DLAC Final Year Narrative Report - AEVA

The Adult Education Virtual Academy (AEVA) is part of the Division of Adult and Career Education (DACE) within the Los Angeles Unified School District. AEVA was established in August 2022 with 0 students.

Our current program areas include ESL, CTE, ABE, ASE, AIS (Adult Independent Study (High School Diploma)), Distance Learning and Citizenship.

The IDEAL 101 class and the development and completion of a site plan helped AEVA to develop a structure for the school as the school was brand new at the beginning of this DLAC phase.

The IDEAL 102 class helped us to focus on our challenge of persistence and provided us with peer feedback on how other districts/schools in the DLAC group dealt with that problem. The feedback was very helpful and we discussed some of the ideas provided. Our persistence rate has increased from 30% to 50% since implementing these strategies.

Accomplishments to date:

- AEVA currently has over 2,700 registered students.
- expanded from 2 original classes to 25 classes, including an ASL class and 5 equity pathways classes for LAUSD parents.
- expanded to 25 teachers, 2 advisors, an SAA (School Admin. Asst.), a DACE-SIS coordinator (attendance coordinator), an assistant principal, and a principal.
- opened 2 STEP (orientation) classes for incoming academic and ESL students.
- continued to have a few online PDs targeted to our online needs run by the district.
- recently completed our WASC initial accreditation process and visitation and are awaiting the report.
- conducted 2 online ESL recognition ceremonies with plans to expand the ceremony to all programs; created and published our first Virtual Fair which highlighted work from several of our classes (AEVA Virtual Fair Link); and been assigned an official district-sanctioned website for AEVA which we plan to begin designing very soon.

How we've used the skills learned in the DLAC program:

- We've continued to divide responsibilities according to our strengths.
- Due to Dr. Porter's lectures on handling conflict, we have acquired the tools to resolve the internal struggles that existed at our school.
- We have continued to take advantage of the opportunities to meet and network with other schools throughout the state experiencing similar mindsets. For example, Prishay was able to receive North Star resources from Torrance and share social styles assessment materials with Apple Valley.
- We've gathered quite a lot of resources and tools from others that we can now use for our school.
- We now assess our potential students in terms of their abilities to succeed In online instruction prior to enrolling them into a STEP class. This reduces the potential for recidivism and increases the likelihood for persistence.

Challenges, barriers, and setbacks:

- AEVA has very large waiting lists due to the fact that demand is high but classes are limited to staff on hand. Many DACE schools have been converting their online classes to in-person classes while we have been unable to expand our programs to meet the needs of those students looking for an online class.
- The LAUSD hiring process is so complex that a very limited pool of people complete it which creates competition between DACE schools and other districts to hire available teachers.
- We're still waiting to develop a structured testing system for AEVA's online needs.
- The professional development system offered by DACE at the moment (the Online Academy CoP) has focused primarily on ESL teachers. It needs to be adapted for the unique needs of AEVA's other programs (CTE, ABE & ASE).
- Device distribution needs to be expanded specifically for AEVA students' needs. Up to now, we have shared in all of LAUSD's device supply which includes k-12 students. CTE students need a device, like a laptop, with more access to apps and programs used in those classes. Chromebooks are limited to k-12 apps and don't allow for installation of ESL/CTE/ASE apps, like Burlington, Microsoft Office applications, or APEX.

Changes since the DLAC mid-term report: Refer to Accomplishments to Date.

Planned next steps for ongoing improvement:

- Continue to apply for additional funding
- Expand our schedule to reduce the waiting lists
- Open additional CTE classes.
- Hire a APACS (Assistant Principal of Adult Counseling Services), a DSS (Disability Support Service advisor), A PPTA (Payment Point Teacher Advisor), and an ITTA (Instructional Technology Teacher Advisor).
- Begin online CASAS testing
- Ensure all of our students have equipment, internet access, and basic digital skills that will enable them to participate fully in their classes by having a separate budget for AEVA devices.
- Hire more staff, including teachers for new classes, more STEP instructors, and advisors for the expanded programs, as well as train the new staff.
- Adding community partners
- Continue to partner with districts throughout California to see how we might recruit students from those areas without impacting their bottom lines (i.e. filling in holes where they are not able to offer online programs).
- Develop in-house PDs that target the specific needs of our teachers and students, i.e. summative assessment uniformity.
- Develop AEVA's website.
- Develop a marketing plan for AEVA.

What support do you and your team need to sustain growth?

- Need for additional school site support staff (see list above).
- Ability to attend conferences and give presentations to spread the word about AEVA
- More marketing support
- Freedom to have more PD independence (our needs differ from the other DACE schools)
- Increased interaction with other DACE schools to plan for the reduction of their online classes.

Sustainable long-term plan:

Our sustainable long-term plan mirrors that of the Superintendent's Strategic Plan which will help to fulfill his vision for eliminating opportunity gaps. The actions outlined in our next step section reflect this vision.

One of the most important steps in that vision is becoming accredited. This will allow us to tap into the benefits that come with being a fully accredited adult school, including:
- Testing (CASAS, HiSET)
- Allows us to apply for other program certifications and accreditation
- Issue high school diplomas
- Part of a system that ensures that our students are getting the A-G requirements for college entrance

Other areas you feel are important:
- More opportunities to interact with AEVA staff to:
  - share best practices.
  - attempt to unify certain online practices, such as teaching tools (LMS design, for example) and summative assessments.
- Adapting more CTE classes to an online forum.

Summary: This has been a great experience for our team to ideate our vision concretely as well as to interact with other schools/districts to network and share best practices. In addition, we have made considerable progress in our goals (surpassing many of them) and hope to continue on this path. We feel the need for more support from the district to achieve our ultimate vision of becoming the premiere virtual adult school in the nation and a model that others look to for inspiration.