSD/GED program.
3. Professional development is valued by MVLAAE and MVLA Union High School District.
4. Financial resources are utilized to support certificated and classified staff in professional development opportunities.
5. North Santa Clara County Transition Consortium conducts joint professional development workshops.

Key Issues:

1. There is a need for faculty members to have formal meetings to discuss SLOs, determine measures, and analyze student learning data to ensure that students are achieving SLOs.

ACS WASC Postsecondary Criterion 4: Curriculum

The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

MVLAAE has demonstrated a conscious effort to provide a variety of classes to serve the diverse population of the community. There is a rich offering of community based classes serving primarily Adults with Disabilities and Older Adults. In addition to the community based classes offered, the school offers classes in core curriculum areas.

CTE: The school has a very vibrant, accredited CTE department that offers careers in the medical, office and technology career paths. Classes are offered in several areas of the medical industry, IT and business administration. Medical CTE classes are aligned with CA Model Standards, articulated with local community colleges, approved by CA CDE and the healthcare classes are overseen by the Dept. of Public Health Services. CTE has organized career pathways with the local community colleges and industry partners. Students also participate in internship opportunities with local partners. Hiring rates are good for these programs and students who have completed the programs are in high demand. There are classrooms that allow hands-on instruction in all areas of medical care. CTE students receive textbooks specific to their areas of study with extensive hands-on instruction. Classes share a “computer on wheels” with 20 computers that teachers use to support students learning needs.

ESL: There are six levels of ESL classes provided by MVLAAE serving students from beginning to advanced levels. Classes are held in the morning, afternoon and evening. Students are initially assessed by MVLAAE's placement test and placed in the appropriate classes based scores and teacher evaluation. Curriculum for each of these levels varies by teacher, with each teacher using a myriad of coursework pertinent to their strengths and teaching styles. All direct instruction is lecture driven with high levels of student participation, group work and repetition. Group work and partnering adds reinforcement of key instruction areas, with teachers monitoring and assessing individual students for language acquisition as well as social skills acquired. CASAS testing and evaluation is done quarterly and students are moved appropriately. Over the last 3 years, there have been slight decreases in the numbers of ESL students, although the percentages of students making gains in language acquisition has remained fairly consistent. MVLAAE has also completed two years of participation in the EL Civics section of the WIOA grant. The program supports instructional activities that integrate English literacy education with ESL instruction. There is also a citizenship class for students wanting to pursue citizenship and the school has partnered with the local Senior Center for onsite ESL classes. Some teachers want to include newer technologies in their programs, but are restrained by the technological limitations of the facility.

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HSD/GED: Students can pursue High School Diploma (HSD) or work towards their GED depending on the number of credits required for graduation. For HSD, transcripts are evaluated with decision for GED or HSD being dependent on credits needed and student's preference. MVLAAE offers HSD for students wanting to complete high school credits for graduation. HSD is also offered to local high school students for credit recovery, Moffett students (high school age students working in independent study), students attending the Young Parents Program (YPP) and adult students wanting to complete a high school diploma. More than 95% of the high school instruction is through Odysseyware software. This program is A-G aligned with CA state standards and is transferable. MVLAAE piloted their Odysseyware program in 2010 and have been increasing its use over the years. It is completely online with students completing course units within a given amount of time. Students are monitored weekly with teachers having control over their own students progress and the administrator having complete view of all student progress. Students and instructors verified that Odysseyware seems to be working well for the school.

GED preparation is extensive at MVLAAE. New students are given a CASAS 187R reading test and GED Ready Practice Tests. Scores determine student placement in the Pre GED or GED program. Students in Pre GED are given additional help with key areas through Aztec software and onsite tutoring. If students test too low for program specifications, they are sent to another facility to gain the necessary skills to participate in the school's curriculum. When instructors feel students are prepared to take and pass a section of the GED, those students are encouraged to take an exam. Although the number of students has decreased over the past few years, graduation rates are very good for this program. Graduation ceremonies include both high school graduates and GED graduates, with a higher number of GED graduates overall. The staff is knowledgeable and engaged, not only with the students they serve, but also with their success.

AWD: MVLAAE partners with Hope Services for their Adults With Disabilities program. This 40+ year partnership benefits both partners as well as the community. Students that spend time at Hope Services learning social skills, computer and educational skills, life skills and job training. The facility manufactures 30,000 spools/week for industry and students are responsible for assembly, packaging and production coordination. Hope Services partners with MVLAAE for educational instruction, computer and media classes. Students learn photography, media, language arts, computer skills and social skills within their Hope Services family and their community at-large. With their involvement at onsite programs as well as their adventures within the community, this program benefits all.

Identify the strengths and key issues for this criterion.

Strengths:

1. CTE students are in high demand upon completion of their coursework.
2. ESL teachers do a very good job of instruction with proven student advancement and are well liked by their students. Their seamless integration of EL Civics is a benefit in the overall improvement of student literacy skills, potential employment and citizenship.
3. The customized supplemental course presentations along with direct instruction for GED has been very effective. Integration of Pre GED students with regular GED students for direct instruction classes has benefitted both groups. There is also an increase in the students advancing from ESL programs to work towards their GED. The school has overcome the obstacles of the revised GED when it changed in 2014.
4. There are numerous strengths in the AWD program and it has been recognized by Hope Services for its excellence. This program benefits the students, their community partners and the community as a whole.

Key Issues:

1. There is a need for increased bandwidth and internet capability within the main facility.
2. There is a need for better support of ABE students.
3. There is a need for the school to consider the potential value of the ESL department administering a CASAS test along with its own evaluative test on student intake.

ACS WASC Postsecondary Criterion 5: Instructional Program

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. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mountain View-Los Altos Adult Education measures the quality of instruction through course and program completions, gains on standardized testing, student job placement, and observations and evaluations by supervising staff.

Instructional staff keeps current on instructional strategies and methodologies by attending conferences such as California Council on Adult Education (CCAEE), CATESOL, and Google Classroom training from the district Instructional Support Team. Staff professional development includes online teacher guide presentations by outside “experts” and OTAN webinars.

The Visiting Committee observed multiple instructional strategies in the classrooms: direct instruction, hands on skills lab, online instruction, and small group work. Students were actively engaged in learning and on task in all classrooms visited by the committee. Instructors are dedicated to their students and lessons are well planned, effective and individualized, as appropriate. Tutoring is available through a volunteer registered nurse for Certified Nurse Assistant (CNA) and Certified Medical Assistant (CMA) students. MVLAEE identified a need to develop a tutoring program to assist basic education students.

The GED instructor has developed a Google classroom for each of the GED subjects. The Google classrooms provide a rich resource to connect students to learning beyond the physical classroom.

MVLA utilizes A-G approved Odysseyware software for online high school diploma classes. Students complete coursework independently at home or in a MVLA computer lab. Adult and concurrent high school student progress is monitored through email, skype, and face-to-face weekly meetings with instructors.

Adults with Disabilities (AWD) students attend classes through MVLAEE at the main campus and at offsite locations. Students set goals and receive classroom instruction centered on life skills, community integration, and internships and job training in the community. These students are taught to interpret bus schedules and travel independently, personal budgeting and finance, and how to use a laundromat. AWD students enter the workplace, hold paid internships, and attend community college.

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A wealth of technology was noted in much of the school, although some departments such as ESL, used technology less than other departments. The committee observed technology resources were being used effectively in the classrooms. MVLAAE instructors identify a need for additional technology support in the school, both to maintain technology and to provide technology professional development for instructors.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. All members of the staff are receptive to helping students from all classes and program areas.
2. All programs use standards-based curriculum and strategies and methodologies that address different learning styles.
3. AWD facilitates integration of disabled students into the community.

Key Issues:

1. There is a need for a IT team and ongoing proactive IT support along with regular teacher training in the use of technology.
2. There is a need for a basic education tutoring program to provide additional, special assistance to students who need it.

ACS WASC Postsecondary Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mountain View Los Altos Adult Education bases its core competencies and specific learning outcomes on California State Department of Education Standards, Title 22 state requirements in CTE Medical programs, and model ESL, HSD and AWD curriculum standards.

Course evaluation includes measured student performance outcomes: CASAS pre and post test results, student performance on external measures such as the official GED Ready tests and the GED exams themselves, and online learning program and industry standards examinations. Other measures include teacher observation of student classroom performance and student mastery of quizzes incorporated into print learning materials. The school documents these measures of student success by tracking student results on national and state certification exams and creating graphs and progress charts of learning gains. Instructors, Program Coordinators and the Assistant Director collaborate and meet within the four core curriculum areas with varying frequency in order to analyze student learning data and use the results to improve the educational program of the school.

Based on assessment results, instructors have adapted teaching and learning processes to provide one-on-one tutoring in CTE, introduce more effective pre-assessments in ESL, and establish open entry/exit GED/HSD preparation.

Course and program improvements that have been made as a result of this analysis and tracking of learning data include adaptations to new technology and software in CTE healthcare classes, the addition of aligned core textbooks and iPads for all ESL levels and a change of pre-assessment instrument for GED/HSD students. Course load expectations for HSD students and AWD course outlines have been modified.

In planning for the future, MVLAAE has used the results of data analysis to inform two of its Action Plan goals: to provide more instructional technology tutoring opportunities for students and to increase schoolwide professional development for all staff.

The development of a system for evaluating students' mastery of the SLOs remains an area for further growth for the school.

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- **Identify the strengths and key issues for this criterion.**

Strengths:

1. Mountain View-Los Altos Adult Education bases its core competencies and specific learning outcomes on California Department of Education and Industry Standards.
2. Specific course and program improvements have been made as a result of analysis and tracking of learning data.

Key Issues:

1. There is a need for a system for measuring students' mastery of the Schoolwide Learner Outcomes in addition to the annual board reports.

ACS WASC Postsecondary Criterion 7: Student Support Services

The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for 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 Student access, progress, learning and success are all important factions of Student Support Services.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The programs offered to students at MVLAAE are relevant to their acquisition of English, HSD or HSE, or career advancement through one of the medical, administrative, or computer technology courses offered at the school. The school also offers classes for older adults, citizenship and parent education.

The school offers learning resource assistance and academic counseling through its onsite Transition Advisor (TA) who provides students with: academic advising, resume writing workshop, college application assistance, and job search. The TA also hosts a job blog, updates the job bulletin board, and helps to coordinate the annual Job Fair. On a monthly basis, the TA also attends the Adult Education Block Grant (AEBG) consortium meetings. At this meeting, the Transition Advisor learns what is going on with other schools within the consortium.

Student resource information is available through: the quarterly Adult School brochure, bulletin announcements, school website, Facebook, Yelp, teacher recommendation, referral, Wordpress blog, outdoor marquee, word of mouth, and presentations/outreach at area partner organizations, for example: Day Workers Center, middle school fair, Foothill and DeAnza (colleges) Outreach Counselor Services, and the Mountain View Art and Wine Festival. AWD personnel also meet with new students for registration and to explain the program descriptions.

There is a CalWORKS representative working at the Adult School site orienting students to the CalWORKS policies of the school and the CalWORKS program. The rep is the primary contact at MVLAAE between the Social Services Department and the ESL, GED, and CTE programs. The rep also maintains monthly student attendance records for CalWORKS.

Technology Support: Part-time computer IT support staff is responsible for providing the teachers and office staff with updated computer hardware and software. Staff report that the amount of time from the IT support staff is not sufficient for their needs.

MVLA assures the quality of its student support services by a number of evaluative tools. Some of these are: staff evaluations by administrators, end of program student surveys, feedback from community-based organizations (places where students are hired) and follow-up contacts with students to determine if they have secured employment.

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- **Identify the strengths and key issues for this criterion.**

Strengths:

1. The school provides career services, childcare and additional resources.
2. The school has well-defined and structured activities to support students success and community involvement.
3. The school maintains a “helping hands” resource area on campus, which allows students and staff to voluntarily share things for others.

Key Issues:

1. The Adult School lacks a current school Rules and Policy Handbook
2. MVLAAE would benefit from increase in time for technical support personnel, including all hours of operation.

ACS WASC Postsecondary Criterion 8: Resource Management

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.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

During the “great recession”, California adult schools were placed into “Tier 3”, and school districts could use the adult school funding for other purposes. While many school districts drastically reduced the funding that went to their adult school, the Mountain View-Los Altos UHSD supported the adult school at 80% funding.

Because MVLAAE retained a sufficient amount of funding, it was able to maintain a large breadth of educational services, compared to many other adult schools that lost many programs. The school now receives a large amount of “Maintenance of Effort” funding due to the support it had previously received from the district.

The adult school receives \$3.4 million in dedicated funding from the Adult Education Block Grant, and an additional \$1.2 million in grants and fees. In addition, the school district directly pays for all concurrent classes, such as a summer school program, directly from unrestricted district funding. The adult school has a reserve that can support the school for approximately 2 years, if there were a severe funding loss.

The only resource that appears to be lacking in the school is classroom space. The main campus has all of its classrooms used during the first period of the day, and there are students on waiting lists. While there are other facilities used, these are all done in partnership with an organization, and they do not have extra space for classes that don't relate to that partnership. Real estate in the area is not affordable for the school. While the main campus might be able to remodel part of the student lunch room or maybe add an additional story, these too might not be financially viable. So, for the time being, the school works to use the space that it has, as best as possible.

- **Identify the strengths and key issues for this criterion.**

Strengths:

1. MVLAAE receives a large Adult Education Block Grant and additional education funding, including WIOA Title II, Carl Perkins.
2. MVLAAE has a healthy financial reserve.

Key Issues:

1. There is a need for more classroom space.

ACS WASC Postsecondary Criterion 9: Community Connection

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Mountain View-Los Altos Adult Education has numerous connections with community leaders, service agencies, businesses and organizations that enhance learning opportunities for students. Coordinating with health care and business communities, local education providers and a wide range of community and service agencies, the Adult School offers students multiple opportunities to enrich their learning experience. Services provided include internships and externships, job placement, tutoring, field trips, and entry into transition pathways and articulation agreements with other educational institutions. MVLAAE graduates enter local apprenticeship programs, gain employment in the community and enroll in nearby career training programs and post secondary education institutions. Graduates are recipients of locally sponsored scholarships and grants.

A variety of guest speakers from the community help students to identify possible employment and continuing education opportunities and inform themselves on pertinent issues such as health care, public safety and governmental services and policies. The school hosts an annual Adult School Career Fair which features over 50 local agency participants.

Students and school personnel contribute to the community by participating in and volunteering at community events and festivals such as the local annual food drive, the Latino Summit and the Mountain View Public Library Outreach Fair. School personnel are active in community groups such as the Immigrant Integration Community Round Table hosted by South Bay Consortium and the local Latino Summit. The school provides volunteers for community events and partners with local service agencies in outreach efforts. Community members benefit from Adult School interest classes at local senior centers and recreation centers.

The school responds to the needs of the local community by utilizing Santa Clara County labor market statistics, introducing career training programs that provide the kinds of skills needed locally. The school's good reputation in the community is manifested by MOU agreements and Educational Experience Agreements with more than 80 community businesses and organizations and requests from doctors and clinics applying to partner with the school for externships and invitations to participate in various local events.

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- **Identify the strengths and key issues for this criterion.**

Strengths:

1. MVLAAE has an extensive and varied array of local connections and resources that enrich students' educational experience and integration into the community.
2. School and industry-sponsored student externship and internship programs expose community agencies and groups to the relevance and value of the school's programs.

Key Issues:

- The visiting committee did not find a key issue

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The Action Plan specifies Action Goals, timelines for completion, persons responsible, means of reporting and assessment strategies that serve as benchmarks to measure accomplishment. The Plan focuses primarily on student needs as identified in the Self Study process, and revisions respond to identified changing conditions. Specifically, the plan includes the development of a site technology team in order to support instructors as they utilize technology to improve student performance on benchmarks and academic indicators. The Plan also provides for an increase in schoolwide professional development opportunities and an expansion of tutoring opportunities for ESL, ABE and CTE students.

As part of the self-study process, the Adult School Leadership Team reviews the key issues throughout the year in preparation for its annual report to Board of Trustees. Teachers and department groups identify any program performance issues and the Team considers these as well as industry and student demands as they identify priority key issues.

The school has created a table for the Action Plan, specifying those responsible for implementation and action of the Action Items. Due to the healthy District and Adult School budget, the activities and events needed to address the key issues are fully funded by the governing body and administration. Stakeholders have opportunities to exercise their voice in the regular review and revision of the Action Plan through staff and department meetings, student surveys, employer feedback and periodic meetings with community based organizations.

The table created for the Action Plan includes assessment measures that will be used to monitor the key areas and identify the persons who will oversee the process. The school reports progress on the Action Plan through the self-study process.

The Action Plan format is extremely user-friendly and practical for the involvement of all stakeholders. When stakeholders identify school needs they may present them to the director or propose that they be discussed at the monthly Leadership Meeting. If a need is determined to be appropriate, the Director works within the board approved budget and eventually may present the need to the Board. In making decisions, including those regarding funding, the governing body utilizes the Action Plan as a guide for continuous improvement.

- **Identify the strengths and key issues for this criterion.**

Strengths:

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1. The Action Plan includes the development of a site technology team in order to support instructors as they utilize technology to improve student performance on benchmarks and academic indicators.
2. The Action Plan format is extremely user-friendly and practical for the involvement of all stakeholders.

Key Issues:

1. The Adult School Leadership Team needs to make stakeholders more aware of the Action Plan process and goals.

Chapter IV: Action Plan Effectiveness

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

- **Describe how well the school used the ACS WASC accreditation process to identify its major key issues.**

Leading up to the WASC visit the school struggled to use some parts of the formal ACS WASC accreditation process. But, even with these challenges, was able to identify several key issues that the Visiting Committee confirmed.

- **Identify the Visiting Committee's major key issues.**

The primary key issues that the Visiting Committee identified were:

1. The school needs to better follow the formal ACS WASC accreditation process:
 - a. Regular review of the SLOs better connection to the Action Plan
 - b. More stakeholder feedback to leadership through Focus Groups
 - c. More communication with stakeholders about the Action Plan
2. The school needs better technological support:
 - a. More technical support
 - b. More Internet bandwidth
 - c. More stable wi-fi
 - d. More technology training for teachers

- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

The merger of the Visiting Committee's key issues into the school's Action Plan was a collaborative process. In most cases the key issues identified by the Visiting Committee were in sync with those identified by the school. The discussions each morning during the visit between the WASC Committee and the school site Leadership Team were very beneficial and productive. Each side was allowed to ask clarifying questions and give further details about issues and plans. Based upon the draft Visiting Committee report provided to the school, the school updated its action plan.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The school clearly has the capacity and competence to implement and monitor the Action Plan, and the leadership has expressed their commitment. But, with key leadership staff retiring, and with some of the challenges with the Self Study process, it will be critical for the school to ensure that it keeps an ongoing commitment to the ACS WASC process.