Mid-Project Narrative Report
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Submitted By Team Triple M

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East Side Union High School District is located in the east region of City of San Jose. Our district is rich in cultural diversity with over 80% of the population speaking a primary language other than English. There are 56 native languages spoken by the residents of the East Side educational community making East Side Adult Education the largest adult school in the South Bay Consortium for Adult Education with a 2023-2024 allocation of approximately $8,433,123. For the school year 2022-23, there are more than 4,800 enrolled students at East Side where ESL served as the largest department with 3,306 active students so far. Female students averaging around 60% and male students averaging close to 40%. Our enrollment by ethnicity continues to be predominantly Asian and Latino, with the Asian population being slightly higher than the Latino population.

46 ESL classes are offered this semester with only one Distance Learning and 2 Zoom classes, most of the classes are instructed in person in classrooms with top-edge technology. The students are provided with Chromebooks, free school Wi-Fi, Burlington English, and plenty of learning resources. About 70% of the ESL students fall in levels from Beginning Low to Intermediate Low who are low in language skills as well as digital literacy skills, these students are among the groups needing the most help in using technology.

Michelle Chuang is the Curriculum Chair for the ESL department of East Side Adult Education. She is in charge of the Curriculum Committee, EL Civics, Professional Development, Teaching Resources etc., and is now a DLACer. Maricel is an English teacher for the high school diploma program while overseeing the school's technology support and distance learning software. Michael teaches Advanced Low ESL, Mixed-Level ESL Distance Learning, and serves as a Teacher on Special Assignment administering the Canvas LMS and Northstar Digital Literacy pilots.

Starting next school year, all the classrooms will be equipped with a Chromebook cart, new overhead projectors, more Burlington English licenses, free Ventures series textbooks to be used in the classrooms, and open new ESL classes to accommodate more than 1,000 wait-listed students. The proposed plans Michelle has for the ESL department is to pilot Blended Learning Models and hope to switch one of the instruction days from in-person to asynchronous lessons, our teachers will then have time to collaborate with their peers and incorporate technology in teaching as well as to meet our WASC goals. On the other hand, adult ESL students with family or financial obligations will have access to classes with more options.

There will be two groups of classes: Canvas classes and Non-Canvas classes. Our teachers will create online lessons in Learning Management Systems and online tools provided by our school. The major project activities include a handbook titled "New Chromebook User Guide" for ESL students with low digital literacy skills; launching online digital literacy learning systems such as Northstar in Intermediate Low and higher classes; weekly blended learning teacher collaboration; online lessons for Canvas, Burlington English, Google Classroom, and other online tools.

The IDEAL 101 course was particularly influential in generating ideas around how to incorporate blended, hybrid, distance, and Hyflex models in our instruction. One part of our site plan includes better-blended instruction in ESL through an integration of Canvas with the Ventures textbook series, allowing for a tight alignment of in-class and online instruction. This approach has already been experimented with in ESL Distance Learning, allowing for an expansion of levels offered, and by a small group of Canvas-using ESL teachers with positive feedback. A slightly looser hybrid model is envisioned for ASE, HSE, and CTE, wherein Canvas, and other digital tools can be used to supplement in-class instruction. To that end, Apps have been added in Canvas for CK-12 and OER Commons, to ease incorporation of open educational resources. ESL Distance learning has already seen significant enrollment growth through the implementation of IDEAL 101 approaches on recruitment, enhanced onboarding, and readiness assessment practices. For Hyflex, OWL cameras have been purchased and will be available at both of our major campuses, with Maricel and Michael as the principal teachers exploring implementation strategies. In April, we also began our Northstar pilot. Michael has used Northstar successfully in an Advanced Low in-person ESL class and will be looking to expand Northstar use in the ESL Distance learning program and extend the practical, and comparatively user-friendly, tool to teachers willing to try it in their own classes. Much work remains to be done in training and supporting teachers in Canvas best practices, and refining our resources and approaches in that regard. In ESL the emphasis will be on preparing Canvas Shells in advance for ESL teachers with Ventures materials incorporated. The aim is to ease the burdens of design and use, and hopefully increase teacher participation in the Canvas pilot. Two Canvas courses currently exist to support teachers, "Growing with Canvas" for teachers new to Canvas and "Canvas Learning Community @ ESAE" for teachers using Canvas, both hold copious resources, including OTAN and Instructure training materials and how-to-videos Michael has screen captured, but are in need of significant refinement. Secondary emphasis in Canvas will also include improved practices in common use license attribution and accessibility.

The IDEAL 101 course also helped focus our site plan. At the beginning of our planning process, we had many ideas on how we wanted to change the school with technology. Because we work in different departments and capacities, our goals were also different. Once we wrote the pilot goals, it was clear that our different goals and ideas came together under one overarching goal: integrate technology and make it accessible. For example, Michelle is the ESL department chair and will train teachers in creating Blended Teaching Models. Michael is an ESL teacher who will be training teachers on how to use Canvas and Northstar while supporting them through the process. As a high school diploma teacher, Maricel will be making training accessible on our school website and Youtube-- although once sufficient training is complete, training will only be accessible through Canvas. Our goals work together while separately scaffolding toward technology integration.

So far, we have submitted our proposal to our admin with the help of Destiny's model. We were able to each make a proposal for our goals with an overall objective. We have also worked together as a team-- even though our personalities and work styles are different-- thanks to Dr. Porter's training sessions. What really helped me was finding out our strengths

and weakness by discovering each other "at our worst" and "at our best." Possible support needed from OTAN is training on the Blended Learning Model for our teachers who will create diverse modalities with technology, and provide online lessons for students to study from home. On occasion, we will likely need DLAC support to see if we're missing any details as we progress with our project. It's easy to be caught up in our tasks, so having a fresh, outside perspective can help us stay on track.

Our next step is to meet with our director, and if she approves most of the items on our proposals, we can begin implementation in Fall 2023.