

First Year DLAC Narrative Report - AEVA

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

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

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

Accomplishments to date:

- AEVA currently has over 1,500 registered students.
- We have expanded from 2 original classes to 22 classes.
- We began with a staff of 3: 1 ESL instructor, one academic instructor, and a principal. We now have 18 teachers, 2 advisors, an SAA (School Admin. Asst.), and a principal.
- We have an academic STEP (orientation) class with plans for an ESL STEP class in the near future.
- We have had a few online PDs run by the district.

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

- We've divided up responsibilities according to our strengths.
- Dr. Porter's lectures on handling conflict have been very useful for recent internal struggles at our school.
- Despite Prishay and Josh not having known each other prior to beginning DLAC, we've used the communication skills taught in this program to great effect and have been able to work together well to accomplish our tasks.
- As we are a fully online school, we don't have the same opportunities to interact with peers on a daily basis. DLAC has given us the opportunity to meet and network with other schools throughout the state experiencing similar mindsets.

Challenges, barriers, and setbacks:

- Accountability is difficult to maintain with one person, the principal, responsible for operations, staffing student recruitment and services.
- We experienced a unique setback in that our principal, one of the 3 DLAC team members, was on leave for a couple of months. This prevented AEVA from expanding at the speed we had intended and hiring some of the additional staff that is needed, amongst other things.

Changes since we began DLAC:

- The AEVA site plan was completed in spite of the principal's extended absence.
- AEVA's student body has grown exponentially.
- AEVA's curricular program has expanded considerably since its inception with one ESL and one ASE class in October, 2022.
- AEVA has exceeded its initial target goal of enrolling 1000 students in the 2022-2023 school year.
- We have ten times the number of teachers from when we began.

Next steps:

- Expand our schedule to include afternoon and Saturday classes as well.
- Expand all of our current programs as well as expanding into these program areas:
 - More CTE classes
 - HiSET Prep & Testing
 - High school recovery
 - Parenting
 - CASAS and EL Civics testing
- Ensure all of our students have equipment, internet access, and basic digital skills that will enable them to participate fully in their classes.
- Hire more staff, including teachers for new classes, more STEP instructors, and advisors for the expanded programs, as well as train the new staff.
- Focus more on recruitment as our recruitment budget increases. In addition, partner with districts throughout California to see how we might recruit students from those areas without impacting their bottom lines (i.e. filling in holes where they are not able to offer online programs).
- Develop in-house PDs that target the specific needs of our teachers and students, i.e. summative assessment uniformity.
- Share a presentation about AEVA with all staff in DACE to raise awareness and boost recruitment.
- Design and create a virtual fair

What support do you and your team need?

- Need for additional school site support: Instructional Technology Teacher Advisor, Payment Point Teacher Advisor, Assistant Principals (Counseling/Operations)
- Ability to attend conferences and give presentations to spread the word about AEVA
- More marketing support
- Freedom to have more PD independence (our needs differ from the other DACE schools)
- Increased interaction with other DACE schools to streamline device distribution and to gauge the need for additional online classes.

What help do you need from DLAC staff?

- Continued support from coaches and DLAC staff

Other areas you feel are important:

- More opportunities to interact with AEVA staff to:
 - share best practices.
 - inform each other of program/class design/progression to better understand the structure of our school and be able to inform students of next/alternative steps.
 - attempt to unify certain online practices, such as teaching tools (LMS design, for example) and summative assessments.
 - have regular articulation meetings to discuss students' progress and decide if they are ready to move on.

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