



SELF-STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES-POSTSECONDARY ACCREDITATION

24150 Hayes Avenue

Murrieta, California 92562

Murrieta Valley Unified School District

March 7, 2016 to March 9, 2016

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Tom Petrich, Retired MVAS Coordinator
Annette Gross, TOSA (PM Administrative Designee)

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Tom Petrich, Retired MVAS Coordinator
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TABLE OF CONTENTS

Preface

Chapter I: Institutional, Community, and Student Characteristics-Institution’s Mission and School-wide Learner Outcomes.....6

Chapter II: Progress Report.....21

Chapter III: Self-Study Findings based on the ACS WASC Postsecondary Criteria

Criterion 1-Institutional Mission and School-wide Learner Outcomes.....23

Criterion 2-Organizational Infrastructure and Leadership.....31

Criterion 3-Faculty and Staff.....36

Criterion 4-Curriculum.....40

Criterion 5-Instructional Program.....46

Criterion 6-Use of Assessment.....53

Criterion 7-Student Support Services.....62

Criterion 8-Resource Management.....69

Criterion 9-Community Connection.....73

Criterion 10-Action Plan for Ongoing Improvement.....77

Chapter IV: School-wide Action Plan.....81

Appendix

PREFACE

In December 2014, MVAS Coordinator, and staff met to map out responsibilities for the WASC visit in March of 2016. This leadership team included administrators, certificated, and classified staff. The team created a timeline to support accomplishing all tasks required, while adhering to due dates established by the team and our visiting committee. This team also reviewed the mission and vision statements of the school, and with the input of stakeholders, determined that presently, both are relevant and appropriate without change.

Our next step was to determine how best to update our student learning outcomes, ensuring their relevance for our current and future students, and their compliance with consortium expectations as we move from the grant model to the consortium model for continued program funding. The leadership team drafted a set of student learning outcomes (SLOs) and sent them out to certificated, classified, and administrative staff for input. Input was then utilized to create our current SLOs that more clearly define MVAS's purpose and expectations for student engagement, academic success, and professional growth.

Continuing our progress through a variety of methods, we gathered information about MVAS from students, classified and certificated staff, community surveys, and student learning outcome data that was reviewed and analyzed to collectively determine that our vision and mission statements adequately shared our aspirations and purpose. However, after further review, the team decided that our SLOs needed revision, prompting our efforts to target a set of specific standards and skills our students accomplish by the completion of their program at MVAS. The revision of these documents included feedback from stakeholders enriching the outcome for students and staff.

The WASC self-study process motivated our WASC leadership team and focus groups to examine our student services and programs. This was accomplished through meetings, but also through collaboration via technology using email and Google docs.

Through extensive, ongoing collaborative review of school data, it was determined that our education program is effective in many areas. This review also revealed key issues to be addressed. These issues were prioritized by stakeholders, defining our school-wide action plan. This plan will drive our school focus, prompting necessary change that addresses current adult education needs and challenges, ultimately impacting student outcomes. The self-study process also caused reflection on how to determine progress toward implementation of our action plan and how to gauge the success of implemented steps.

Chapter 1

Institutional, Community and Student Characteristics

Overview

This year, Murrieta Valley Adult School and Community Education celebrates its 20th year of delivering exceptional education to the Murrieta Valley community (1996-2016). Murrieta Valley Adult School (MVAS) provides a plethora of educational options and program choices for students. The school responds to educational trends by maintaining a fluid program that evolves to provide educational solutions for students in our local and surrounding communities.

Murrieta Valley Adult School offers classes in these program areas: English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), Citizenship Preparation, and Career Technical Education (CTE). In 2014-15, MVAS served 697 students, 60 of which were dual enrolled. Of the non-dual enrolled 637 students, 392 equaling 61.5% were enrolled in our Adult Basic and Secondary Education programs. The ABE and ASE classes break down as follows: a total of 60 students equaling 9.4% in ABE, 82 students equaling 12.9% in GED, and the bulk of students, 250 in ASE, equaling 39.3%. English as a Second Language classes served 245 students, 38.5% of our population. Most students are enrolled in one class, but of the 697 currently enrolled students, there are 23 enrolled in two classes simultaneously.

MVAS Student Program Breakdown, 2014-2015

Program	Number of students from total of 637	Student percentage per program
ABE	60	9.4%
ASE/GED/CTE	332	52.1%
ESL	245	38.5%

MVAS Facility

Murrieta Valley Adult School and Community Education, located in Southwest Riverside County (24150 Hayes Avenue, Murrieta, California), opened in August of 1996 as an adult high school in the Murrieta Valley Unified School District, and resides at the same site today. MVAS was established in 1996 to serve the needs of the adult population along with student’s kindergarten through 12th grade in the City of Murrieta and surrounding communities. The school site is shared with Creekside High School and for the last five years, with Tenaja Canyon Academy.

MVAS has a district website (www.murrieta.k12.ca.us/adulted) and a Facebook page (Murrieta Valley Adult School and Community Education). MVAS has satellite community classes that run in the fall and winter/spring, as well as summer enrichment classes all held throughout the district at school sites.

MVAS provides a family atmosphere that allows students to feel comfortable and supported while working to attain their educational goals. The personal connections developed between

staff and students not only creates and sustains the school's excellent reputation, but also keeps students connected and committed to their own education along with drawing family and friends to our school to reach their educational goals.

Since 2008, adult education programs throughout the state have experienced serious funding challenges. In 2009, the state legislature decided to place adult education and numerous other categorical programs in a Tier III status. This allowed school districts budget flexibility to help solve their ongoing budgetary challenges, making categorical funding available to support any and all educational purposes that received a majority vote by local school boards.

Adult education was dealt another devastating blow when Tier III categorical program funding was cut 20% (15.4% in 2008-09 and 4.5% in 2009-10) by the state. These changes required adult education to shift from attendance-based state funding to block grant funding. MVAS has been the recipient of the WIA (Workforce Investment Act) grant through 2014 and now is a consortium partner and recipient of WIOA (Workforce Innovation and Opportunity Act) funding through 2020. WIOA enacted more accountability for effectiveness and for workforce alignment and job attainment by students progressing through adult education programs.

In spite of the challenges posed by state budget concerns and the uncertainty and eventual change in adult education funding across California, MVAS remains solvent and available to serve its community's variety of educational needs. Funding for adult education from the 2015-16 school year forward will come through a consortium that includes community colleges, K-12 districts, and community organizations providing services to students that meet the state mandated criterion. One of the most important criteria is that services provided by consortium members be diversified to meet regional needs, avoiding repetition of programs where possible. Consortium members are working tirelessly to define their schools' program focus to meet the needs of their communities, but also support what each school is best equipped to provide. The State's focus is improved job skill training that leads to actual student employment. MVAS is part of the Southwest Riverside County Adult Education Regional Consortia. This consortia is in the final stages of a plan to distribute state funds to its members in accordance with state and consortia expectations and mandates.

There have been many program changes over the past four years. Due to budget concerns, class hours were minimally adjusted to decrease cost. Our ASE classes run one hour less per night which allowed MVAS to retain staff. Online classes were added to support students who cannot attend on campus. CTE courses are offered online through ed2go and starting in January, MVAS has partnered with another school to offer CMA and phlebotomy classes on site. Based on laws recently passed, our fee structure has changed so that co-enrolled high school students pay no fees or book deposits to attend MVAS to retake failed high school courses. MVAS will begin giving the HiSet GED test in the spring of 2016.

The most impactful changes MVAS has encountered over the last four years other than budget is the bond measure passed in November, 2014. Murrieta voters passed a \$98 million dollar school facilities bond. The bond's main focus is updating technology and infrastructure that will support technology needs now and in the future. Every classroom in all district schools will be outfitted with a projector, screen, speakers, and document camera to facilitate instruction. Internet infrastructure that supports our ever growing server needs will be addressed through this grant with each individual site being evaluated for upgrading,

along with the district that provides some district-wide programs, and stores databases. On the MVAS campus, there is one large computer lab, and several portable carts that house computers for use in classrooms. MVAS shares its campus with a continuation high school, and an online education school that services student who need this unique approach to learning. Therefore, access to technology has been a continuous priority for MVAS leadership over the past 10 years.

MVAS students range in age from 15 to 70+. Currently, there are more female students (364) than male (318). Of the 679 students, 325 are Hispanic, 186 are White, 88 are Asian, 38 are Black, 12 are Pacific Islander, 3 are Filipino, and 5 are Indian. There are 347 students that are native English speakers, 265 native Spanish speakers, 13 Vietnamese native speakers, 21 Chinese native speakers, 10 Cambodian native speakers, 14 Korean native speakers, two Lao native speakers, and seven Farsi native speakers. Most of the students attend to earn their high school diploma and/or to learn English. Enrollment fluctuates over the past 10 yrs with 100 or so students either up or down each year. When the holiday season approaches, enrollment drops in the ESL, Citizenship, and ABE programs as many students leave the US to go home to Mexico to be with family.

Murrieta Valley Unified School District

Mission: To Inspire Every Student To Think, To Learn, To Achieve, To Care.

Murrieta Valley Unified School District educates 22,700 students from transitional kindergarten through high school with an excellent, comprehensive academic program. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs, and nationally recognized student activities programs. The student-centered educational program emphasizes a commitment to the academic success of each and every student.

- MVUSD is one of 11 public school districts in the State to receive the title of 2014 Honor Roll District. Seven district schools were also named 2014 CBEE Star Schools.
- Murrieta Valley, Vista Murrieta and Murrieta Mesa named America's Best High Schools by U.S. News & World Report
- MVUSD has twelve California Distinguished Schools, a California Gold Ribbon school and Model Continuation High School

MVUSD is consistently one of the highest performing districts in Riverside County. High test scores, highly qualified teachers, staff dedicated to serving students and active parent and community involvement place Murrieta in the upper echelon of school districts.

Numbers of District Schools

11 K-5 Elementary Schools	4 6-8 Middle Schools
3 Comprehensive High Schools	1 Continuation High School
1 Independent Study Academy	1 Adult/Community Education Program

Academic Performance Index (API)

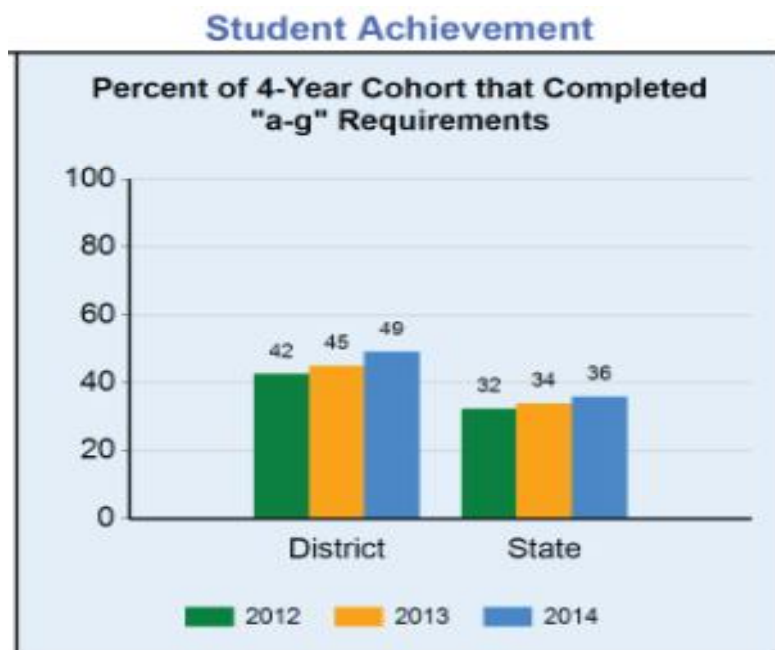
Murrieta Valley Unified schools are among the highest scoring schools in Riverside County. The District's Growth API score is 852 and eighteen out of twenty schools API exceeds the exemplary mark of 800 on California's statewide accountability system.

CAHSEE Scores

For the seventh year in a row District sophomores had the highest pass rate in Riverside County on the California High School Exit Exam (CAHSEE). 94% passed the English Language Arts portion and 92% passed the Math portion of the CAHSEE.

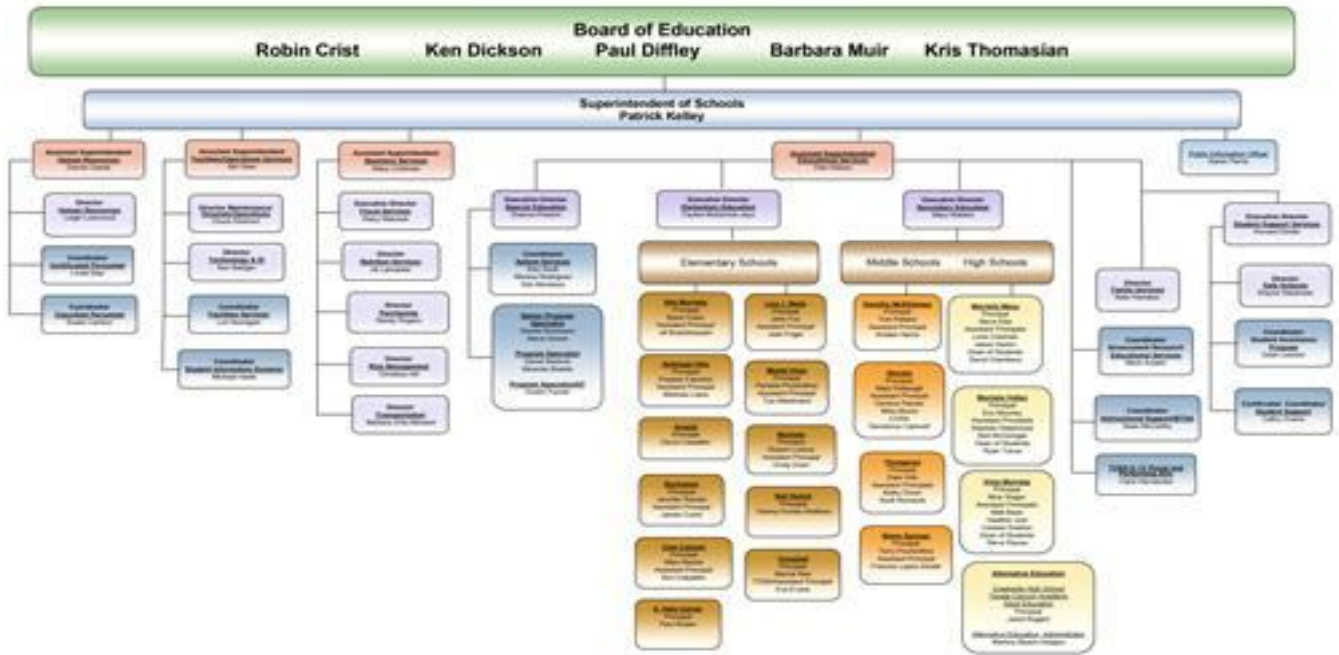
Rigorous College Preparatory Academics

- 2015 graduates are headed to elite universities across the country including Harvard, West Point, U.S. Naval Academy, U.S. Air Force Academy, Dartmouth, Cornell, UC Berkeley, Stanford, USC and UCLA. Many graduates also choose to pursue higher education at community colleges.
- Advanced Placement courses allow students to earn college credits in high school.
- Dual enrollment courses allow students to take college courses at their high schools and earn college credits.
- The International Baccalaureate Program at Murrieta Valley High School maximizes students' chances of gaining acceptance to competitive colleges and universities around the world. I.B. students also earn college credit.
- AVID (Advancement Via Individual Determination) programs have a 98% college acceptance rate.



District Leadership Chart

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT ORGANIZATIONAL CHART



School Leadership

The school has a full-time administrator, Jared Rogers, working the day shift, an evening administrator, Annette Gross, a full-time site secretary, Natalie Riddle, a part-time clerk, Jackie Milne, and a part-time testing proctor, Shelby Price. MVAS employs 14 part-time teachers.

MVAS offers a wide variety of classes at several locations (school sites) throughout the City of Murrieta (depending on the community fee based and enrichment classes being offered). MVAS programs include high school diploma, GED (General Education Development) test preparation, English as a Second Language (ESL), older enrichment adult classes, Adult Basic Education (ABE) instruction, enrichment classes for kindergarten through 12th grade, community fee based classes, and independent study (for high school diploma courses). During the summer, MVAS oversees all of the district high school's sports camps.

MVAS has a partnership with ed2go which provides a variety of online classes for personal interest, career technical education (CTE), and credit recovery. We also have an agreement with Harper Rand for a Phlebotomy Course that provides a CTE medical pathway for students interested in the health field (these classes are held on our campus).

Murrieta Valley Adult School Student Learning Outcomes Social Responsibility/Effective Communication:

* MVAS students demonstrate interpersonal skills using effective communication strategies to learn and to work cooperatively in diverse environments.

Critical Thinking

* MVAS students critically process information, make decisions, and problem solve independently and cooperatively.

Personal and Professional Development

* MVAS students set and accomplish learning goals, using resource management and self-advocacy strategies to navigate life situations.

The fastest growing professional field in Murrieta is healthcare. MVAS is working to solidify an MOU to run a phlebotomy course on site. MVAS is also running online classes that prepare students for medical billing jobs and other healthcare jobs through ed2go career training classes. Student can access course catalogue and sign up online via an access icon on MVAS's school website.

Hospitality is another field of importance to our students based on area business need. With the Temecula Wine Country in close proximity, and numerous hotels in our area, MVAS provides courses through ed2go that prepare students for careers in the hospitality field.

In November, 2014, Murrieta voters passed a \$98 million dollar school facilities bond. The bond's main focus is updating technology and infrastructure that will support technology needs now and in the future. Every classroom in all district schools will be outfitted with a projector, screen, speakers, and document camera to facilitate instruction. Internet infrastructure that supports our ever growing server needs will be addressed through this grant with each individual site being evaluated for upgrading, along with the district that provides some district-wide programs, and stores databases. On the MVAS campus, there is one large computer lab, and several portable carts that house computers for use in classrooms. MVAS shares its campus with a continuation high school, and an online, independent study school that services student who need this unique approach to learning. Therefore, access to technology has been a continuous priority for MVAS leadership over the past 10 years.

MVAS has undergone leadership changes over the past 15 years. There have been five Coordinators, one of which has returned to us this year, leading not only the adult school, but our district continuation high school as well. The learning curve is steep since funding changes require partnership with the consortium in our area. Consortium planning is extensive, requiring a great deal of time investment to ensure that our consortium plan meets state expectations for programs, funding, and reporting of expenditures. No longer will the WIA or WIOA grant funds come directly to the school district from the state. Funding will go directly to the consortium and be distributed through each consortium to districts for adult education programs. With the support of consortium partners, MVAS has also chosen to contract with Burlington for our ESL class programs. Burlington is the only program that is a partner of CASAS, making it the ideal choice since changes to CASAS are coming and Burlington will reflect those changes immediately within their ESL program offerings.

MVAS Programs

MVAS operates day and evening classes. Morning ESL classes are on Mondays, Wednesdays, and Fridays from 9 to 11:00 a.m. and from 11 to 1:00 p.m. Child care is not provided for morning classes. ESL evening classes are offered on Monday and Wednesday evenings from 6 to 9 p.m. Citizenship class is held on Tuesday and Thursday evenings from 6 to 9 p.m. Child care is provided for evening classes, for children 3 and up who are potty trained for one dollar per child per evening. Diploma classes are offered Monday through Thursday evenings from 4 p.m. to 8 p.m. Co-enrolled high school concurrent classes are held Monday through Thursday evenings from 4 to 6 p.m. GED classes are held on Tuesday and Thursday evenings from 6 to 8 p.m. ABE classes are held from 6 to 8 p.m. on Tuesday and Thursday evenings. MVAS office hours are Monday through Thursday from 1 p.m. to 7 p.m. CTE programs are provided online; no classes are currently running on campus, though we plan to have at least one class running on campus in winter, 2016. Since our campus is shared with the other two schools, morning classes are maxed out. We can expand with a few more class offerings in the evenings on Tuesdays and Thursdays if enrollment continues to increase. Otherwise, our campus use is at its maximum. Class sizes vary, yet the average class size is 15 to 20 students. The only certificates awarded currently at MVAS are diplomas; however, our GED, phlebotomy, and medical assisting classes lead to certification. MVAS follows the district school year calendar.

Walk-in registrations for ESL, high school diploma, ABE, citizenship, and GED students will be accepted with a \$40 (cash only) processing fee, which we plan to eliminate in January, 2016. A placement test will be scheduled at the time of registration to place the student in the proper class. No phone-in or mail-in registrations are available. Concurrent enrollment requires an enrollment form filled out by student's high school counselor, signed by parent, and returned in person to MVAS office staff.

Registration for community fee based/kindergarten through 12th grade enrichment classes must be made online at the MVAS school website. Only payment by credit card is accepted. Dates and times of scheduled community fee based/enrichment classes may be subject to change due to enrollment. These district-wide enrichment classes occur throughout the year and are housed at each teacher's school site that is offering a class. Summer programs are offered to our community and operate at school sites throughout the district, again depending on the teacher running the class. There is no funding provided by the state or school district for these classes, so each class must be self-supporting.

MVAS Funding

Since 2008, adult education programs throughout the state have experienced serious funding challenges. In 2009, the state legislature decided to place adult education and numerous other categorical programs in a Tier III status. This allowed school districts budget flexibility to help solve their ongoing budgetary challenges, making categorical funding available to support any and all educational purposes that received a majority vote by local school boards.

Adult education was dealt another devastating blow when Tier III categorical program funding was cut 20% (15.4% in 2008-09 and 4.5% in 2009-10) by the state. These changes required adult education to shift from attendance-based state funding to block grant funding. MVAS has been the recipient of the WIA (Workforce Investment Act) grant through 2014 and now is a consortium partner and recipient of WIOA (Workforce Innovation and Opportunity Act) funding through 2020. WIOA enacted more accountability for

effectiveness and for workforce alignment and job attainment by students progressing through adult education programs.

MVAS Staff

MVAS staff is a hard working, dedicated group of professionals, many having worked with MVAS for over 10 years. There are 14 certificated teachers and two administrators (one day time (full-time)/one evening (part-time) with a bachelor's degree or higher and a current, State-issued teaching or administrative credential, and five classified staff with at least three yrs experience. One classified staff member is our full-time site secretary. MVAS also employs a part-time office clerk and a part-time testing clerk. Eleven certificated teachers and both administrators, along with the full-time and two part-time classified staff are tenured members of the Murrieta Valley USD.

MVAS staff is actively seeking professional development opportunities and many are members of professional organizations that include ACSA (Association of California Administrators), CCAE (California Counsel for Adult Education), CRTA (California Retired Teachers Association), NEA/CTA (National Education Association/California Teachers Association), and MTA (Murrieta Teachers Association). MVAS staff has many opportunities for professional growth provided by the district, as well as education organizations like CALPRO and OTAN.

Community Information

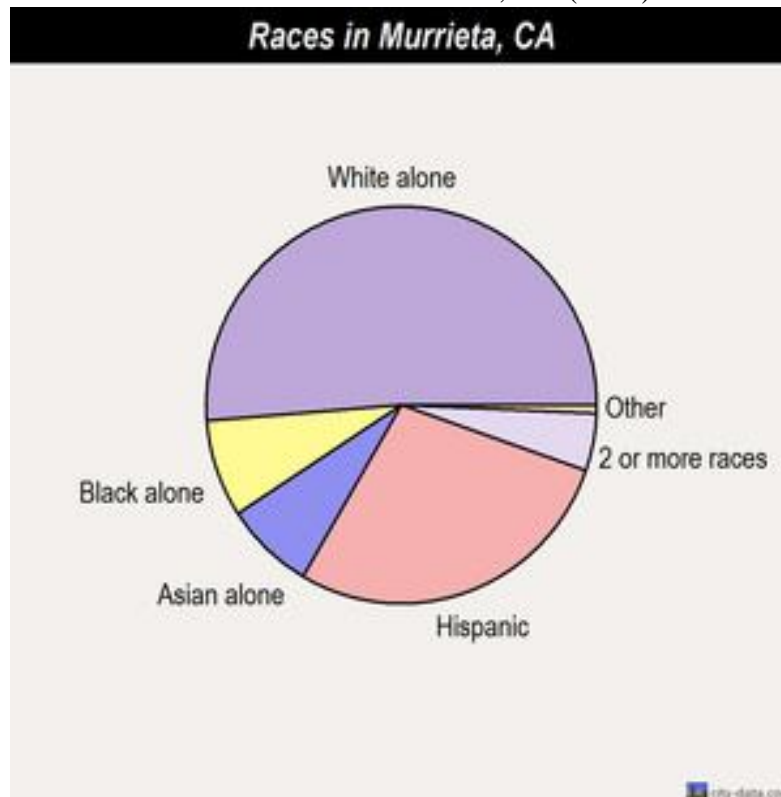
The city of Murrieta is located in Southwest Riverside County. It is easily reached via the I-15 and I-215 freeways with close proximity to Riverside, Orange, and San Diego counties. The city, which is primarily rural and residential, has experienced tremendous growth since its founding. The southern region of the Inland Empire, which includes Murrieta as well as the neighboring cities of Temecula, Wildomar, and Menifee, has grown to more than a half million people, many of whom are drawn to the affordable housing, proximity to major cities, and natural beauty that the valley offers its residents. When Murrieta was established on July 1, 1991, it was home to 24,000 residents. By 2014, it had grown to a population of more than 107,000 people, making it one of the five largest communities in Riverside County. The population at build-out is projected to be approximately 116,100. Murrieta is known as the "Gem" of the Inland Empire. Those living in the community experience distinguished schools, abundant recreation, excellent medical facilities, expanding employment opportunities, and one of the lowest crime rates in Southern California.

Entrepreneurs find a continually growing market, above average household incomes, a skilled labor force, and a business friendly city hall. It's a community with a vision for its future, one that welcomes challenges, takes risks, and embraces opportunity.

As of 2013, the following data describes the Murrieta community where Murrieta Valley Adult School (MVAS) resides. Murrieta occupies 34 square miles. Murrieta's population has tripled since its incorporation in 1991, now reaching an estimated 107,000 people, 99% urban and 1% rural. The median age is 33. The average family income is approximately \$100,000. Murrieta schools consistently exceed the State's exemplary mark. More than 34% of Murrieta's residents have a BA or advanced degree; 63% have attended college. Murrieta gives proximity access to over 22 colleges/universities, many housed locally via satellite campuses. Locally housed universities include Azusa Pacific, University of Phoenix, National University, Remington College, and Apollo Group. There are many other nationally recognized Universities in surrounding cities.

The largest ethnic group is White (54%), followed by Hispanic (27%), Asian (10%), and African-American (9%). The data regarding ethnicity indicates a majority Caucasian and significant Hispanic population. The Hispanic and Asian members of our community enrolled at MVAS are mostly bi-lingual with minimal English language skills. These students desire to strengthen their understanding of the English language through improvement of their writing and conversational skills with a goal to attain better jobs to improve the quality of life for their families. The White and African-American members of our community that attend MVAS are largely working to earn their diploma or GED to open doors to professionally progress and/or to move to more lucrative and in demand careers.

Ethnic Breakdown in Murrieta, CA (2013)



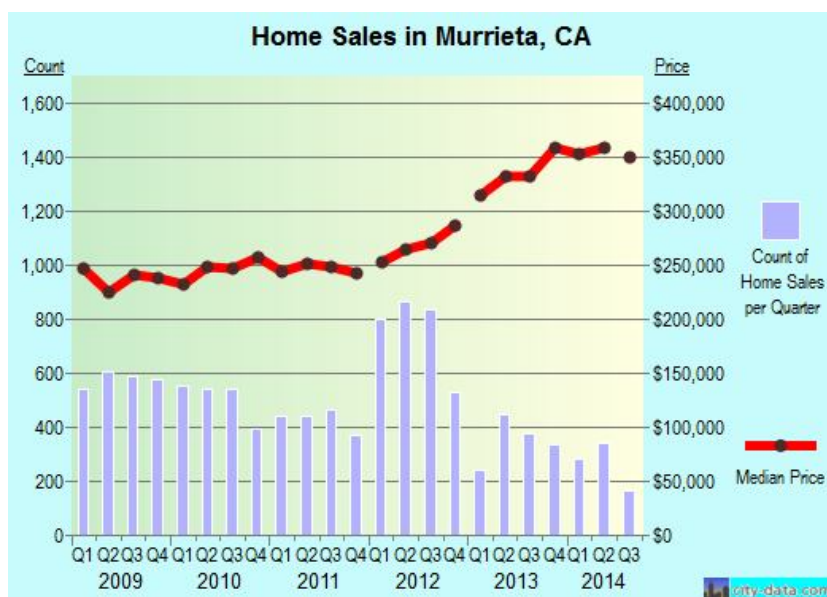
- 55,086 51.2% **White alone**
- 30,130 28.0% **Hispanic**
- 8,487 7.9% **Black alone**
- 7,948 7.4% **Asian alone**
- 5,030 4.7% **Two or more races**
- 315 0.3% **American Indian alone**
- 288 0.3% **Native Hawaiian and Other Pacific Islander alone**
- 135 0.1% **Other race alone**

Murrieta household data indicates an average household size of three people. Approximately 50% of the households have children less than eighteen years of age, and approximately 75% of the households are owner-occupied. The availability of affordable housing has been the principal reason for the area’s growth. Not only is there affordable housing, but there is a wide range of housing opportunities, from apartment rentals, to starter homes, to executive residences. The median new home price ranges between \$250,000 and 500,000.

Elevation: 1093 feet

Land area: 28.4 square miles.

Population density: 3,786 people per square mile (average).



Murrieta residents are highly educated with 62% having some college experience. The U.S. Census Bureau found that from 2004 to 2009, the number of area residents with a Bachelor’s Degree or higher has increased by 81,823, or 30.8%. Likewise, the labor force of Murrieta has seen rapid change. Whereas the majority of residents are in professional and sales positions, the farming industry has become a lesser entity in recent years. The change in resident occupation and education has led to a change in household income. The average Murrieta household income of \$97,200 exceeds the average household income of the surrounding fifteen-mile trade area. Many Murrieta residents commute to surrounding cities for work. The average commute time is thirty-eight minutes. Of the labor force commuting outside of the valley for work, 37% drive to San Diego County, 26% to elsewhere in Riverside County, 14% to Orange County, and 11% to Los Angeles County.

MVAS will continue to parallel the needs of the local region’s top industries to help build Murrieta’s workforce by offering Career Technical Education classes in the health care and hospitality fields. The school will continue to research and develop partnerships with local

businesses and our city to provide needed internships that will strengthen student access to local jobs once they have completed their education.

Student Learning Data

Learning data is obtained through CASAS (Comprehensive Adult Student Assessment System) after each test that the student takes. ESL students take the test four times a year. GED results are attained when students report back whether they passed. Job placement rates are monitored through our registration process.

CASAS DATA

The chart below shows MVAS testing data over the past three years.

Murrieta Valley Adult School Enrollment

Program	2012-2013	2013-2014	2014-2015
ESL	285	298	227
ASE/GED	191	167	162
ABE	66	43	42
Civic Participation	269	285	219
Civic Preparation	66	56	40

Murrieta Valley Adult School – Learning Gains over past three years.

Program	2012-2013	2013-2014	2014-2015
ESL	113	129	97
Completed 2 Levels	83	102	85
ABE (Significant Gain)	20	11	15
Completed 2 Levels	12	8	12
ASE (Significant Gain)	55	46	46

Completed 2 Levels	5	3	5
Passed GED	3	1	3
Received HS Diploma	48	40	41

MVAS collaborated with stakeholders to develop student learning outcomes that guide our instructional practice and overall school focus and operation. These learning outcomes were developed to support students' successful transition from school to jobs/careers and/or higher education that will increase student job readiness and acquisition of our city and surrounding areas job/career needs and opportunities.

Though students make continuous growth, there are some programs that are not as effective to move students forward. The ABE program students are not progressing as rapidly over the past 1.5 years. School leadership has determined that the curriculum needs updating to be more effective in equipping students to pass the CASAS test and move on to the ASE program. ESL students make consistent progress and move forward as soon as teachers believe they are ready, regardless of when that might be.

GED data is hard to collect since students do not all test at MVAS which provides us with passing data. When students take the test elsewhere, unless they let us know they passed, we have no way to track them.

Another identified area of concern for ESL and ASE classes is updated curriculum that meets common core expectations. School leadership and staff have identified a new ESL curriculum to be adopted and implemented as soon as consortia funds become available. There are ongoing efforts to find and adopt appropriate curriculum materials for ASE classes. This will be a lengthy process. MVAS plans to collaborate with district high schools to determine materials that align with their programs that are also aligning with common core standards. Our goal is to have new curriculum in place by the 2016-2017 school year.

Additional Online School Program and Course Description

MVAS provides online classes through APEX, an online course provider. These courses are A-G certified, but MVAS has not been certified as a school that can offer APEX courses that are A-G certified. Therefore, MVAS will be going through the certification process in February 2016. Currently, our online students taking courses through APEX are adults who are no longer attending high school and who do not need A-G certified classes to move forward with their education or career aspirations.

APEX offers courses in English, Math, Science, Social Studies, World Language, and Electives. MVAS currently offers English, Math, and Social Studies classes online through APEX. A college/career/life skills preparation course is required for all students who graduate from MVAS. This class covers life skills that include banking, budgeting, how to succeed in college, how to apply and interview for a job etc. Our CTE offerings include online class offerings through ed2go for pathways that include healthcare and fitness, Business and Professional, IT and Software development, Management and Corporate, Media and Design, Hospitality and Service Industry, Skilled Trades and Industrial, Sustainable Energy, Career Online HS. MVAS will be offering a phlebotomy and CMA

(certificate in medical assisting) class through a partnership with HarperRand. MVAS also offers online real estate courses through Career WebSchool. CPR and First Aid Certification and other health and safety classes are offered online through ProTrainings. Tracking student progress through these course offerings is not possible since MVAS does not offer that actual courses provided. Currently, we have 5 students who have enrolled in ed2go classes.

MVAS uses ASAP as the management system utilized for student information and tracking of attendance and testing progress toward graduation. CASAS is used as our source for student learning data for ESL and ABE courses. Graduation rates are used as a data source for the effectiveness of our ASE classes. All online course offerings are both synchronous and asynchronous, allowing the student to decide how best to complete the course requirements. MVAS has five students currently enrolled in any online course provided by MVAS, and the evening administrator is the facilitator of these courses. She has taught online courses for University of Phoenix for ten years, and has a multiple-subject teaching credential, and a supplemental English certification qualifying her for all courses she is currently facilitating. Curriculum for all online course offerings is provided by the company (APEX) or the partnering school offering the course that MVAS is giving students the opportunity to take.

Online course offerings require a desktop or laptop computer with Microsoft Office programs available and that have an operating system that is current within the last five years. All onsite computer labs and mobile labs meet these criteria.

One challenge faced with morning ESL classes is the inaccessibility of the school's main computer lab due to high school classes running within the lab. Portable labs are also in consistent use by high school staff. MVAS will use consortia funds to purchase two new portable labs so morning ESL students have computer access and therefore, access to online course offerings if desired.

MVAS school culture provides online students with opportunities to be involved with other students and with the community through the yearly community blood drive, yearly holiday celebration potluck complete with caroling and a piñata. Students are also invited to participate in our annual Christmas wrapping party of gifts donated to veteran's children from our community.

Online students go through the normal enrollment process with the front office staff, and then meet with the evening administrator to go over online learning expectations, and access/navigation information. Students are enrolled online while going through this orientation to help them become familiar with the site. During online enrollment, the student receives the facilitator's email and cell phone number to provide access for help 7 days a week, from 8 a.m. to 9 p.m. The facilitator connects with online students weekly if there is no interaction initiated by the student during the week.

MVAS student support services include career and college information shared via the CaliforniaCollege.edu website. Currently, MVAS students have no access to a counselor. However, MVAS does refer students to local college campuses that provide counseling, and to our local Riverside county regional learning center that provides career and college counseling services.

MVAS has access to district support and to local and regional services that provide equal access for students with disabilities to any of MVAS's program and course offerings. MVAS posts relevant health care and personal counseling services information that is available to

students in Murrieta. This literature is posted in the office and available for students to take with them.

MVAS makes every effort to provide academic interventions to students through their classroom teachers and through computer programs that teach skills and remediate problem areas.

School-wide Learner Outcomes

MVAS students critically process information, make decisions, and problem solve independently and cooperatively. The online programs offered through MVAS connect online students to this learner outcome through participation in online discussions, interactions with teachers, and online research required to facilitate passing online classes. Courses are rigorous and challenging, requiring that student critically process what is taught to pass the classes. The greatest challenge within the online environment is cooperative learning experiences, since classes usually have only one student enrolled at a time. MVAS students set and accomplish learning goals, using resource management and self-advocacy strategies to navigate life situations. Online courses are intimidating to most students since most students have limited online course experience and often, limited computer experience. Navigating online courses is a challenge and requires self-advocacy to ask for help when needed, and resource management to plan to reach learning goals. Few online MVAS adult students complete online courses due to time-management issues, navigational issues, and the realization that online courses often require more work to complete than on-campus classes.

Chapter 2 Progress Report and Significant Developments

Since the initial WASC visitation in 2012, Murrieta Valley Adult School has worked diligently to make the changes that were established in the Initial Visit Report, as well as continue to enhance the programs that were recommended.

The on-site WASC review of Murrieta Valley Adult School occurred on September 14, 2012. The visiting committee provided five recommendations for Murrieta Valley Adult School as school-wide critical areas of follow-up. These are presented below with comments regarding the progress the school has made in meeting these recommendations:

1. Implement strategies for continuously improving results on the CASAS e-Tests.

After each CASAS testing, teachers meet with administration to review testing data for their students. As a team, we review the data and teachers discuss how to address topics where students are not making growth. Teachers discuss what is working and what may need to be adjusted for better results on the test when it is taken again.

The team also reviews resources to determine if there is a need to supplement learning materials currently being used for each testing topic. If teachers feel more resources are needed to adequately address the topic with students, materials are reviewed and purchased with teacher input and support.

2. Provide opportunities for professional growth for teachers at Murrieta Valley Adult School with a focus on improving student learning.

Many professional organizations that focus on adult learners provide online and face to face trainings to support teachers working with adults. MVAS administration encourages participation in both types of training for staff. Organizations like OTAN (Outreach and Technical Assistance Network), CASAS (Comprehensive Adult Student Assessment System), and AAACE (American Association of Adult and Continuing Education) provide excellent teacher trainings that help develop best practices for teachers working with adult learners. MVUSD provides PLC time for collaboration and also, provides training to support teachers' continuous professional development, focused on improving student learning.

When training information is sent to administrators from these organizations, it is passed on via email to staff for their information. Administration encourages participation in these webinars. Many staff show interest in these trainings, but find that some are offered only during their work day, making it impossible to attend. When trainings are available outside their work day, many will take advantage of the webinars focusing on improving adult student learning outcomes. Face to face trainings are also made available to staff who are encouraged to attend whenever possible.

3. Improve opportunities for students to learn about careers and what it takes to be prepared for the workforce.

MVAS continually updates career curriculum to reflect current trends and needs. A careers class is required for all students receiving their diplomas from MVAS. Though the text has not changed over the past two years, the supplemental resources are frequently updated and

access to these resources is required to complete assignments within the course.

Students are given the following website to access at their leisure to research careers, colleges, application processes, scholarship opportunities, and loan information: californiacolleges.edu. This website is also referenced within some of the career course work required for graduation. MVAS also encourages colleges, military, technical schools, and other professional organizations to speak to our students about careers and future employment demand in fields of interest to students.

4. *Develop an advisory board for Murrieta Valley Adult School so that we have community support and feedback.*

At the end of last school year, 2014-15, the Coordinator of MVAS retired. Mr. Tom Petrich is coordinating the creation of an official advisory board. Based on his experience and connection with the many community organizations that partner with MVAS, his expertise is invaluable as a resource to establish this committee and keeps it going strong. Mr. Petrich is in the process of putting this committee together. Though no official committee has existed, Mr. Petrich, Ms. Gross, and Mr. Rogers continue to be actively involved in the community and in the area Consortia that MVAS is a member.

5. *Develop School-wide Learning Outcomes (SLOs) for Murrieta Valley Adult School.*

MVAS staff came together in the 2014-15 school year, over several meetings to develop SLOs. It took a year to complete a draft that all believed sufficiently addressed our student population. At the beginning of the 2015-16 school year, the SLO's and mission/vision statements were sent out for approval by stakeholders. There was unanimous approval and thus all were adopted and placed on a poster that is placed in all MVAS rooms on campus.

Chapter 3

Self-Study Findings: Criterion 1: Institutional Mission and School-wide Learner Outcomes

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.

Murrieta Valley Adult School received its initial accreditation by the Western Association of Schools and Colleges (WASC) through 2016 and operates under the governing authority of the Murrieta Valley Unified School District Board of Education. As a federal funded local educational agency receiving Workforce Investment and Opportunity Act (WIOA) Title II funds, Murrieta Valley Adult School complies with California Department of Education requirements and mandates concerning federally funded adult education programs.

In the fall of 2015, the current versions of the MVAS vision and mission statements were finalized and approved by the staff and students. Both the MVAS mission and vision statements have served to unite stakeholders as they consistently strive to provide excellent educational services to students by seeking out new educational opportunities to offer the community that meet career and educational needs. The Following statements reflect MVAS's current and future commitment to being an integral part of the community and its stakeholders.

Murrieta Valley Adult School Mission Statement

Murrieta Valley Adult School's mission is to equip students for life-long learning through lessons in academics, accountability, attitudes, and ethics that will facilitate the transition to a successful future.

Murrieta Valley Adult School Vision

Murrieta Valley Adult School provides educational programs that empower students to achieve their academic and professional goals, providing a pathway to success.

Indicator 1.2

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.

The Murrieta Valley Unified School District Board of Education has approved the following district mission statement.

Murrieta Valley Unified School District Mission Statement

To Inspire Every Student To Think, To Learn, To Achieve, To Care

Murrieta Valley Unified School District-Core Beliefs

- Our primary responsibility is student learning.
- Equal opportunity for a quality education is a cornerstone of a free democratic society.
- Optimal learning is possible when the community shares a commitment to students and their success.
- Integrity and fiscal responsibility are essential values to the health and vitality of the district in achieving its educational mission.
- Parental support and involvement is necessary for students' optimum success in education.
- Articulated and sequential programs best meet the needs of diverse learners.
- Student physical, mental, social and emotional health is integral to learning.
- Students, parents and staff can best realize their full potential in an atmosphere of mutual respect, caring, and understanding.
- Results are best achieved when parents, students, staff and the Governing Board hold themselves accountable for decisions, actions and student learning.
- A quality education system results in students who think critically, work cooperatively, communicate effectively, and act ethically.
- Students learn best when their interests, passions and talents are engaged in relevant learning experiences.
- A world-class education, integrating academic and vocational skill mastery, prepares students for the challenges, opportunities and careers of a competitive global society.
- Effective use of technology creates more powerful instructional systems and enables students to communicate and compete in a global environment.
- A well-rounded education provides students with varied learning opportunities that include curricular and co-curricular offerings.
- Students and staff function best in a safe and secure environment with quality facilities.
- A premier educational environment requires exceptional teachers, administrators, and staff supported by effective professional development, competitive compensation, and personnel practices that attract and retain quality employees.
- An appreciation for the importance of cooperation, the merits of healthy competition and individual challenge are necessary for achievement.

Murrieta Valley Unified School District-Focus

Service and Commitment To Every Student, Every Day

Murrieta Valley Unified School District-Strategic Direction

- Integrate rigorous, relevant, and sequential academic and vocational curriculum, instruction, and assessment practices to meet the needs of our 21st century students.
- Provide educational programs and services that support each student in identifying and making healthy choices.
- Develop safe and secure campuses through the implementation of security practices that include disaster preparedness and the development of related technological systems.
- Design and/or expand technology systems and facilities to effectively meet student and staff needs in a 21st century environment.
- Provide connections with the community to achieve strong partnerships to benefit student learning.
- Provide services and support systems to assist all students, including diverse, gifted, and at-risk learners, to attain academic success.
- Explore and implement practices that vigorously engage parents in partnership with staff and students to foster excellence in achievement.
- Ensure fiscally responsible and efficient use of public resources to equitably support student learning.
- Provide systematic professional development opportunities for all employees that promote continuous improvement of relevant knowledge, and skills.
- Implement activities and programs that encourage student development of character, integrity and respectful citizenship.
- Promote student participation in visual and performing arts, athletics, and other co-curricular activities.
- Encourage and acknowledge creative thinking and approaches to learning by students and staff alike.
- Recruit and retain exceptional teachers, administrators, and staff through competitive compensation and quality personnel practices in a culture of mutual respect.

Murrieta Valley Adult School is a program under the governing authority of the Murrieta Valley Unified School District Board of Education. Consequently, it is not necessary for each school's mission statement to be board approved individually. However, the district is committed to providing students with "life-long" learning opportunities "to every student, every day".

Since the initial WASC visitation in 2011, Murrieta Valley Adult School has developed updated vision and mission statements, as well as revised school-wide learning outcomes. The process began during the 2014-2015 school year as the MVAS site administration developed a first draft of updated versions of the mission and vision statements and school-wide learning outcomes. Over the course of the 2014-2015 school year, staff met to refine the mission and vision statements and gathered input from students as well. The end result is that Murrieta Valley Adult School has developed a mission and vision statement as well as new school-wide learning outcomes that are in alignment with the Murrieta Valley Unified School District's mission and goals.

The Murrieta Valley Adult School Mission Statement is widely and regularly communicated to all stakeholders through our website, social media and through publication of the school's schedule of course offerings, which are published and distributed to Murrieta and the surrounding areas (CTE courses only) twice a year.

Indicator 1.3

The institution's mission statement is central to institutional planning and decision-making activities.

The Murrieta Valley Adult School mission and vision statements and school-wide learning outcomes directly reflect the school's primary goal of "equipping students for life-long learning through lessons in academics, accountability, attitudes and ethics that will facilitate the transition to a successful future" in the core instructional programs of ASE, ESL, ABE and CTE programs.

Since 2009-2010, the Board of Education has been steadfast in their support for Murrieta Valley Adult School. The Board of Education is kept current about the school's programs and has opportunities to see the programs firsthand and interact with students directly about the impact the programs have on their lives. The Superintendent and the Board of Education approve the school's annual budget. These actions at the District and Board of Education levels reflect MVUSD's desire to support the school's programs which are consistent with the school's mission and school-wide learning outcomes.

Indicator 1.4

The institution establishes School-wide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

The Murrieta Valley Adult School School-wide Learning Outcomes (SLOs, were updated during the fall of 2015. This process was needed due to the fact that the previous Expected School-wide Learning Results (ESLRs) essentially were antiquated and did not truly reflect the ever changing academic needs of the students of Murrieta Valley Adult School. The MVAS leadership team wanted to ensure that the school-wide learning outcomes were statements that were more relevant and applicable to all MVAS programs. Staff provided input into what became the final version of the new Murrieta Valley Adult School's School-wide Learning Outcomes, stated below.

Murrieta Valley Adult School-School-wide Learning Outcomes

- MVAS students will demonstrate interpersonal skills using effective communication strategies to learn and to work cooperatively in diverse environments.
- MVAS students will critically process information, make decisions, and problem solve independently and cooperatively.

- MVAS students will set and accomplish learning goals, using resource management and self-advocacy strategies to navigate life situations.

Indicator 1.5

The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

Murrieta Valley Adult School staff use research-based knowledge about teaching and learning and design and implement a variety of learning experiences that actively engage students at a high level of learning that is consistent with the school's purpose and school-wide learning outcomes. MVAS instructors are current in both instructional content taught and research-based instructional methodologies. New MVAS teachers are provided with orientation and in-service related to professional development opportunities within adult education. Examples of professional organizations that provide professional development to adult educators are the California Council for Adult Education (CCAEE) and California Adult Literacy Professional Development Project (CALPRO). Throughout the year, teachers participate in training through staff and district meetings, where they are exposed to new instructional methodologies and tools.

Teachers in the ASE and ABE programs enhance instruction by providing adult and concurrently high school students with a blend of individualized study options as well as online courses to meet the diverse learning needs of students. This strategy has been somewhat effective with ESL students in transitioning them into the academic program, as these students are typically used to a more interactive and engaging classes in the ESL program. They frequently expect a higher degree of teacher direction and engagement than a traditional classroom can provide. With the recent implementation of the APEX online learning option, ASE students have the combined benefits of greater access to a greater variety of more rigorous courses and more flexible learning options which can be adapted to work within their schedules.

While needed for positive student outcomes, incorporating these instructional strategies within the ASE and ABE programs presents a challenge due to the fact that all students are at different levels and need different levels of academic support. It is also a challenge for ASE and ABE instructors to keep up with the amount of student paperwork generated on a daily basis to meet individual needs. As additional funding becomes available through the AEBG block grant, more support for these programs would be considered.

Teachers address the variety of ways students learn and their individual learning needs. Teachers in all program areas utilize a variety of methods and strategies to address students' learning styles including visual and kinesthetic. ESL teachers not only incorporate grammar-based activities into their lessons, but also work to promote more "real-life" learning experiences in the classroom, where students can demonstrate application of life skills and competency-based objectives taught in class. Small-group and whole-class instruction are typical formats used by ESL teachers. However, ESL teachers are becoming more convinced

that pair work and role play activities allow the students to be more engaging in the classroom.

Murrieta Valley Adult School administration and staff work together to implement relevant and meaningful learning experiences for students based on current and emerging research on adult learners. Research has suggested that the first two week a students enrolled in adult education is the most crucial period of time as they are typically dealing with uncertainty about being in school. The MVAS student orientation process is designed to address this by having site administration meet formally with each student individually. In the ESL program, students meet with their teacher on the first night in their classroom. Students are provided with information on the program, student assessment information and information about the programs that are offered through MVAS.

School leadership utilizes planning processes to ensure that students in all programs are engaged consistent with curricular standards and the school-wide learning outcomes. New teachers are given an orientation with site administration to become familiar with the mission and vision of the school, as well as the school-wide learning outcomes. Staff meetings include agenda items relating to how teachers can address the school-wide learning outcomes in their classes and programs.

Teachers use assessment data to guide and inform classroom instruction and school-wide learning outcomes. Teachers share student achievement data with students on an individual basis as well as classroom basis. Teachers work together to ensure coordination of instructional services and program standards. Incorporating research-based knowledge on using a variety of teaching strategies ensures that students are actively engaged in learning.

Indicator 1.6

The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

In 2015, Murrieta Valley Adult School established a site-based Leadership Team that includes representatives from administration and support staff. This team meets regularly to review previous year's performance results, and identify key areas to discuss for the upcoming school year. Staff reviews previous year's performance results and plan school-wide goals which address the areas in need of improvement.

It is critical to have an effective and reliable data management systems that includes Administrative Software Applications (ASAP), Comprehensive Adult Student Assessment System (CASAS) and Tracking of Programs and Students (TOPSPro) programs to ensure that the school has the ability to collect and report accurate and timely data in an organized fashion.

From discussions and review of student program data, staff works to identify reasonable and achievable objectives to work on for the school year. The administration develops school-wide goals which are shared with all staff at the beginning of each school year.

Teachers and support staff are provided paid opportunities for professional development and collaborative time, which helps build a culture of continuous improvement that is fostered

and reinforced on a consistent basis. Through the WASC process, teachers and staff have shared a need to expand professional development opportunities and collaborative time as they move forward with implementation of the Common Core State Standards in their instruction.

As the educational needs in Murrieta and the surrounding area are evolving, Murrieta Valley Adult School administration and staff make great efforts to engage the community in order to solicit input about the adult school program in order to ensure the program remains relevant to students' needs. New and returning MVAS students are encouraged to participate in the school's programs and take an active role in the growth and development of MVAS programs. Student input is crucial to the programs and services that MVAS offers as well as information on future programs to be brought forward to MVAS.

Areas of Strength

- The Murrieta Valley Unified School District places a high value on adult education as an integral part of the district's mission and goals for student achievement.
- Murrieta Valley Adult School has proven through the school's mission and vision from students, staff and other stakeholders.
- Instructional staff is effective in incorporating research-based knowledge and using a variety of teaching strategies in order to ensure that students are actively engaged in learning.

Key Issues/Growth Areas

- Murrieta Valley Adult School should continue to expand opportunities for staff development and collaborative time in the areas of applying emerging research-based knowledge about teaching and learning, especially in relation to implementation of Common Core State Standards into instruction.

Evidence

- MVAS Course Outlines
- MVAS Fall/Spring Course Schedule
- MVAS Staff Meetings
- MVAS Leadership Team Meetings
- MVUSD Board of Education Core Values
- MVUSD Board of Education District-wide Goals

Chapter 3

Self-Study Findings: Criterion 2: Organizational Infrastructure and School Leadership

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.

Murrieta Valley Adult School, which operates as part of the Murrieta Valley Unified School District, complies with the policies, regulations, bylaws and administrative regulations of the District as well as the California Education Code, and federal and state laws. The policies of MVAS are in alignment with the Murrieta Valley Unified School District's mission statement and district goals. The five elected members of the Board of Education make up the governing body for the Murrieta Valley Unified School District. Board of Education members approve and adopt policies on an ongoing basis that are consistent with the school's purpose.

In 2008, there have been some major legislative developments which had affected the adult education program. The greatest impact occurred in 2009, when as part of the California State Budget Act, Education Code 42605 was changed. Education Code 42605 gave districts flexibility in Tier III categorical programs. This legislation was designed to give school districts additional flexibility in dealing with budgetary challenges. The Murrieta Valley Unified School District accepted this flexibility and had been deemed in compliance with the statutory or regulatory program and funding requirements for these programs. Although Murrieta Valley Adult School was considered a Tier III categorical program, the Murrieta Valley Unified School District's Board of Education has continued to support the MVAS instructional program in the annual budget adoption process since 2009.

The Board of Education delegates implementation of policies to professional staff. Since the initial WASC visit, MVAS has only experienced a change in site leadership as the previous Coordinator, Tom Petrich retired in 2015 and was replaced by Jared Rogers, who had served as Coordinator of MVAS previously from 2005-2010. The Principal is under the direction of the Director of Secondary Education and Director of Student Support. MVAS also has a Administrative Designee for the evening program, Annette Gross who oversees school operations in the evenings. There are fourteen teachers who assist MVAS site administration in coordination of the ASE, ESL, ABE and GED preparation programs. In an effort to support delegation and implementation of District policies, MVAS has created a Leadership Team that includes Adult School staff.

The MVAS Principal submits adult school policy matters to the Director of Secondary Education and Director of Student Support, who then reviews the items and determines if the items should be submitted to the Board of Education for formal action. In recent years, the Board of Education

has approved several program related plans in support of the adult education program here in Murrieta. This demonstrates that the Adult School is valued as a partner to the district and community by the Board of Education.

Indicator 2.2

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.

The site Principal encourages commitment, participation, and accountability for students learning. A major focus for site administration is to continue to incorporate data-driven decision making and bring staff members into that process. The data examined on a regular basis includes attendance and enrollment numbers as well as outcome and assessment data. Data is presented to staff either during Leadership Team, staff meetings or during walkthroughs. Staff members are encouraged to review and analyze the data as well as examine the implications of the data. This process has helped to more clearly frame and articulate organizational goals and objectives so that staff members will understand their roles in reaching relevant and measurable benchmarks as we move towards continuous program improvement.

School leadership encourages teachers to place a strong focus on student learning by evaluating student achievement. This is critical to the work of continuous school improvement. One example of this effort is the implementation of the National Adult Education Honor Society (NAEHS) to which MVAS has applied to become a chapter. All teachers will recommend a student from one of their classes to be inducted into the NAEHS. Teachers are empowered as they independently identify and nominate students based on student learning results, attendance, and positive attitude. Students will be recognized during Graduation in June. Board of Education members, district administration, community members and families will be present for the induction of adult students into the NAEHS. The NAEHS awards process provides a valuable opportunity for instructional staff to recognize student success across all programs.

Indicator 2.3

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

The MVAS Leadership Team serves to assist site administration in closely monitoring and guiding school-wide action plans consistent with the school's vision, mission and school-wide learning outcomes. Through staff meetings, the teachers and support staff are kept informed of and involved in the implementation of programs at the school. The Principal shares reports concerning attendance and enrollment data, budget data, student placement and completion data, student assessment, fee-based classes, CTE programs and other state and federally funded programs. The Board of Education, district Superintendent and other district administration also monitor results through the reports generated through MVAS.

District personnel make site visits to MVAS at least on a monthly basis. Such visits provide opportunities to go into the classrooms and interact with students and staff. Successful site visits

provide an effective means of monitoring school results. The Board of Education and district administration also participate in yearly Graduation ceremonies (combined with Creekside High School and Tenaja Canyon Academy).

MVAS site administration have worked to strengthen partnerships with the Workforce Investment Board and the Southwest Riverside Development Agency to provide for future program development and improvement in bringing job opportunities to the adults within MVAS. Site administration has also facilitated the development of other community partnerships, such as HarperRand, Planet Youth Opportunity Program, ed2Go and Boston Reed College. There is a need to evaluate the role of having an advisory committee that could perhaps include more specific guidance and direction in the development of career technical education programs which will assist the regional labor market in preparing skilled workers for emerging occupations, specifically in the medical sector.

Indicator 2.4

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

All new employees are oriented with the Murrieta Valley Unified School District professional standards, customer service, district administration, employees' responsibilities and expectations, and acceptable use policies. New employees to MVAS receive an orientation which includes an overview of the adult school program, campus services, personnel policies, procedures related to attendance, registration, record keeping, classroom management, and purchasing.

The Murrieta Valley Unified School District and Murrieta Valley Adult School have organizational charts, which identify to employees and other stakeholders the district and school leadership positions along with the reporting relationships that correspond to the positions. The Murrieta Valley Unified School District and Murrieta Valley Adult School are consistent in their policies and procedures, especially in maintaining the highest level of customer service and focus on student achievement of school-wide learning outcomes.

Murrieta Valley Adult School has a safe and welcoming environment that reflects the school's purpose. Located in a quiet residential area of Murrieta, the school has always been open and accessible to the community. The school takes every reasonable measure to ensure that the school is prepared in the event of an emergency or natural disaster. There is an emergency bin located at the back of the school and an emergency preparedness check is done annually to ensure that the inventory is complete within the bin. Fire drills are conducted on a quarterly basis, although most of the drills do take place during the morning hours. Twice a year, MVAS takes part in earthquake drills, in which all schools participate. All teachers have been trained on emergency and disaster procedures.

On the Murrieta Valley High School campus, staff members are informed about procedures concerning how to place work order requests, which are submitted to either the MVAS site Secretary or directly to the Murrieta Valley Unified School District's facilities or technology department. The Murrieta Valley Unified School District has a web-based work order system

which helps both site and facilities document and monitor all requests. Any issues regarding student safety and health concerns are given top priority. The facilities department schedules maintenance personnel and is responsible for making sure the work is scheduled and completed in a timely manner.

The Murrieta Valley Unified School District has emergency plans in place that each school must follow. The emergency procedures are posted in each classroom. There are telephones in each room in case of emergency. MVAS also is represented at GRIP meetings, which is a collaboration of fire, police and school district personnel that discuss a variety of safety issues that schools face and how law enforcement and fire can help assist in the efforts to keep the schools safe.

An annual safety audit is conducted at MVAS in which hazards are identified and addressed. The audits identify any serious safety issues that need to be corrected or addressed. Any findings are reported to the MVAS Principal who then works directly with the district's facilities department to resolve the issues. The MVAS Principal and staff also share relevant information as needed relating to personal safety and classroom hazards in order to reduce the likelihood of employee and student accidents on campus. The MVAS Principal meets daily with the site custodian and performs campus walkthroughs in order to identify any site safety issues that need to be addressed.

Murrieta Valley Adult School has written standards of student conduct, discipline and due process rules and regulations that are shared with students by teachers and support staff. This information is shared with students either individually (at Orientation) or within the classroom setting. Students are asked to sign forms indicating they have read and agreed to adhere to the policies and procedures while enrolled at Murrieta Valley Adult School.

The MVAS Principal, in collaboration with teacher and support staff, guides the work of the school by ensuring that district and school policies and procedures are applied consistently across the board. This work also helps to ensure that specific tasks identified in the school's action plan are completed within the given time frames, and that individuals are held accountable for the important roles they play in the school's continuous improvement efforts. The MVAS Leadership Team has been created to assist school administration in this ongoing effort. The MVAS Leadership Team meets twice a year to review and monitor school-side action plan items, as well as review school-wide policies and procedures, which have a direct correlation to supporting student learning and improving institutional effectiveness of programs. Leadership team members work closely with their colleagues to coordinate programs standards and instructional services. Staff members are encouraged to create an open model of communication with not only site administration, but fellow staff members and most importantly with the students to ensure that the school climate continues to be healthy, effective and supports student achievement of learning outcomes.

Areas of Strength

- The Murrieta Valley Unified School District has demonstrated a firm commitment to maintaining the Murrieta Valley Adult School program and including adult education in district-wide goals.
- School leadership and staff exhibit a strong sense of shared responsibility and accountability for student learning.
- Site administration works collaboratively with staff in closely monitoring and guiding school-wide action plans that are consistent with the school's mission and vision.

Key Issues/Growth Areas

- Murrieta Valley Adult School should consider the expansion of an advisory committee to include members with specific expertise in development of CTE programs which will assist the regional labor market in preparing skilled workers for emerging occupations, specifically in the medical field.

Evidence

- MVUSD Organizational Chart
- MVUSD Board of Education Meetings
- MVAS Organizational Chart
- National Adult Education Honor Society program
- Emergency notifications in classrooms

Chapter 3

Self-Study Findings: Criterion 3: Faculty and Staff

Indicator 3.1

The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

MVAS employs only highly qualified staff to teach adult classes. The school works with the MVUSD Human Resources department to run job openings, screen applying employees, and schedule for interviewing. Our hiring team then interviews candidates, and recommends the hiring of highly qualified, dedicated teachers committed to supporting MVAS's mission, vision, and students. All staff are certificated for the state of California and are NCLB qualified to teach in their specific specialty area, whether ESL, ASE, or CTE programs. Staff has the required training, education, and experience aligned with MVAS's mission and SLOs. MVAS is committed to recruiting, hiring, and retaining highly qualified staff. MVAS staff understand the trust our community places in them to care for and equip MVAS students to succeed in their endeavor to earn a degree and secure a job/career.

Classified applicants initially qualify through a district testing process. This process includes all support staff including clerical and custodial. Management applications are only solicited and accepted when an open exists for an administrator.

Staffing needs are determined yearly by administration, based on projected student enrollment in classes and budgetary resources to support the core instructional programs offered through MVAS. As each school year progresses, administration review the budget to determine if adjustments need to be made. If it is necessary, to make budget adjustments, appropriate personnel are notified and changes are made. In the spring, a budget is prepared for the following year, as administration meets to determine needs for the coming school year.

Indicator 3.2

The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Personnel employment practices and MVUSD board policies are utilized to hire staff for MVAS. All employment processes are completed through the district's Human Resources department. Open positions are flown to current employees through district email, and district website. Applicants are interviewed either on the school site or at the district office by a panel of MVAS administrators and staff.

Job descriptions for all positions at MVAS, both certificated and classified, are kept on file in the human resources department at the district support center. Job descriptions are kept current

through the HR department via input solicited through various employee groups including MTA (Murrieta Teacher's Association) and CSEA (CA State Employees Association).

All MVAS staff and administrators are certificated with appropriate state credentials that qualify them for their specific positions. All teachers hold the correct credentials to teach their course(s). Classified staff is also qualified and well-trained for their job assignments, meeting MVUSD requirements.

Indicator 3.3

The school develops personnel policies and procedures that are clearly communicated to all employees.

MVUSD issues to all employees, a Murrieta Valley Unified School District employee handbook designed to be a resource guide for all employees to ensure they are aware of policies and procedures that effect their district employment. The handbook is to be used in partnership with MVUSD Board Policy, the Collective Bargaining Agreement for both the teachers and classified staff union agreements, and any additional information attained through site administration.

The employee handbook fulfills district legal obligations to inform employees annually of several policies, procedures, and unit member responsibilities. The information included in the handbook is intended to be consistent with State and Federal law, MVUSD Board policies, and negotiated employee agreements laws and policies. The employee handbook is a working document that is updated yearly. The handbook is available online through the MVUSD website.

The employee handbook includes descriptions of employee responsibilities and expectations including professional standards, dress and grooming, customer service standards, employee and supervisor relationships, and other legally mandated information. The district, communicated through formal Board Policy expects that district employees maintain the highest ethical standards, follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the school district and advance the goals of educational programs. Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities, focusing on their contribution to the learning and achievement of district students. Access to employee records is governed by state and federal law, as well as district policy.

Indicator 3.4

The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

MVUSD through unit bargaining agreements has clear and systematic employee evaluation policies and procedures that are published in the respective union agreements, available on the district website. All bargaining unit members and administrators receive copies of contracts.

MVUSD and MVAS have adopted the California Standards for the Teaching Profession as the framework used for the evaluation of teachers. The review process is under continual review and updating to ensure compliance to the law and to develop and sustain a supportive partnership

between the bargaining member and administrator that is objective, fair, and positive. This evaluation process solicits continuous improvement in job performance that secures an optimum learning environment and the highest quality of instruction for students, resulting in student success.

Indicator 3.5

Faculty members take ownership of student progress toward achieving stated School-wide Learner Outcomes.

All staff is committed to MVAS's mission, vision, and SLOs. All staff participated in the WASC self-study process that updated the mission, vision, and SLOs creating buy-in and ownership. During the fall of 2014, the mission and vision statements were created and adopted, and in the spring of 2015, SLOs were proposed and then adopted at an all staff meeting in fall of 2015. All classrooms used by MVAS and the school's office have the vision, mission, and SLOs posted and staff make weekly efforts to ensure students understand the meaning of the mission and vision statements. Staff also weekly references SLOs, discussing with students how they drive our school programs.

Indicator 3.6

The school provides all personnel with appropriate opportunities for professional development.

All staff is encouraged to participate in ongoing professional development that supports student learning. MVAS supports staff training through the district, and through online webinars and conferences provided through adult education professional organizations. Funds are available to pay for training, though the budget may be limited and will vary each year based on funding.

MVAS has a district supported website and a Facebook page that communicates school events, testing dates etc. Upcoming trainings and events are offered and communicated through email to all staff. MVAS has many veteran staff members that have served the school for many years. These staff members are knowledgeable, committed, and flexible, offering new staff resources and support, along with encouragement to participate in professional development opportunities whenever possible. School administrators take advantage of professional development whenever possible, and encourage staff by example to also take advantage of professional development. Staff meeting provides valuable opportunity for professional collaboration with colleagues, reviewing data and discussing how the data impacts instruction.

Indicator 3.7

The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

Staff evaluation is conducted in accordance with district and union guidelines. Administrators are objective, fair, and provide positive collaborative feedback about teaching strategies and student needs within the adult education environment.

Administration believes that all staff members are essential to creating a positive learning environment for students. Using clear criteria for evaluation of all staff members, MVAS administrators are able to engage staff in the critical process of continuous performance improvement.

Areas of Strength

- MVAS promotes the highest standards and policies to recruit, hire, train, and retain staff.
- A key strength for MVAS is its exceptional quality instruction provided by committed, dedicated, long-term staff.

Key Issues/Growth Areas

- There is a need to develop a more formalized, structured new staff member orientation and induction program specific to the needs of MVAS staff.
- There is a need for more planned staff meetings to provide the staff with current information and strategies of instruction along with time for collaboration.

Evidence

- MVAS Core Values
- MVUSD Board of Education District-wide Goals
- MVUSD Employee Forms and Guidelines
- MVUSD Employee Contract (MTA/CSEA)

Chapter 3

Self-Study Findings: Criterion 4: Curriculum

Indicator 4.1

The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

MVAS has a website through the district that is maintained and updated in a timely manner to reflect course offerings, enrollment procedures and processes, testing schedules, and some general information on course content and student expectations. MVAS puts out mailers that inform our stakeholders and students of classes offered, scheduling, and testing. Information is also circulated via district email to all MVUSD staff, counselors, and administrators regarding our program offerings, schedules, testing schedule, and community class offerings on a semester basis.

Courses offered by MVAS have intended outcomes for students clearly defined in the brochure that explains our course offerings, and also, on our school website. Students who enroll at Murrieta Valley Adult School are given a course evaluation which shows classes already completed as well as courses needed to complete to receive a high school diploma from MVAS. Students who enroll in the high school diploma program through Murrieta Valley Adult School are required to complete 190 credits. Many of the core academic requirements are the same as the traditional high schools with the exception being that students at MVAS are required to do a Skills for Independent Living Course and are exempt from community service.

Murrieta Valley Adult School-Credit Requirements

Subjects	Credits Required
English	40
Math	30
Science	20
Social Studies	30
Fine Arts/World Lang/CTE	10
Skills for Ind. Living	10
Electives	50

A goal this year with our stakeholders has been to adopt new curriculum for our ESL classes, our ABE class, our Citizenship class, and finally, our diploma class. MVAS will align curriculum to the common core standards, yet look for the best curriculum resources for our students. These resources include online classes and student resources, as well as workbooks and tangible educational resources that students can access to reach their individual academic and certification goals.

Indicator 4.2:

The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

MVAS leadership team reviews curriculum on a yearly basis, determining with stakeholder partnership, what resources are no longer effectively meeting student needs and where new or enhanced resources are needed for optimum student outcomes. This committee meets in June after soliciting information from staff via email and Google docs and surveys, regarding the effectiveness of current curriculum and the need for other resources to support student growth and goal attainment. Data is generated through CASAS to help evaluate effective classroom curriculum and staff delivery. Students are asked for input during this assessment process regarding the classroom curriculum and delivery via online surveys and informal conversations.

Allocations of finances are impacted by results from curriculum reviews completed by the leadership team with stakeholders. Funds are allocated based on site leadership team reviews of curriculum, instructional tools, faculty needs, and facility needs that empower students to continually make forward progress toward educational goals and career plans. When California adopted Common Core, MVAS patiently researched curriculum to find the best common core materials available to prepare students to succeed academically and within their work environments. Leadership was also concerned with MVAS acquiring the right curriculum for all classes that best prepares students to transition from MVAS to higher education or a job/career having skills needed to compete and succeed in the global job market. This took time since curriculum companies pumped out common core curriculum quickly, but much of the initial common core offerings presented after adoption in 2010 were inadequate for adult education student needs. Over the past five years, companies have developed appropriate common core materials for adult education that not only align with standards, but meet the unique needs of adult students learning English and working toward acquiring a skill base that supports work force needs in our local and surrounding communities.

Initially, teachers monitor curriculum to ensure it meets students' needs and aligns with standards, supporting expected student learning outcomes. The leadership team takes input from teachers and shares back with staff, solutions to challenges. Staff then either validates the proposal or suggests revisions until resolution is reached. This process is conducted twice a year, once a semester. Administrators collect information from teachers and then share it with

leadership team members via face to face meetings that focus on solutions to challenges. Leadership reviews any data available to determine the funding priority for correcting any curriculum concerns.

All teachers are given the opportunity twice a year to review their program's curriculum and share concerns and/or requests for additional and/or replacement materials. Teachers are encouraged to share concerns/needs any time with administrators who will evaluate and respond to teachers in a timely manner.

Replacing current curriculum has been a focus for MVUSD and MVAS leadership since 2010 when common core was adopted. The district chooses a core subject each year to focus on updating to meet common core standards and to reflect the district's vision for student learning outcomes. Based on funding challenges for adult education since 2008, MVAS has not had funds available for curriculum replacement. MVAS staff also wanted time to align some class curriculum to what the district high schools would adopt for core classes. Therefore, MVAS leadership began reviewing curriculum for ESL classes, Citizenship class, GED, and ABE classes this year. Presenters from several curriculum companies have given presentations and MVAS staff has chosen some curriculum from these presenting companies to adopt as soon as funds are available. Curriculum for ASE classes is slated for review and adoption in the 2016-2017 school year.

On a yearly basis, using data obtained through CASAS, leadership reviews curriculum relevance and effectiveness for current educational trends impacting adult education. The team also reviews demographics to ensure that curriculum is the most effect it can be for students attending MVAS.

Indicator 4.3

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

Students at MVAS have access to all curriculum needed to complete their program. Office hours are from 1 p.m. to 7 p.m., Monday through Thursday. The school site has computers available within each classroom and a computer lab to utilize for completing work, conducting research, or to enrich student learning based on teacher direction or student's initiative to further explore and expand their learning. Textbooks are checked out and allowed to be taken home for ease of access and 24/7 learning opportunity. Since students enroll throughout the year, not on a semester basis, materials are always available to students.

MVAS has no library accessible to students for use in the evening hours of operation; however, a library is available to students that attend morning classes through Creekside High School's onsite library and librarian. Many students use the computer lab in the evenings to complete any research or access any materials needed to complete course requirements. Each classroom on the MVAS site has computers available to students. MVAS has multiple moving carts of laptops for student use as well.

Each classroom is equipped with computers, an Elmo, projector, and screen. Computers can be hooked up to the projector for access to information on the Internet or other resources teachers want to make available to their students.

MVAS instructional programs are supported by standard curriculum, supplemental educational resources, and technological tools to make learning interactive and innovative within each classroom. A computer lab is available to access for classes when necessary for projects, computer program access, and testing. Some class programs will be accessible to students from an online platform.

Additional Online Indicators

Indicator 4.4

The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

MVAS uses the online program that MVUSD high schools use, APEX. Students can access A-G curriculum to complete classes they have failed. MVAS will pursue being certified to give APEX classes that are A-G certified in the spring. APEX has classes that are common core based, and these are the classes we utilize for students at MVAS. Classes are available for 9th through 12th grades.

Though APEX is an outsourced program, it meets common core standards that all MVUSD schools adhere to. It also aligns with curriculum at the high schools and therefore, with MVAS.

Indicator 4.5

A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

MVAS has used APEX since the district adopted it as the online education resource high schools would be using. MVAS administrators believed the school was covered for A-G requirements under the district umbrella of our high schools. Recently, administrators learned that MVAS needed its own certification to be A-G certified when offering classes to high school students. MVAS will pursue certification in the spring when the certification window opens.

Students within the online program are monitored for progression by the evening administrator who proctors the course. The online program is very small, currently four students are enrolled and only those who are not seeking A-G certified courses. Students are monitored for progress and support when needed. The high school students who were enrolled in APEX through MVAS were moved to the high school online program to ensure A-G certified classes were being completed.

MVAS will be purchasing for next year, an online ESL program called Burlington that will give more access to students. Currently, class access is all that is offered for ESL students to curriculum. There is no current online program available, though students have had access to

Rosetta Stone until an upgrade rolled out district-wide wiped access to the old Rosetta Stone program students have used for the last ten years. Realizing it was time to update our program and desiring a program with 24/7 access for students, MVAS leadership and staff experienced presentations from many ESL publishers and chose to adopt Burlington once funds become available to use to purchase curriculum.

Indicator 4.6

The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

The online curriculum utilized by MVAS is APEX. The APEX Company secures student information and data, housing all this information on their servers and securing it via internal and external internet security measures.

Effectiveness of APEX programs is determined through student progress, consistent updates to the curriculum that is provided, and ongoing communications between schools in our district and APEX management.

Indicator 4.7

Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

APEX curriculum uses real world experiences and examples to support students' ability to see the value of what they are learning to their future working environments. Many of the resources (videos, exercises, and assignments) utilized within the APEX classes are connected to real world situations and experiences to help student connect their learning to life.

Areas of Strength

- Dedicated and properly credentialed staff committed to relevant and rigorous curriculum.
- Collaborative and thorough search for new curriculum for all classes.
- School plan to consistently update computers and technology infrastructure to meet present and future needs.

Key Issues/Growth Areas

- Curriculum adoption for all programs necessary since current curriculum is dated and less effective w/o teacher supplemental curriculum support.
- Ancillary supportive materials available in all classrooms (dictionaries, rolling computer carts etc.)
- Funding for teacher training for new curriculum adoption, materials, and adult education.

Evidence

- MVAS Flyers/Mailers
- Classroom Observations (informal)
- Course Outlines
- Staff Meetings
- District, State and Federal Standards
- ESL Seasonal Events/Celebrations

Chapter 3

Self-Study Findings: Criterion 5: Instructional Programs

Indicator 5.1

The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Administrators are present in classrooms weekly, monitoring instructional practice. Monthly staff meetings cover any concerns teachers or administrators identify regarding course rigor. These staff meetings may be face to face or via email communication since staff has diverse hours that impede consistent communication on a face to face basis.

Faculty has access to quarterly online training through OTAN and CALPRO. Other opportunities for training are available through ACSA, CSEA, NAEPDC and other professional organizations committed to adult education. MVUSD also has numerous PLC and in-house training opportunities for staff to take advantage of to improve instructional practice.

MVAS high school diploma class offerings are aligned with district high school adopted course material content, rigor, and relevance. Supplemental materials are available to teachers through websites and OTAN webinars. Teachers can also access supplemental materials and course content through American Association for Adult and Continuing Education (AAACE) and California Adult Literacy Professional Development Project (CALPRO).

Staff at MVAS is highly qualified to deliver instruction in all ASE and ESL courses. Professional development is ongoing via district offerings that are face to face, online, and site/subject specific PLCs each week, through CALPRO and OTAN online trainings and conferences, and other adult education organizations. CTE teachers are generally active participants in their areas of expertise within their respective fields. MVAS teachers regularly network and collaborate regarding methodologies and teaching strategies.

Data is collected through the CASAS testing database for ESL programs and this data, along with teacher assessments, drives our instructional practice. ASE course data is collected through teacher input, and student progress toward graduation with a high school diploma. The growth of all programs that includes new class offerings, new sections of classes opened, and/or student progress all play an important role in determining the quality of our programs and our marketing strategies.

Students are strategically engaged through instructional strategies that include lectures, small and large group activities, computer lessons, and through lessons that incorporate all learning domains (listening, speaking, writing, and reading). Teachers check for student understanding of concepts and re-teach when necessary to ensure mastery, retention, and application of skills taught.

Teachers, staff, and administrators encourage students to complete their classes and motivate students to succeed. Students have access to instructors while at school, but also through email, phone, and texting outside school hours. Students are encouraged to communicate their needs, challenges, and successes so that MVAS can support them toward program completion and their next endeavor.

ESL teachers use realia to make learning tangible and applicable to real life situation encountered by students. Continuous instructional and delivery adjustments are made based on data gathered through teacher assessment and formal testing. One of MVAS's greatest strengths is teacher flexibility with teaching tools and delivery methods that ensure student learning.

Efforts by MVAS to have medical pathway CTE courses has been ineffective, because the partnering school closed its doors, so the courses we had planned to house on campus never started. However, MVAS is starting new CTE medical pathway courses in the spring of 2016, and once these courses start, a formal evaluation committee will be established to review the effectiveness of these classes for students. By June, 2016, this stakeholder committee will be in place to review the program's effectiveness in delivering rigorous and relevant curriculum that addresses the needed skills to ensure students are competitive in the job market to secure employment. This review process will occur twice a year. Also, for many CTE courses, there is a national exam that must be passed to be certified to work within the healthcare field. Students' ability to pass these exams will be an indicator of MVAS's effectiveness in providing quality instruction that prepares students to succeed in the workplace.

MVAS will track students who complete the CTE courses that begin in spring 2016, to collect data on how many students attain employment after completing their education and certification. Employment validates the quality of instruction provided by our staff and our partner school(s). MVAS will continue to increase medical pathway CTE opportunities for students as one of our goals to meet the needs of our community businesses.

With our current CTE course offerings, data has not been tracked to determine effectiveness of the courses for students since very few of our students attend these classes, and they are not provided directly through MVAS, but are outsourced through ed2go, Career WebSchool, and ProTrainings.

Indicator 5.2

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Monthly staff meetings whether face to face or through email, provide faculty opportunity to collaborate about teaching practices and challenges. Staff also shares a common 20 minute break during evening classes, where communication occurs informally regarding student learning, student progress, and teaching strategies and resources. District staff development days allow for teacher collaboration. Teachers have a faculty lunch room to support communication and collaboration in a relaxed, private environment.

Administrators are available daily to discuss with teachers pedagogical approaches, and other needs with the goal of improving student outcomes. Teachers are encouraged to set appointments or engage in informal discussions about curriculum needs, student transfer recommendations, etc. with administrators.

ESL and ABE teachers continually discuss bridge connections between programs to facilitate timely growth and transition for students from one program to the next.

Common teaching strategies and methods used by staff include:

- Project based hands-on, group work and role playing.
- Guest speakers and former students presenting in class
- Group lectures
- Field trips
- Utilizing each learning domain within each class session (listening, speaking, writing, and reading).
- Frequent checks for understanding with all students and review of concepts when necessary.
- Technology is used to deliver information and lessons in a variety of ways, primarily to address individual learning needs.
- Use of realia materials when appropriate and available (actual job applications etc.).

Teachers are encouraged to and supported in developing differentiated teaching strategies to ensure that all students' needs are addressed:

- Teacher requests for supplemental materials/help with teaching strategies are answered in a timely manner to include updated curriculum, texts, materials, accessibility to computer labs and carts, computer programs, Internet access, and training for computer programs if needed.
- Teachers are provided online training opportunities throughout the year through numerous adult education organizations, as well as through the district and other professional organizations that focus on teaching strategies.
- Teachers and staff are encouraged to attend conferences and workshops that support teaching strategies and program training.
- Resources are shared with staff via email, staff meetings, district mail, and website/Facebook.
- There is an open door policy at MVAS from administration, teachers, and office staff being open to supporting each other or students whenever a need arises.
- MVAS supports training. Office staff and teachers have attended ASAP and CASAS training to be better equipped to utilize these programs effectively. Administrators have completed the CALPRO Leadership Institute for adult education administrators.
- Facility maintenance, health and safety, and classroom equipment issues are routinely addressed.

Indicator 5.3

The school is actively engaged in integrating new technology into the instructional program of the school.

MVAS actively updates technology to meet the needs of the three schools housed at this one school site. Administration consistently works with staff to incorporate technology to keep up with educational trends and needs for students and staff. District IT department personnel are available via phone and to come to the site whenever necessary for trouble shooting or for training purposes.

The Murrieta Valley USD contracts with APEX as our online program offered to students. The online program continues to expand from HS to middle and now, elementary. MVAS tailors the APEX program offerings to student needs and to district and state rules and regulations governing curriculum that meets standards.

MVAS accepts credits from other high school diploma programs, evaluating outside courses for credit using MVUSD's catalogs, similar for online, out of state, and out of country, and verifies that credits come from accredited institutions.

APEX training is offered through the district throughout the school year for teachers interested in learning to navigate the program as instructors. Administrators on site for day and evening classes at MVAS are available for tech support with APEX programs when needed.

By analyzing current technology trends in education, MVAS is able to adopt, adapt, and enhance online learning options and the use of technology to support effective instruction. MVAS uses social media to communicate with students and the community. Each classroom used by MVAS staff has an Elmo, projector, and screen with connection to a main computer or laptop for instructional purposes. MVAS has a computer lab on site and two mobile Chromebook carts for classroom use.

Additional Online Indicators

Indicator 5.4

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 in the online environment.

Currently, the only online instructor at MVAS is an administrator, trained to use the APEX course programs. The MVAS online program is limited to adults, and only 3 adults are currently enrolled in the online program, one having recently graduated, one currently actively working on her course, and another student struggling to make progress based on an ever changing work schedule. Since the online courses have never been popular with MVAS students, few students are enrolled and even fewer succeed in completing courses due to their rigor. Most student who enroll in the online program end up in the regular classroom where there is teacher support and attendance accountability. MVAS will begin the certification process for high school online APEX classes in the spring so courses offered are A-G approved.

The administrator currently facilitating online APEX courses updates skills and competencies within this learning environment whenever available through APEX trainings via district or APEX provided online trainings. To meet student needs within the online environment, the facilitator is available via email and text/phone calls to work with student from 8 a.m. to 9 p.m. every day of the week.

Indicator 5.5

The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

Student performance measures the effectiveness of the instruction strategies within the online program, along with completion rates, test results, and attendance. Quality of direct instruction and student-teacher interaction is evaluated through communication via email and text messages, and face to face meetings. APEX tracks learning results via the online program.

Students are provided clear expectations during the online orientation face to face meeting that occurs with every online student enrollment. Attendance requirements and work completion requirements are covered during the orientation meeting and communication between students and facilitator occur consistently, but at least bi-weekly each month to monitor progress and address any concerns or challenges, as well as to celebrate successes. Online classes are available to students with computer access 24/7, allowing students to make progress on coursework whenever time is available to them.

Indicator 5.6

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

The review of students' online work is highly effective, since teachers are able to log onto the APEX site 24/7 to review student work and progress toward completion of their course work. Grading is supported by the APEX site that tracks students' grades and progress so that the instructor can analyze work to ensure that students are analyzing, comprehending, and conducting effective research that produces quality work and development of skills needed to succeed academically and professionally.

The facilitator then provides feedback for students in a timely and supportive way that encourages completion of assignments and progress toward completion of each course. APEX provides weekly updates on student progress, allowing for facilitator review and analysis to support student growth, understanding, and application of skills taught. Students struggling are facilitated either via online support, phone support, or face to face meetings to review assignments that are especially challenging or confusing for students. Expert teachers in math, English and other subjects are available Monday through Thursday on campus, to support subject specific student support. This one on one support maintains a positive rapport with online students, and ensures their successful passage of assignments and assessments so progress is continuous.

Indicator 5.7

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.

Before entering the online program, students must attend a one on one orientation with the facilitator. Students also must pass entry level skills tests provided through CASAS to ensure their skill level will support the rigorous expectations of online course work.

Once enrollment is completed, students are monitored and supported in a variety of ways. Students enrolled online may complete their classes with few or no presence in a formal classroom. However, when support is needed, students can communicate one on one with the course facilitator via email, phone calls, and text messages. Online students may also make appointments to meet with teachers for specific one on one, face to face support in the classroom on content specific areas of challenge. Teachers review their work, correct errors, support practice, and then provide in-class online access to tests for any help needed to understand questions asked within the test due to vocabulary or syntax structure that may cause the student confusion. Online students are continuously monitored through grade books, tests, and overall student performance with assignments. When necessary, administrators are available to support teachers and students that need more intervention and/or more tools to ensure student success. MVAS leadership reviews the online program yearly, addressing challenges and making any changes needed in course offerings to meet student and community needs.

Instructors are actively and consistently involved with students to monitor and promote successful completion of their programs. Student understanding and mastery of course content and accurate application of skills is thoroughly monitored consistently by teachers and administration fostering student involvement, inclusion and engagement.

Instructors regularly review, weekly, if not more frequently, assignments, quizzes, and student communication via email, text, or phone calls/messages. Through these processes, student performance and progress is monitored and any concerns promptly addressed.

Instructors provide outreach and support students with additional access to resources that include websites, videos, and various strategies to support success. Students who struggle receive support and evaluation of needs, so a plan for success is developed and implemented promptly.

Areas of Strength

- Longevity of teaching staff; depth of experience and content expertise. Staff flexibility and student accommodation within educational programs to meet individual student needs.
- CTE teachers are from the medical industry, providing relevant, real world experience and knowledge to better prepare students to transition to employment.
- Instructors integrate technology into the classroom as often as possible. Professional development is provided regularly, focusing on technology integration within the classroom curriculum.

Key Issues/Growth Areas

- Instructors need more opportunity for professional development related to curriculum, updated teaching strategies and current research in their program fields provided during their normal work day versus in the evenings that impacts student contact, or weekends impacting personal time.
- Resources are needed to support online students toward successful completion of their program; currently, the online program is very small and few students complete it successfully.
- There is little comprehensive data to support the quality of instruction to student performance, job placement rates, and college acceptance.

Evidence

- OTAN professional development website offerings
- CASAS testing materials and data
- Professional development plan
- Advisory meeting agendas

Chapter 3

Self-Study Findings: Criterion 6: Use of Assessment

Indicator 6.1

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

Murrieta Valley Adult School provides students with a coherent and relevant curriculum in each of the school's programs. Every class within each of the core instructional program areas has clear and measurable student learning outcomes. All classes regularly use a variety of appropriate assessment tools to verify that all students are learning and accomplishing their individual goals. Regular assessments, both formative and summative, inform the instructional staff about the progress of their students and help to identify those students who may be in need of additional assistance to meet the learning objectives of the course.

All Murrieta Valley Adult School classes are designed with the school-wide learner outcomes in mind. MVAS students are lifelong learners who want to update and improve their academic and career and technical skills. MVAS classes allow students to be more flexible with their curriculum and provides for a commitment of continuous improvement in order to stay on par with current trends in society.

Murrieta Valley Adult School staff seeks feedback from students in an effort to modify instruction to better meet students' needs. Over 70% of MVAS students rated the instruction at Murrieta Valley Adult School as above average. The same percentage of students felt that MVAS adequately or completely meets students' educational needs. The staff collaborates on revising and evaluating current curriculum in order to meet state standards.

Adult Secondary Education instructional materials, curriculum, textbooks, and assessments are currently not in alignment with the Common Core standards. Because the current curriculum for ASE students are not in alignment with current standards, MVAS Leadership team and site administration have determined that beginning in 2016, a complete overhaul of the curriculum will take place. The school-wide action plan reflects this critical need for student engagement and success to take place at Murrieta Valley Adult School. Current assessments were aligned to the old California state standards and have been in place for the past nine years. Most ASE and GED prep students complete their coursework within their assigned class, where they can work on various courses individually and at their own pace with teacher assistance. The ASE program also offers individualized attention to students needing assistance from a teacher during the evenings.

Murrieta Valley Adult School offers Adult Basic Education (ABE) for students in need of basic skills in English and Math that will prepare them for ASE or GED preparation. Core ESL classes are available and utilize a combination of informal, summative and formal assessment

throughout. Student levels are monitored through CASAS retesting and students are moved into appropriate programs as their levels increase.

The majority of the classes offered at MVAS are teacher-directed classes. Some students, however, have numerous personal and situational barriers that prevent them from consistent participation in these classes. Students in the ASE program, as well as students in our co-enrollment program at MVAS have the option to complete coursework through an online program called APEX. While APEX is a new option for our adult students, this program provide more flexibility in completing high school coursework outside the normal classroom setting. MVAS is currently applying to the UC system for their APEX classes to become a-g approved. Students taking APEX as a means of accelerating their education still follow the same guidelines as those doing the traditional curriculum. Again, while APEX is a new program, MVAS is looking at expanding the APEX course offerings by 50% for the 2016-2017 school year and another 25% for the 2017-2018 school year. The following shows the numbers of students who have completed at least one APEX course since 2014-2015:

Murrieta Valley Adult School Adult Secondary Education (ASE) APEX Online Courses

Program Year	Adult Students	Concurrent Enrolled Students (High School)	Completion Rate	Average Grade
2014-2015	2	0	50%	C
2015-2016 (current)	1	5	83%	B-

Adult students may choose to complete courses either traditionally (“brick and mortar”) classroom or through APEX. Students in need of additional help and/or intervention may have access to more individualized support from instructional staff or site administration.

The English as a Second Language (ESL) program provides challenging and relevant curriculum to English language learners. Similar to the ASE program, the courses offered for ESL students are in need of a complete overhaul in order to meet Common Core standards. The current curriculum has been in place for nine years. While the ESL curriculum is antiquated, it still meets the current standards set forth by the Comprehensive Adult Student Assessment System (CASAS). Current ESL classes not only focus on language acquisition, but real-life topics such as: conversation, basic computer literacy skills, literary instruction, financial literacy and ESL Citizenship Preparation. Murrieta Valley Adult School plans to explore online options for ESL students, as a way to expand and enhance student access to instructional programs.

Over the past three years, Murrieta Valley Adult School has worked to begin building a strong career technical education program on its campus. In southwestern Riverside County, county

officials have identified key jobs that are in demand, or will be in demand over the next five to ten years. CTE courses that have been recently added are Medical Assisting and Phlebotomy Technician. MVAS is looking at expanding its new medical pathway by including Pharmacy Technician and Certified Nursing Assistant (2016-2017) as well as Surgical Assistant and EKG Assistant programs (2017-2018). The curriculum for these courses has been developed in collaboration with HarperRand and the Vallejo Adult School and is rigorous, relevant and engaging for adult students. All medical pathway courses will lead to certification upon completion of the specific programs mentioned. All medical pathways programs are aligned with professional industry standards.

As the community's needs have changed, Murrieta Valley Adult School has worked to adapt its course offerings and curriculum to meet these needs. Teachers are now working to revisit the curriculum with site administration as it related to integrating the Common Core State Standards into instruction and developing appropriate assessments to ensure students are meeting the rigor of the standards.

Indicator 6.2

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

School leadership, in collaboration with MVAS staff, utilizes extensive planning processes to ensure that students in all programs are engaged at a high level of learning consistent with curriculum standards and MVAS school-wide learning outcomes. Staff is engaged in the ongoing process of integrating the school's Mission, Vision and SLOs within their instruction. Staff meetings are held throughout the school year to discuss items relating to how teachers can address SLOs in their classes and programs.

Murrieta Valley Adult School staff in the ASE, ABE and GED preparation programs measure student progress using assessment methods relevant to each course of study. These assessments include Pre-GED, practice GED, the official GD examination and CASAS. Students' individual achievement is also assessed through teacher observations, individual and group activities, course grades, student surveys and by receiving the high school diploma GED certificates.

In recent years, the academic program at Murrieta Valley Adult School has achieved success in the numbers of ASE and GED completers. The following chart shows the numbers of ASE students who have completed the goal of attaining a high school diploma and/or GED certificate within the last three years:

Murrieta Valley Adult School Adult Secondary Education (ASE) and GED Completion

Program Year	ASE	GED	TOTAL
2012-2013	48	7	55
2013-2014	40	3	43
2014-2015	41	3	44

Staff meetings are held throughout the school year in which instructional staff reviews student data and makes the appropriate adjustments necessary to enhance student success in achievement of learning objectives. Scheduling these meetings have proven to be a challenge to MVAS site administration due to the diversity of program needs and staff schedules. Through the WASC process, staff has expressed a need to schedule more frequent times to meet and collaborate with one another in order to ensure that efforts to assist students in academic transitions are coordinated appropriately.

The positive trend data shown below indicate successful ABE learning outcomes. The following Federal Table 4 data displays (by program year) the percentage of ABE students who achieved CASAS learning gains. While MVAS ABE students performed below the state average (47.8%), we see the data trending in a positive direction.

California WIOA Title II Learners Federal Table 4 – National Reporting System Murrieta Valley Adult School, Adult Basic Education (ABE)

Program Year	Beg. Literacy	Beg. Basic	Int. Low	Int. High	Average
2012-2013	0	0	13	54	24.75%
2013-2014	0	0	9	2	26.83%
2014-2015	1	3	6	3	33.3%

In ESL, a variety of measurements are applied to evaluate student developmental performance and learning outcomes. Among them are: pre and post-CASAS reading and listening assessments, teacher developed assessments, student writing, listening exercises and student surveys. Certificated of Achievement are distributed to students who have successfully completed the objectives of the level of English they are enrolled in. Students are promoted to the next level once they have demonstrated competency.

ESL teachers use CASAS results to inform their instruction and help in monitoring student attainment of learning objectives. In conjunction with the CASAS Tracking of Students and Programs (TOPSPro) software system, teachers can take advantage of the reporting features

which includes analysis of content mastery at the class level as well as the individual student level.

Despite declining enrollment in the ESL program, there is positive persistence data indicating that the program has been increasingly effective in retaining students so that they have a greater likelihood of achieving learning gains. The following chart shows that the overall Educational Functioning Level Persistence Rate for ESL learners has increased steadily since the 2012-2013 school year. The average rate for all ESL levels at MVAS was below the state-wide average for ESL (74.6%) yet similar to students in Adult Basic Education; the trends show a positive direction.

California WIOA Title II Learners – Persister Report Murrieta Valley Adult School, ESL Program

Program Year	Beg. Lit	Beg. Low	Beg. High	Int. Low	Int. High	Adv. Low	Average
2012-2013	8	20	40	50	90	69	51.85%
2013-2014	5	25	38	61	80	80	57.08%
2014-2015	5	13	36	57	65	45	63.40%

Indicator 6.3

Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

Teachers regularly assess student progress and integrate assessment results into the teaching and learning process. Students in all instructional programs at MVAS are assessed by formal and informal means using formative and summative assessments in order to understand students' achievement of learning objectives, which vary from program to program.

CASAS is the primary means of collecting data when a student arrives at MVAS and throughout their time at school. It provides ability levels in English and Math. Instructors integrate CASAS content standards into instruction by teaching specific competencies in order to improve student skills and academic performance. The CASAS test provides both formative and summative assessment of student proficiency. CASAS pre-tests provide students and instructors with results that are used to guide instruction during the course of the school year. CASAS post-tests can provide a summative assessment which answers the question of whether or not a student has mastered key standards or would need further study or other forms of intervention. MVAS staff is committed to educating students on the importance of this testing and involve students in the CASAS testing process by sharing test results and discussing the relevance of CASAS competencies to students' learning goals.

ESL students are assessed when entering MVAS with the CASAS test as well as listening assessments. The data collected from these is used to place students into the appropriate level of ESL classes. While in the ESL classes, students are assessed frequently during warm-up activities and during question and answer periods. Informal assessments take place after each unit of study is completed. ESL teachers also use level assessments in order to ensure that students have the necessary skills to advance to a higher level. ESL students are assessed every nine weeks, or after approximately 140 hours of instruction using CASAS. As their ability increases, they are moved through the ESL program's levels and finally out of ESL, either into ASE or GED.

ABE serves students whose English and Math levels are not sufficient to place them in an ASE or GED preparation program. The ABE teacher works with students individually based on their specific learning needs and small group instruction is incorporated into class time as well. Students are tested at each level of math or English competencies, and must achieve proficiency in these areas before they are able to advance to an ASE or GED prep level. ABE teachers collaborate with site administration as students move through this program.

ASE students are completing high school classes and have access to the district's full K-12 curriculum. MVAS offers a blend of ASE options, including in-person textbook based classes and online classes. Staff is fully certified and highly qualified under No Child Left Behind, and students' progress is monitored through a blend of informal, formal and summative assessments, including CASAS. GED preparation students are given a battery of practice GED tests within the classroom setting. This helps target the academic areas that the student needs to study in order to pass the GED tests. Students studying for the GED tests are provided with a variety of practice materials, teacher-directed instruction and free online materials.

Indicator 6.4

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

Student progress is not reported regularly to the community as a whole. Stakeholders that wish to know more about student achievement and test results can contact the school directly and speak with site administration. District administration and the Board of Education can monitor results through various monthly, quarterly, and annual reports through the CASAS and TOPSPro systems. These reports also include attendance and enrollment data, budget data, student placement and completion data, student assessment data, and annual program-specific reports on items such as fee-based classes, CTE courses and AEBG block grant consortium information. The Principal makes an annual Board of Education presentation and reports on these items in order to provide an avenue for ongoing school accountability leading to continuous improvement.

Information and progress about the school-wide learning outcomes and other district and state-wide issues that impact adult education are also included on the school's website. In addition, Murrieta Valley Adult School has created a Facebook page which is also used to connect with students and the community by highlighting school events, new programs, and school-wide

updates. Notifications are sent to students concerning new classes and registration information. As new classes are starting throughout the semester, students and community members can receive electronic updates so they can be informed about the adult school program.

Indicator 6.5

The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

Throughout the school year, instructional needs are identified according to program area. These needs are identified and discussed in staff meetings. These meetings focus on school-wide goals as well as more specific instructional issues at the classroom level. In addition, staff members are given opportunities to request instructional resources, additional staff development, and training in order to provide the best instructional program possible. Although not all requests for additional resources can be fulfilled in all program areas in all cases, every effort is made to make sure that resources are directed at programs most in need of resources.

School leadership facilitates school improvement which is driven by plans of action that will enhance quality learning for all students, effectively guide the work of the school, and provide accountability by participating in an ongoing self-improvement process that includes regular evaluation and updating of the school-wide action plan. This school-wide action plan has formed the foundation for Murrieta Valley Adult School's plans for continuous school improvement focused on delivering a high quality service to MVAS students.

The MVAS Leadership Team meets each semester to review and monitor school-wide action plan items. Consistent progress has been made in addressing each of the action plan items and recommendations. The following are a couple of examples of accomplishments made as a result of school leadership successfully implementing action plan items that have enhanced the quality of learning for all students:

- In the fall of 2014, MVAS added a new online program for both adult students and co-enrollment high school students. This provided another option to earning credits towards a high school diploma.
- MVAS began the process of working with outside agencies, such as Ed2Go, Boston Reed College and HarperRand to provide adult students with career technical education options such as medical pathways, manufacturing, business classes etc.

Murrieta Valley Adult School receives multiple sources of funding to operate the school; however, the majority of allocated funds come from either the state apportionment or AEBG Consortium (in partnership with Mt. San Jacinto College). This funding goes directly to the district office, then distributed to the school. MVAS site administration communicates regularly with the district's Business Services department to determine approximate funding allocations for all resources for the following fiscal year. This information is used to prepare the anticipated program budget for that year.

Resources are allocated to meet the educational needs of students and to enhance their ability to effectively meet their learning goals. Budget resources are closely monitored on a monthly basis by site administration to ensure that spending targets are not being exceeded. Fee-based programs are also able to be provided with the resources available to MVAS and help generate additional school revenue. Fee-based classes must be self-sustaining with fees paid by students.

School resources are used to keep MVAS facilities and classrooms in good condition. Murrieta Valley Adult School shares the campus with the district's continuation high school as well as its independent study academy. It is understood that students come to school where they feel comfortable and safe. The campus has been well maintained each year. As a result, MVAS is fortunate to have a beautiful, accessible and functional campus. Whenever there are concerns about the facility or classrooms, procedures are in place to input work orders to correct these concerns so that they are addressed in a timely manner.

While the existing facilities are well taken care of, the space available for expanding classes and growing programs is currently limited. There are no available classrooms in the morning to expand classes. This is in part due to the continuation high school and independent study academy run all their programs in the morning. These programs use up space that could be used for potential AM high school diploma and GED preparation classes. The governing board and school leadership put together responsible resource planning for the future by anticipating and responding to the lifelong learning needs of the community. Since all funding is allocated on a need by need basis, MVAS plans its programs and prioritizes its needs based on the previous year's budget.

As the educational needs in Murrieta and the surrounding area are evolving, MVAS site administration and staff make efforts to engage the community in order to solicit input about the adult school program in order to ensure the program remains relevant to students' needs. MVAS schedules open house events in the fall and spring, specifically for the new career technical education programs being offered, but to also share the other programs that the adult school has to offer.

Recruiting and retaining students in all programs at MVAS is a critical component for resource planning. Community outreach and marketing have included newspaper ads, distribution of flyers, schedule and postcards and social media marketing. Although Murrieta Valley Adult School is in a current period of fiscal growth, the MVAS administration and staff are cautiously optimistic that the next six years will hold exciting possibilities as well as more formidable challenges as MVAS strives to continue to maintain and develop programs to meet the needs of the district and community. Ultimately, MVAS staff and leadership are confident that they can meet these challenges and continue the program's successful trend in the coming years.

Areas of Strength

- MVAS offers significant value to the District and community by offering meaningful, relevant programs which deliver strong student outcomes.
- MVAS maintains a high quality instruction and utilizes multiple measures of student assessment in order to enhance the instructional program and strengthen students' attainment for program goals and objectives in all programs.

Key Issues/Growth Areas

- MVAS should continue to expand educational access by providing relevant, accessible, and flexible learning options for ASE students as well as concurrent enrolled high school students through online learning programs.
- MVAS should expand opportunities for staff development in the areas of emerging research-based knowledge about teaching and learning and implementation of Common Core State Standards.
- MVAS should ensure that a strong, relevant CTE pathway is established for students seeking job attainment or to enhance their professional opportunities.

Evidence

- MVUSD Course Outline
- MVUSD Fall/Spring Course Schedules
- MVAS Leadership Team meetings
- MVAS Student Surveys
- CASAS Achievement Data Reports

Chapter 3

Self-Study Findings: Criterion 7: Student Support Services

Indicator 7.1

The school provides sufficient student support services that enhance the learning environment and encourage the achievement of School-wide Learner Outcomes.

MVAS Students are connected to a system of support services, activities and opportunities at the school and within the community to assist them in achieving the SLOs. These include the following: classes offered at different locations in the community various CTE classes to serve a wide variety of career interests and needs, guidance and counseling, placement testing, career/college fair, Accuplacer testing for community college bound adults, and other support services.

The Career Technical Education (CTE) Programs provide support to student's academic lives, so students will be more motivated to work hard if they see relevance of what they are learning to their overall course of study. The Pharmacy Technology and Phlebotomy programs through Adventous Education will be instituted in the spring. MVAS had an MOU with Boston Reed College prior to the new company. MVAS has an MOU through ed2go which provides a number of online career preparation and training classes. MVAS has online classes through Career Webschool which can train students in the various parts of the real estate market. This gives students a better appreciation of the combined value of the courses they take and lets them see how each contributes to their overall education. Seeing the value of the material within a broader academic framework can help students sustain motivation and persist through challenges and setbacks.

All programs at MVAS are open to the public, and MVAS prides itself on constantly striving to deliver exceptional service-beginning at registration. When students come to MVAS and desire to enroll in the ESL program, they are assessed with a Comprehensive Adult Student Assessment System (CASAS). Students enrolling in the ABE or the ASE program are assessed also. The test occurs throughout the year in ABE and ASE –to measure students' attainment of reading and/or math competencies.

Students have the availability of an administrator who is trained in student and career counseling to explain which awaits ESL, ABE, and ASE students when they complete the program. MVAS has a student council which includes students from ESL, ABE, and ASE programs. The members serve as liaisons between the students and the leadership at Murrieta Valley Adult School and provide input into school-wide decision making. The school combines efforts with Creekside High School (the continuation school) and Tenaja Canyon Academy (the independent study school) with school projects and activities, including canned food drive, blood drive, and provide approval of the new SLO's. The other two schools are on the MVAS campus.

MVAS students are ethnically, culturally, and linguistically diverse. MVAS celebrates this diversity by holding their annual Holiday (Christmas) potluck dinner. This multi-ethnic celebration includes student and staff participation: music, dances, songs, poems are part of the

celebration. Each class shares a song they have chosen to enhance the festivities. Students are encouraged to bring their families to the event as the school celebrates its diversity.

The leadership at MVAS endeavors to make classes as accessible to the community as possible. Since the initial WASC visit in 2012, enrollment has averaged around 700 students each year. This isn't counting the summer adult school athletic/enrichment camps which service around 3,000 students each summer. MVAS students are connected with the school because the teachers and office staff truly care about them.

Indicator 7.2

The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

The MVAS offers career and academic counseling by assessment and guidance related to high school/High School Equivalency Tests (HSET) options as well as career training information. As part of the academic counseling, there is a transcript evaluation, student educational planning, and planning for graduation. The students take a class entitled "Skills for Independent Living", which includes an interest inventory survey, interview with the administrator (counselor), and discuss options for jobs or continuing education. Most students are interested in getting their high school diploma or passing one of the high school equivalency tests (MVAS is a testing center for the GED and the HiSet). The administrator (counselor) interviews the students in order to assist them in finding the best path to achieving their goals.

The administrator (counselor) works in conjunction with the office staff to assist with the college and career counseling along with the academic counseling. Academic counseling is offered Monday through Thursday from 4:00 to 8:00 pm. Appointments are required so the administrator can prepare for the student by evaluating their transcript ahead of time.

MVAS works in conjunction with Mount San Jacinto College (MSJC) to provide information of orientation classes, financial aid workshops, academic advisement, career pathways, and personal counseling. Tours to neighboring community colleges are advertised for students. These services are offered in collaboration with Mount San Jacinto College.

In the ASE program, the administrator (counselor) meets individually with students to evaluate transcripts. Individual Action Plans (IAPs) are created for students in order to assist them in successful transitions to college or career opportunities. In addition, the administrator (counselor) provides students with employment flyers from the Workforce Investment Board (WIB) to help them find employment.

Administrators (counselors) receive training and professional development from the Murrieta Valley Unified School District (MVUSD) administrative and teacher meetings. They also participate in professional development conferences and workshops throughout the school

year to keep abreast on college and career transition and career technical education services. Administrators meet monthly to discuss counseling and evaluate programs.

Indicator 7.3

The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

MVAS markets its programs to the community and publishes its course schedule online. Course offerings have been advertised in the MVUSD district website, Pennysaver, Californian newspaper, and the Press Enterprise newspaper. Email announcements are sent to existing students and to everyone in MVUSD. Programs and special activities are also posted on the school website and Facebook page.

In order to ease the process of transition into school, student orientations for ASE are held individually by the administrator (counselor). ESL and ABE students are accommodated by the office staff upon entrée into school. Administrator (counselor) and office staff covers topics such as school policies and rules, support services offered, and campus safety information. In addition, all students are tested using the appropriate assessments (CASAS) in order to be placed in the appropriate class.

MVAS has increased its focus on transitioning students to employment and postsecondary education. Students in the ESL program each year are taught what they can do next once they master the English language. ASE students take a course entitled, “Skills for Independent Living” in which they develop a cover letter, resume, and career assessment. They meet with the administrator (counselor) to discuss the next steps. The office staff keeps in contact with the students by phone/email to see whether they have a job or are going to college. If need be, they are welcome to return for further counseling. There is a strong connection with the community college (MSJC) and the workforce development center (WIB) to make support our students.

Previously, the main focus in the ASE program was narrower-to ensure only that students completed their high school diploma or passed the HSET. However, now the goal is to ensure students complete their diploma or High School Equivalency Test (HSET) requirements and are adequately equipped with the necessary tools, knowledge, and confidence to transition effectively to higher education opportunities. For many of our students, the thought of going to college seems, in many ways, out of reach. Now, teachers, administrators, and office staff work together to promote a college-going school culture in which students are supported as never before to pursue their dreams of higher education.

Indicator 7.4

The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

MVAS regularly evaluates student needs in order to provide high quality support services designed to enhance student success. Administrator (counselor) and office staff provides students with assistance in choosing the appropriate classes to complete their high school diploma or HSET certificate. Numerous preparation courses and learning options are offered to students, including an online HSET pre-testing (SHMOOP program) for students who want to gauge their

readiness for the exam. All students in the ASE, ABE, and ESL programs are assessed with CASAS and participate in meetings with the administrator, office staff, and/or teacher for the purpose of finding out their strengths and areas in need of improvement.

Student feedback and data are collected through surveys such as the AB86 survey conducted by WestEd for the Consortium. Students in all program areas participate in the surveys and the results provide school administration and staff with insights into how the program is meeting their needs and/or changes should be made to better address student needs.

One example of how MVAS is responding to evolving student needs is the recent addition of an online high school program called APEX. The program offered not only to adult students, but to district high school students who need to improve grades for college admission or recover credits for graduation. MVAS Apex program is currently staffed by three instructors. The courses provide students with flexible learning options that fit their schedules. Students meet with teachers weekly or as needed to complete proctored assessments. Program hours are in the late afternoon and evenings (Monday through Thursday).

Furthermore, MVAS revamped their graduation requirements to include a course in “Skills for Independent Living”. This course helps students build a variety of skills that prepare them for making that critical transition to independent living and managing on their own. Topics covered include budgeting, housing, transportation, employment, setting goals, getting along with others, handling change and stress, health, safety, community issues and citizenship. The purpose of this extra class was to prepare students for the workforce, college, and life.

Each year, MVAS formally promotes and supports continuing education and celebrates student academic achievement. One of the ways MVAS does this is by participating in a graduation ceremony. The ceremony includes our sister schools, Creekside High School (Continuation School) and Tenaja Canyon Academy (Independent Study) School.

MVAS students who demonstrate consistent attendance, an exceptional positive attitude, and strong work ethic are selected by teachers. These students are subsequently honored with a certificate of achievement. All students are recognized as they move from one ESL level to another. Another way MVAS does this is by participating in the National Adult Education Honor Society (NAEHS). MVAS chartered a chapter of the NAEHS in the fall of 2015. NAEHS is the only honor society for adult school students. The organization, started in 1991, has the following mission: “to provide meaningful recognition to deserving adult education students, to improve student employment opportunities, to develop student ambassadors for local adult school programs and to create adult education awareness with school administrators and state legislators.”

MVAS students who demonstrate consistent attendance, an exceptional positive attitude, and strong work ethic are selected by teachers (usually one or two per class). These students are subsequently honored with an NAEHS membership certificate, a letter of recommendation for employment and financial aid form the NAEHS, and an NAEHS lapel pin. These items are presented to students at Graduation in June. Each year approximately 20 students are inducted based on attendance, cooperation, and self-reliance.

Indicator 7.5

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

All MVAS instructional and support staff are trained on proper procedures and methods for securing any student records, so that they are kept confidential. Moreover, staff does not release any student information without written consent of a student or in rare cases when lawfully requested by a government agency. Administrators and office staff keep all student transcripts, test scores, and educational plans in a locked office cabinet and may not release information to anyone except the student and as appropriate, other school staff.

School records such as transcripts, CASAS test scores, and attendance is stored on a secured computerized network, which are only accessible by authorized employees of the district. Appropriate identification is required to access student records of personal documents and parents and/or family members cannot request student information without written consent provided by the students, except in the case of a parent or guardian of a minor attending a MVAS program.

The three main management information system (MIS) used by the adult school are the Administrative Software Applications Program (ASAP), Tracking of Programs and Students (TOPS) Enterprise System, and AERIES Student Information System. Student records are kept in a storage room for five years (registration and attendance) and indefinitely (high school diplomas). No unauthorized personnel can access student records.

Indicator 7.6

Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

Accurate and current information is provided in the MVAS course schedule and on the school website. The course schedule contains general information and policies. The schedule is adjusted and maintained on the school website three times a year. Advertisements have been sent out by the Pennysaver, Press Enterprise, Californian, MVUSD district office and via email to all students.

Administration, office staff, and teachers provide students with information about programs, school policies, and procedures at the beginning of each session as well as during student orientation. Student orientation information is created for ABE, ESL, and ASE students and are update each semester or as needed. CTE teachers provide course outline or syllabus to students at the start of the course so students can receive an overview of the material covered in the course.

School-wide and District policies and procedures are posted in the office and in the classrooms if needed. Students and the general public can access Board of Education meetings agendas online. The MVAS principal and administrative designee shares important adult education updates, District Policy information and any other pertinent school-related information with MVAS staff each month via email as well as Leadership Team meetings and staff meetings. MVAS Student council gives student representatives opportunities to communicate and receive information about school programs and activities.

Additional Online Indicators

Indicator 7.7

The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Academic counseling, college preparation, personal counseling, and health services are available should a student request via online communication. The school website has valuable information to direct students to find out what they need. If not, a student can contact the MVAS office to set up and appointment with administration to find answers to those questions.

Indicator 7.8

The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

The MVUSD has chosen APEX as the primary source of online instructional learning. Courses through APEX have been approved by California State University and University of California systems as viable classes for entrée into their institutions. Each student is monitored by a teacher who will unlock programs for students to proceed in their class. Students are required to come into the classroom once a week and when they have to do a test. Each classroom has computers that students can use. There are computer carts with Chromebooks that students can use to access the internet for their educational needs.

Indicator 7.9

School leadership and staff link curricular and co-curricular activities for online students to the academic standards and school-wide learner outcomes.

As adult online students come to school at least once a week, information is posted on the whiteboard of coming events. Furthermore, when a guest speaker or an event occurs, all students received a call, text and email on what is coming to school. This enables students to be connected with the school.

Indicator 7.10

The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.

Adults are extremely busy trying to balance school, work and family. Online is a choice adults make to enable them do everything. A survey is sent out each year to evaluate the process.

Areas of Strength

- Murrieta Valley Adult School effectively markets the program through distribution of the school schedule and posting information on the school's website and social media such as Facebook.
- Murrieta Valley Adult School has built a culture in which all staff is highly supportive of student success and encourages students to pursue additional college and career opportunities.
- Murrieta Valley Adult School has implemented new online instructional programs which provide flexible learning options for students.

Key Issues/Growth Areas

- Murrieta Valley Adult School should consider potentially bringing a college and career counselor on site to provide enhanced transition support services to students.

Chapter 3

Self-Study Findings: Criterion 8: Resource Management

Indicator 8.1

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

Murrieta Valley Adult School receives multiple sources of funding to operate the school; however, the majority of funds, which support the school, are state categorical funds. In 2009, adult education statewide was placed in “Tier 3” (i.e. flexibility) status. Tier 3 categorical program funding was cut by approximately 20% by the state (15.4% at the mid-year point in 2008-2009 and 4.5% in the 2009-2010 school year).

As mentioned in Chapter 2, Murrieta Valley Unified School District has been committed to keeping adult education funds (reserves) within the school so that programs would not be impacted. With the implementation of the Local Control Funding Formula (LCFF), which represents the largest change in K-12 funding since 1972, Murrieta Valley Adult School is now able to operate a fiscally sound program and has had positive fund balances for the past 3 years.

In the Spring of each year, the Adult School Principal meets with District budget and instructional staff to determine approximate funding allocations from all resources for the following year. This information is used to prepare the budget for the coming year in order to ensure that there will be sufficient resources to fulfill instructional program goals and objectives.

The MVAS budget is monitored closely throughout the year and the MVAS Principal meets with budget staff to review expenditures and make adjustments as needed at the quarterly interim budget periods. The Assistant Superintendent of Business Services prepares the MVUSD interim budget reports, which must also be approved by the Board of Education.

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.

Murrieta Valley Adult School works in close partnership with MVUSD Business Services staff in utilizing standardized procedures and safeguards, which is in place to protect school resources and to ensure that funds are used appropriately to support the school’s mission. Murrieta Valley Adult School, with guidance from administrative services staff, follows specific business and accounting guidelines and procedures for receiving and depositing funds. All purchases are input into the computerized District Financial System called Galaxy. The information is then forwarded to Business Services for approval and verification of availability of funds. After this approval, purchases are sent to the Purchasing Department. Their job is to provide a second check and to ensure funds are being used appropriately before sending the purchase order to the vendor.

Murrieta Valley Adult School participates in an accounting audit with the District each Spring and has consistently passed the audit each year. MVAS administration also participates in the annual budget planning process with Business Services to determine anticipated income and resources and to make adjustments to programs as needed.

Staff payroll is managed both at the MVAS site and with Business Services. All staff assignments are entered through the school site through timecards and subsequently sent over to Business Services for approval. MVAS site administration is required to sign off on all timecards for both certificated and classified employees.

At a school level, Murrieta Valley Adult School has implemented several procedures to ensure that resources are maximized including establishing procedures for student refunds; developing and implementing fee-based class programs designed to generate revenue for the school; requiring staff to complete purchase request forms that must be approved by site administration prior to purchasing materials outside of the purchase order process; and tracking student receipts. These measures ensure that school resources are protected and preserved.

Indicator 8.3

Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Murrieta Valley Adult School administration, in close partnership and collaboration with MVUSD instructional services and budget staff, work diligently to operate a quality educational program in the most fiscally responsible manner possible. Current resources are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the school-wide learning outcomes. Resources are allocated to meet the educational needs of students and to enhance their ability to effectively meet their learning goals. Given the history of Murrieta Valley Adult School, the administration seeks to provide a high caliber education for students without overspending or over-allocating resources.

School funding and resources are therefore closely monitored on a monthly basis by site administration to ensure that spending targets are not being exceeded. The Murrieta Valley Adult School budget is approved annually, along with all adult school courses by the Murrieta Valley Unified School District's Board of Education. The MVAS budget is monitored closely throughout the year by site administration and district budget staff. MVAS site administration and support staff reviews expenditures and makes appropriate adjustment, if needed, at quarterly interim budget periods. All interim budgets are also approved by the Murrieta Valley Unified School District's Board of Education. The Assistant Superintendent of Business Services prepares all MVUSD budget reports, including the interim budgets.

For the past three years, Murrieta Valley Adult School has maintained a positive fund balance and has had the ability to provide quality instructional programs in the core instructional areas of ASE, ESL, ABE, and to an extent, CTE. In addition, the school provides valuable personal enrichment classes to the community, which are affordable, fee-based classes not supported with federal or state funds. These classes generate additional revenue for the school.

Murrieta Valley Adult School feels confident that the new Action Plan developed during this WASC self-study process will address the school's mission to support, sustain and enhance the quality of MVAS's core instructional programs. Despite being in an era of shrinking resources

and revenue uncertainty at the state and federal levels for adult education. Murrieta Valley Adult School, with strong support from the Murrieta Valley Unified School District, has shown tremendous resolve in supporting and maintaining a thriving adult education program. MVAS is optimistic that these efforts will translate into a sustainable fiscal commitment for the MVAS program in the years to come.

Indicator 8.4

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

School resources are used to keep Murrieta Valley Adult School facilities and classrooms in good condition. MVAS staff members believe that students desire to come to schools where they feel comfortable and safe. Murrieta Valley Adult School is fortunate to have a well maintained campus. Both staff members and students greatly appreciate the school facility. MVAS site administration maintains close contact with the local police department to ensure that the campus is safe, especially in the evenings.

Whenever there are concerns about site facility or technology issues, procedures are in place to input work orders to correct these concerns so that they are quickly taken care of. Murrieta Valley Unified School District uses a computerized system to input and track both facilities and technology related work orders. Typically, all facilities work order requests are submitted by staff to the MVAS site secretary, who then inputs the work orders into the system. Technology work order requests can be submitted by either the teacher or the site secretary to the district's Help Desk.

While the existing facilities are well taken care of, the space available for expanding classes and growing programs, especially in the mornings, is currently limited. Murrieta Valley Adult School shares classroom space with the district's continuation high school (Creekside) as well as the independent study academy (Tenaja Canyon). There is no available classroom in the mornings to expand classes at the main campus.

Areas of Strength

- Murrieta Valley Adult School works in a highly collaborative fashion with the Murrieta Valley Unified School District's Educational and Business Services department in order to meet school-wide strategic instructional and budgetary targets.
- Murrieta Valley Adult School is a thriving program, which offers the community valuable educational resources despite significant budgetary challenges in recent years.
- Murrieta Valley Adult School staff and students feel that the MVAS campus is safe and the classrooms and facilities are well maintained.

Key Issues/Growth Areas

- Murrieta Valley Adult School should continue to pursue new state and/or federal adult education funding opportunities and grants to allow for future growth in educational programs, beyond the main site.

- Murrieta Valley Adult School, in partnership with the Murrieta Valley Unified School District, should explore options to utilize additional classroom space at other schools sites for future expansion on programs, especially in ESL.

Evidence

- MVAS Budget
- MVAS Course Schedule
- MVAS Deposit Reports
- MVAS Instructional Materials/Equipment Request Forms
- MVAS Technology Work Orders
- MVAS Work Orders (facilities)
- MVUSD Budget
- CASAS Payment Points
- WIOA Budget
- AEBG Budget

Chapter 3

Self-Study Findings: Criterion 9: Community Connection

Indicator 9.1

Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

MVAS has made significant progress in this area, which has benefited the school and student community in several ways. For example, MVAS has collaborated with Mount San Jacinto College in coming out to do an outreach to our school for students interested in continuing their education. ASE, ABE, and ESL students were able to listen to an outreach representative from MSJC to find out what the community college has to offer along with the application process. The MVAS coordinator was trained to give the Accuplacer test that is required for entrée into the community college.

On a variety of occasions, MVAS was able to bring in guest speakers to share what they have to offer to all our students. Programs that have come in were Platt College, the Armed Forces (Marines, Navy, and Army), the United States Citizenship and Immigration Services, and Covered California (health insurance needs). The ASVAB (Armed Services Vocational is given along with an interpretation for those students interested in joining the armed forces.

ESL (English as a Second Language) students have the opportunity to learn how our city government works. Every year teachers take their students to the Murrieta City Council meeting. The City Council is responsible for formulating the policies for the City and approving the major actions through which the municipal functions are conducted.

MVAS has become a High School Equivalency Test center for the GED (General Education Development) and the HiSet. Both programs enable students to receive a diploma by passing this national high school equivalency test. MVAS offers the computerized test through the GED test. Some students struggle with computerized testing, so MVAS offers the paper/pencil exam through the HiSet program.

Furthermore, the MVAS coordinator/principal is a member of the Work Investment Board which meets regularly to go over what the Workforce Development Center in Murrieta has to offer along with current job opportunities for MVAS students. At these meetings, we have opportunities to share what we have to offer to the community.

Indicator 9.2

The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

Currently through our summer programs, MVAS has been able to provide enrichment activities for the community kindergarten through 12th grade. The summers athletic programs are run through MVAS to provide athletes (football, soccer, tennis, and more) the opportunity to hone their skills for the upcoming season. This is a service to over 3,000 students in the Murrieta Valley Unified School District.

The annual blood drive in partnership with the Red Cross is a valuable way in which we are able to reach out to the community. Our students get behind that project because many lives can be saved through the gift of blood.

Murrieta Valley Adult School, Creekside High School and Tenaja Canyon Academy worked together with the Boy Scouts of America by allowing one of the boy scouts to complete a project. MVAS had a need of updating our disaster preparedness bin. A boy scout took on this project to completely paint, refurbish and restock our emergency bin in case of an emergency.

One of the most important outreaches that we have is to provide an opportunity for our high school students to make up failed classes in our co enrollment program. Students from our district high schools (Murrieta High School, Vista Murrieta High School and Murrieta Mesa High School) can come in Monday through Thursday from 4:00-6:00 pm to redeem those credits. The principal, coordinator and office staff works closely with our three schools to provide this opportunity.

MVAS, as part of its Career and Technical Education (CTE) training in the health, science, and medical technology field, offers Medical Assistant and Phlebotomy Technician classes in the spring of 2016. The demand for skilled workers in these areas remains high in the region according to labor market data. Previously, MVAS had an MOU with Boston College in providing CTE classes in the medical field. Unfortunately, Boston Reed College closed their doors.

Lastly, Murrieta Valley Unified School District (MVAS) is part of the AB86 Consortium entitled Southwest Riverside County Adult Education Regional Consortium which has partnerships with Mount San Jacinto College, Banning USD, Beaumont USD, Hemet USD, Lake Elsinore USD, Perris USD, Riverside Office of Education, San Jacinto USD, and Temecula USD. The main purpose of the consortium is to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage. By sharing ideas and educational opportunities, we (the consortium) can meet the needs of our population in our region. For example, there is an Auto Technology and an Adobe Photoshop class that our school does not offer that we can send our students to.

Indicator 9.3

The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

MVAS communicates school progress to the District and community in many ways. District Administration and the Board of Education monitor results of various monthly, quarterly and annual reports. These reports also include attendance and enrollment data; budget data, student placement and completion data; student assessment data; and annual program specific reports on items such as fee-based classes, CTE courses and other state and federally funded programs. The principal and coordinator have made presentations and reports to the board to provide a mechanism for ongoing school accountability leading to continuous improvement.

Information and progress about SLOs and other statewide issues that impact adult education are posted on the school website: <http://www.murrieta.k12.ca.us/adulted>. Most recently, a MVAS postcard went out to over 80,000 homes to promote our new CTE medical technology classes along with our ESL, ABE, and ASE offerings.

MVAS also shares information and updates about the program through MVUSD website: <http://www.murrieta.k12.ca.us/adulted>. In addition, MVAS has created a Facebook page which is also used to connect with students and the community by highlighting school events, new programs, and critical school-wide updates - <https://www.facebook.com/Murrieta-Valley-Adult-School-and-Community-Education-141703042550252/> Each semester the course offerings are sent out via email to all MVUSD district employees along with previous customers (students and parents). Connect Ed (phone, email and text) notifications are sent out to students concerning new classes, scheduling and registration information. As new classes starting throughout the term, the students and community members can receive timely updates so they can be informed about the adult school program and its offerings.

Partnerships have been successful, but more energy needs to continue to be focused upon expanding business partnerships for the purpose of enhancing current CTE offerings as well as other instructional services provided by MVAS. With recent legislation by California 2013-2014 State Budget and an accompanying trailer bill (AB86) adult schools will need to focus on programs on:

- Transitioning students to college and career
- Strengthening career technical education pathways that lead to good jobs; and
- Aligning and redesigning workforce programs to address the skills needs of employers, regional economies and key industry sectors.

The state budget also provided \$25 million for two-year planning and implementation grants to regional consortia of community colleges, school districts, and other regional providers to develop regional plans to integrate existing programs and create seamless transitions into postsecondary education or the workforce. MVAS has been presently engaged with the local community college (Mount San Jacinto College) and the workforce development partners in this effort.

Indicator 9.4

The school ensures that the parents and school community understand online student achievement of the academic standards/school-wide learner outcomes through the curricular/co-curricular program.

MVAS works with each student (and parents if the student is co enrolled) to explain the process of online instruction. MVAS uses a program entitled APEX which has the capability of tracking the progress of each student. It also has a pacing mechanism in it that keeps the student on track. Furthermore, students are required to come into school at least once a week to check in with the teacher and take chapter, unit or section tests (if needed).

Areas of Strength

- MVAS utilizes numerous methods and strategies for communicating school success as well as advertising program offerings to the district and community.

- MVAS is involved in the AEBG Southwest Riverside County Adult Education Regional Consortium to rethink and redevelop how adult schools can collaborate with each other to benefit their region.

Key Issues/Growth Areas

- MVAS should continue to grow and expand partnerships with local business and community organizations, with a specific focus on the development of workforce and CTE programs.
- MVAS continues to pursue state and grant opportunities (e.g. AEBG) in planning its work with local educational agencies and workforce development partners.
- MVAS needs to develop a process to track students in the community who have gone on to college or have joined the workforce.

Evidence

- MVAS Course Schedules
- MVAS Fact Sheet
- CALPRO Workshops
- AEBG Southwest Riverside County Consortium Agenda
- Partnership with Workforce Investment Board

Chapter 3

Self-Study Findings: Criterion 10: Action Plan for Continual Improvement

Indicator 10.1

The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

The WASC process has provided an opportunity for all MVAS staff and stakeholders to affirm a renewed sense of pride in the work they do to create an optimal learning environment for students. It has also been a time for reflecting upon the significant school-wide progress and growth since the initial WASC visitation. During this process, MVAS stakeholders have had a chance to recognize, discover, and celebrate the areas which MVAS has improved upon over the course of the past three years.

MVAS has now completed its latest WASC self-study process and has developed a new action plan. Although much of what was identified in the school's previous action plan is certainly still relevant and applicable to MVAS's mission, the new action plan appropriately aligns with and addresses key aspects of the Murrieta Valley Unified School District's goals.

In working through the WASC self-study process, the Adult Education Implementation Guide (AEOIG) has served as an important reference which has helped to inform the development of a new school-wide action plan for MVAS. MVAS feels confident that the new action plan will serve to support, sustain, and enhance the quality of MVAS's core instructional programs in order to provide the highest possible student learning outcomes for students. The action plan is designed to not only provide a clear path for MVAS to successfully meet the complex challenges that face us, but also to assist MVAS to provide enhanced value overall to the lifelong educational services and learning options provided by the Murrieta Valley Unified School District.

Indicator 10.2

As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

Through the accreditation process, MVAS staff, students and stakeholders identified key issues for the school, and the focus group team prioritized these issues within each of the main focus group areas (ex: curriculum, Instructional Program, Use of Assessment, and Student Support Services). The MVAS Leadership Team then met to bring the findings together from the focus group in order to create the School-wide Action Plan. The Action Plan contains the following three goals which address the most critical areas of growth:

- MVAS should develop a new curriculum for ASE, ABE and ESL program to better meet the needs of students and to be in alignment with the new Common Core State Standards.
- MVAS should develop and implement a new learning management systems and enhance its online course offerings to provide students with great access to the curriculum.

- MVAS should examine ways to create a new college and career counseling program that will provide students with access to counseling services that will enable them to plan and prepare for post-secondary education.

The staff met over the course of the 2014-2015 school year, as well as the 2015-2016 school year. The team examined the criteria for each of the groups and with input from the members, wrote the responses to the WASC criteria indicators and identified strengths and key issues for each of the criterion. After the narratives were completed for each of the sections, a list of strengths and key issues were summarized and discussed among the leadership team in the fall of 2015. It was evident to the leadership team that certain themes emerged as members began the work of developing and refining the action plan.

The action plan items were prioritized in terms of greatest impact on the school and student learning outcomes. Leadership team members offered their input as to how the action plan reflects a coherent vision of the most critical needs of the school as well as articulates meaningful and measure steps to achieve that vision. Leadership team members proposed action steps for each of the three main action plan goals. Through collaboration, the leadership team agreed on the steps needed to accomplish each of the three action plan items.

One of the key considerations in the development of the action plan was to ensure that the plan was easy to comprehend to all stakeholders. The action plan was given to the leadership team and site administration and consensus was made in the fall of 2015 to move forward with the action plan.

Indicator 10.3

The school has procedures in place to implement the Action Plan with the support of stakeholders.

Murrieta Valley Adult School has established procedures to ensure the implementation of the School-wide Action Plan with the participation and support of all school stakeholders. Site administration, with support from the leadership team is responsible for implementation and ongoing monitoring of the action plan. Site administration and leadership team members meet quarterly to monitor action plan items. Progress on action plan items is shared at Murrieta Valley Adult School staff meetings, and with the Murrieta Valley Unified School District administration. Future plans to share out action plan items to the new Student Advisory Committee will take place.

For each of the key steps in the action plan, the leadership team determined which individuals or school groups would best serve to accomplish specific action plan tasks. The Leadership team shares in the responsibility of moving the action plan forward as well as making any necessary changes or revisions to the action plan as needed and appropriate to the school's mission, vision and school-wide learning outcomes. Site administration oversees this process and has ultimate authority over the action plan. It is the site administration responsibility to prioritize budget resources in order to support the school-wide action plan. All staff members, through staff meetings have the opportunity to review and provide suggestions and input concerning the action plan. Any revisions or adjustments to the action plan are made only with approval from site administration.

Indicator 10.4

The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

The Principal, in collaboration with the leadership team, is responsible for monitoring the school-wide action plan. The Principal meets each semester with the leadership team to review, plan and update the action plan, as needed. Within the last year, there has been turnover in site administration at Murrieta Valley Adult School. Currently, there are three leadership team members. It is felt that there should be other staff members on the MVAS leadership team in order to bring additional perspective and insight to the team. There is a need to have individuals' specific to career technical education (CTE) programs, and business and industry take a more active role in the MVAS leadership team.

The current school-wide action plan contains three major goals, each with measurable objectives. The action plan items place a strategic focus on student achievement, professional staff development, increasing student access to instructional programs. These goals are designed to assure the financial stability of the school and focus the school's efforts in providing excellent educational services, not only to those who reside within Murrieta, but to the surrounding communities in southwest Riverside County. Progress on the action plan will be shared with all stakeholder groups such as Murrieta Valley Adult School staff, students, Murrieta Valley Unified School District Board of Education, district administration and community and business partners.

Indicator 10.5

The school-wide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

Murrieta Valley Adult School will use the school-wide action plan as a foundation for site planning, resource allocation and the evaluation of existing programs. All aspects of the school, including curriculum and instruction, budgeting and staffing will be influenced by the new action plan. It is critical to note that all action plan items are aligned to the Murrieta Valley Adult School's school-wide learning outcomes as well as Murrieta Valley Unified School District's mission and vision. The Murrieta Valley Adult School Action Plan has been developed through a thoughtful and purposeful self-study process. Stakeholders believe that the action plan will serve to lead the school to greater achievement for all its students. It is believed that the school-wide action plan is not only relevant, but clear in its objectives. The action plan identifies the key resources which will be needed for successful implementation. Given the current climate that we are operating, Murrieta Valley Adult School is committed to the success of the action plan through collaboration and engagement with all stakeholders. There is a strong tradition and resolve to provide ongoing opportunities for all stakeholders to offer input on the action plan process through established means of communication and collaboration.

Areas of Strength

- Murrieta Valley Adult School has a collaborative site Leadership Team, which provides valuable input into the school-wide Action Plan's creation, implementation and continual monitoring.
- The new Murrieta Valley Adult School Action Plan is an easily understandable document, which allows for school-wide issues to be identified by all stakeholders and which provides clear, measurable outcomes.

Key Issues/Growth Areas

- Murrieta Valley Adult School will work to the site Leadership Team by focusing on individuals within career technical education and business and industry.

Evidence

- AEBG Consortium – California Department of Education and California Community College Chancellor's Office
- Murrieta Valley Adult School Staff meetings
- Murrieta Valley Adult School Leadership Team
- Murrieta Valley Unified School District board meetings
- Murrieta Valley Unified School District Mission and Vision

Action Plan Area: **I. Develop a comprehensive curriculum plan for high school diploma, GED, ABE and ESL programs.**

Growth Targets: Develop and implement a new learning management system as well as expand the use of online courses that will allow Murrieta Valley Adult School students to gain greater access to the core curriculum outside the regular classroom setting.

Rationale: Prior curriculum has become more antiquated, therefore facilitating a need to enhance curriculum to meet Common Core standards as well as through the use of technology and a learning management system.

SLOs: *MVAS students will critically process information, make decisions and problem solve independently and cooperatively.*

Tasks	Timeline	Responsible Person(s)	Professional Development/Resources	Assessment Indicators	Monitoring and Reporting Progress
1. Develop and implement a complete learning management system (Haiku) which includes curriculum development based on Common Core standards.	Development Phase: Fall 2016-2017 Implementation Phase: 2017-2018	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVAS Staff • MVUSD Educational Services 	<ul style="list-style-type: none"> • MVUSD Ed. Services Professional Development activities. • Staff Professional Development Days (proposed 4 days) • Site ITL (Instructional Technology Leader) • Webinars through Haiku 	<ul style="list-style-type: none"> • Staff surveys • Student surveys 	Progress will be reviewed by MVAS Administration and communicated via staff meetings, email and correspondence with the MVUSD Educational Services Department.
2. Enhance alternative forms of curricular learning through the use of online programs such as APEX and Think Through Math that will enable students to	3-year plan to be reviewed and revised annually. Full implementation	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVAS Staff 	<ul style="list-style-type: none"> • MVUSD Ed. Services Professional Development activities. • Presentations systems. • Current Educational Resources 	<ul style="list-style-type: none"> • Use of formative assessments • Summative assessments 	Progress will be reviewed by administration and leadership team and communicated via staff

better understand and master Common Core standards in core academic subjects.	by June 2017.	<ul style="list-style-type: none"> • MVUSD Educational Services 	<ul style="list-style-type: none"> • Common Core Standards training. 	<ul style="list-style-type: none"> • Trends in usage 	meetings to MVAS teachers.
3. MVAS instructional staff will receive professional development on the use of learning management systems as well as online curriculum.	July 2016-June 2018	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Staff • MVUSD Educational Services • MVUSD Technology 	<ul style="list-style-type: none"> • MVUSD Ed. Services Professional Development activities. • Technology-Surface tablets, desktop computers, presentations systems. • Current Educational Resources Common Core Standards training. 	<ul style="list-style-type: none"> • Student Survey • Assessment indicators • Staff Survey after PD activities 	Progress will be reviewed by site administration and MVAS leadership team. Discussion will be ongoing through staff meetings.

Action Plan Area: **II. Establish a career technical education medical pathway for Murrieta Valley Adult School.**

Growth Targets: Establish a true baseline for students enrolled through MVAS and to increase enrollment in the medical pathways program by a **minimum of 20%** each year for the next 3 years.

Rationale: Data suggests that there is a great need for medical pathways to be established due to the increased growth of medical jobs in southwestern Riverside County.

SLOs: *MVAS students will set and accomplish learning goals, using resource management and self-advocacy strategies in navigate life situations.*

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
1. Identify and develop a comprehensive medical pathway program, in partnership with HarperRand, to bring vital medical career opportunities to adults within the region.	<p>Introduction Phase: Fall 2015</p> <p>Development Phase: 2016-2018</p> <p>Full Implementation Phase: 2018-2019</p>	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVUSD Educational Services (Director of Secondary Education) 	<ul style="list-style-type: none"> • MVUSD Educational Services • Staffing through HarperRand • Outside agencies (Press-Enterprise, direct mailing) • MVUSD Media & Communications Specialist • 	<ul style="list-style-type: none"> • MVAS teacher survey • Student survey • CTE enrollment trends • CTE persistence rates 	<p>Progress will be reviewed by MVAS Administration. Correspondence with HarperRand</p>

<p>2. Work and build partnerships with neighboring adult schools in southwest Riverside County to promote this comprehensive medical pathway program at their respective schools.</p>	<p>Begin: Winter 2016</p> <p>Completion: Fall 2016</p>	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVUSD Educational Services (Director of Secondary Education) 	<ul style="list-style-type: none"> • MVUSD Educational Services • MVUSD Media & Communications Specialist • Outside agencies (Press-Enterprise, direct mailings) • Partnerships with LEUSD, TVUSD 	<ul style="list-style-type: none"> • Parent surveys • CTE Growth trends • CTE enrollment trends in off-site programs. 	<p>Progress will be reviewed by MVAS Site Administration and Leadership Team. Continued correspondence with neighboring adult schools</p>
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Action Plan Area: III. Develop a comprehensive college and career counseling program at Murrieta Valley Adult School.

Growth Targets: Increase the number of counselors at Murrieta Valley Adult School from 0 to 2 over the course of the next three years.

Rationale: Murrieta Valley Adult School does not have a college/career counselor available to assist adult students in their progress and preparation for post-secondary education.

SLOs: *MVAS students will critically process information, make decisions, and problem solve independently and cooperatively*
MVAS students will set and accomplish learning goals, using resource management and self-advocacy strategies to navigate life situations.

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
1. Assess viability of adding a college/career counselor to Murrieta Valley Adult School. Assess current program for delivering college and career information	1 year to complete; Review and revision as needed.	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVUSD Counselors on Special Assignment • MVUSD Educational Services and Student Support 	<ul style="list-style-type: none"> • MVUSD Educational Services Department • Collaboration with district counselors on special assignment 	<ul style="list-style-type: none"> • Student surveys • Needs analysis 	Progress will be reviewed annually by the MVAS site administrator and Leadership Team and communicated to students and staff. Monitor with support from MVUSD Educational Services.
2. Develop plan to enhance delivery of college/career information to adult students including exposing students to a variety of post-secondary options.	1 year to complete; annual review and revision	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team 	<ul style="list-style-type: none"> • District counseling liaison • Post-secondary educational institutes 	<ul style="list-style-type: none"> • Action plan • Student surveys • Program-wide counseling needs 	Progress will be reviewed annually by the MVAS site administrator and Leadership Team and communicated via

	as needed.	<ul style="list-style-type: none"> • MVAS Staff • MVUSD Educational Services and Student Support 	(MSJC, SJVC)	assessments	staff meetings.
3. Implement plan to hire 1-2 part time counselors that will focus adult students on college and career preparation	Fall 2016 and ongoing	<ul style="list-style-type: none"> • MVAS Site Administration • MVAS Leadership Team • MVUSD Business Services • MVUSD Educational Services and Student Support • MVUSD Counselors on Special Assignment 	<ul style="list-style-type: none"> • AEBG grant • WIOA grant 	None	Collaboration with MVUSD Business Services, Educational Services and Student Support.