

SELF-STUDY REPORT

ACCREDITING COMMISSION FOR SCHOOLS WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

EL MONTE-ROSEMEAD ADULT SCHOOL

**10807 Ramona Boulevard
El Monte, CA 91731**

March, 12-14, 2023

WASC Visiting Committee Members

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Consortium Director-Coachella Valley Adult School

Members

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ESL Instructor-Huntington Beach Adult School

Dr. Hilary Estes
ABE/ASE Teacher-Torrance Adult School

Mr. Robert Merrill
Supervisory Teacher-Pacific View Charter School

Mr. Dana Carter
Principal-Yucaipa Adult School

Mr. Gary D Kraucyk
Teacher-Valley Rose Adult School-Wasco State Prison

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Preface

El Monte-Rosemead Adult School is located in the San Gabriel Valley. It serves a diverse community of students seeking to fulfill their goals of learning English, finishing their high school diploma, or learning new skills to enter into the workforce. The accreditation process has been an opportunity to analyze and reflect on all the programs offered at El Monte-Rosemead Adult School and what our purpose is in serving our adult students.

Many stakeholders of the school have been involved in the self-study process. We began with an all staff meeting to explain the importance and structure of WASC. Mrs. Janet Kershaw was selected as the self-study coordinator. Co-Chairs and members of the focus groups were strategically selected to ensure representation of all departments. All other staff became members of a Home Group including CTE, ESL, DL, ASE/ABE/HSE. Focus groups worked together with home groups to review, reflect, and gather evidence to complete the self-study report. Focus group Co-Chairs, the principal and self-study coordinator evolved into the WASC Leadership Team.

The WASC Leadership Team revisited and revised the mission statement and schoolwide learner outcomes. They were shared with the entire staff for input. El Monte-Rosemead Adult School displays its purpose by following its mission statement and integrating the SLO's into the instruction process. During the Leadership Team, Focus Group, and Home Group meetings, stakeholders communicated via email, in person meetings, zoom and google meet meetings, and using Google Drive. The groups met to investigate the school's programs and operations to determine strengths and key areas of growth. The process surfaced many points of pride and achievement. It also indicated issues that have emerged as Areas of Growth. An action plan was developed that provides action steps for stakeholders to follow in order to improve student learning and move El Monte-Rosemead Adult School forward.

There has been a shift of structure and funding for California Adult Schools. El Monte-Rosemead Adult School is a member of the RHRAEC. The consortium developed a three-year plan to collectively evaluate the current status of the agencies, identify needs, develop goals, and define a strategic plan of activities to achieve these goals while promoting collaboration among agencies to form smoother transitions for students. EMRAS strives to align its programs to include CAEP strategic plan work, the WIOA II Continuous Improvement Plan, and Perkins criteria. Focus Group and Home Groups have assembled their responses to the WASC criteria with these plans and criteria in mind. All while focusing on how to improve student achievement.

The action plan will serve as a tool to address key areas of growth. The WASC Leadership Team will monitor its implementation. The group will meet regularly. Those responsible will analyze its degree of success and make modifications as needed. They will serve as an oversight committee to document data for all programs and drive instruction to best serve our adult student community.

Self-Study Committee Members

A list of Self-Study Focus Group members, Leadership Team members, and other programmatic committees follows the preface. This list makes it easier for the visiting committee to contact the people directly responsible for each ACS WASC criterion or program area during the site visit.

Leadership Team

Janet Kershaw – Self Study Chair

Trina Cardona – Principal

Paul Diaz – Program Administrator ESL

Lisa Ton - Program Administrator CTE

Carrie Frogue - Program Administrator ASE/ABE/HSE

Josie Majul – Lead Teacher ESL

Aleida Gonzalez – Lead Teacher ESL/DL

Lupe Lozano – TOSA - EL Civics/IET

Refugio Gonzalez – Lead Teacher ASE

Annette Felix – Lead Teacher CTE

Jennifer Anuchiracheeva-Zamarripa – Counselor

Frances Nguyen – Counselor

Laura Padilla – Counselor

SueYen Liang – Account Technician

Arturo Mercado – Data Systems Analyst

Armando Valenzuela – Plant Manager

Focus Groups

Criterion 4 - Curriculum

Carrie Frogue - Program Administrator ASE/ABE/HSE

Refugio Gonzalez - Lead Teacher ASE

Josie Majul - Lead Teacher ESL

Mike Heller - Teacher CTE

Michelle Zubok - Teacher ESL

Michelle Jensen - Teacher ABE

Phat Du - Teacher ASE

Teresa Aitchison - Teacher CTE

Rocio Lazos-Quevedo - Teacher CTE

Instruction

Lisa Ton - Program Administrator CTE

Annette Felix - Lead Teacher

Vicky Gonzalez - Teacher ABE/HSE

Victoria Bian - Teacher ESL

Dhaline Hean - Teacher ASE/ESL

Maria Grubb - Teacher ESL

Chris Felix - Teacher CTE

Wendy MacLellan - Receptionist

Assessment

Paul Diaz - Program Administrator ESL

Lupe Lozano -TOSA - EL Civics/IET

Laura Padilla - Counselor

Jose Mora - Teacher CTE

Aaron Estrada - Teacher ESL

Luis Serrano - Teacher ASE

Mary Segovia - Teacher ESL

Veronica Arias - Paraeducator

Victor Pinedo - Clerk II

Theresa Recendez - Clerk II

Student Support

Jennifer Anuchiracheeva-Zamarripa - Counselor

Frances Nguyen - Counselor

Aleida Gonzalez - Lead Teacher

Joyce Chan - ESL Teacher

Elvira Gallegos- ESL Teacher

Miriam Pix - ASE Teacher

Jose Garcia - CTE Teacher

Edgar Carreon - Office Clerk II/Registrar

Lupe Corona - Accounting Clerk/Student Store

Jose Reyes - Career Guidance Technician

Edgar Sanchez - Technology Specialist I

Chapter I. School, Community, and Student Characteristics - School's Mission and Schoolwide Learner Outcomes

The El Monte-Rosemead Adult School (EMRAS) is situated in the center of the San Gabriel Valley approximately 12 miles from downtown Los Angeles. Since its establishment in 1932, it has become one of the largest adult schools in California.

EMRAS is part of the El Monte Union High School District (EMUHSD), which was founded in 1901. Along with the Adult School, the District operates five comprehensive public high schools, one alternative high school, one community day high school, and one Adult Transition Center (ATC).

EMRAS is unique in its ability to serve its community with instructional and support programs. The challenges of our community's diverse population are met with a variety of classes, delivery models, and flexible schedules that serve over 6,580 students attending more than 312 course offerings per year. The community views EMRAS as a key educational option for their personal and career goals; there are numerous examples of individuals who began in English Second Language classes, transitioned to postsecondary education or training, and succeeded in pursuing a productive and satisfying career.

EMRAS' main campus, Ramona Center, is located in El Monte. The school offers a variety of classes Monday through Friday in the morning, afternoon, and evening. The campus includes the main building that houses 39 classrooms including nine computer labs, a testing center, a career center, maintenance garage, offices, and meeting rooms. Across the parking lot from the main building is the Granada site that provides classrooms for ESL, custodial maintenance, electrician, babysitting, and offices. The adjacent warehouse has a large space for the construction class and storage for EMRAS.

Rosemead High School, located in the city of Rosemead, serves as the main satellite site offering ESL classes in the evenings.

The addresses of the two main campuses are:

Ramona Center
10807 Ramona Blvd.
El Monte, CA 91731

Rosemead High School
9063 Mission Dr.
Rosemead, CA 91750

In the 2022-23 school year ESL expanded to offer classes at local elementary schools and one community center.

- Cherrylee - 5025 Buffington Road, El Monte
- Le Gore - 11121 Bryant Road, El Monte
- Rio Hondo - 11425 Wildflower Road, Arcadia
- Shripser - 4020 N. Gibson Road, El Monte
- Wilkerson - 2700 Doreen Avenue, El Monte
- JSFC (Jeff Seymour Family Center)-10900 Mulhall Street, El Monte

Web address: www.emras.edu

Significant Developments

Leadership and Staffing

Prior to the 2017-2018 school year the administrative team at EMRAS included one Principal, one Assistant Principal (AP), and five Counselor/Administrators. Since then there has been a reduction and restructuring of administrative positions. The Assistant Principal retired in 2017 and Program Administrator Trina Cardona moved into that position. In 2017, two counselors were hired to take over schoolwide counseling responsibilities, allowing the administrators to focus on instruction and program planning. As a result, the title Counselor/Administrator was changed to Program Administrator. In 2018, the Program Administrator for ABE/ASE/HSE retired and was replaced by Carrie Frogue. In 2019, another Program Administrator retired and was not replaced so the duties of that position were assigned to the three remaining administrators. Principal Dr. Deborah Kerr retired in Spring 2020, and Assistant Principal Trina Cardona became the principal. The assistant principal position was not replaced, consequently the AP duties were assigned to the four remaining administrators.

A total of three administrative positions were eliminated and EMRAS currently has a team of four administrators. In spring of 2020 one additional full-time counselor was hired bringing the current total to three full-time counselors. [Administration duty charts](#)

Staff Reduction

At the time of the last accreditation visit, EMRAS employed 99 teachers, 19 full-time, 26 part-time, and 54 temporary. In the 2017-2018 school year the part-time and temporary teachers joined the Certificated Bargaining Unit, which had previously represented only the full-time teachers. This change resulted in a substantial increase in cost for certificated salaries that required a reduction in staffing. The 2018-2019 school year had 87 teachers, but the pandemic in 2020 saw further staff reductions, especially with temp positions. The current number of instructors is 62.

Classified positions were reduced by natural attrition from 70 employees in 2016 to the current 57, a total of 19% reduction.

Consortium

EMRAS has continued to adapt and evolve as part of the Rio Hondo Region Adult Education Consortium (RHRAEC). The consortium structure includes strategic planning in 3-year cycles with consortium and member institution annual plans due each year, and regular workgroup meetings to ensure consortium work plans are accomplished and goals are met. As the largest agency, EMRAS has taken a mentoring role guiding the adult schools within their consortium with data collection and program development. Each year administrators, instructors, and staff from all the agencies meet in job-alike groups for collaboration. [RHRAEC](#)

Pandemic

The Covid-19 pandemic brought the most significant changes to EMRAS. The Los Angeles County "Stay-at-Home Order" began on the first day of the 4th Quarter in 2020. EMRAS switched very quickly to provide a variety of distance learning options. Teachers made every effort to

support students using email, phone calls, a variety of software, and whatever technology they were familiar with. This mixture of virtual methods created challenges for both students and instructors. Administration, recognizing the need for uniform course delivery methods, decided to hold a student-free summer session for teachers to receive training and time for course development in preparation for fall.

Training was conducted by the school's Digital Leadership Academy (DLAC) team, who had just completed OTAN's two-year program. Prior to the pandemic, the DLAC team (two lead teachers and one full-time teacher) had successfully piloted the blended learning model in the ASE program and were familiar with the Moodle platform.

Programs made a quick shift to distance learning, utilizing Moodle as its schoolwide Learning Management System. In summer 2020 instructors moved basic class content into Moodle. The shift to distance learning also fast tracked the move away from textbook based curriculum for ASE students who were able to complete credit courses with the existing ASE online courses. Teacher directed courses were conducted using Google Meet/Zoom and Moodle. Programs shifted away from CASAS paper tests to remote testing. This proved to be labor intensive and challenging. Students currently enrolled in virtual and hyflex classes continue with remote CASAS testing.

[EMRAS Class Types](#)

Student enrollment dropped dramatically. Enrollment dropped from 8,253 students in 2019-20 to 4,950 students in 2020-21.

Vaccination Mandate

On January 1, 2022, the EMUHSD Board of Directors instituted a Covid-19 mandate that required all staff and students in the district to be fully vaccinated to be on campus. Although EMRAS tried to accommodate unvaccinated students with virtual learning options, there was still a loss of 3,000 students when the mandate went into effect. The mandate was recently removed in October 2022 and the increase in enrollment and in person participation has been notable.

Changes in Program

The pandemic proved to be a significant catalyst for change in providing additional methods and opportunities for students to learn. EMRAS took a giant leap from the traditional in-person course delivery methods to a virtual world. Analysis of data revealed an increase in the number of persisters and completers. Virtual courses removed many of the barriers that adult students face such as child care, transportation, and work schedules. All programs at EMRAS now offer a variety of flexible class options. [EMRAS Class Types](#)

Facility

Summer 2022 - Replaced all carpeting

Solar Panels on Ramona Center Roof

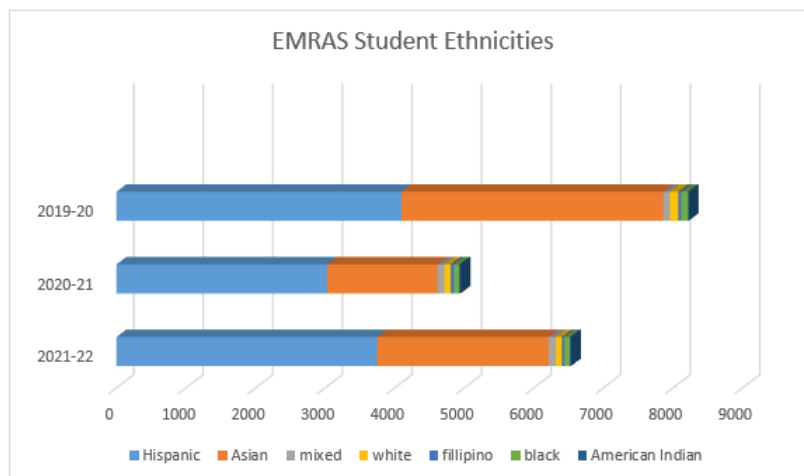
Slurry Parking Lot Main Staff/Student

Technology Upgrades

- Moodle (learning management system) added an additional server and increased capacity
- Increased number of Chromebook/laptop carts so there is enough for each student
- Purchased and installed Polycom cameras for use in hyflex classes
- Improved the infrastructure of the EMRAS's Wi-Fi
- Laptop for every teacher
- Added Vivitek interactive screens in most classrooms

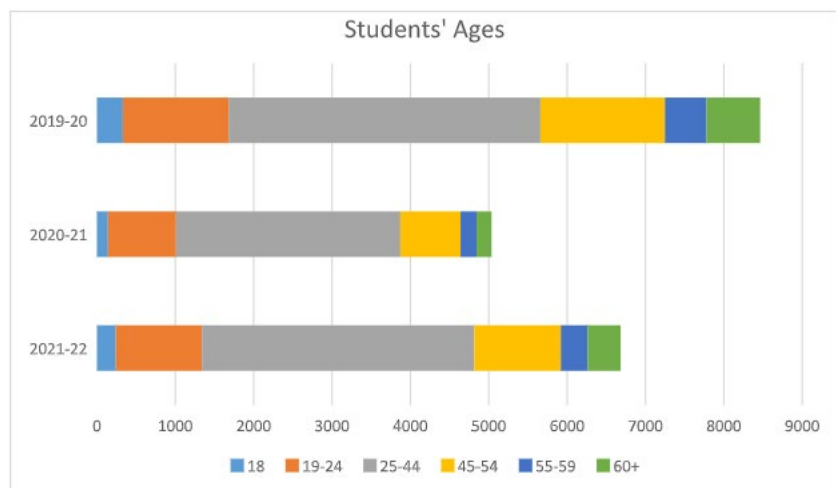
Student Ethnicity

The ethnic makeup of the EMRAS students mirrors that of its community. Hispanics represent the highest percentage at 57% and Asians are second highest at 38%. All other ethnicities fall below 1%. Notable is the decrease in Asian students during the pandemic and an increase following the pandemic. Since the majority of Asian students are enrolled in ESL classes, they were impacted the most due to the difficulty of serving the lower level ESL classes virtually.



Age

The majority of EMRAS students consistently fall between 25 to 44 years of age. There is a notable decrease in students aged 45 and over in the 2020-21, virtual school year, which can be directly attributed to general lack of technology skills in that age group.



Gender

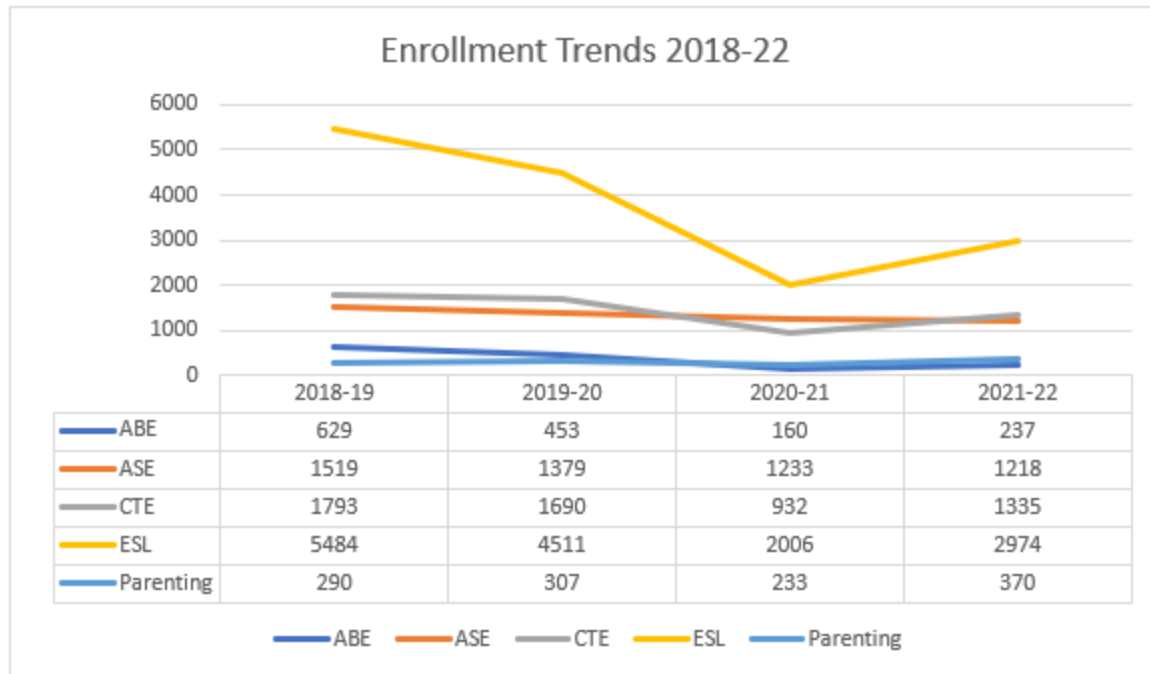
The current student body is predominantly female, representing 65% of enrolled students. This number increased to 70% in 2020-21.

Enrollment Trends

The 2018-19 school year is the most recent time period that was not affected by the pandemic, but the three years following reflect the impact Covid-19 had on student enrollment.

Analysis of data reveals that a gradual, overall downward enrollment trend was occurring prior to March 2020. The “Stay-at-Home Order” lasted through the entire 2020-21 school year and it brought a 50% decrease in enrollment with each program experiencing varying degrees of decrease. Both ABE (-75%) and ESL (- 63%) experienced the greatest impact, CTE realized a 48% decrease, but ASE and Parenting experienced the least with 19% decrease.

The 2021-22 school year brought staff and students back to on-campus learning. EMRAS experienced an initial increase in enrollment (+23%), but that was hampered by the vaccination mandate that went into effect January 1, 2022. Many students made the effort to comply with the mandate and EMRAS made the effort to continue to serve non-vaccinated students with virtual options. The increases in enrollment were as follows: ESL (+33%), CTE (+30%), ABE (+33%), and Parenting (+37%). ASE had a -2% decrease in students, but an increase in enrollments and completers.



EMRAS Data

Governance Structure and Staff

The administrative team at the District level is made up of a five-member school board, a District superintendent, two assistant superintendents, a chief business officer, and ten directors. At EMRAS there is a principal and three program administrators. They are assisted by three academic counselors and five lead teachers. [Administrative Duties Flowchart](#)

The faculty at EMRAS is composed of 62 teachers with varying assignments. There are 18 full-time teachers at 30-40 hours per week, 24 part-time teachers with 18-29.5 hours per week, and 20 temporary teachers who work under 18 hours per week. A total of 57 classified support staff are employed; 24 full time and 33 part time.

EL MONTE-ROSEMEAD ADULT SCHOOL Mission Statement

The Mission of the El Monte-Rosemead Adult School is to empower our diverse student population to succeed in an ever-changing global society through a variety of educational services in a safe and healthy learning environment.

Schoolwide Learner Outcomes

Effective Communicators who:

- Use effective listening and comprehension skills
- Utilize oral, written, nonverbal, quantitative, and/or technology-based forms of communication
- Interact with others in an appropriate, professional, responsible, and respectful manner across all forms of communication

Problem Solvers who:

- Identify the problem(s)
- Gather, organize, and evaluate information and resources
- Utilize critical thinking skills to formulate appropriate solutions including virtual technology instruction
- Take appropriate action to strategically solve the problem

Lifelong Learners who:

- Set short-term and long-term goals
- Develop a plan to accomplish their goals
- Acquire new knowledge or skills by:
 - Utilizing tools/technology in applied situations
 - Follow written and verbal directions

EMRAS Mission Statement and SLOs

Programs and Enrollment

ESL- English as a Second Language provides instruction for seven levels of English. Conversation, Academic Reading and Writing, Basic Computer Skills for ESL Students, and Citizenship classes are also provided. Each week 112 ESL courses are offered in the following formats: 56 distance learning, 46 in-person, 4 hyflex, 6 virtual. EL Civics was implemented in the 2017-18 school year and is well established in the ESL program.

CTE - Career Technical Education classes help students to build and develop skills, in the business, computer, medical field, and trades. Currently 6 Programs of Study are provided in a cohort model. Each week 51 CTE courses are offered in the following formats: 38 in-person, 8 independent, and 4 virtual.

Civic Engagement - falls into the category of, “Programs for Adults reentering the workforce (Older Adults).” These classes are designed for older adults who wish to re-enter the workplace. They are held in-person, paced more slowly, and provide large print textbooks to assist the older learner. Classes are offered twice a year.

ASE/HSE – Adult Secondary Education classes improve academic skills and provide a stepping stone to higher education with the achievement of a high school diploma or high school equivalency (GED or HiSET). Each week 116 ASE/HSE courses are offered in the following formats: 25 online, 16 in-person, 33 independent, 31 home study, 8 hyflex, 1 virtual.

ABE - Adult Basic Education assists students in basic reading, writing, and math skills including beginning literacy for those who need it. Each week 7 ABE courses are offered in the following formats: 5 in-person, 2 hyflex.

Parenting - falls into the category of, “programs for parents helping school aged children with academic success,” and is offered in a Distance Learning Format with 3 different courses. The classes are accepted by the courts for individuals who are required to earn a parenting certificate.

[EMRAS Data](#)

Class Size

Typical class size varies by program. The ESL classes average 23 students per class, ASE/ABE averages 18 students per class, and CTE averages 10 students per class.

Certificates

ESL provides a certificate of completion for each of the seven levels and holds a culmination ceremony for students who complete the advanced high/transition class.

ASE students who complete required high school credits receive a High School Diploma. HSE students who successfully pass the GED or HiSET test receive a High School Equivalency Certificate from the state. ASE and HSE students attend the Graduation ceremony held at the end of the school year.

[EMRAS High School Graduation Programs](#)

[EMRAS High School Graduation Pictures/Videos](#)

CTE students who complete all necessary course work in a Program of Study and pass national certification exams receive industry recognized certificates along with EMRAS sequence certificates. Several CTE courses prepare students for state testing where they receive certification and licenses from the State.

Calendar System

The CTE and ASE/ABE programs provide classes that run on a quarterly basis and ESL runs on a semester calendar. The exceptions are the independent study labs and distance learning classes, which have ongoing enrollment and continue on a yearly calendar. EMRAS provides summer school of varying lengths.

Student Class Load

Most students in ESL take one class. ASE/ABE and CTE students average two to three courses per quarter.

Community Information

The EMUHSD boundaries encompass the communities of El Monte, Rosemead, South El Monte, and several unincorporated areas. These cities are rated “very high” in population density in persons-per area even though they have experienced a decline in population since the 2020 census.

The ethnic makeup of El Monte and South El Monte is similar with Hispanics representing the largest proportion of the population in both cities, but Rosemead differs with a predominantly Asian population. The Median Household income in all three cities falls below the state’s median income of \$77,347.00 and unemployment rates for all three cities are higher than the state’s average of 4.1%.

The demographics of our communities reveal a low-income population with a large percentage of community members that are young, lack higher education, are foreign born, and speak a language other than English.

EMRAS’s student demographics reveal similar trends within its student body indicating that members of the community do seek out the programs offered by EMRAS. The steady decline in community population was reflected in pre-pandemic enrollment numbers, but since the pandemic, it is difficult to associate enrollment numbers with community population decreases.

El Monte has a population of 106,907, which is currently declining at a rate of -0.37% annually and has a decrease of -4.63% since the 2020 census. The unemployment rate is 4.7%. The average household income is \$53,874 and the poverty rate is 17.43%. The median rental costs are currently \$1,700 per month, and the median house value is \$680,000. The median age is 37.5 years.

El Monte’s population includes:

- Hispanic: 63%
- Asian: 31%
- 2 or more races: 8%
- White (non-Hispanic): 4%
- Native American: 2%
- Native Hawaiian or Pacific Islander: 0.8%

Rosemead has a population of 53,554, which is currently declining at a rate of -0.51% annually and has a decrease of -5.91% since the 2020 census. The unemployment rate is 4.8%. The average household income in Rosemead is \$60,006 with a poverty rate of 13.5%. The median rental costs in recent years comes to \$2,120 per month, and the median house value is \$870,000. The median age is 41.9 years.

Rosemead’s population is:

- Asian: 64.18%
- Hispanic: 30%
- White (non-Hispanic): 4%

- 2 or more races: 3%
- Native American: 0.9%
- Black or African American: 0.4%
- Native Hawaiian or Pacific Islander: 0.2%

South El Monte has a population of 19,457, which is currently declining at a rate of -0.28% annually and its population has decreased by -6.42% since the 2020 census. The unemployment rate is 5.7%. The average household income is \$54,204 with a poverty rate of 21.1%. The median rental costs in recent years comes to \$2,095 per month, and the median house value is \$711,690. The median age in South El Monte is 34.8 years.

South El Monte's population is:

- Hispanic: 82%
- Asian: 15%
- 2 or more races: 7.5%
- White (non-Hispanic): 2.5%
- Native American: 1.1%
- Native Hawaiian or Pacific Islander: 0.0%
- Black or African American: 0.6%

Student Learning Data

Adult Secondary Education/Adult Basic Education/High School Equivalency

ASE Data Analysis

The ASE program was less adversely affected by Covid-19 than the other programs due to several factors: online courses and the blended learning model was already in place, so it was a smooth transition for many students to earn their credits and ASE students tended to have higher technical skills enabling them to navigate the virtual learning options.

Data reveals a decrease in the number of enrolled students, but the persistence and completion rate increased. In 2018-19 (pre-pandemic), 67% of students completed courses, but in 2020-21, 78% of students completed their courses, most likely because virtual options removed many barriers that often prevented students from completing. In 2021-22 many students had returned to the workforce and the completion rate fell to 69%, but this is still above the pre-pandemic numbers.

Student success is evident in the number of credits that students receive each year. Graduation rates have remained exactly the same for the past three years (122 grads). Although there were 122 graduates, the number that were ASE or HSE students varied slightly. In 2019-20, there were 10 HSE and 112 ASE graduates, 2020-21 had 2 HSE and 120 ASE graduates, and 2021-22 had 3 HSE and 119 ASE graduates.

CASAS payment points decreased by 41% in 2020-21 mainly due to the difficulty of remote CASAS testing. Since staff members had to test one on one with each student, it affected the number of paired scores and resulting payment points. The graduation rate remained consistent, ASE still earned 266 payment points. In 2021-22 efforts by the ASE/ABE department resulted in a 61% increase in paired scores and a 14% increase in payment points.

EMRAS Data

Recommendations

An effort is being made to communicate with dropped students in order to recover those who left due to the pandemic and/or vaccination mandates. Increased community outreach efforts are also underway.

Not only do hyflex, virtual, and online courses remove barriers such as childcare, transportation, and changing work schedules, they proved to be successful in student persistence and completion rates. This data led to a decision to continue providing a variety of courses. The program is currently seeking virtual textbook options in order to accommodate virtual students. Additional blended options are also being explored.

In 2021-22, goals were set by the department to increase the number of payment points by increasing the number of paired scores along focused instruction.

Parenting Data Analysis

From 300 to 500 students are enrolled in parenting classes each year. In 2018-19, 54% of enrolled students completed, 2019-20 had 56% completers, 2020-21 had 44% and 21-22 had 46%. One reason the percentage of completers isn't higher is due in part to this program's ongoing

enrollment that runs on a yearly calendar, which is necessary since some court-ordered students are required to complete 52 weeks of parenting. At the end of every school year, it is necessary to drop ongoing students, then re-enroll them in the next year.

Of note was the large increase in parenting students in 2021-22 post pandemic, which is a reflection of the stressors the pandemic has placed on families.

Recommendations

It was apparent that the program needed additional staff to help support the higher volume of enrolled students. An additional parenting teacher was hired in October 2022.

ABE Data Analysis

The majority of ABE students attend pre-high school level English and/or math classes. A basic literacy ABE class is available for students at a lower level. Enrollment in ABE decreased due to elimination of the Basic Literacy/lower level ABE courses during the 2020-2021 school year. On the other hand, the Basic Math and English classes experienced an increase in the completion rate for that same year. 2018-19 had a 27% completion rate, 2019-20 had 36%, 2020-21 had 50%, and 2021-22 had 42%.

Recommendations

Virtual classes proved to be successful in part because this method removes many of the barriers adults face when trying to attend class on a regular basis. Virtual classes also tend to eliminate students who have lower tech skills and are attended by students who have a greater chance of success.

Analysis of data indicated the need to continue to offer both in-person and virtual options. Hyflex classes are being offered alternately between day and evening. The basic ABE classes have resumed and enrollment is returning to pre-pandemic numbers.

ESL Data Analysis

ESL payment points are clear indicators of student learning and success. In 2019-20, 73% of enrolled students received a paired score and of these 71% completed an NRS level. Overall 52% of enrolled students completed NRS levels. The 71% completion of NRS level can be directly attributed to the learning that was taking place in the classroom. Due to the pandemic, testing ceased in the last half of the second semester.

In 2020-21, 75% of enrolled students received a paired score and of these 49% of them completed an NRS level. Overall 37% of enrolled students completed NRS levels. Achieving paired scores with 75% of students is considered a huge accomplishment, because each score was achieved by a staff member testing each student one on one virtually. Instruction and learning suffered during this time period due to the difficulty of the virtual learning environment.

In 2021-22, 78% of enrolled students received a paired score and of these 72% of them completed an NRS level. Overall 56% of enrolled students completed NRS scores. Although some students continued with virtual learning and testing, the majority of students returned to the classroom and this is reflected in the increase in level completions.

Students successfully pass EL Civics assessments at a high rate. In 2019-20 three objectives and citizenship prep were completed with an average 91% of students passing. In 2020-21 three objectives were completed with an average 86% of students passing. In 2021-22 four objectives and citizenship prep were completed with an average 90% of students passing. The high passing rate can be attributed to having an EL Civics TOSA and the work of the ESL PLCs who frequently review data and discuss any areas of improvement. As a result of these discussions, instruction and testing strategies have improved.

Recommendations

Analysis of the data reveals that ESL students tend to do better when they attend classes in person, especially at the lower levels. There is also a need to increase the number of paired scores by increasing student attendance. The idea of offering incentives for good attendance are being explored.

Integrated Education and Training (IET)

In 2020-21, the IET program was implemented and began with Personal Care Aide. Of the 10 students who enrolled, 8 completed. The following year, 2021-22, the program expanded to include General Office Clerk where 5 out of the 17 enrolled students completed and in Personal Care Aide, 18 of the 25 enrolled students completed.

Recommendations

Analysis of the data revealed mixed success with the IET classes that have been offered so far. Students were successful with Personal Care Aide, but the General Office Clerk course, which was three quarters (about 28 weeks) in length, took too long to complete. Consequently, instructors condensed the course to two quarters (19 weeks) and students are currently working towards completion (no data yet).

CTE Data Analysis

Student achievement in the CTE department is evident in the number of individual class completers as well as those who complete a Program of Study. Enrollment numbers tend to be high because students often enroll in 3 classes each quarter, but drop courses as their workload increases.

Cohort-Sequence Title	2019-20	2020-21	2021-22
<i>Accounting Clerk</i>	13	7	8
<i>Administrative Assistant</i>	1	0	4
<i>General Office Clerk</i>	3	0	9
<i>Machinist</i>	9	12	23
<i>Custodial Technician</i>	6	5	8
<i>Medical Assistant</i>	9	0	13
<i>Medical Billing-Coding</i>	9	9	14
<i>Pharmacy Technician</i>	1	7	4
<i>Physical Therapy Aide</i>	2	0	2

Program Title	2019-20	2020-21	2021-22
<i>Construction</i>	0	8	19
<i>Electrical Trades, Introduction to</i>	0	26	10
<i>Electrical Trades, Advanced</i>	0	5	7
<i>Nurse Assistant</i>	59	0	21

Year	completion rate of 12+ hours	drop rate after 1+ hours
2018-19	71%	45%
2019-20	78%	31%
2020-21	79%	11%
2021-22	91%	32%

Recommendations

Analysis of data revealed that a high percentage of students who attended class for at least 12 hours completed the class, but there is a high percentage of students who attend then drop before 12 hours of instruction. The PLCs in the CTE department are seeking to identify barriers and strategies to assist students in continuing with their courses.

Several suggestions include:

- change structure of schedule and review prerequisite courses
- adjust the absence policy and provide avenues for make-up work
- evaluate the curriculum and create pacing plans for courses
- add hyflex and blended course options
- implement teaching strategies to engage students
- field trips to related pathways

EMRAS Data

Flexible Class Options

EMRAS offers a wide array of flexible class options. The teacher directed courses employ three delivery modes.

- traditional classroom - students meet in person with a teacher in a classroom

- virtual - students meet virtually during scheduled class time
- hyflex - class sessions that allow students to choose whether to attend classes in-person or virtually

With Independent Studies, students work independently to complete courses. There are four types of independent study courses.

- distance learning- students meet individually with a teacher and take home packets with coursework and assignments
- home study - students complete course work from a text book off campus and return to campus to complete assessments
- independent study - students complete coursework using textbooks in the ASE lab
- online - students complete coursework, assignments, and tests on the computer

In a Blended Course, a portion of the course is teacher directed (this may be virtual or in-person) and the remaining portion is completed independently (from home or in a lab). [EMRAS Class Types](#)

Online Instruction

EMRAS's online instruction is offered to ASE students to earn High School Diploma credits and in the ESL department. These courses are asynchronous, on-site, and not outsourced. They can be accessed on the Internet using a variety of devices. The courses were developed by subject specific instructors within the district. Moodle is the learning management system that is used schoolwide for online, blended, virtual, and hyflex courses. The Moodle server is housed and maintained on the Ramona Campus.

Students have access to instructors and paraeducators through email, phone calls, virtual meetings, and may schedule on-campus appointments for additional assistance. HSE students study independently online utilizing Aztec Software for GED and HiSET preparation, which is available in English and Spanish.

ASE and HSE online students may work from home, but they also have access to the ASE independent learning lab. Lab instructors, paraeducators, and clerical staff monitor student progress then contact students who are inactive. Students who are struggling are referred for appropriate intervention.

Online students complete course work remotely, but the benchmark and final tests are administered in the ASE lab where they are proctored.

All instructors who support online students have had relevant professional development and are utilizing and creating courses on the learning management system.

Online students receive information about school services and events through initial orientation and emails.

Chapter II. Progress Report on the Schoolwide Action Plan Showing Success in Addressing the Growth Areas

The Visiting Committee for the 2016 WASC visit at El Monte-Rosemead Adult School provided the following Key Issues:

1. The teacher evaluation document needs to be replaced
2. Standardized needs assessment tools and a uniform intake process should be developed to provide more accurate placement in all programs
3. To improve curricular uniformity, PLCs should be established in all programs
4. Continue to develop strategies for students to complete career sequences
5. EMRAS will need to supplement current budget to continue schoolwide improvement
6. Salary structure for temporary and part time teachers needs to improve for recruitment, staff retention, and pay
7. Improve exit data tracking

All of the above listed *Key Issues* were incorporated into the schoolwide action plan. The staff at El Monte-Rosemead Adult School has addressed the *Critical Areas for follow up* as follows:

1. The teacher evaluation document needs to be replaced

During the 2016-2017 school year the School Leadership and the EMUEA–AE (Bargaining Unit) conducted focus groups to redesign the teacher evaluation document. The new evaluation document is aligned to the California Standards for the Teaching Profession and includes timelines and criteria to support teachers to improve their craft. The document involves a more complete process of goal setting, planning, and self-reflection. Following the evaluation, instructors meet with their administrator for in-depth conversations, meaningful input, and development of improvement strategies. All temp, part-time and full-time teachers are evaluated using this protocol. An additional evaluation document has also been developed and implemented for non-teaching certificated employees, such as lead teachers, TOSA's, and counselors.

The new evaluation process has a positive impact on student learning. By addressing the California Standards for the Teaching Profession, each teacher has the opportunity to reflect on teaching practice as it relates to students. Standards set a high bar for the teaching profession and this new evaluation process has resulted in a faculty that is not only aware of the teaching standards but are able to set goals to improve their craft.

2. Standardized needs assessment tools and a uniform intake process should be developed to provide more accurate placement in all programs

Prior to the WASC visit in 2016, EMRAS did not have a uniform intake and assessment process that was used schoolwide. Each program area used different intake procedures and different assessment tools. During the 2016-2017 school year the Assessment Center was created to provide standardized assessment for all students enrolling in the school. A room was selected

and assigned staff members became central to the planning and implementation of the assessment process.

The Assessment Center opened in three phases. The first phase addressed the intake assessment for ESL students. In summer of 2016 staff began to pilot the testing process and full implementation began in Fall 2016. Currently students are given a brief oral assessment and, as appropriate, a writing sample then placed in the correct level.

The second phase addressed the ABE/ASE program. The goal for the ABE/ASE program assessment was appropriate placement without producing anxiety for adults returning to school. The San Diego Quick Assessment (SDQA) was used to determine the student's reading level. During the fall of 2016 the ASE department did a study with current students to determine at what level of the SDQA the student was demonstrating success. Results of the SDQA and a brief writing sample, place students in one of three levels of instruction: 1-4 Basic English Literacy; 5-8 Basic English (ABE); 9-12 ASE. Results from the TABE D Math assessment places students in Basic Math (ABE) or one of the ASE Math classes.

In January 2017 the third phase of the assessment process was implemented. After a study with selected CTE classes, it was determined that the same San Diego Quick Assessment levels could be used for CTE. Most CTE classes require a score of 9 or above. Several classes were designated as available for those students scoring in the 5-8 range. Students scoring below level 5 were referred to ABE (Literacy).

Currently all students enrolling at El Monte-Rosemead Adult School are assessed during the registration process using the above protocol. Student assessment results are noted in the ASAP system and used by registration staff, counselors, and teachers.

Assessment center staff continue to fine tune the process to address the comfort of students and the ease of testing large numbers of students. During the summer of 2018 additional staff members from all departments of the school were cross-trained to be able to assist with the process.

In 2020 students were required to register online and assessments were done remotely. The experienced assessment center staff met with students virtually to verbally administer the SDQA for ABE/ASE/CTE, and CASAS Appraisal questions were utilized for ESL placement.

Student retention and achievement is directly affected by the uniform assessment of all students. This is especially evident in persistence data in CTE and ABE/ASE. Appropriately placing students in the correct level supports students' learning and empowers students to be successful as they pursue their chosen instructional program.

While we have successfully implemented a centralized assessment center, we feel that further improvement is needed. Initial assessment will continue to be an area of focus in regards to the assessment instruments that are being utilized. While the SDQA has merit, since it serves as a quick non-threatening assessment tool, it fails to assess reading comprehension and writing skills. EMRAS plans to investigate additional options.

3. To improve curricular uniformity, Professional Learning Communities should be established in all programs

Prior to the 2016 WASC visit, the PLC model had been established in the ESL Program. Since then the ABE/ASE and CTE programs have implemented PLCs.

In the Fall of 2016 team members from the ABE/ASE Program attended CALPRO's PLC training. Following PLC training, the ABE/ASE team began to have regular monthly meetings to address student learning, curriculum, and instructional strategies to better serve students. The work of the ABE/ASE PLCs include:

- aligning the curriculum in the four modalities of instructional delivery
- English classes have transitioned into utilizing the same text leveled books for each of the four levels of English
- Uniform level objectives and a pacing plan continue to be developed by the English group
- The math PLC implemented a new integrated math curriculum and created a pacing plan that encompasses objectives for the beginning levels of ABE through to credit level math courses

Initially, at the PLC meetings, faculty was divided into two areas of focus, Math and English. During the 2018-19 school year, a third PLC group was formed to focus on the independent lab.

The work of the ABE/ASE PLCs has a positive impact on student achievement. Aligning the curriculum utilized in the teacher directed classes with the curriculum used in the independent lab has enabled students to easily transition from one modality to the other. Consistent leveled pacing has enabled the scaffolding students need to be successful. Data shows an increase in student completion rates indicating that PLC efforts have a positive impact on student achievement. In Fall 2017 team members from the CTE department participated in the CALPRO PLC training and have been holding monthly PLC meetings since then. Several CTE teachers have shared their expertise with fellow staff members in order to integrate technology into the classroom as well as introduce the blended learning model. The efforts of the business and computer PLC has resulted in uniform curriculum and assessments for several classes. The medical department is currently combining Medical Terminology A and B into one course and are identifying course objectives to create common assessments.

The PLC process continues to evolve, incorporating new team members into the process and effecting a positive change on the use of instructional strategies that best serve students' needs. Topics that have been addressed include improving student completion numbers, changing instructional materials, aligning curriculum for ASE classes that are taught in different modalities, and implementing a new math model for integrated math.

The PLC process has facilitated seamless transitions in effort to support accelerated student learning and facilitate student transitions to CTE and post-secondary. Alignment of curriculum accommodates students who need to switch to the same class in another time period or format. This flexibility was not feasible prior to the collaborative efforts of the PLC groups.

4. Continue to develop strategies for students to complete career sequences

At the time of the WASC visit in 2016, the CTE classes for career sequences were offered individually. Students selected courses that they needed to complete their career sequences and enrolled quarterly into their selected classes. One problem was there were many students who had taken a broad array of classes that did not lead to a sequence certificate. Several changes have been made to assist students as they complete their career sequences.

Students are assessed for accurate placement. Students pursuing Business/Computers or Medical classes must score at least a level 9 on the San Diego Quick assessment. Students achieving level 9 may enroll in the CTE prerequisite classes. These include: Computer Literacy and Keyboarding for Business/Computer sequences; Anatomy/Physiology and Medical Terminology for Medical sequences. Students scoring below level 9 are offered ABE courses.

In the Spring semester of 2018 there was a pilot that grouped several classes into cohorts for the purpose of supporting students moving through their Program of Study. Beginning with the Fall 2018 classes, all CTE sequences are offered in cohorts. Students enroll only once for all their cohort classes, prepaying one lump sum for the entire sequence rather than paying for each class. These cohorts range from one quarter to one year in length. In many cases, new students may enter the cohort with each new quarter. The counseling staff is better able to monitor student progress toward their sequence completion and identify students who may be having difficulty with their classes. Since setting up the sequences as cohorts, we have found that we are now able to track the students progress more effectively and completion rates have increased within the 9-12 month period.

5. EMRAS will need to supplement current budget to continue schoolwide improvement

As with all California adult schools the limited budget remains a challenge. In the 2018-19 fiscal year the increase of 4.1% allocation for the Adult Education Program (formally known as AEBG) helped to address the impact of step and column increases, but state funding continues to be insufficient to support a program of this size. Additional funding sources include WIOA Title II:AEFLA Grant and Carl Perkins Grant. The WIOA grant application estimated \$2,000,000 for the level of service that EMRAS would provide. The amount of money awarded for each payment point was much lower than expected. Additionally, in 2017-18 EMRAS implemented EL Civics in order to maximize payment points. Since they had not previously participated in EL Civics, there were no payment points that had been generated in the two previous years. The actual grant award has been \$1.2 million and \$900,000 for the last two years. This grant has yielded a lower grant award than expected due to the increase in the number of participating adult schools. Nevertheless, EMRAS has documented increased student outcomes.

EMRAS is part of the Perkins consortium that is managed through Tri-Cities ROP. The Carl Perkins Grant funding has more than doubled since 2016, going from \$23,000 to \$69,000. This funding has supported the purchase of equipment for designated CTE programs.

In addition to these revenue sources, EMRAS collects fees for CTE classes. While raising fees is an option, the school administration and Board of Trustees is committed to keeping the cost to students at a minimum.

6. Salary structure for temporary and part time teachers needs to improve for recruitment, staff retention, and pay

Prior to January 2018, the part-time and temporary instructors at EMRAS were not included in the collective bargaining process. Historically only those teachers working 30 hours or more per week were placed on a salary schedule that was part of the collective bargaining agreement negotiated between the El Monte Union High School District and the El Monte Union Educators' Association – Adult Education Unit (EMUEA-AE). All other teachers were paid a flat rate for each hour of instruction. In some cases, the pay rate differences varied as much as \$8.00 per hour for full-time vs. part-time employees. The part-time and temporary teachers joined the bargaining unit in January 2018 and negotiations began to include these teachers in the bargaining agreement, including placement on the salary schedule.

Since July 1, 2018, part-time and temporary teachers have been placed on the same salary schedule as the full-time teachers. While negotiations continue on the contract language for the EMUEA- AE, the question of salary equity has been addressed.

Since 2018 full-time teaching positions have decreased due to retirements. These have not been replaced. Additionally, due to the pandemic, (2020-21) there was a decrease of 25 temp positions. With the increase in enrollment, temp positions are currently increasing. Salary equity has resulted in continuity of staffing that provides for program stability. The salary schedule rewards continuing education, therefore providing incentives for staff to grow professionally.

7. Improve exit data tracking

In Spring 2016, a Data Committee was established to disseminate and track information. The committee created a program specific update form that is completed by every student. In many cases students reveal their success in attaining work, transitioning to college or career training, or increased pay at work. It is completed by every student prior to the end of each quarter then given to their instructor who enters the data into ASAP. While this data is collected at the end of each term, not all students have data to reflect their status upon exit.

Technology staff has established an efficient process to create and disseminate Gmail accounts for all students. A Gmail account is created for each student upon enrollment, then imported to ASAP to each student's detail page. We have used the ASAP system to email students, had classified staff call students (especially those who stop attending), and teachers text their students to ask about their status.

Although these measures do not always yield extensive and complete data, the staff has been able to determine reasons that students are not persisting and sometimes student's positive employment outcomes. Data not only guides program improvement, but also helps staff to look at students in a more holistic way to determine needs such as changing schedules, jobs, and childcare.

The Student Advisory Committee has been reestablished since the return to campus. The Committee meets once per quarter.

Chapter III. Self-Study Findings based on the ACS WASC Adult School/ROCP Criteria

Criterion 1: School Mission and Schoolwide Learner Outcomes

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

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.

The mission statement clearly describes EMRAS's broad educational purpose, identifies our student population, and states our commitment to their success. All administrators, faculty, and staff are committed to serving students in order to help them achieve their goals.

The administrative team is tasked with the oversight of learning programs and services that meet the needs of our student population. Choices and decisions are made after reviewing cost, data, policy, and recommendations from instructors, community members, and students.

Students have several avenues to have their voices heard. All administrators have an open-door policy and are readily available to meet with students. There are suggestion boxes in each department. Students from all programs serve on the Student Advisory Committee. Although we survey students in various ways, EMRAS Leadership is investigating how to embed student surveys into a standardized procedure to capture student voices in all programs.

EMRAS is a California Public School that is legally authorized by the Department of Education to grant credits and award diplomas. Industry recognized certificates are awarded in conjunction with industry requirements and standards as follows:

- Industry Recognized certifications are awarded by NHA (National Health Association) for Pharmacy Technician, Medical Billing & Coding, and Medical Assistant. Precision Exam (YouScience) provides certifications for Machinist, Administrative Assistant, and Accounting Clerk.
- Articulation with Rio Hondo Community College - students earn 3 units of college credit in Accounting Principles and/or Microsoft Suite.
- Pharmacy Technician Program - Candidacy stage of accreditation with ASHP (American Society of Health System Pharmacists)
- Introduction Electrical Trades - is State certified by the Department of Industrial Relations, Division of Labor Standards Enforcement, California.
- Advanced Electrical Trades - is in the candidacy stage of approval by the Department of Industrial Relations, Division of Labor Standards Enforcement, California.

Indicator 1.2: The school's mission statement is central to institutional planning and decision-making activities. 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.

Student success is the focus of the EMRAS Mission Statement. Every effort is made for students to reach their personal, academic, and career goals. Classes are developed to empower students in many different aspects of their lives. The development of new courses is guided by current needs in the community in regard to workforce readiness, improving communication, and preparing students to transition to college.

Since the 2016 self-study the leadership team has reviewed the Mission Statement and SLOs in fall of each year. They remained unchanged, until fall 2020 when the pandemic caused a paradigm shift in education. All the proposed changes for the Mission Statement and SLOs were reflective of what staff and students were experiencing during the pandemic with the switch to remote learning. The leadership team embedded proposed changes into the Mission Statement and SLOs then sent them to be reviewed at home group meetings for input. The leadership team considered all further recommendations before they were finalized.

The current mission statement has been approved by the district. It is published internally with a Mission Statement/SLO poster displayed in classrooms, offices, and reception areas throughout the school. The Mission Statement and SLOs are published externally by postings on the EMRAS website, brochure, and pamphlets. The action plan includes specific activities that document that the SLOs are being accomplished by individuals and by the student body. [Mission/SLOs Poster](#)

Indicator 1.3: The school establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

The SLOs from the previous self-study were reviewed by the Leadership Team in Fall 2020. Following an analysis of each goal and indicator, the team felt that the SLO's were relevant, broad, and measurable. The consensus was to keep the existing SLOs, but make a few additions and changes to the indicators. This was presented to all the home groups. Feedback from the home groups indicated that the SLOs were consistently integrated into lesson planning, made sense, and that staff and students were already connected to these outcomes.

The following additions were included in the SLO's to address current and future learning needs:

Effective Communicators Who:

- Added *numeracy skills* to the second bullet
- Added *professional, respectful, and across all forms of communication* to the third bullet

Problem Solvers Who:

- added *and resources* to the second bullet
- added *Utilize critical thinking skills to formulate appropriate solutions including virtual technology instruction* to the third bullet

Lifelong Learners Who:

- added *short term and long term* to the first bullet

The PLCs in each program focus on SLOs to identify how they are addressed within course content and daily lessons. The following chart identifies a few of the ways SLOs are measured.

Schoolwide Learner Outcomes	Assessment Methods or Instruments
<p>Effective Communicators who:</p> <ul style="list-style-type: none"> • Use effective listening and comprehension skills • Utilize oral, written, nonverbal, quantitative, and/or technology-based forms of communication • Interact with others in an appropriate, professional, responsible, and respectful manner across all forms of communication 	<ul style="list-style-type: none"> • CASAS benchmarks in ESL, ABE/ASE • Credits earned • Diplomas awarded • Completion of course sequences, and earning an industry recognized certificate in CTE programs • Students participate in listening, speaking, reading, and writing activities • Students utilize technology in every program. Success is measured with a variety of classroom assessments such as: quizzes, tests, presentations, projects, demonstrations, portfolios. • Administrators, staff, counselors, and instructors work with students to respectfully interact with others in an appropriate manner. • Counselors developed an email etiquette sample for students to reference to learn how to write a professional correspondence. (posted on EMRAS website)
<p>Problem Solvers who:</p> <ul style="list-style-type: none"> • Identify the problem(s) • Gather, organize, and evaluate information and resources • Utilize critical thinking skills to formulate appropriate solutions including virtual technology instruction • Take appropriate action to strategically solve the problem 	<ul style="list-style-type: none"> • Problem solving and decision-making opportunities are embedded into the instructional program and are assessed in each course on a daily basis. • Virtual students receive instruction in navigating virtual meetings and Moodle. Students are successful with online, virtual, and blended courses.

Schoolwide Learner Outcomes	Assessment Methods or Instruments
<p>Lifelong Learners who:</p> <ul style="list-style-type: none"> • Set short-term and long-term goals • Develop a plan to accomplish their goals • Acquire new knowledge or skills by: <ul style="list-style-type: none"> ◦ Utilizing tools/technology in applied situations ◦ Follow written and verbal directions 	<ul style="list-style-type: none"> • ESL level advancement and completion of level 6 • Achievement of a High School Diploma • Passing the High School Equivalency test • Completing a project • Earning an industry certification • Passing state certification exams • Gaining employment • Enter a college or university • Advance through the programs at EMRAS

School's Strengths and Growth Areas for Criterion 1

Strengths:

- EMRAS has a strong commitment to provide educational programs that enable students to reach their goals.
- EMRAS staff and students are connected to the SLOs and incorporate them into daily lessons.

Growth Areas:

- Continuous review of data will assist in providing for the needs of the students and community.
- A consistent process of surveying students will provide valuable data that will guide school and program decisions.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administration to implement policy and lead the school effectively.

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.

El Monte-Rosemead Adult School (EMRAS) is part of the El Monte Union High School District (EMUHSD). The District is governed by a five-member Board of Trustees who are elected officials that oversee the work of District Administration. The District Administration supports the school site administration of the five comprehensive high schools, one alternative high school, one community day school, and the adult education program. The Board of Trustees establishes policies and represents the interests of the community in the decision-making process. The Board provides direction to the Superintendent who implements operational policy and guides the work of the Cabinet and site administration. Board Members participate in California School Boards Association meetings and training. The governing authority for the district adheres to the Education Code and state laws of California as they pertain to the operation of public education.

The District Administration (Cabinet) consists of the Superintendent, Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, and the Chief Business Official (CBO). In addition to these Cabinet members the district office houses eight Directors that carry out specific support tasks for the school sites. The Cabinet meets weekly to address operational and instructional issues.

EMRAS's principal has a great deal of autonomy in the oversight of the Adult School programs and daily operations. The District takes a support role in helping its schools and students reach their goals. EMRAS's Principal participates in district meetings to ensure consistent and open dialog with all district-level administration. All District Principals participate in the monthly Administrative Council meeting where they initially meet with the District Superintendent and are then joined by the Cabinet members for the remainder of the meeting. These extended Cabinet meetings provide an opportunity for collaboration and sharing of information across departments. The Superintendent visits once a month to see classes and meet with the principal. Additionally, the principal meets monthly one-on-one with the CBO to review and discuss the school's budget. The principal also attends the monthly district Instructional Leadership Meeting which focuses on curriculum, instruction, and assessment.

EMRAS's administrators have clearly defined roles and responsibilities that are assigned yearly following planning meetings. ([Admin duty chart](#)) Prior to each new school year, administrators spend several days at an All Admin Retreat that includes school board members, district cabinet, and administrators from all the schools in the district. They set goals, plan strategies, and assign duties. EMRAS administrators also meet for a one-day retreat for additional planning. A third retreat is held in Spring each year with all District Administrators and Board of Trustees to evaluate progress on goals and student achievement at each school.

Indicator 2.2: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

EMRAS regularly evaluates the school's structures and process by eliciting feedback from stakeholders in a variety of ways. Stakeholders have a voice in the decision-making process and often communicate ideas, observations, and concerns directly to Program Administrators. The Student Advisory Committee meets to share ideas and concerns regarding the school as a whole. Students provide input on school site cleanliness, availability of services, and ideas for new course offerings. Prior to the pandemic, the OWL (Our Wise Leaders) Committee representing classified staff members, teachers, maintenance, and administration in all departments met monthly. This committee met to discuss concerns or changes in school procedures, and plans for the future. Minutes of the meetings were distributed to all staff members through District email. In order to increase input from a variety of staff members, EMRAS leaders plan to reestablish the OWL Committee. Stakeholder feedback, ideas, and information are discussed at weekly Admin meetings and monthly Extended Admin/Leadership Team meetings.

Organizational updates and policies are communicated to stakeholders through a variety of stakeholder meetings each year.

- School Board presentations report on the status of the school programs and student success.
- District administrators visit the school site monthly to assess school issues and progress on school initiatives.
- District managers visit often to gain a full understanding of the site issues and challenges. Each district manager collects notes on a shared document to track site issues in order to provide site support.
- Each year, the CTE department hosts several Advisory Committees that are specific to individual pathways. Experts in the field consult with CTE teachers to validate student learning objectives in career courses and to identify curricular changes that will help students be job ready. ([CTE Advisory Meetings](#))

The Administrative Team and the Counseling Team participate in community meetings such as Chamber of Commerce, Workforce Investment Board, AJCC, GAIN/CalWorks, El Monte Community Network, and Women's Club, etc. The programs and services offered by the school are shared and marketed. The status of the school, fiscal stability, student participation, and program completion are communicated with stakeholders.

After implementation of a new initiative, meetings are conducted with stakeholder groups to determine the effectiveness of the process. One example is the regular meetings of the assessment/registration staff to collaboratively resolve issues that emerge during changes in the registration process. Another example is the establishment of the Data Team. Data team members meet to assure that the correct data is collected for state and federal reporting purposes.

In addition to these local stakeholder groups, administrators, counselors, and teachers at EMRAS participate in the Rio Hondo Region Adult Education Consortium (RHRAEC). The Consortium considers the learning needs of adults throughout the region. Student enrollment data, job market studies and employment trends are considered for the region to maximize student transitions and services to students.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

Policies and procedures are published on the District Website. Beginning with Board Policies and Administrative Regulations, day to day procedures for all schools sites are outlined in several manuals: The District Purchasing Manual, the District Safety Manual, Employee Handbook, and the Certificated Evaluation Handbook. [EMUHSD Website](#)

School site policies and procedures are outlined in the EMRAS Staff Handbook that is distributed to staff at the beginning of the school year. The Staff Handbook is reviewed and revised yearly to adjust for any procedural changes. [EMRAS Staff Handbook](#)

Staff provides input into procedures at established staff meetings. Teachers meet in departmental meetings on a monthly basis. Departmental procedures are reviewed at the weekly administration meeting. The ESL department maintains a teacher manual that guides the teaching staff on school policies, and classified staff meet monthly to receive information and to review procedures.

Indicator 2.4: 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.

EMRAS has a culture of teamwork that is nurtured with constant collaboration among its cooperative teams. The administrative team communicates and works with the counseling and lead teacher teams, who in turn work with teachers and students. EMRAS has a Safety Committee, Data Committee, and a Planning Committee that assists with associated oversight and tasks. Program PLCs and classified teams are vital to the efforts to improve levels of student achievement. Many faculty and staff serve on multiple committees and teams, which assists with a great knowledge of the school and overlapping collaborative tasks.

The Administration effectively maintains focus on the vision for the school by implementing the steps necessary to reach overarching goals that are identified by the Action Plan, CIP Goal, Three Year Consortium plan, and additional yearly identified areas for growth. Meetings are scheduled and posted on the calendar for the entire school year. This not only provides consistency, but also serves to maintain focus.

EMRAS administrators have an open-door policy, which allows them to be readily available to staff and students, provides transparency, and builds a collegial relationship that leads to trust. EMRAS's administrative team is well liked and trusted by its employees. [Staff Survey](#)

School's Strengths and Growth Areas for Criterion 2

Strengths:

- EMRAS has dynamic teams that enjoy a collegial and collaborative atmosphere.
- Clear policies and procedures are in place and accessible.

Growth Areas:

- Annual staff and student surveys would be beneficial in providing additional stakeholder opinions and evaluations.
- Reestablishing the OWL Committee will increase communication and collaboration among a variety of stakeholders.

Criterion 3: Faculty and Staff

The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and Schoolwide Learner Outcomes.

All Administrative team members hold a Clear Administrative Services Credential. In addition, three of the four administrators have a Pupil Personnel Services (PPS) Credential and the principal has a Special Education Credential. The counselors have a PPS credential. Teachers in all departments are credentialed by the California Commission on Teacher Credentialing and are appropriately credentialed for their assignment. All classified personnel meet the educational and hiring standards set forth by the district and approved by the Board of Trustees.

Current course offerings include Adult Basic and Secondary Skills, ESL, Citizenship, and Career Technical Education. All teachers in the Academic program have a bachelor's degree or higher and teachers in the CTE program have verified work experience that has qualified them to teach the career preparation subjects as required by the Commission on Teacher Credentialing.

The number of faculty and staff members needed is guided by community demand, capacity, waiting lists, and budgetary constraints. Temporary teachers are added to meet the needs of students when capacity is reached, waiting lists grow, and new courses are added. For example, due to the decrease in enrollment during the pandemic, there was a reduction in the number of temporary teachers and vacant classified positions were not filled, but as enrollment increases the temporary teachers are returning and classified positions are being filled. Recently the ESL program expanded by offering classes at six community locations and have expanded course offerings for evening students at the Ramona Campus.

Indicator 3.2: The school develops personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Personnel policies are determined by the district's HR Department and approved by the Governing Board. All district policy is made available to the public on their website and at EMUHSD offices. Staff are aware of personnel policy through the district's employee handbook located on their website. [District Employee Handbook](#) EMRAS's employee handbook is updated and provided to every employee at the beginning of each school year. [EMRAS Staff Handbook](#)

The administration is informed of personnel policies and procedures and makes every effort to be consistent and equitable with all employees. All EMUHSD employees receive annual training that focuses on professional ethics, protected classes of people, mandated reporting, protecting minors, health and safety. [EMUHSD Training Letter](#) Additionally, union members have access to

the grievance process if they feel there is unfair treatment and non-union members have access to the Uniform Complaint process.

EMUHSD has a written code for professional ethics for all personnel. Expectations are communicated through initial orientation, staff meetings, email, posted notices, and are available to the public on their website and at their offices. All newly hired classified employees are given an orientation by the district's HR department. Certificated employees are given orientation by program administrators and lead teachers.

All personnel records are secured at the District Office in the HR Department. The board has identified specific administrative employees who have access to personnel files. At EMRAS, the principal is the only person with access. Any employee may go to the HR department and request to view their own file.

Indicator 3.3: The school assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

All staff participates in the evaluation process. The principal is evaluated twice each year by the superintendent. The school site goals are the basis of this evaluation. School site administrators are evaluated by the principal twice each year. The administrative evaluation is the basis for progression on the administrative salary schedule. Full-time, permanent part-time, and temporary teachers are evaluated by the administrators at least once every other year. Classified staff members are evaluated by their direct supervisors every year. With the exception of the Technology Specialist I and the custodial/maintenance staff, all employees are assigned to one of the four administrators. Every employee receives a yearly notice informing them of who their evaluator is. The Technology Specialist I is evaluated by the district's Chief Technology and Innovation Officer and the custodial/maintenance staff are evaluated by EMRAS's Plant Manager.

The teacher/counselor evaluation process is aligned to the California Standards for the Teaching Profession and includes timelines and criteria to support teachers to improve their craft. The document involves a more complete process of goal setting, planning, and self-reflection. Following the evaluation, instructors meet with their administrator for in-depth conversations, meaningful input, and development of improvement strategies. All temp, part-time and full-time teachers are evaluated using this protocol. Non-teaching certificated employees, such as lead teachers, TOSA's, and counselors follow the same process but a different evaluation document that is more specific to their duties is used. [Certificated Evaluation Forms](#)

Effective teaching results in students achieving individual learning outcomes and schoolwide student learning outcomes. In the case of academic classes, student achievement of CASAS payment points and earning the high school diploma or equivalent is the primary measure of student learning. In CTE classes, student progression toward a sequence certificate, industry certification or employment is the measure of quality instruction. Additionally, administrators conduct frequent informal walk-through visits to classrooms. During the visit they complete a Classroom Walkthrough Form to document a variety of student activities and teaching strategies.

Results of the observation are shared with the instructor following the visit. [Classroom Walkthrough Form](#)

Job descriptions for classified support staff are reviewed, updated, and submitted to HR every time a job opening is flown. Job duties are regularly updated as needed and job alike meetings are held to gain input and to provide information about any changes. Many classified employees are cross trained so they are able to assist where needed. A schoolwide classified staff meeting is held once a month. Staff are able to attend in person or virtually. At these meetings questions, concerns, and updates are discussed. Staff is included in the implementation and evaluation of processes they are involved in and their suggestions are considered. For example the Assessment Center/Registration Staff are able to inform administrators of the difficulties students may have while going through the intake process. They propose ideas for changes and participate with discussions regarding any changes to the intake process. Support staff serve on the OWL Committee (formerly Staff Advisory Committee) and the Planning Committee. Support staff are included in department meetings and all school wide events. They are recognized as vital to the infrastructure of the school.

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

Administration supports and encourages teachers to seek out professional development opportunities in their subject areas and shares those opportunities with instructors as they become known. Staff participate in professional development networks, including CALPRO, CCAE, OTAN, CATESOL, ACSA, and CASAS.

Onsite professional development includes: monthly lead teacher collaboration, monthly classified staff workshops, monthly department PLCs, weekly Admin meetings, monthly Extended Admin meetings, monthly All District Admin meetings, all-staff PD days twice a year; yearly job-alike collaboration among agencies within our consortium, presentations by publishers and teachers on use of new materials, trainings by technology companies on use of new devices, OTAN workshops on a variety of topics; bi-monthly training for staff in using TOPSPro Enterprise and ASAP for student recordkeeping, bi-monthly meetings and networking sessions regarding WIOA and EL Civics, and participation in professional conferences.

EMRAS is committed to continuous improvement in teaching and learning by making available high quality, relevant professional development opportunities linked to research and evidence-based practice. Administrators and Lead Teachers work together to plan the PD focus for the year.

The PD plan evolves after considering many sources of information such as:

- Consortium annual and 3-year plans
- CIP Plan
- Data on student retention, outcomes, CASAS results and trends
- Teacher surveys on PD wants and needs
- Technology surveys
- Student surveys
- Yearly goals
- New technology
- New delivery methods
- Equity
- New curriculum
- District mandates

EMRAS allocates funds that support PD in the yearly budget. The funds are used to pay staff and faculty who attend PD activities beyond their regular assignment, as well as costs for conferences and trainings. When possible EMRAS lead teachers and faculty provide workshops and training to their colleagues. EMRAS also takes advantage of California's support for adult schools with OTAN, CALPRO, CCAE, CATESOL, ACSA, and CASAS.

Prior to the pandemic, workshop attendees would turn in a follow-up evaluation of the workshop including how the new information would be used in the classroom. A plan is in place to revisit and implement this practice once again. Follow-up discussions in PLC meetings and classroom walk-throughs confirm that new strategies are being applied to student learning.

Student retention and assessment data, credits achieved, and pass rates of state certification exams serve to validate the impact of professional development activities on teaching and learning.

School's Strengths and Growth Areas for Criterion 3

Strengths:

- The employee evaluation process is collaborative and leads to self-improvement.
- EMRAS has a process in place to plan and implement professional development that works towards overarching goals.
- The addition of classes on community sites is increasing accessibility and meeting community needs.

Growth Areas:

- Post PD surveys will assist with evaluating the impact on student achievement.
- Professional development regarding student engagement and persistence will help more students reach their goals.

Criterion 4: Curriculum

The school develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach the Schoolwide Learner Outcomes. The school's curriculum reflects its mission and Schoolwide Learner Outcomes and connects directly to current student learner needs.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Additional indicators for online programs/courses, if applicable:

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered, within and across grade levels.

Indicator 4.1b: The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

Indicator 4.1c: 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.

El Monte-Rosemead Adult School supports student learning through the development and implementation of a challenging, coherent, relevant and research-based curriculum. The curriculum aligns with the school's Mission Statement and SLOs while addressing students' current needs.

Courses offered, course descriptions, and CTE sequences are posted on the school's website as well as on campus. [EMRAS Website](#) A yearly EMRAS catalog is created listing descriptions of courses offered and mailed throughout the community. This catalog is also distributed to key locations throughout the area like K-12 schools, libraries, and chambers of commerce to name a few. Links to courses and programs offered, as well as registration information, are posted to social media. EMRAS uses the district's automated communication system to send phone calls, emails, and text messages to parents in the district announcing new courses and registration information. Course offerings are also shared at various meetings with stakeholders in the community like consortium, Chamber of Commerce, GAIN, AJCC, LACOE, CTE Advisory Board, and District Parent Meetings. EMRAS partners with other groups whose focus is to serve the community and course offerings are shared there as well. [Community Advisory Meeting Agendas](#) EMRAS is active in community outreach and frequently sets up informational tables to spread the word about course offerings at community events in the area.

EMRAS offers morning, afternoon and evening classes to accommodate students' varying schedules. In addition, EMRAS has a mix of delivery methods to meet students' needs and help them overcome barriers to attending classes. Students can take classes in-person or virtually, and there are distance learning options in the ESL and ABE/ASE departments which allow for

both online and paper-and-pencil curriculum. Students are able to check out a Chromebook if needed for online/virtual courses. EMRAS is committed to providing access to all students.

All course outlines meet state standards and CCRS. EMRAS course outlines are reviewed and approved by the school district on a yearly basis and submitted to the state. Course outlines are provided to all instructors at the beginning of each school year and are kept on file and available to all interested stakeholders. The EMRAS 2022 Staff Survey results showed that 100% of teachers had access to the course outlines for the classes they teach. [Staff Survey](#) Course outlines include catalog descriptions, goals, course objectives, instructional strategies, techniques of evaluation, repetition policy, and materials. Instructors review and explain course goals and objectives to students. To keep curriculum relevant, rigorous, and meeting students' needs, course outlines are reviewed yearly and updated as needed. [Course Outlines](#)

Each program at EMRAS specifies identifiable and relevant course competencies that students are expected to attain in order to complete the course. Students are held accountable for meeting standards, making continuous progress, and completing requirements set forth in the course outlines. Ninety-six percent of EMRAS teachers strongly agree that their lesson plans correlate with the state approved course outlines. ESL course outlines align with the learning outcomes and objectives within the core curriculum for each level. Instructors in CTE and ASE/ABE use the course outlines and objectives to create course syllabi which are shared with students at the beginning of each course. The EMRAS Staff Survey resulted in 100% of teachers saying that the curriculum reflects the school's mission statement and SLOs. Teachers review the syllabi with students on the first day of each new class so students are aware of expectations and course work as well as course completion and grading policies. In all departments, the daily objectives, and SLOs are posted for students and discussed at the beginning of each class. [Staff Survey](#) [Syllabi Samples](#)

Each department has monthly PLC meetings where instructors collaborate on a variety of topics including curriculum, course outlines, data, instructional strategies, technology, assessment, and student needs. [PLC Meetings](#) These meetings allow teachers to review course content and outcomes while analyzing data and student surveys to stay abreast of changing student needs and demographics. This collaborative review leads to recommendations for student and curricular needs. Program administrators have a budget that can be allocated to updating curriculum, purchasing supplemental materials, providing support staff to work with individual students or classes, providing needed technology or updating technology, and offering professional development opportunities. As new courses are developed or curricular or student needs change, administrators review available allocations and possible resources to address gaps. The Staff Survey results indicate 92% of teachers rate instructional resources as excellent. [Staff Survey](#)

The El Monte Union High School District has adopted a Responsible Use Policy based on the Children's Internet Protection Act (CIPA) and its four guiding principles of respect, privacy, sharing and safety. [Responsible Use Policy](#) Acceptance and agreement of these policies are embedded into the student registration process. Computer labs have access to Local Area Network (LAN) which allows the teacher to see what the students are viewing or what tabs they have open on their computers. This helps instructors to ensure that students are on task and using technology responsibly.

Instructors discuss responsible use of the internet in classes. In order to better embed internet safety into all courses, EMRAS partnered with OTAN to present an on-campus professional development session on the subject of Digital Literacy and Internet Safety. Presenters focused on ways to better equip staff and students from falling victim to various digital traps and scams. Instructors were then able to share this information with their students and braid the information into their courses. [Internet Safety PD Staff Survey](#)

EMRAS works to meet students at their educational and ability level. As instructors, counselors, or staff identify students with special needs, support is offered. According to the EMRAS 2022 student survey, students who needed additional help identified receiving assistance in the following ways: additional teacher attention, help from another student, help from other staff, and extra tutoring. [Student Survey](#) Depending on the extent of the student's need or requested resources, EMRAS can reach out to EMUHSD for additional assistance such as sign language interpreters, etc.

Technology is an integral part of curriculum and instructional strategies. The pandemic increased and strengthened the need for the use of technology. Staff survey results reflect a strong use of technology prior to the pandemic and an increased use since returning to campus. [Staff Survey](#)

The online curriculum, like all online curriculum at EMRAS, meets state academic standards. EMRAS has an online curriculum that is also guided by departmental policies. This curriculum is aligned with the school's vision and schoolwide learner outcomes. The online curriculum is consistent with the technology skills addressed in our SLOs. In addition, the curriculum meets the standards that govern each department.

ESL

The ESL department has clearly defined learner outcomes for each of its seven levels of ESL classes from Beginning Literacy to Advanced High. The ESL course outlines were revised to align with the English Language Proficiency Standards (ELPS) that provide the "lift" needed by students to meet the rigorous requirements of the CCRS and the National Reporting System (NRS) exit skill descriptions for the different levels of ESL.

EL Civics objectives were incorporated into the ESL curriculum five years ago. The ESL department conducts yearly student surveys to identify student needs and desired focuses of instruction. [ESL Needs Assessments](#) The results help to determine which COAPPs will be implemented, taught, and assessed throughout the year. Additionally, students identify the Integrated Education and Training (IET) programs they are most interested in. These surveys have led to the successful development and implementation of the Personal Care Aide (PCA) and General Office Clerk (GOC) IET programs. Ongoing IET planning meetings are held regularly to discuss what is working well within these new programs and areas that need further development. From these meetings, the GOC IET program was reorganized so students can complete it in one semester instead of three quarters. This change resulted in an increase in enrollment.

The course outlines for ESL and citizenship courses in distance learning have been revised to include the ELPS and CCRS. The Citizenship course outline aligns with the U.S. Citizenship and Immigration Services requirements. The Distance Learning curriculum is supplemented with a

variety of outsourced materials such as: USA Learns, Burlington English, and Putting English to Work.

ABE, ASE, & HSE

The ABE/ASE curriculum is aligned with the CCRS, California State Standards, and follows the California graduation requirements.

Every ABE and ASE student meets with a counselor to receive a transcript evaluation and discuss each student's goals. Based on assessment results, transcript evaluation, student schedules and academic needs, counselors and students decide on the delivery method, number of classes, and student supports to best meet the needs of individual students.

Counselors and teachers may identify special needs students in order to make academic modifications when possible. Students may be referred to one-on-one tutoring or support with a paraeducator. The ASE program works closely with the ABE program to provide academic support in Language Arts and math. Counselors can place students in both programs simultaneously. For example, a student might need ABE English but be at an ASE level for math. For students requiring extensive support, EMRAS allows an educational mentor/social worker to attend class with the student they are supporting.

EMRAS does not offer courses that meet the UC A-G requirements. Based on student input and transition data, EMRAS did not identify UC A-G requirements as a need. EMRAS partners with Rio Hondo College (RHC) and provides space for an RHC counselor to work on our main campus twice a week. This connection allows for easier transitions for students to go to community college. Administrators and counselors also work with the RHC counselor to promote the Dual Enrollment Program in which students who are successfully taking EMRAS ASE courses can simultaneously enroll in classes at RHC tuition free. EMRAS has also hosted RHC Spanish and Counseling 101 courses on our main campus to give students an opportunity to earn college credits without leaving our campus. [RHC Class Flyer](#)

The High School Equivalency (HSE) department has adopted the outsourced program Aztec as an online option or supplement for those preparing for the GED or HiSET. Aztec is aligned with the CCRS and individual publisher's assessment blueprints. Aztec maintains an online security and privacy policy. With this program, EMRAS has the ability to meet students at their readiness level and build their skills as they progress through the various courses of the program which range from ABE up to GED/HiSET ready.

ASE Online courses are housed within Moodle. EMRAS maintains strict user policies that regulate assessments, rigor, and successful completion of course. These policies are reviewed between the counselor, students, and online teacher upon enrollment. EMRAS actively maintains a designated in-house server for our Moodle courses which allows for control over security, maintenance and updates.

CTE

The CTE curriculum, whether in-person or online, consistently meets state standards. For more specialized programs such as Nursing Assistant, Vocational Nursing, Pharmacy Technician and

Electrician, the state has specific licensure requirements which are incorporated into course outlines.

The CTE department hosts multiple Vocational Advisory Board Meetings throughout the year to gather input from various stakeholders and industry professionals. At these meetings, members review and give insight to the curriculum and course outlines offered in the various CTE fields of Trades, Medical, Computers and Business. This practice, along with following Career Technical Education Model Curriculum Standards and state standards, keeps the CTE curriculum rigorous and relevant to provide students with the knowledge and skills needed to compete and thrive in the workforce. [CTE Advisory Meetings](#)

EMRAS has two classes that articulate with RHC, the Microsoft Suite courses and the Accounting Principles course. The curriculum for these courses must be approved by and aligned with RHC.

EMRAS upgrades to new software versions as they become available and the CTE department works to keep software and technology up-to-date with the industry and RHC articulation.

Indicator 4.2: The school has developed and implemented a regularly curricular review cycle in order to ensure that the needs of the community are met and the content taught in the classrooms is accurate and relevant and maintains curricular integrity.

At El Monte-Rosemead Adult School, each department's curriculum reflects the school's mission statement and connects to the SLOs. Administration, teachers and stakeholders annually review their department's curricula to ensure that the content maintains accuracy, relevancy, and curricular integrity while meeting the needs of students and the community. Teachers communicate course objectives and expectations with students. The school's mission statement and SLOs are posted in each classroom. Daily lesson objectives are posted and discussed along with the specific SLOs they align with so that students can recognize the connection.

EMRAS continually evaluates student and community data to ensure that each program's curriculum is relevant to continuously changing student demographics and community needs. The leadership team makes curricular decisions guided by information acquired from data, PLC collaboration, changes in state and industry requirements, and recommendations from community members. Ninety-eight percent of teachers report participating in curricular review and development in the PLC setting. [Staff Survey](#) Lead teachers and program administrators lead curricular decisions within their respective departments.

ESL

Monthly PLC meetings are the vehicle by which changes in curriculum content, skills, common assessments, and course descriptions are made. [ESL PLC Agendas](#) A major curriculum revision was made in 2017 when the ESL department purchased the 3rd edition of the Ventures textbooks in response to new CASAS, CCRS, ELPS, and NRS standards. The authors of the textbook, provided a presentation on the changes in the textbook series to validate the restructuring of the curriculum based on the changes in standards. After the presentation, the teachers updated the curriculum accordingly. A similar curricular task was accomplished at the PLC meetings when course outlines and catalog descriptions had to be adjusted to accommodate changes to our

Mission statement, revised SLOs, and to address the development of virtual, blended and Hyflex instructional delivery methods.

Student feedback was also a determining factor in the creation of new ESL courses. Students were surveyed, by level, to determine the need and interest for specialized ESL courses. [ESL Student Survey](#) From this student feedback, the ESL department developed and piloted several specialized classes such as, Conversation and Pronunciation, Presentation Skills, Workforce Readiness, and Academic Writing. In addition, a basic computer skills class was developed to help beginning level ESL students.

The ESL department has had a presence in the community for many years offering ESL classes at several elementary schools and community centers. During the pandemic, these classes were unavailable. However, the ESL leadership team recently met with El Monte community elementary school leaders to resume these vital community classes. Requests were made by these leaders to integrate digital literacy and Social Emotional Learning (SEL) into the curriculum.

ESL students are given a needs assessment survey once per year as part of the EL Civics curricular review cycle. [EL Civics Needs Assessment](#) Based on these surveys, EL Civics objectives are chosen for curriculum development or improvement. This work is cycled into the monthly PLC meetings where teachers work on developing activities and assessments.

The IET program is another example of curricular development that reflects multiple stakeholders addressing community needs. This was a collaborative effort between the ESL and CTE departments which identified the career pathways to focus on. ESL students are surveyed to determine which IET course to develop. [IET Interest Survey](#) ESL and CTE instructors teaching the PCA and GOC classes developed the corresponding curriculum and continue to meet on a regular basis to discuss curriculum changes as well as student progress.

ABE, ASE, HSE

The ABE/ASE department offers an extensive number of classes in a wide array of delivery modalities. The ABE/ASE leadership team continuously analyzes student data including student class surveys, student persistence, and student success to determine class schedules or curricular adjustments. During the 2020-21 school year, blended and virtual curriculums were developed and expanded to comply with county mandates. When the school reopened in the 2021 summer session, continued review of academic data prompted a further expansion of virtual offerings to satisfy student success trends and community needs. Another example of adapting curriculum to meet the needs of the community is the creation of hyflex courses in response to unvaccinated students not allowed to attend in-person classes. The hyflex courses created flexibility that allowed all students to have equal access to the same course virtually or in person. It also provided flexibility that addressed Covid-19 protocols such as the possible mandatory quarantine of students or the instructor. [EMRAS Class Types](#)

An ongoing curriculum discussion occurs in monthly PLC meetings. [ASE/ABE PLC Meetings](#) These PLC meetings are a collaboration between the ASE and ABE teachers. ASE mathematics teachers work with the ABE mathematics teacher to adjust content and pacing to the ABE mathematics curriculum. ASE and ABE English teachers collaborate to identify areas of concern

when students transition from ABE to ASE English courses. Curricular adjustments are suggested and approved by the leadership team.

The leadership team in the ASE/ABE department meets on a weekly basis to review curriculum. This team reviews the current curriculum and determines that it is up to date and relevant. In light of the shift to increased digital platforms, some textbooks were replaced with those available in a digital format. The science teachers, for example, were given various Earth Science and Life Science textbooks to evaluate. Once chosen, these teachers revised the curriculum to match the textbook. Another example of curricular changes that arose from leadership meetings was the creation of two online Fine Arts courses: Art Appreciation and The History of Rock and Roll. These were designed out of a need for digital Fine Arts options.

The HSE leadership team meets regularly to evaluate its curriculum. Based on community needs and student requests, it was determined that EMRAS needed a Spanish HSE prep course. Due to a lack of a qualified Spanish speaking teacher, a Spanish component to the Aztec platform was purchased along with hiring a bilingual paraeducator to assist students one-on-one.

CTE

The CTE department has several avenues to ensure that learning materials are providing accurate and up-to-date information to students.

The department conducts annual Community Vocational Advisory meetings to help stay informed and relevant. CTE leadership, instructors, and CTE students meet with community members from relevant industry sectors. These industry experts provide advice in modifying curriculum to assure that it is relevant and current with industry standards. In addition, some CTE teachers participate in yearly job shadowing or equivalent in their respective fields to maintain curricular relevancy. [CTE Advisory Meetings](#)

The Vocational Nursing and Nursing Assistant program has a curricular audit by the nursing board every two years. Curriculum is submitted to the board who recommend modifications to maintain accreditation. An example is the recent addition of Covid-19 guidelines. The Pharmacy Technician program is currently in the candidacy stage for accreditation by the American Society of Health System Pharmacists (ASHP). Notification of acceptance will occur in February 2023. This accreditation will also place this program under a regular curriculum review cycle by an external agency.

The CTE department gathers input from Federal and State labor market analysis reports along with student completion data to determine which new courses to offer or which to eliminate. [Labor Market Data](#)

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

EMRAS provides students with access to a wide array of learning materials including current texts, supplemental resources, digital content and technology needed to meet the course learning objectives and help students achieve their goals. Adult school staff conduct regular reviews of texts, learning materials, informational resources, and outcome data to ensure that students are provided with rigorous and relevant content aligned with state standards.

The Curriculum Focus Group, including staff from the ESL, ABE/ASE, and CTE departments, conducted meetings to document the various ways that learners have access to curriculum. Additionally, members interviewed other staff and students to gather information. Both staff and student surveys were distributed with questions regarding how EMRAS provides students with the curriculum content and technology needed to meet course objectives. As an investigative activity, the Curriculum Focus Group visited each key area on campus where students get access to course content to go through the process as a student or teacher and ask questions of the personnel who typically engage with students/instructors to get them the materials they need to succeed.

EMRAS integrates technology into all classes to help students develop 21st Century Skills while studying in the subject areas. Instructors and students have full internet access to work with online instructional resources and content. Classrooms are equipped with Chromebook or laptop carts, Polycom cameras, interactive whiteboards, Vivitek interactive screens, and document cameras. To assist students in using technology and accessing digital content and tools, tutorial videos have been created and posted on the EMRAS website. [EMRAS Website](#) According to the latest EMRAS Student Survey, 97% of students stated that their technology skills have “strongly” or “somewhat improved” from taking a class at EMRAS. The use of technology across departments assists in creating dynamic delivery methods which allow students to interact with a variety of content while developing essential technology skills. [Student Survey](#)

The shift to virtual classes resulted in the adoption of a variety of technology that is still being used now that students are able to be back on campus. EMRAS has found that the use of and access to technology allow some students to overcome barriers to attending class. With the addition of Polycom cameras in all departments, instructors are able to simultaneously teach students in-person and virtually. The cameras' ability to track movement and sound from anywhere in the classroom provides virtual students an opportunity to participate from home with an interactive learning experience that includes both in-person and fellow virtual classmates. Teachers often display their virtual students on the board, and those taking the class from home can see the teacher and students in the classroom to create a more integrated classroom setting. EMRAS has also acquired Vivitek interactive screens which have greatly improved the picture quality of projected materials. These are touch screens that can be annotated, and images and notes can be saved and stored for later use by teachers and students.

Chromebooks are available for students to check out. With the return of in-person classes, many students have chosen to continue to learn virtually for a variety of reasons. According to the EMRAS Student Survey of 2022, the top three reasons students identified for not being able to attend class were Work (39%), Illness (26%), and Childcare (18%). When students were asked about their preferred learning method, 19% identified Virtual classes, 17% identified Blended, 11% identified Hyflex, and 8% identified Online. [Student Survey](#)

EMRAS has integrated the use of Moodle as a LMS platform to house course content and materials for students to access digitally. Students are given a login and password which allows them to access the content from any device. Moodle is used for virtual, blended, and Hyflex classes, and in-person instruction. This platform provides easy access to course content, lessons, and homework so it helps students who might need to miss class.

Each department has regular PLC meetings in which instructors are able to collaborate, communicate student needs and gaps, and share resources. These meetings often lead to peer recommendations of supplemental materials and digital tools that some have used in their classrooms. As these resources become known, instructors and administrators evaluate the needs and costs to make them available to support student learning. Additionally, EMRAS has a dedicated Technology Specialist I who gives input regarding technology needs in the classroom. This collaboration among administration, certificated staff and IT is essential to the process of providing up-to-date technology and learning resources to maintain rigorous and relevant instructional programs.

ESL

In ESL, textbooks are available in every classroom and students have the option to purchase a book in the campus bookstore or online. EMRAS maintains a “Used Book Bulletin Board” for students to offer up their previously purchased books to other students after they have completed. EMRAS has activities to raise money throughout the year to maintain a scholarship fund which assists students in purchasing books.

EMRAS houses an extensive Resource Room with a wide array of supplemental materials for ESL instructors to check out for reference. There are also class sets of books that focus on listening, reading, writing, grammar, speaking, group activities, civics, life skills, workforce skills, and vocabulary development for every level. These materials are readily available to teachers and greatly enhance curriculum in the classroom. The Resource Room has a mobile library book cart for ESL students to choose books at their level and further develop reading skills. This room also houses materials to create and display class and individual projects. Displays can be found in the classrooms and on the walls in the hallways throughout the ESL department. This showcasing of student work piques student and staff interest in class activities and adds to the school culture.

The ESL department has access to a plethora of online and digital resources. In addition to textbooks for the classroom, instructors use the online content connected to the Ventures series to give additional support and practice of learning objectives while exposing students to technology and a different learning platform. Other regularly used digital resources are Burlington English and Ellii, which are outsourced online resources that supplement the core curriculum. Every ESL class has a scheduled time each week to work in the ESL Language Lab which has online content that enriches their learning experience while improving digital literacy. Additionally, there are many digital tools utilized in ESL classes such as Quizlet, Kami and Kahoot which help to create dynamic and engaging learning environments. Computer carts are in various classrooms for use with online programs and digital technology activities. To support technology-based content and tools, instructors and students have full internet access to work with online instructional resources and materials.

The ESL Distance Learning Program (DLP) offers a variety of programs from Literacy to Advanced High and Citizenship courses. Students can access their needed materials in person or online. Students attending in person, pick up homework packets to complete their work at home and may either check out the corresponding DVD/CD for the program or access it online via our school website. [EMRAS Website](#) Portable DVD players are available for check out if

needed. Students attending online, access their homework and videos via the assigned online platform (Moodle, OTAN, and USALearns). Students attending both online and in person meet weekly with a teacher to review their work. Computers are also available for student use in the Distance Learning classroom. Currently, OTAN is no longer supporting their content on Moodle and will be converting to Canvas. Due to this change, the DLP is transitioning courses to Canvas.

ABE, ASE, HSE

In the ASE/ABE program, in-person classes rotate every quarter to provide a variety of subjects throughout the year. Prior to the start of each quarter, the needed books are identified and a class set is placed in each classroom. All books are also available in the ABE/ASE lab for students to check out and use to complete homework assignments or study. The program administrator and instructors work together to create fresh Moodle courses prior to the beginning of each quarter. Login information for digital content is provided to teachers, so they may share access with their students.

If students choose to purchase books, a book list with ISBN numbers is available. Students may purchase the book in our campus bookstore or online. In addition to class sets of books, when available, the ASE department has purchased licenses for the digital copies of books to give students the ability to access the curriculum from home without cost. EMRAS also accepts donated books from students who have completed the course to keep as a “lending library” for when a student in need is identified who wants to buy the book but doesn’t have the funds.

Instructors in the ABE/ASE department use various digital tools and content. The integration of technology such as Chromebook/laptop carts and Vivitek interactive screens in each classroom allows instructors to seamlessly incorporate online resources to support topics of study.

Materials for class and group projects (poster boards, printing, markers, etc.) are available to staff and students to supplement student learning and give students creative opportunities to reinforce their knowledge. Manipulatives are housed in relevant classrooms to bring concepts to life and create the option for hands-on learning. Class sets of math tools, shapes, calculators, etc. are available to enhance student learning. Science classes have lab materials, models, and interactive tools to better engage students with science concepts and applications.

EMRAS has an ABE/ASE Learning Lab which is open from Monday through Thursday from 8am-9pm and Fridays from 8am-2pm. Students can work on Independent Studies courses, do homework or projects for other ABE/ASE classes, have a quiet place to study or get general assistance from the instructor on duty. Computers are available for student use, books are available for check out, and resources and supplemental materials can be utilized by students.

CTE

In the CTE program, copies of books are available in the classroom for students. Some CTE courses have begun to move away from physical books and have adopted more digital content. Books are required for CTE classes and students can access them in multiple ways by purchasing hard copies, digital copies, renting digital copies, or borrowing a copy if they are unable to buy one. Upon registration, students are provided with the needed textbooks and ISBN numbers so that they may purchase the book in a manner that works best for them. “Used Book” bulletin boards are utilized in the CTE department for students to sell previously used books to students

who may need them. Instructors accommodate students who have older editions of the required books.

The administrator and instructors collaborate to create new Moodle courses before each quarter. Course content is housed within the Moodle platform so teachers and students can have access at any time from a connected device.

CTE instructors have access to various digital tools which enhance the learning experience by integrating technology. Teachers currently use StudyStacks, CommLit, USALearns, and Intelcom among others. Instructors have input as to which tools are most effective and work with administrators as new options become available.

Classes in the CTE department have pathway specific equipment needed for hands-on instruction in the medical, business, construction, electrician, machinist and custodial maintenance programs. Instructors work with administration to determine what materials are needed to maintain current standards within the industry. For medical pathways, students purchase personal items such as uniforms.

The CTE department supports students by providing an Enrichment Learning Lab in which students are able to utilize school computers to work on homework assignments or projects, have a quiet place to study, or get assistance from the instructor on duty. This lab is open with a rotating schedule throughout the school year to meet student needs.

Strengths and Areas of Growth

According to the EMRAS Staff Survey in 2022, the quality and access of school instructional resources were surveyed with 92% of staff giving a rating of excellent and 8% giving a rating of average. The variety of materials along with the student access was praised across departments. From the intentional delivery methods to meet student needs to the variety of ways that students can access curriculum and technology for free, this process of inquiry and analysis led to the Curriculum Focus Group identifying EMRAS's student access to curriculum as a strength.

The Learning Labs in which students have a place to access curriculum and technology under the supervision of a teacher who can support their studies were considered highly beneficial to students. However, currently only the ABE/ASE and CTE departments have open Learning Labs. One identified area of growth would be to evaluate the need for an open ESL lab for students who might require a place to study, ask questions, or do homework.

School's Strengths and Growth Areas for Criterion 4

Strengths:

- Established PLCs provide strong collaboration at all levels in curriculum development
- Opportunities for curricular review via PLC meetings are imbedded in the school calendar for the whole year
- EMRAS has sufficient curriculum and materials for all students to access
- Various modalities including the in-person subject-specific ASE/ABE classes provide equity and access that increases student learning
- Continual revision of CTE curriculum with input from a variety of stakeholders ensures a relevant and current curriculum

Growth Areas:

- An open lab for ESL students would provide a place to study and access technology
- Additional digital textbook options would increase curriculum access for students
- PD in Canvas for ESL Distance Learning staff will prepare them for the move from Moodle to Canvas

Criterion 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student understanding of the standards/expected performance levels of the programs/courses in order to demonstrate the learning.

EMRAS makes every effort to ensure that instruction is high in quality and provides high expectations in all courses. Teachers work in PLCs and with program administrators to create or maintain the appropriate breadth, depth, and rigor. A variety of processes are in place to continuously measure the impact of instruction on student achievement.

Quality of instruction is measured by student performance, persistence, and completion data, surveys, administrative walkthroughs, and instructor evaluations. Student data is viewed and analyzed at PLC meetings to guide instruction. The formal certificated evaluation process provides instructors with an avenue for growth. Administrators conduct classroom observations utilizing a Google form to record student engagement, participation, and types of activities occurring in the classroom. These classroom observations acknowledge areas of instruction that demonstrate student learning. Instructors receive a report following the observation that provides them valuable feedback. [Classroom Walkthrough Form](#)

Professional development is part of the culture at EMRAS. There are two full PD days per year, scheduled monthly PLC meetings, conferences, and trainings. PD goals are set for the year to align with the CIP and action plan goals, as well as other pertinent needs. Teachers are surveyed to identify professional development needs. Along with administration, lead teachers are tasked with the planning of the two PD days and their department PLC meetings. Lead teachers meet monthly to discuss, plan, and implement PD goals. Staff also attend professional conferences where they can collaborate with colleagues from other agencies. In addition, specific instructional skills and technology training occurs at department PLC meetings as requested by teachers.

EMRAS administration provides both in-house and outsourced workshops. OTAN, CALPRO, CASAS, and CCAE are a few agencies with which EMRAS regularly collaborates. Instructors are given the opportunity and encouraged to attend workshops relevant to their area of instruction.

PD is such a priority to EMRAS, that during the summer of 2020, in order to better prepare teachers for virtual instruction, summer school classes were canceled and replaced with PD. In-house training included: virtual instructional strategies, use of Moodle, and use of technology. OTAN acknowledged the success of this process and requested copies of the PD developed. Due to an identified need to support instructors during the pandemic, PLC meetings increased from once a month to once a week.

The ABE, ASE, and HSE departments measure the quality of instruction as it relates to the curricular standards for each course. California State Content Standards and College and Career Readiness Standards (CCRS) are used as a form of measurement. Additionally, students must pass all ASE classes with a 70% or higher to receive credits.

Student data is reviewed to determine retention and persistence. Completer data includes: course credits, course grades, ASE Graduation rates, HSE passers, Parenting Certificates, ABE transitions, and CASAS gains. This data is reviewed to determine depth and breadth. Faculty stay current in instructional strategies and methodologies in their areas of expertise by attending trainings, conferences, PLC meetings, staff workshops, virtual trainings, and collaboration with colleagues.

The ESL Department measures the quality of instruction by using the guidelines provided by the CCRS, English Language Proficiency Standards (ELPS), and CASAS competencies. These standards are embedded in the textbook series and instructional support resources.

Instructional strategies that ESL teachers use are based on models such as Universal Design for Learning (UDL) and the principles of second language acquisition. Many of these evidence and research-based strategies enable successful learner outcomes.

EL Civics instruction is integrated in the curriculum content. A pacing guide and EL Civics testing schedule has been determined; however, instructional strategies are individualized by each teacher utilizing the best practices to ensure student learning.

CTE and Civic Engagement courses are competency based and aligned with the California State Model Curriculum Standards for the Career Technical Education Model. CTE courses also meet the requirements of government regulatory agencies including the American Heart Association, Board of Vocational Nursing and Psychiatric Technicians, California Department of Health Services, American Society of Health System Pharmacists (ASHP), State of California Department of Industrial Relations for the CTE Electrician Program.

CTE Vocational Advisory board meetings are held each year. These are attended by professionals in several fields. They assist instructors with keeping instruction current and relevant with industry standards. [CTE Advisory Meetings](#)

Results from industry recognized certification exams are reviewed to guide instruction. Formative assessments are given to measure the students progress and data is reviewed to determine instructional changes.

CTE teachers keep current in instructional strategies and methodologies in their areas of expertise by attending trainings, conferences, PLC meetings, and collaboration with colleagues. CTE teachers are required to job shadow in their areas of instruction in order to keep up with the trends for the courses that they teach. CTE Nursing instructors must obtain Continuing Education units in order to renew their license. Pharmacy Technician and Medical Assistant instructors visit externship sites to observe their students and to note any changes within the industry to add to their instruction.

Indicator 5.2: 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.

Teachers' technology competencies are consistently assessed during online and blended instruction. Administrators frequently conduct informal observations during instruction that takes

place online. Instructors complete a yearly Technology Self-Assessment Survey to identify their strengths and areas for improvement. During PLC meetings, teachers request specialized training based on their technology needs or digital skills. Student feedback is a priority in assessing the effectiveness of teachers' use of technology. This data resulted in the creation of technology tutorial videos for both teachers and students which are housed on the EMRAS website. [EMRAS Website](#)

Every student in all programs is actively involved in learning that is aligned with the SLOs and academic standards. These standards and focuses are embedded in curriculum and course outlines which are reflected in the instructional strategies used. In order to accommodate the learning needs and styles of students of all educational levels and backgrounds, instructional strategies vary as identified in the course outlines.

All students are assessed and placed into the level of courses that fit their ability. The SLO's are embedded in all aspects of every course and students are learning according to their ability. Academic reading and math standards are addressed with courses that fit many levels from 2nd grade to 12th grade. EMRAS has greatly benefited from the creation of a centralized Assessment Center, but because of the wide range of student skills, the leadership team has identified the need to investigate additional assessment instruments.

ABE/ASE teachers apply the use of virtual instruction in a variety of classroom modalities including: virtual, hyflex, and blended classes. In addition, students have the opportunity to take independent online courses that are supported by technology competent lab instructors and paraeducators. The number of options available to students has proven to be effective in accommodating students' learning styles. For example, students who are self-motivated and comfortable with technology have excelled with virtual learning.

CTE teachers created videos of their lessons to house in Moodle which proved helpful for students to review the materials. CTE students have the opportunity to attend an Enrichment Lab for a variety of reasons such as making up absences and tests and to study. The CTE medical department students have an opportunity to simulate activities by working in a mock medical lab. The Pharmacy Technician students work with medications, compounding, and IV preparation. Pharmacy Technician and Medical Assistant students are sent to externships for practicum. Nursing students practice their skills at skilled nursing facilities. In the Trades department students utilize industry standard equipment to simulate on-the-job experiences.

ESL teachers are very creative and innovative in their teaching strategies, and they share these with their colleagues at PLC meetings.

Indicator 5.3: The school is actively engaged in integrating technology into instruction.

The Technology Specialist I and Data Systems Analyst on staff at EMRAS collaborate with the administrative team and Lead Teachers to determine technological needs and efficacy of each department. In addition, recommendations from teachers are taken into consideration. The various budgets for each department are reviewed to determine the affordability of technology upgrades. The Technology Specialist I also works directly with the district to assure that all technology integration meets district standards. EMRAS is on a three-year technology plan and

all technology is slated for upgrade every three years or as needed. EMRAS currently has a system in place to review technology advances in instruction and how technology is used effectively in the school. Professional development workshops are offered to teachers to address the use of technology in the classroom. These workshops are offered in small groups by department and in large groups for school wide incorporation. OTAN and other outside agencies may facilitate these workshops along with EMRAS faculty. Faculty members have been involved in regular in-house and outsourced technology training in topics such as Chromebooks, Google Suite, Polycom Cameras, Vivitek Interactive Screens, document cameras, and smart boards. Faculty members facilitate students using online learning models both within the classroom and as a distance learning option.

A DLAC team from the ASE department was formed in order to learn how to integrate blended learning models into instruction. The skills they gained were valuable for training teachers on how to utilize and create classes in Moodle, operate videoconferencing, and provide an understanding of the blended learning model.

EMRAS's Technology Specialist I, Lead Teachers, and Program Administrator assist with determining the technological needs for ABE, ASE and HSE department. ASE students have access to online coursework to complete credit courses in preparation for graduation. HSE test preparation is also offered through online study. Smart boards, document cameras, Polycom Cameras, Vivitek Interactive Screens, Chromebooks/Laptops, and access to a computer lab are also incorporated into instruction. All ASE core courses are offered in an independent online format on Moodle.

ABE uses chromebooks and Polycom Cameras to provide hyflex instruction. I-Pads are used by students who are technology limited. Laptop carts are also available and utilized as part of the instruction.

The HSE program uses the AZTEC platform for GED and HiSet assessment and instruction. Recently, to accommodate the need for HSE Spanish preparation a Spanish component to AZTEC was purchased.

Many ESL teachers continue to update their knowledge and skills in technology integration by experimenting with hardware and software programs in the classroom. This provides the basis for their recommendations to purchase programs and technology. In addition, the Technology Specialist I, Lead Teachers, and Program Administrator assist with determining the best technology hardware and software available to fit the needs of the ESL department. Currently, ESL teachers utilize document cameras, Polycom cameras, and Vivitek interactive screens for instruction. An ESL computer language lab as well as Chromebook and laptop carts are available for supplementing instruction.

The combination of proper hardware, software and supplemental resources, facilitate the process of implementing differentiation and personalized instructional strategies to accommodate a variety of learners. For example, the textbook series has QR codes embedded as part of the lessons which allow students to listen to audio passages and review grammar points. Furthermore, teachers and students have access to Burlington English, Ventures Arcade, Ellii, Kami, Kahoot and Moodle allowing students to learn at their own pace. These examples enable inclusion of students from different educational, economic and cultural backgrounds to access technology and

develop their digital skills. All lessons in distance learning are designed for independent learning. The ESL distance learning program offers an online option for students who are unable to come in one day a week. These students complete all assignments and assessments online and virtually meet with a teacher once a week. Students have access to audio and video materials for every lesson on the school website using their cell phones or a computer. Students with limited digital literacy skills are offered assistance and computer access in the ESL distance learning classroom. Students also have the option to check out portable DVD players to access instructional materials.

At PLC meetings, ESL teachers are trained to use technology more effectively. Various textbook/educational software vendors are invited to provide training on the application of their products such as Burlington English software and Ventures. Various experts and in-house staff are invited to provide staff training related to technology that enhances student learning.

The EMRAS CTE department has a variety of technology options. Technology Specialist I, Lead Teacher, Program Administrator and the Data Systems Analyst assist with determining the technology needs for the CTE department. The CTE Vocational Advisory Board reviews current industry technology and makes recommendations as needed to keep current. Smart boards, document cameras, Polycom Cameras, Vivitek Interactive Screens, and Chromebooks are utilized for instruction. An Enrichment Lab is available for students to complete projects, homework, and study for their classes. The Pharmacy Technician program has a Point of Sale(POS) terminal to provide realistic pharmacy procedures. The Manufacturing Program has acquired a new state-of-the-art Lathe machine to provide students with up-to-date technology. The CTE medical department updated their medical equipment that monitors blood pressure and administers an EKG. Software applications utilized by students in the CTE department include; Medisoft, QuickBooks, Mastercam, Microsoft Suite, Google Workspace, Microtype Keyboarding, and Mindtap. Apps that are used as part of classroom instruction include Kahoot, Study Stack, Padlet and Remind. Currently the CTE department does not utilize any outside online programs.

Indicator 5.4: All in-person and online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of delivery modes and instructional strategies that effectively engage all students at a high level of learning.

Teachers incorporate a variety of instructional strategies according to the delivery mode the course is being offered that address various student learner needs. The school's online teaching staff support students with phone calls, emails, virtual and in-person meetings. This communication helps online students to clearly understand learning objectives, course content, and assessments.

The quality of all instruction is evaluated by regular administrative walk-throughs, virtual class visits, and teacher evaluations. Data from student surveys and feedback, enrollments, and completions assist with measuring student success.

Teachers are provided with strong support from administrators to apply differentiated teaching strategies for all students' needs. Time is allotted during department PLCs to work on instructional

strategies. Schoolwide training opportunities are provided through OTAN, CALPRO, vendor presentations, and conferences.

EMRAS offers a variety of modalities such as teacher-directed instruction, virtual instruction, hyflex instruction, and distance learning. Digital tools are also used to enhance instruction within the classroom such as Kahoot, Remind, Study Stack and Jigsaw. Collaborative learning groups are implemented into instruction to enhance student engagement.

Currently the ABE, ASE and HSE departments measure the effectiveness of the instructional strategies with summative/formative assessments, student projects, cooperative learning groups, assignments, and writing. Data has shown that the variety of modalities has led to increased attainment of earned credits. Lastly graduation rates, HSE/HiSET pass rates, end-of-course surveys and final grades are analyzed for instructional effectiveness within all modalities. Individual student conferences and assessments allow teachers to determine which concepts or skills must be strengthened. In the ASE online courses, each lesson includes a quiz to determine whether a student has mastered the lesson objectives. Cumulative assessment is also used at the end of each unit as well as at the end of the course. Deadline dates are used to keep students on track for completion of each course. Teachers collaborate during monthly PLC meetings to discuss effective teaching strategies. Student performance data is analyzed to determine effective teaching methods and areas where teacher support is needed.

The curriculum in the ABE and ASE departments utilize a quarter-based timeline. Course outlines and course study guides, and class syllabi guide the successful completion of courses within each quarter. Online student success and pacing is monitored by the lab instructor, paraeducators, counselors, and clerks. Pacing requirements may be adjusted by the counselor or lab instructor to address students' individual needs.

ABE, ASE and HSE address student learning needs in regular department meetings or individually with other colleagues and administration. CASAS test scores assist with the analysis of students' performance and needs. Teachers complete surveys to identify desired PD to improve instruction. PLC's are also instrumental in dialogue for student learning needs and pedagogical approaches. Consortium Job-Alike meetings are scheduled to work with other adult schools and share information on teaching strategies.

The ABE, ASE and HSE department encourages teachers to apply unique strategies to accommodate diverse learners, proficiency levels, learning readiness and needs. PLC's also assists with differentiated instructional strategies.

ESL teachers measure the effectiveness of their instructional strategies in various ways. Formative assessments determine the success of instructional strategies, achievement of learning goals for their level, and readiness to move to the next level.

The teachers' reflection of the daily instructional experiences determine the effectiveness of the strategies used and adjustments are made as needed. Teachers monitor student behavior to gauge how well students are learning. Teachers use student self-assessment tools to check for understanding and achievement of the learning outcomes.

ESL teachers use a variety of instructional strategies that effectively engage all students at a high level of learning. They were able to overcome the challenges of virtual instruction during the

pandemic. At the beginning of the pandemic, many teachers were struggling with the use of technology due to their limited digital skills. In addition, students also lacked digital skills and access to the internet. Teachers realized that they had to integrate the development of their students' digital skills as part of the ESL lessons. The weekly PLC meetings were focused on the use of technology and virtual instructional strategies. Teachers learned from each other during PLC meetings. In addition, video clips with instructional technology tips were created by the ESL department and shared with students and teachers.

Currently the CTE department measures the effectiveness of instructional strategies with assessments, quizzes, tests, midterms, and final exams. The demonstration of skills is used to measure the effectiveness of instruction in the trades and medical programs. Data for course completers, industry recognized certifications and job attainment is analyzed for effectiveness of instruction. Progress reports are provided to students every 4-5 weeks during the quarter to ensure that students are progressing in the class.

The CTE department uses the course outlines for timelines and pacing guides. Moodle allows for tracking asynchronous instruction. Course syllabi and course timelines are provided to students on the first day of class outlining course expectations.

Student learning needs are addressed at department meetings and informally with colleagues and administration. Teachers complete surveys to express the types of training desired to improve teaching strategies. Consortium Job-Alike meetings are scheduled to work with other adult schools and share information on teaching strategies.

CTE instructors share teaching strategies to accommodate diverse learners and identify proficiency levels. Same subject courses that are taught by many teachers are aligned to provide consistency for students. Data completion reports provide feedback for those teachers who teach the same subject to compare which teaching strategies are effective.

Indicator 5.5: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Student work reflects and aligns with the SLOs. Student work reinforces critical and creative thinking skills, problem solving, knowledge attainment, and application skills. These skills are embedded within the curriculum and included in instruction.

Teachers have access to online student work through Moodle. Online lessons ensure that students are analyzing, understanding, and applying problem solving and research skills. Students submit their coursework online where it is scored to provide self-evaluation, peer review, and teacher feedback.

In the ASE department the review of online student work is very effective. The online classes in Moodle have lessons that are scored by the LMS. Subjective assignments are corrected and reviewed by a lab teacher using a common rubric. Paraeducators regularly review student progress through the LMS and offer support as needed. This support can be provided in person or virtually. The LMS provides a variety of tools such as annotation and audio/video feedback, to communicate with students. Instructors provide performance goals and assessments to gauge

the students knowledge and skills. The ASE online curriculum embeds analysis, comprehension and research assignments. Successful completion of the course is an indicator that these skills have been attained.

The development of critical thinking skills, problem solving, knowledge attainment and application skills are integrated in the ESL curriculum in the textbook series, Ventures and Future. As part of students' work, additional practice and mastery of these skills are provided by the textbook support resources as well as Burlington English, Ellii, and other subscriptions. Our standards-based assessments provide data to determine the areas of instructional focus for these higher level skills. Instructors also provide performance goals and assessments to gauge the achievement of these skills.

CTE teachers collaborate on effective techniques to provide students the opportunity to analyze, comprehend and conduct effective research. Different learning applications such as Kahoot, Jeopardy, Quizizz and Study Stack are used to reinforce learning. For virtual instruction CTE instructors collaborated with book vendors prior to purchasing digital textbooks and resources for students. Instructors created instructional videos of their lessons for those students who needed the additional reinforcement or for those who could not attend a class session.

Indicator 5.6: 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.

EMRAS has an established process for orienting, monitoring, and supporting incoming and continuing students. The process helps to ensure that students have the opportunity for academic success in all modalities. Following assessment and registration, students see a counselor for guidance with courses in the CTE, ABE, ASE, or HSE program. The counselor provides information about programs, obtains student records if applicable, and conducts an interview to determine the schedule, timeline, and learning modality that best fits each student's needs. There are a variety of resources available for the students such as learning labs, distance learning options, and varying degrees of teacher assistance.

EMRAS has multiple processes for collecting and reviewing data that informs staff of student and schoolwide profiles. Individual student profiles, housed in the ASAP Student Management System, are updated and reviewed at registration, upon completion of a course, and with each new class enrollment cycle. Schoolwide data is reviewed and analyzed at monthly PLC and leadership meetings. This analysis leads to decisions about curricular changes, scheduling, teacher and student supports, and expending allocated resources.

Instructors monitor students' progress and identify students who are struggling. Instructors refer struggling students to meet with their program administrator, lead teachers and counselors. They work together with the student to provide support, interventions, and accommodations.

ABE/ASE/HSE Teachers strive to involve and engage all students whether online, in-person or hyflex. Students who attend class in-person are monitored for engagement and progress by their instructors as they spend hours together each week. Instructors who teach the hyflex classes strive to fully engage the students who attend virtually as well as the students who are there in-

person. Integrating the virtual and in-person students is supported with technology tools such as Polycom cameras, Vivitek interactive screens, and Chromebooks and laptops. These tools enable all students to participate and interact with the teacher and other students in the class.

ESL teachers work towards personalizing instruction by using a plethora of multilevel resources and activities which address individual differences. Students have access to Moodle, as well as Burlington English, Ellii and the ESL language lab which allows students to work independently at their pace and level. Various instructional strategies are used to address different learning styles and different levels of English ability within the same class level. Instructional strategies such as scaffolding, modeling, plentiful practice, using sentence frames, pre-teaching vocabulary, using visual representation, and connecting new knowledge to previous experience, are used by ESL teachers as part of their instruction. Students with a higher level of English proficiency are able to utilize class discussions, graphic organizers, collaborative problem solving, projects, presentations, and other expansion activities.

Students registered in the ESL DL program are enrolled in courses according to their individual levels and receive personalized instruction. At each meeting with the teacher, students are able to review, ask questions or clarify lessons. Teachers are able to assess the student's individual abilities and skills to decide what strategies are needed for the student to achieve desired learning outcomes. The students enrolled in the citizenship program receive individualized instruction according to their English knowledge, learning skills, citizenship interview date, and other factors that may affect their success at the citizenship interview test.

CTE students can utilize Enrichment Labs for additional support and reinforcement. Teachers meet with each student to discuss their progress at the midterm of the course. If needed, students are provided with additional resources to help them improve their grade.

School's Strengths and Growth Areas for Criterion 5

Strengths:

- Up-to-date technology and equipment effectively supports instruction.
- Monthly PLC meetings are instrumental in improving instruction schoolwide.
- Partnerships and externships provide critical instruction for students.
- A supportive and progressive administration works toward high quality instruction.
- Counselors' expertise in guiding students is essential for progress toward their goals.
- ASE and DL online courses provide access to education for students to work toward their goals.

Growth Areas:

- Increasing student retention and recruitment will strengthen all programs at EMRAS.
- Peer observations would be instrumental in improving teaching strategies.
- The development of online courses in CTE would provide additional learning opportunities for students.
- Improve communication with online students to inform them of opportunities that are on campus.
- Increase tech assistance for additional instructor support.
- An end-of-course survey would be beneficial for student feedback on instruction.

Criterion 6: Use of Assessment

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

EMRAS uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, to carry out organizational planning, allocation of resources, and continuous school improvement. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school.

In our staff survey we found that 98% of those surveyed always or sometimes review data to identify and adjust instruction to help struggling students. [Staff Survey](#)

El Monte-Rosemead Adult School gathers learning data from standardized assessment results, common formative assessments results, summative assessment results, the completion of industry-recognized certification requirements, oral assessment results, and other evidence of student learning. Departmental PLC meetings are regularly scheduled to enable teachers to review student performance and analyze learning data results. These assessments are used for decision making to meet the schoolwide SLOs as well as program planning and continuous improvement. As a result of these analyses, teachers and administrators make recommendations on improvements to assessments and courses within each program. In addition, independent student learning data is assessed by the teacher in the classroom and shared with students.

The Assessment Focus Group including staff from the ESL, ABE/ASE, and CTE departments conducted meetings to document the various ways that learners are assessed. Additionally, members interviewed other staff to gather information. Both staff and student surveys were distributed with questions regarding how EMRAS students are assessed during the initial intake, throughout their class, and upon completing a program or class. As an investigative activity, the Assessment Focus Group visited each key area on campus where students are assessed to go through the process as a student and ask questions of the personnel who typically assess students. Our investigation resulted in our group becoming more familiar with the assessment process for new and continuing students as well as using the experience to complete the self-study report.

ASE/ABE/HSE

Upon enrolling at EMRAS, students take an assessment to determine the best placement for them. All students are then required to have an initial meeting with a counselor to discuss assessment results and their educational goals. Based on the results of the assessment, student goals and past educational history, students are placed in the appropriate program. If students score below ASE standard levels, they are encouraged to take an Adult Basic Education course such as ABE English or ABE math in order to build foundational skills and knowledge they will need to be successful in ASE or on the HSE test.

The ASE/ABE/HSE department has regular PLC meetings in which data from assessments is discussed. Analyzed data is instrumental in determining what courses to offer and delivery modality to use. Completion rate data for each course and delivery modality guide these decisions. When new online or independent lab courses are created, student assessment results are analyzed to alter the rigor of the course if necessary. Teachers share best practices on assessments used and methods used for improving student learning. For example, CASAS results were analyzed and it was determined that to improve results, CASAS test preparation materials (Score Boost) were purchased. Additionally, the method of giving the CASAS tests was discussed, and it was determined that make-up tests were needed. This expansion allowed for a larger number of students to be reached during each testing period. As we move forward, we will continue to review CASAS data to analyze the impact of these changes.

ABE teachers use student assessment results to promote students to the ASE program. HSE teachers initially assess and continuously monitor student assessments in the AZTEC platform to determine if students are ready to take the GED/HiSET exams or if more remediation is needed. HSE teachers have access to GED and HiSET exam scores if the exam was taken at EMRAS. If applicable, these scores are used to formulate a retest study plan.

ASE offers a variety of modalities for students to complete their courses. All teacher-directed and blended classes use an assortment of assessments to gauge student learner needs and progress on competency of learning outcomes. The San Diego Quick Assessment and Math TABE are the initial assessments, and teachers use a variety of standardized tests, teacher created assessments and student surveys.

Students enrolled in in-person or independent HiSET or GED preparation classes are registered in the Aztec program to prepare for the official test. This program starts by giving students a pre-test to determine placement within the program and identify student's needs. After students complete the program with the minimum passing score, they are encouraged to take the official test. Official HiSET/GED practice tests are used in the classroom to assess if a student is ready to take the official HiSET or GED test. Independent Study courses use both standardized tests and teacher created tests.

ESL

The ESL department administers and proctors CASAS and EL Civics in the classroom as well as virtually. In addition, a myriad of formative and summative assessments are utilized such as textbook unit tests, progress/promotional tests, quizzes, teacher observations, self-assessments, reflections, language lab quizzes, group activities/discussions, presentations, projects, portfolios and other formal and informal assessment methods.

During PLC meetings, student learning data results are discussed to analyze the overall health and success of the ESL program and if necessary, make changes or improvements to the program. The CASAS Student Gains Reports and EL Civics test results are used to focus on areas that need revision to achieve improved assessment results. Formative and summative assessment results are reviewed and analyzed in PLC meetings. This process helps guide curriculum revisions and adjustments to instructional strategies with the goal of improving student achievement. After data is assessed, it is communicated to each student individually or the class as a whole. In addition, some teachers use Burlington English, Ellii (Formerly ESL Library), Ventures supplemental materials and activities, as well as CASAS competency worksheets to improve assessment results.

Assessments are administered in various formats to adapt to multiple student learning styles and to accommodate virtual delivery methods. Google Apps such as Docs, Forms, Slides, Classroom, Kami, as well as Moodle are all used to deliver assessments. Since the Covid-19 pandemic, virtual assessment has remained an option for students. We are in the early stages of disaggregating results of in-person assessments in comparison to virtual assessments. For the 2021-2022 school year, the EL Civics assessment data shows 94% of the in-person students passed the EL Civics objectives and 88% of the virtual students passed the same objectives. This is one area of ongoing assessment analysis. [EL Civics Assessment Results](#) Students in the ESL distance learning program receive supporting materials developed by teachers to prepare them for the post CASAS test. All citizenship students take the Civics listening and oral interview tests when they are in level 3 and after they have received the required citizenship courses. Citizenship students also take dictation tests once they are prepared using the supporting listening and writing materials. At the end of the citizenship program, all students are given mock interviews to prepare them for the naturalization interview.

CTE

The CTE department gathers data from various sources to analyze student learning achievement. CTE teachers review midterm progress reports with students to discuss their current grade in the class. Students have access to their current grade through Moodle. Instructors work one-on-one with any student who is struggling in the class.

The CTE administrator and lead teacher meet on a weekly basis to discuss the CTE program. The monthly PLC meetings focus on the analysis of enrollment, persistence, and achievement data. Decisions regarding course offerings, adjustments to course content, and scheduling are guided by the analysis of data. For example, since Covid-19, the CTE department continues to offer virtual courses to accommodate students' needs. Increased use of end-of-course student surveys would yield additional data to guide decisions.

Indicator 6.2: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

El Monte-Rosemead Adult School meets this indicator by developing a yearly school data report that includes, course completers, educational functional level (EFL) gains, employment entry, increased wages, HS Diplomas and HSE certificates earned, and earned U.S. citizenship. [CAEP Report](#) The information is shared with the El Monte Union High School District Superintendent and at the consortium meetings. The superintendent has open communication with school board members in sharing this data. In addition, various school board members visit the school throughout each school year to observe the school and to speak with staff and students. Our school principal attends monthly district admin council meetings and instructional leadership meetings to share information and data about the adult school. Portions of the yearly school data report are also shared with adult school staff during the bi-annual All-Staff Professional Development Days.

EMRAS celebrates the success of all students during special ceremonies at the end of every semester or school year depending on the program. School board members, district administrators, and community members are invited to attend. In order to build community awareness, pictures and recordings of the ceremonies are posted on the school's website and social media platforms: [YouTube](#), Facebook, and Instagram. The information is also published in the quarterly school-wide newsletter, [The Owl's Perch](#).

Teachers share assessment results with their students which helps maintain the accountability of the program. In the staff survey we found that 98% of those surveyed frequently or occasionally share achievement data with their students. [Staff Survey](#)

ABE, ASE, HSE

Teachers and program administrators have meetings once a quarter to discuss test scores from CASAS tests, completion rates, and data that was gathered throughout the quarter. Based on the data collected, teachers discuss potential barriers that students may face and different solutions that may be implemented.

At the classroom level, students and teachers receive immediate feedback through Moodle. Teachers in the ASE/ABE department use a digital gradebook to provide assessment progress and academic status. In addition, counselors have access to student assessment results and use this information to identify struggling students and suggest an alternative academic plan. Students achieving CASAS learning gains are recognized in front of their peers throughout the year. The ASE department has a yearly graduation ceremony that highlights successful completion of state and local requirements to obtain their high school diploma/high school equivalency certificate. Some students are awarded scholarships and inducted to the National Adult Education Honor's Society. School Board Members, district administration, special guests who represent the local community and family and friends are invited to this event. A recording of this event is posted on EMRAS's website and pictures and information are also shared on our social media platforms. [EMRAS Website](#) [YouTube](#)

ESL

At the end of every semester students in each class are awarded certificates of completion for that level. Students celebrate in different ways by organizing short programs, participating in multicultural events, taking pictures and sharing them with each other and posting them on personal social media platforms.

Teachers share results of progress tests, EL Civics tests, CASAS tests, unit tests and other assessments with their students. Students who achieve significant learning gains or benchmarks for their CASAS tests are awarded congratulatory cards.

CTE

CTE awards industry-recognized certificates of completion to all students who complete cohorts and sequences.

CTE Advisory Board Meetings are held to review and update the curriculum. These meetings serve to maintain stakeholders' commitment to our school, provide current industry needs that in turn updates our curriculum and prepares our students. The business sector in our community is therefore aware that our students are well prepared to meet their needs.

Students are assessed with digital and paper-pencil quizzes, as well as, performing practicum competencies to demonstrate their skills acquired in classes. The students are assessed on critical thinking, problem solving, as well as the class content. Additionally, students are assessed on their lab skills, presentations, and communication skills. For most of our medical programs, students are required to participate in externships to practice clinical skills. Externship students are assessed by supervisors at the clinical site as well as their EMRAS instructors. [Externship Evaluation Forms](#)

A portion of CTE programs are funded by Perkins. As a requirement of the grant, we collect data twice annually for all CTE programs. The first data set is collected in the fall and includes numbers of participants and completers by demographics and special populations. The second set of data is collected in early spring from students six months to one year after program completion. In general, this data includes industry certifications, employment status in the field of training, and continued education in the field of training broken down by demographics and special populations. Every year, the CTE administrator conducts a labor market study to ensure the programs offered are in demand in the workforce. This data is reviewed with stakeholders at the annual advisory meeting. [Labor Market Report](#)

Indicator 6.3: Clear learning outcomes are developed for each course so that success criteria can be measured and students who are struggling can be identified and helped.

El Monte-Rosemead Adult School strongly meets this indicator. Clear learning outcomes and core competencies are integrated in all courses and are identified in the course outlines. These outlines are reviewed every spring and updated when changes are made. Teachers assess students using a variety of assessment methods to identify students who are struggling. The staff survey found that 92% of those surveyed, use a chapter or unit test to assess their students while other teachers

use other forms of assessment. In addition, 98% of those surveyed frequently or occasionally review data to identify and adjust instruction to help struggling students.

Staff Survey

ABE, ASE, HSE

Clear learning outcomes for student success are detailed in course syllabi for teacher directed, independent, blended, and online courses. State standards and CCRS are incorporated into the course outlines and aligned with the SLOs. Teachers and paraeducators monitor student progress and identify students who are struggling in teacher directed and online courses. Formal and informal assessments identify students who are struggling. Students who need additional support are offered assistance in small group settings or one-on-one instruction with a teacher or paraeducator. Additionally, reteaching lessons, supplemental materials and alternate methods of instruction with consideration of learning modalities are offered.

Courses and student progress are discussed at department meetings and PLCs. During PLCs, instructors discuss possible interventions for struggling students. Instructor and student feedback indicated the need for more writing support resulting in the addition of writing and public speaking courses. The need for HSE Prep in Spanish was identified and resulted in the addition of a Spanish HSE Prep course on AZTEC. A Spanish-speaking paraeducator was hired who works one-on-one with HSE Prep students.

ESL

The ESL Department has specific learning outcomes for the seven levels offered. The learning outcomes are developed from textbook objectives which correlate with English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCRS), CASAS Competencies, and are aligned with the current NRS Educational Functioning Level Descriptors.

The core competencies and learning outcomes are assessed using different methods that are detailed in the course outlines. Students achieving a minimum of 70% on assessments are promoted to the next level. Students who do not meet this requirement are retained in their current level. Conditions for repetition of a course are included in the course outline. Students who struggle with the completion of the course requirements can be reassessed, transferred to a lower level, and referred to distance learning for one-on-one support. A referral to distance learning is offered as an alternative to students who are unable to attend classes regularly. In addition, supplemental courses are offered to strengthen particular student skills that teachers determine are needed and are of interest to the students.

Due to the high number of CASAS and EL Civics tests throughout the school year, the ESL department temporarily suspended summative assessments for all levels. Summative assessments are currently being reinstated and with changes as needed. The goal is to determine the best method to integrate a summative assessment throughout all class time frames. Summative assessments assist in determining student transitions across levels and programs.

EL Civics COAAPs are assessed three times a school year. After 35 hours of instruction assessments are administered by teachers. Depending on the ESL level, a 70%-90% passing score is expected throughout the ESL Program. For students who do not pass the EL Civics

assessment, teachers reteach and reassess students. Currently, 94% of our in-person students and 88% of the virtual students are passing the EL Civics assessments. [EL Civics Assessments](#)

ESL DL provides weekly assignments that are scored by the teacher. If the student hasn't mastered the content, the assignment is repeated. Students take unit tests, oral tests, or dictation tests at the end of every unit and need an 80% passing score to continue to the next lesson. If they don't obtain a passing score, the teacher reviews the lesson and provides supporting materials. Citizenship students also take dictation tests.

CTE

In the CTE department, assessments and curriculum are aligned with the CTE model curriculum standards as well as state licensed program standards. The core competencies and learning outcomes are taken from the textbook objectives and CCRS. The core competencies and learning outcomes are evaluated whenever there is a new textbook edition, when teachers/administrators determine there is a need to change textbooks, when licensure programs make changes, or when there are recommendations from industry leaders. Changes are made during PLCs. Administrators and teachers evaluate student assessment results, course completion data, and retention rates to make changes to the course. Any changes to the course are discussed and a consensus is reached in PLC meetings.

Assessment data is analyzed and remedial assignments are offered to students that need extra help. For example, assessment data analysis showed that students in the machine shop and electrician class were struggling with math concepts resulting in math being embedded into the curriculum. Students are encouraged to attend enrichment labs if they need to complete late assignments, or need to strengthen content areas. Instructors give students additional time to complete assignments and support as needed. Teachers make adjustments to curriculum content if students are struggling in a specific topic. If students need additional help, students are enrolled in basic academic courses in the ASE/ABE department. One more example that demonstrates help for struggling students is the Integrated Education and Training Personal Care Aide (IET PCA) program. The CTE and ESL teachers determined that our IET PCA course was too challenging for ESL students. Through the IET planning process, a language support class was created by the ESL department and offered to ESL students prior to enrolling in the IET PCA class.

Indicator 6.4: A range of student work and other data analyses are used to assess student achievement of the academic standards and the Schoolwide Learner Outcomes and to make organizational changes to better support all students.

ABE, ASE, HSE

Course objectives are aligned with state standards, CCRS, and SLOs. Teachers in the ASE/ABE department meet in PLC meetings to analyze learner outcomes from assessment results. Data from end of course student surveys, student outcomes, assessment results, ASAP enrollment data and input from the student advisory committee are analyzed to modify course offerings, delivery methods, and class schedules. For example, as instructors and students identified a need for writing support, an English Composition/Writing course was developed. With an increase of

students attempting online and virtual courses throughout the pandemic, it was identified that students continue to want those options even as the campus reopened to in-person instruction.

Student transcripts are analyzed by counselors for goal setting and scheduling. Lab teachers and counselors monitor student progress and provide support if needed. Students in virtual classes use Moodle to complete assignments. Moodle provides students with immediate assessment feedback and allows the teacher to analyze student assessment results and make needed changes.

ESL

CASAS and EL Civics assessment continued during the pandemic. Eighteen trained proctors provided remote testing for virtual students and they currently continue remote testing to accommodate virtual teaching modalities.

ESL PLCs continue to discuss and analyze assessment strategies to monitor student progress, identify areas that need improvement, and determine whether lessons are aligned with standards and SLOs. The work of the PLCs informs administrators and lead teachers who make program adjustments.

CTE

CTE student success is determined by performance on skills assessments, practicum and/or state or national certifications/licensure exams. In PLC meetings, performance and skills assessments are developed by CTE teachers following licensure requirements. The department continues to discuss and analyze assessment strategies and results at PLC meetings to monitor student progress, identify areas that need improvement, and determine whether course offerings are aligned with student needs, standards, and SLOs.

Advisory committee input is reviewed and reflected in course offerings. This input provides real-world analysis that is vital to program adjustments. As a result of Advisory Committee meetings with industry experts, teaching and assessment methods have been adjusted to measure skills using new equipment such as industrial 3D machines, Heat Sealer to help package (blister) medication, and a blood pressure simulator.

Indicator 6.5: The school uses assessment results for organizational planning, Action Plan revision, and resource allocation.

EMRAS, as part of the K-12 district, follows the mission, vision and goals of the district. The district and the board provide support for adult school policy and procedures. There is a Student Advisory Committee where school issues and initiatives are discussed. Their opinions are also taken into consideration when making decisions.

The administrators and lead teachers discuss and plan their department offerings and department assessment results. Teachers and classified staff participate in meetings to help with planning new courses, projects or programs.

Student outcomes and enrollment are reviewed to determine the continuation of a program and what needs to be purchased to improve student outcomes. All adult ed funding is categorical.

Various grants (WIOA-ESL, ABE, ASE & Perkins-CTE) offer supplemental support to certain departments. CAEP funding is used as the school's general fund but it is categorized for adults only. CAEP (California Adult Education Program) funds are justified by enrollment data and outcomes. For the WIOA Grant, as enrollment increases, student outcomes increase which affects funding. Based on recommendations of the various school leadership committees, the school board approves spending on facilities, daily operations and continued instructional improvements.

The leadership team has identified the importance of recruiting and retaining students to increase our supplemental funding and maintain our base. The post-pandemic enrollment numbers are gradually increasing year-to-year but have not yet sufficiently recovered.

One of the goals of the Action Plan was to develop a centralized assessment center and use only standardized tests. As a result, we now have a well-established assessment office where all new students are assessed. While the simplicity of the assessments has been non-threatening for students, the leadership team has identified a need to review the assessment instruments that better reflect reading comprehension.

The assessment results for virtual, blended, online, and hyflex courses identified higher completion rates than strictly in-person courses. The purchase of Polycom cameras increases the quality of hyflex and virtual classes. Additionally, these modalities meet the needs of students with obstacles to attending class and are reflected in the Action Plan goals for the retention and recruitment of students.

ABE, ASE, HSE

As improved outcomes lead to the increase of WIOA Grant funding, EMRAS is able to allocate additional funds to expanding programs, updating technology, providing staff professional development, and creating more student support. Leadership teams meet to discuss increases in allocation and school needs to determine how best to utilize the additional funding. The purchase of digital books facilitated the expansion of virtual classes, student access, and student resources.

ESL

The ESL department piloted Burlington English and determined that it was a cost effective method to improve CASAS and EL Civics test results for virtual and in-person students. Burlington English includes a component focused on CASAS testing and EL Civics preparation.

CTE

Student learning results and general data is shared with the CTE advisory board committee members. The CTE advisory board gives input on industry standards, recommendations on innovative technology and equipment. The CTE department analyzes the labor market information, student outcomes and advisory committee suggestions to determine which relevant courses to offer and how to utilize Perkins funding. A yearly allocation of Perkins funds purchases equipment and/or technology as recommended by the CTE advisory board. For example, to meet a pharmacy technician accreditation requirement, a mock pharmacy will be established.

School's Strengths and Growth Areas for Criterion 6

Strengths:

- Data analysis at PLC meetings provides guidance for decision making.
- Collaboration between departments helps students transition and succeed.
- Virtual and in-person assessments provide valuable information.
- A designated Assessment Center facilitates the enrollment process.
- A prescriptive HSE assessment guides instruction, placement, and readiness.
- Allocations are prioritized to allow students to take industry certifications and HiSET testing without fees.
- CTE data is shared with a well-established advisory board.

Growth Areas:

- The reinstatement of summative assessments will assist with identifying ESL level completers.
- Investigation and analysis of the San Diego Quick assessment will determine its effectiveness.
- Training additional staff to proctor the remote CASAS tests will support virtual and hyflex class modalities.
- Increasing course offerings to include more hyflex and virtual modalities will assist with the recruitment and retention of students.
- Efforts to increase the enrollment and retention of students will assist in maintaining programs and the funding base.

Criterion 7: Student Support Services

Student support services address the identified needs of students and create and ensure a supportive learning environment that addresses student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff and student input, and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1: The school provides sufficient student support services to enhance the learning environment and demonstrate the achievement of Schoolwide Learner Outcomes.

EMRAS provides its students with a wealth of support services that enhance the learning experience and increase academic achievement. These include counseling services, workshops, student and staff wellness activities, schoolwide events, free babysitting, technology, textbooks, flexible schedules, flexible class options, a career center, multilingual staff, community partnerships, and networking with governmental agencies.

EMRAS has three full time academic counselors who are available to all students. In addition to providing individual counseling, they oversee the Student Advisory Committee, the Planning Committee, the annual EMRAS resource fair, participate in community outreach, and provide workshops for students.

EMRAS holds a variety of school-wide events to support the learning experience. "Aloha Meet n' Greet Week," occurs each September with activities designed to welcome students and provide orientation to the entire school. One activity held during the week is a Resource Fair that provides students with information and access to a range of available community resources. At the Resource Fair students receive free health and dental screening, free haircuts, or manicures, and information about legal aid, renters rights, the local library, vector control, local food pantries, child support, jobs, and county governmental assistance programs. Additional events that are held each year include Adult Education Week, semi-annual Scholastic Book Fairs, Red Cross blood drives, toy drives, cancer and heart awareness months, and fundraisers for scholarships. An equally important aim for these events is to foster positive school spirit, community connection, and social skills.

The school offers free on-campus babysitting services for active students. This service is available for day and evening students with children who are 3-11 years old. This valuable service allows students to attend classes in person.

Each department maintains a variety of support materials for students such as textbooks, workbooks, i-pads, Chromebooks, laptops, wi-fi, and course-specific materials or special equipment. EMRAS recently increased access to technology supplies for both off-campus and on-campus students, who may check out Chromebooks for use at home. In addition, each classroom is equipped with Smartboards, Polycom Cameras, Vivitek interactive screens, document readers, and projectors. There are charging stations placed throughout the school where students can charge their devices.

The onsite Career Center provides support for students who seek career or college information. The Career Center networks with local employment-related organizations and schools including America's Job Center of California, Rio Hondo Community College, and the Los Angeles Sheriff's Dept. These agencies and other community organizations offer workshops and job recruitment opportunities for students in the Career Center. In addition, in the Career Center the district typing examinations, informative classroom visits, and an array of print and digital resources are available to students. Students can use this space to create resumes, cover letters, and search and apply for jobs with the assistance of a Career Guidance Technician.

EMRAS counselors provide workshops that focus on academic and personal success and wellness. Workshop offerings include, time and stress management, transcript reviews, college financial aid, organization and goal setting. In an effort to promote wellness, guided meditation is offered weekly. The counselors are planning to host a "Mental Health Spirit Week" this spring for a week of wellness, focus and activities. [Flyers](#)

EMRAS partners with Rio Hondo Community College which assists students in a variety of ways. Twice a week, a Rio Hondo Counselor holds office hours on the Ramona Campus. The RHC counselor assists interested students with the college application process, applying for financial aid, and signing up for classes. Administrators and counselors work with the RHC counselor to promote the Dual Enrollment Program in which students who are successfully taking EMRAS ASE courses can simultaneously enroll in classes at RHC tuition free. EMRAS has hosted several RHC courses on our main campus, which provide students with an opportunity to earn college credits without leaving our campus. EMRAS students may take courses that have articulation agreements with two CTE Programs of Study.

The goal of supporting students is also widely reflected in the input provided by both the Student Advisory and the OWL Committee (Staff Advisory Committee). These committees meet regularly to explore recommended improvements in the academic and vocational life of students, but also exist to foster better understanding and day-to-day communication among all stakeholders in the educational process. Administrators and counselors meet with the Student Advisory Committee regularly throughout the year. Participation on this committee provides an opportunity for students to utilize leadership skills, voice their concerns and/or suggestions about their learning experience and environment. Students who serve on the committee share updates with their peers.

EMRAS networks with outside governmental agencies who provide student support:

- **GAIN/CaIWORKS** - Provides remedial, academic, and job training services to eligible government assistance recipients in ABE/ASE, CTE training, ESL, and GED/HiSET preparation.
- **California Training Benefits (CTB)** – provides career technical training to eligible California Unemployment Insurance claimants who lack competitive job skills. The goal is to retrain identified California training recipients into a new career that will prepare them for the workforce.

- **California I-TRAIN** - is an educational directory of job training organizations that are qualified to be reimbursed with federal funds for training individual job trainees in meeting the challenges of Welfare-to-Work, and the Workforce Innovation and Opportunity Act.
- **Trade Adjustment Act (TAA)** – provides aid to workers who have recently been unemployed as a result of increased outsourcing in their particular field. Established under the Federal Trade Act of 1974, the law provides for career/technical, ESL, GED/HiSET, and High School Diploma training.
- **America's Job Center of California (AJCC) (WIOA Title 1)** – provides specialized training to eligible recipients who meet the statute's criteria. Recipients are referred to EMRAS by the local Job Center. Counselors work directly with the student and Job Center case manager in developing appropriate education and employment plans. America's Job Center is delivered through Goodwill Industries within the greater El Monte area.
- **Department of Rehabilitation (DOR)** – provides advocacy assistance and services aimed at equality for individuals with disabilities in the area of independent living and achieving employment. The department works in partnership with consumers and other stakeholders to achieve these ends. Recipients are required to meet with an EMRAS counselor and a Department of Rehabilitation caseworker for career guidance and the development of an education or training plan.
- EMRAS is an official **Pearson Vue Testing Center** offering over 130 different tests including GED to students and the greater El Monte community. EMRAS is also an official HiSET Testing Center.

Once students are ready to complete or graduate from their respective programs, counselors are available to meet with them to discuss post-graduation goals, transitioning into college, and career readiness. Students who are interested in transitioning into a local community college can meet with an on-site counselor from Rio Hondo College. Students who are interested in a career or trade can enroll in EMRAS CTE programs. Additionally, counselors will recommend alternative pathways to follow once they finish their program.

EMRAS does not currently offer financial aid. Counselors advise students regarding the availability of some financial aid in relation to a student's future planning. EMRAS offers free and low-cost courses to keep them affordable in the community. EMRAS has scholarships to assist students in need and encourage students to further their education. Fund raising activities provide scholarship funds and organizations and community members donate money for scholarships. EMRAS covers the cost of the HiSET test for HSE Prep students who meet specific readiness criteria. EMRAS staff can assist students with obtaining free or discounted bus passes.

EMRAS's counseling department refers students to community resources such as outside health agencies for students in need of mental health or medical services. The counselors created and maintain a counseling resource page housed on the EMRAS website, where students, staff, and the community can gain information about job opportunities, attend workshops, find and utilize

resources in the areas of mental health, student wellness, food resources, housing, academic advising, and network with government assistance, agencies, and organizations. [EMRAS Website](#)

Administrators as well as staff maintain an open-door policy in which students and staff are free to discuss any of their concerns. Suggestion boxes are available in every department and in all common areas to allow for input.

The teaching approach at EMRAS works hand-in-hand with many of the school's existing student support functions. From the availability of bilingual staff in registration areas to the book carts, tutoring, and interactive learning software available in the learning labs, students are continually engaged in learning through the aid of support services.

There are several avenues for disseminating information. Direct information sharing takes place in the classrooms via teacher announcements, PA (or loudspeaker), email, phone calls, and posters. Teachers are able to text their students through the ASAP system or use other software such as "Remind."

Information about courses and options is available through the school course catalog, Website, social media, flyers, community outreach, large banners throughout the city, course listings, posters, street marquee, counselors and support staff. In addition, information is broadcasted on large monitors in the school lobby.

Indicator 7.2: The school provides and evaluates counseling and/or academic advising programs to support student success in the transition to ongoing education or employment opportunities.

Academic advising is a crucial component in the education delivery process. EMRAS is fortunate to have three full time counselors who have a clear understanding of the adult student experience. The counselors are available to work with students in all program areas during day and evening sessions.

Administrators, counselors, and lead teachers work very closely as a team. They are in constant communication to discuss students, changes, updates, and program implementation. They meet formally once a month and informally on a daily basis to keep current with students, daily events, course offerings, and changes in department procedures.

The counselors work as a team to develop and implement counseling protocols and procedures. Many of these protocols have improved communication and provided consistency for students and staff. For example, whenever course or program changes occur, they make sure to communicate these changes with each other. Counselors are often the first source of information provided to students and it is imperative that this be kept current. Another example is their documentation of interactions with students. When students have issues or make changes, counselors add this information to students' ASAP profiles.

EMRAS counselors provide support before and as students enter adult education, transition within classes/programs/levels, and as they transition out of adult education into careers, career training, or college. Counselors provide referrals to address barriers, and connect students to programs

that get them to their long-term goals. New ABE, ASE, HSE, and CTE students meet with a counselor following registration. Returning and continuing students schedule appointments as needed. In addition to EMRAS's counselors, students may meet with a RHC counselor on the Ramona campus. The RHC counselor works directly with students who are seeking information and/or transitioning to higher education.

EMRAS partners with the AJCC to help students transition from school to the workforce. AJCC representatives set up information tables, give presentations in classrooms, and hold job recruitment events on campus. [AJCC Flyers](#)

Transition protocols have been developed to assist students who move from one EMRAS program to another. Counselors/lead teachers conduct tours and provide presentations to level 5 and 6 ESL students to introduce them to the ABE/ASE and CTE departments. Level 5 and 6 ESL students are assessed and scheduled to meet with a counselor before they complete the ESL program. To assist in the introduction to the ABE program, the ABE instructor teaches the ESL Level 6 class one hour per week. This introduction of the ABE curriculum to the Level 6 classes eases transition anxiety and promotes the desire to move further with education.

Many students who are about to graduate from ASE courses decide to enroll in CTE courses with the help of counselors who assist them in making a smooth transition. They are provided with career sequence outlines to see a general overview of what classes are needed to complete their program of choice. When students complete the Machinist, Custodial Maintenance, Medical Assistant, Pharmacy Technician, or Nursing Assistant programs, they are often hired directly by local community businesses that EMRAS partners with.

ASE students may take advantage of the "dual enrollment" program offered through RHC. This program allows students to take college courses free of charge, provided that they are concurrently enrolled in ASE at EMRAS. This enables students to obtain both college units, as well as high school credits toward their diploma. RHC offers Counseling 101 and Spanish 101 on the EMRAS campus for student convenience. Attending a college course on a familiar campus has proven to be empowering for students who fear taking the next step in their education.

EMRAS has an articulation agreement with RHC for the Business Education program. Upon completion of the Accounting Clerk cohort or Microsoft Office Suite courses, students may apply for these courses to transfer to RHC for college units.

By collaborating with various workforce agencies such as the AJCC and the Employment Development Department (EDD), counselors can work directly with agency personnel that can connect students to jobs. The counseling department also has a resource page on the school's website which includes a link to local employment opportunities.

EMRAS counselors participate in district mandated PD and the schoolwide PD that is held twice a year. The school supports the counselors with a range of professional development opportunities. Throughout the year, counselors are given the time and opportunity to attend professional development conferences through CCAE, California Student Aid Commission (CSAC), local community colleges, and district-sponsored training.

Indicator 7.3: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice in expectation of transition to further education/employment.

EMRAS creates public awareness of its services through various methods. Contact information and course offerings are available to the community through the school's website, catalog, postcards, flyers, banners, marquee, robo calls, Facebook, Instagram, and participation at community outreach events.

Each year the EMRAS catalog is produced and distributed throughout the area and informational postcards are mailed to homes in the area several times a year. Banners are also posted in prominent locations along major intersections. Also, freeway guide signs are posted at exits near the school with the school's name. The EMRAS marquee marks the school's location and advertises important registration dates and courses offerings. The local weekly newspaper, Mid-Valley News, carries news and announcements concerning the school's events and achievements.

Administrators, Counselors and several staff members attend community events to promote programs. EMRAS branded items are distributed at these events, as well as the CTE advisory and community partnership meetings held at EMRAS.

The counselors visit the high schools within the district to inform students about the programs and services offered at EMRAS. These students are able to attend adult school after their class has graduated and they are 18 years old. The students are also encouraged to visit the campus or schedule a tour of our school.

According to the [Student Survey](#) most students become aware of EMRAS through word of mouth. EMRAS's long-standing reputation in the area serves as the best tool to recruit new students.

Although great efforts are made to recruit new students, EMRAS has found that the large decline of enrollments during the pandemic has been slow to recover. The decline can be directly linked to the switch to remote learning and the district's vaccination mandates (which are no longer in effect). Efforts have been made to reach out to students who left due to these issues, but there has been limited success. The leadership team has identified student recruitment as an area for improvement.

The school maintains a fully staffed office for all programs as well as a staffed reception desk where new students make their first contact when entering the school. Staff members are essential in assisting students through the enrollment process.

Members of the Student Services Focus Group investigated the enrollment process with a role play activity. Individually at different times throughout the week and day, they entered the school as a new student and went through the entire assessment/enrollment process. Some members pretended to not be able to speak English in order to experience what non-English speakers experience. From the investigation, the group found that the staff was approachable, knowledgeable, and friendly. They received assistance in navigating the campus as they went through the registration process. The group identified the need to reevaluate the current assessment instruments to gain a better assessment of students' academic skills. The members also identified the need to improve signage for non-English/literate students such as non-verbal and additional language signage.

All new students are assessed according to the program they are interested in. These baseline assessments help ensure that students are enrolled at their appropriate skill level and determine if they are ready to enter the program of choice. These scores determine student placement in the appropriate ESL level, in ABE or ASE, and their readiness for CTE programs.

New ABE/ASE/HSE students meet with a counselor to review their assessment scores and evaluate transcripts from previous schools. This assists in placing them in the correct courses needed to graduate or guide the decision for the student to prepare for the high school equivalency exam. Students may prefer to take courses for self-improvement, such as English or mathematics to assist with meeting their goals.

New CTE students attend a required career orientation meeting with a counselor. They are able to discuss their goals and are provided with information on CTE programs and sequences. Counselors determine if students are ready to take needed prerequisite courses required for a cohort program or automatically join a short-term trade program.

ESL students are placed in appropriate levels based on their assessment scores. Students are either placed in Beginning Literacy or levels 1-6. They have the option to take a class in the ESL distance learning program.

Teachers guide students towards completing their program of study, staying on track, and successfully meeting their goals. Teachers build rapport with their students and often mentor them with many of their challenges, such as interpreting or filling out forms, submitting online applications, navigating city ordinances, and many others.

In ESL, students learn how to research jobs online, create resumes, cover letters, thank you letters, and participate in mock interviews. In the citizenship courses, students practice mock interviews that simulate the actual interview by the U.S. Citizenship and Immigration Services (USCIS). ESL has a variety of videos and materials that assist in teaching students how to succeed in gaining a job and retaining it.

CTE courses provide externships that may lead students to job opportunities. Employers in the community recruit our graduates for employment.

In 2019, ESL and CTE partnered in creating the Integrated Education and Training (IET) model. The first course offered was Personal Care Aide for students who are interested in the medical field. The IET model was very successful, allowing for the expansion of an additional pathway: General Office Clerk. The IET model provides a career pathway for ESL students with workforce preparation and training.

Distance Learning within the ESL department has courses that prepare students with job interview practice, along with learning new vocabulary that is needed to advance into their careers and education.

At Career Center students receive assistance with completing job applications, interview practice, resumes, and cover letters. Current job postings are available for students. The Career Center serves as the site for the EMUHSD's official typing test, and the Los Angeles Police Department's examinations. Agencies such as AJCC and DMH, as well as RHC visit the career center to provide workshops, presentations, referrals and resources.

Indicator 7.4: The school regularly evaluates student needs in order to provide needed support, including referral services, such areas as health and family support, career and personal counseling, and academic assistance.

EMRAS continuously seeks to improve and update the support it provides its student population. The analysis of community demographics are analyzed and informs decisions regarding program offerings, budget allocations, and student support.

The school provides suggestion boxes throughout the campus in which students can express their concerns and needs. The school conducts periodic surveys that provide additional student input. The leadership team has identified the need to increase the amount and consistency of surveys. The valuable feedback will serve to better meet the needs of students who are online, virtual, or in person.

The school tracks students who are receiving special assistance from outside the school and maintains a level of cooperation with those agencies. These outside groups include but are not limited to CalWORKs, EDD, the Department of Rehabilitation, the Department of Mental Health, the Department of Children and Family Services, and the Probation Department.

EMRAS has various activities throughout the year aimed at meeting the extra-curricular and co-curricular support of its students. The “Meet 'n' Greet Week” at the beginning of each school year is principally geared toward familiarizing students with the variety and breadth of programs at EMRAS.

The school has other events such as book fairs, vocal music performances, Red Cross Blood drives, and Adult Education Week. Before the pandemic, students participated in the Rio Hondo Adult Re-Entry Success Conference offered in the spring. Students were provided bus transportation to attend the event and learned about financial aid, navigating through college, and managing stress for college success. In addition, local job fair events are posted on the school website. All these events are designed around student community awareness and education.

Academic and guidance counseling, college preparation support, referral to local community agencies are available in-person, virtually, and via email. Online and virtual students receive academic counseling by phone, virtually, or in person appointments. Students receive academic support from teachers and paraeducators and are monitored weekly by a clerk who contacts them when lack of progress is noted. They are kept current with school events through their teachers and schoolwide emails.

Community health organizations such as the Department of Mental Health (DMH) and the Community Health Initiative (CHI) provide workshops and host information tables in the front lobby for both morning and evening students. Healthcare services event flyers are sent to teachers to share with their classes and are also posted on the school’s counseling webpage.

Student requests and concerns are discussed and reviewed during bi-weekly administration meetings and monthly Leadership meetings. Input regarding support services is provided from a variety of sources including the student suggestion box, Student and Staff Advisory Committee meetings, department staff meetings, and by teachers. For example, members of the Student Advisory Committee requested a charging station and a conversation class.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

EMRAS has a designated registrar who oversees transcripts. The student records release policy is reviewed with classified staff to ensure everyone is aware. Procedures for requesting student

transcripts are posted on the EMRAS website. Requests can be done in person or via email and must include some form of official identification.

El Monte Union High School District has board policies that govern the handling and security of student records. Staff who handle student records understand how to properly store and secure student records. New staff is trained on the importance of maintaining secure records.

Student records are stored by individual departments. For example, ASE student records before 1982 are stored on microfilm and are kept in a fireproof vault. All records beyond 1982 are scanned and saved to a database, as well on USB drives that are also stored in the fireproof vault. Physical copies of all documents are kept in locked, fireproof file cabinets for up to six years in the main office. Only specific staff members have access to the key to that office. The plant manager keeps a second key.

Hard copies of CTE's records are scanned and entered into a database and the documents are shredded after entry. Past student records are in the process of being scanned and entered into the database.

All digital records hosted on-site are backed up to the Granada site within the district and then back-up is done to Barracuda which is a local physical appliance with both local and cloud backup features.

School's Strengths and Growth Areas for Criterion 7

Strengths:

- Knowledgeable and welcoming office staff provides support for students.
- Strong connections with the community provides resources, jobs, and support for students.
- Transition process from ESL, ASE, CTE to college/employment streamlines pathways for students.
- EMRAS provides counseling services that support students in meeting their goals

Growth Areas:

- Re-evaluating the base-line assessment instrument will serve to more accurately place students at levels that match their ability.
- Additional student surveys will provide valuable feedback to better meet the needs of students
- Exploring and connecting with additional AJCC agencies will increase the number of opportunities for students.

Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

EMRAS has stayed within budget for the past three years. The adult school budget consists of CAEP (adult ed funding), WIOA II, Perkins, and CALWORKS. In 2019-2020, the CAEP allocation was \$10.4 million. In addition to this, EMRAS received \$1,634,108 in CALWORKS and federal funding. Total available funds was \$12,031,390 and expenditures equaled \$11,925,996. In 2020-2021, the CAEP entitlement stayed the same at \$10.4 million. Additional CALWORKS and federal funding received was \$1,603,040. Total available funds was \$12,000,322 and \$10,909,002 was expended. During this year, instruction at EMRAS was remote due to the pandemic. As a result, the administration was forced to eliminate temporary teaching positions. The cost of salary and benefits decreased as well as other operational costs because of staff working from home. Revenue increased in 2021-2022 to \$10.8 million plus CALWORKS and federal funding of \$2,026,354. Total available funds were \$13,052,867. Expenditures were \$13,052,867. In 2022-2023, CAEP funding increased to 11.4 million along with CALWORKS and federal funding which was \$2,424,017. Total available funds equaled \$14,289,684. At present time, \$5,939,580 has been spent.

EMRAS has continually worked within the parameters of its budget and has been able to show a surplus despite the challenging years in funding. In the past EMRAS had carry over funds that were able to build a healthy reserve, currently at \$9,710,807. In the 2010-2011 school year, the reserve money became flexed and is at the discretion of the district. Reserve money is only to be used in the case of an emergency. The adult school has stayed diligent in working with its consortium partners to project a feasible budget and stay within the allocated amounts each year.

Federal funds are used to enhance programs and support educational improvements. EMRAS has upgraded our school's Wi-Fi, upgraded 75% of our networking equipment in the server room, purchased back-up appliances to create an automated back-up key system. Class laptop carts and chromebook carts have been purchased to integrate technology in the delivery of instruction. Google enterprise licensing was purchased to give students and staff access to additional Google services. Vivitek interactive screens have been installed in most classrooms. Polycom Cameras have been integrated into instruction for interactive, online and hyflex teaching for most classrooms.

Teachers are given the opportunity to express the needs in their classrooms for new materials and/or technology. The administration along with lead teachers and counselors meet regularly to highlight department strengths and needs and to consider any equipment or instructional materials needed to maintain a solid rigorous curriculum. Furthermore, teachers are compensated for approved time spent on curriculum development and collaboration that improves student learning results. The principal, program administrators, and accounting clerk track expenditures and revenues.

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.

Financial operating procedures at EMRAS are in place with appropriate checks and balances. Fiscal employees make decisions based on general accounting procedures and the California School Accounting Manual. Administrative decisions are prepared by the adult school accounting technician and implemented by the accounting department at District level. All decisions are guided by board policies and administrative regulations of EMUHSD. The primary responsibility for allocating funds is with the principal, who approves all requests of funds. The District Chief Business Official (CBO) oversees expenditures to assure proper disbursement procedures are observed and that expenses remain within the adopted budget. Once approved by the principal, the accounting technician assigns the proper coding to the requisition, and a purchase order is generated at the District level. The Assistant Superintendent of Educational Services approves educational materials while the Director of Technology/Information Services approves technology purchases. The coding and budget are double-checked and signed by the Director of Fiscal Services. The District Director of Purchasing inputs the request into the district's in-house software program, Smartetools, which is then uploaded into the county's BEST accounting system, and a check is issued for payment by the county.

EMRAS has sufficient reserves. The adult school uses the reserves for emergencies. In 2016-2017, the reserve account had \$10,704,639. In 2021-2022, the reserve account has dropped to \$9,710,806.

There is sufficient insurance to cover the school's needs. EMRAS carries Workers Compensation Insurance, Property and Liability insurance and required vehicle insurance through ASCIP. Christy White & Associates reviewed the accounting practices in 16-17 through 18-19. Eide Bailly reviewed the accounting practices from 19-20 to 21-22. Audit statements have not issued findings to the adult school.

There are no fees for ASE and ESL courses. Students pay a \$20 per quarter registration fee plus class fees to access short-term career classes in order to sustain the programs of study.

Federal grants such as WIOA II and Perkins supplement the programs of EMRAS. The principal and program administrator of each specific program manage grants by department. These revenue sources are tracked separately from the general funds and are reviewed and approved by the District Administration. A scholarship committee oversees financial support generated by private and public community organization donations, private donations, and district personnel.

Indicator 8.3: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

The EMUHSD business office prepares regular reports to the Board of Trustees which reflect the financial stability of the District, including adult education. In addition to these regular District-wide reports, the EMRAS principal provides an annual report on the state of the adult education program. The principal also meets with the CBO on a regular basis to discuss budgetary matters. On site, the school's accounting technician maintains accurate financial records in order to ensure that the school is operating within the approved annual budget.

EMRAS is part of the RHRAEC with Rio Hondo College, Tri-Cities ROP, Whittier Adult School, and El Rancho Adult School. Adult Ed funding is based on enrollment and outcomes of the consortium. The consortium strategically develops a Three Year Plan for long term goals and an

Annual Plan to ensure agencies are compliant with the three year plan. Quarterly deliverables serve as a checks and balance for agencies to stay within budget. [RHRAEC](#)

Long-term liabilities, health benefits, insurance and building maintenance costs are factored into budget planning and allocation of resources. This has enabled the adult school to remain solvent over the last 7 years.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

EMRAS is a clean, safe facility that is maintained by a facilities manager who oversees and supervises a maintenance and custodial staff that operates day and night. The facility is equipped with up-to-date technology and equipment to provide students with rigorous adult school programs. New wiring for enhanced Wi-Fi service to students and staff allows for positive digital learning opportunities that prepares adult students for the modern world. Furniture, flooring, paint, air conditioning, school classrooms and offices are regularly maintained to ensure students have a clean welcoming environment.

With the onset of the pandemic, EMRAS prioritized the health and safety of students and staff by adding additional cleaning and screening protocol and offering PPE. Additional sanitization of classrooms and public areas, social distancing, reduction of class size, were all implemented. Signage was placed throughout the facility to remind students and staff to wash hands frequently, practice social distancing, and wear a face mask while indoors.

Security is available morning, afternoon and evening in the school lobby and outside in the parking areas so students feel safe coming and leaving the campus. Cameras are mounted in strategic locations throughout the campus to provide extra security.

EMRAS has a safety committee who are led by a program administrator which meets regularly. The committee, comprised of certificated, classified, and administrative staff, determines needed safety upgrades and/or maintenance. Emergency procedures are posted in each classroom and drills are conducted twice a year, providing students and staff the opportunity to prepare for an emergency. Exit signs are clearly identified and labeled for smooth evacuation.

It is a priority of EMRAS administration to provide a safe and nurturing learning environment for students that makes them feel welcomed.

School's Strengths and Growth Areas for Criterion 8

Strengths:

- Adequate resources for current programs at EMRAS provide a safe and welcoming environment.
- No findings in the most recent audit demonstrates fiscal responsibility and adherence to policies and procedures.
- Well maintained facilities demonstrate EMRAS's commitment to a healthy and safe learning environment.

Growth Areas:

- Seeking out additional sources of funding will help supplement EMRAS's expansion to meet growing community needs post-pandemic.
- Recruiting and retaining students will serve to maintain financial stability to operate programs.

Criterion 9: Community Partnerships

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community organizations. Community connections provide students with expanded learning experiences and employment opportunities.

Indicator 9.1: The school develops connections with community leaders, businesses, and organizations to enhance the educational opportunities for students.

EMRAS has a long history of developing close partnerships and relationships within the community to expand learning and employment opportunities for students. EMRAS serves its community in many capacities.

Local schools and community centers are valuable partners for EMRAS programs. ESL classes are held on five different elementary school campuses, one community center, and one high school campus in the community. The Elementary School Districts in the community often invite EMRAS to attend their events for outreach to their parents. Other Adult education agencies in the area seek us out for operational help, advice, and best practices.

As a member of the Rio Hondo Region Adult Education Consortium, the five schools work together to serve the needs of the greater community. They hold monthly meetings, annual conferences and job-alike meetings to share practices and help with transitions and referrals from one agency to another. Rio Hondo College (RHC) provides articulation agreements for two CTE programs. EMRAS provides office space to RHC counselors who help our students with transitioning to college. EMRAS hosts RHC classes on our campus for dual enrollment and our students are able to take these college classes for free.

CTE Advisory meetings are held each year. Instructors meet with industry specific employers and leaders who provide input on industry standards and technology that can be incorporated into the curriculum.

Partnerships with social service agencies in the region provide support, outreach, and referrals for students. Greater Avenues for Independence (GAIN) refers students for their educational needs. EMRAS's administrators and counselors attend their quarterly meetings and work closely with students to assist them with GAIN requirements. EMRAS has an MOU with the Local Workforce Development Board. America's Job Centers of California (AJCC) works under this board. AJCC provides workshops at EMRAS, job recruitment, and incentives for students who are persistent. They also visit our CTE capstone courses to hire students. EMRAS provides tours for the Department of Rehab who refer students for their educational needs. The EDD refers students for vocational training. EMRAS is an approved service provider on I-Train, Consumer Report Card for training providers throughout Southern California. The Department of Children and Family Services (DFCS) refers clients for parenting classes.

EMRAS benefits from relationships with law enforcement agencies in the community. El Monte Police Department (EMPD) provides safety and emergency workshops for staff and students. They donate toys and gifts to the children in the babysitting program. Most importantly, they are invaluable to the safety of our Ramona campus. EMRAS is a testing facility for the Los Angeles

Police Department (LAPD) and they provided a booth at the resource fair. Los Angeles County Sheriff's Department (LASD) frequently gives presentations to ESL classes. The Los Angeles County Fire Department (LAFD) inspects and signs their approval on our safety plan, fire extinguishers, and alarms.

EMRAS is sought out and visited by leaders in the community and Adult Education. District administrators and board members visit campus regularly. As members of the El Monte / South El Monte Chamber of Commerce, EMRAS is connected to a variety of business leaders. Business representatives have visited the school and participate in events such as Adult Ed Week and Principal for a Day. The annual Community Resource Fair brings a wide variety of entities to the Ramona campus that provide services, education and employment opportunities, and resources. Local businesses visit and contact EMRAS to recruit employees.

Indicator 9.2: The school provides students with opportunities such as community service or internships to enhance student goals and success.

EMRAS students participate in internships and externships that give them work experience and fulfills the hours needed for certification. EMRAS students are currently completing externship requirements at the following locations:

Pharmacy Technician

- 986 Pharmacy (Rosemead and Monterey Park)
- Albertson's, Vons, Pavilion's
- Casa Colina Hospital Center for Health Care
- Coram
- Coslo Pharmacy
- CVS Pharmacy
- Dong Tam Pharmacy
- El Monte Community Pharmacy
- El Monte Pharmacy
- Kaiser Permanente
- Los Angeles Christian Health Centers
- Med-Plus Pharmacy
- Omnicare
- PIH Health
- Premier Pharmacy Services
- Rosa 1 Pharmacy
- San Antonio Pharmacy
- Santa Maria Pharmacy
- Sav-Now Pharmacy
- Skilled Nursing Pharmacy
- Walgreens Pharmacy

Medical Assistant

- Advanced Acupuncture
- AMG Medical Group
- Congress Orthopedic Associates
- Dr. Andrew Liao M.D.
- Los Ninos Children Medical Office
- Santa Fe Internal Medicine
- SF Health Clinic
- Dr. Lim Susan MD
- Dr. Patel Dilip G MD
- Foothill Cardiology
- Garvey Healthy Family Medical
- Mother and Child Health Center
- Peter H Win MD
- Blanco Family Medicine
- Clínica Médica Comunidad

Nursing Assistant / Vocational Nursing

- L.A. County USC
- Arcadia Healthcare Center
- Baldwin Gardens Nursing & Rehabilitation Center

EMRAS has established its reputation in the community. El Monte-Rosemead Adult School is the community's adult school. Every effort is made to reach out to the community and involve our community with our school. The community frequently reaches out to us to participate in their events. Our Marketing Team has participated in the Children's Parade, Back to School nights at elementary schools, EMUHSD annual Parent Conference, Park and Rec. events, Resource Fair, Trunk or Treat, 626 Golden Streets, and EMUHSD College Night. Local businesses and organizations, recognizing the importance of adult education, donate funds for student scholarships.

EMRAS students participate in several service projects throughout the community. Students in the custodial maintenance course clean and polish floors at local elementary schools, community centers, and churches. Students in the medical assistance courses assist with health screenings at resource fairs and with the bi-annual Red Cross blood drive where students and staff donate their blood. Students and staff participate in the Holiday Toy Drive.

Indicator 9.3: The school communicates the goals of the adult school/ROCP program and works collaboratively with the community to meet local needs.

Through the website, annual catalog, and participation in community events and organizations, EMRAS communicates the goals of the program to the community and works collaboratively with the community to meet local needs. EMRAS has reciprocal partnerships, works with local businesses to meet hiring needs, and participates in local events.

EMRAS tracks the demographics of the community to understand its changing needs. Course offerings and staffing are adjusted in response to community needs, such as expanding the locations of classes and outreach efforts. Profile information assists with the response to the pandemic.

Following up with students after they leave EMRAS has been an ongoing challenge. Staff routinely conducts phone surveys to comply with WIOA grant requirements and follow up with CTE students regarding job placement as is required by the Carl Perkins grant. Additional data is obtained from CAEP's California Employment and Earnings surveys, which are given to students who are no longer enrolled. Counselors conduct exit interviews with students who are graduating. Rio Hondo College provides a shared list of transitioning students from ASE to Rio Hondo. Follow up information is also obtained from students who return or contact their instructors to share their success and from teachers who contact students who are non-attending students.

There are many programs and processes in place to connect the school to its community. The following are several examples:

- Job offerings are posted in the career center and on the Website
- Resource fair connects students with community resources and services
- Classes are provided throughout the community
- Externships are located at businesses throughout the community
- AJCC provides employment opportunities
- Voter registration is hosted at EMRAS
- Community marketing includes: catalogs, banners, flyers, robocalls, postcards, community outreach events, and social media

School's Strengths and Growth Areas for Criterion 9

Strengths:

- Strong ties with a variety of community businesses and service organizations provide valuable resources for students.
- Internships and externships provide necessary job training experience for EMRAS students.
- Counselors support students in finding resources and connections in the community.

Growth Areas:

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Criterion 10: Action Plan for Continuous Improvement

The school uses the self-study process to identify growth areas that are included in a schoolwide Action Plan that facilitates school improvement activities and processes. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuous improvement.

Indicator 10.1: As a result of the accreditation process, the school has identified growth areas that will impact student learning and increase the achievement levels of students and developed an Action Plan focusing on growth and continuous improvement.

At the conclusion of the self-study, strengths and areas for growth became apparent. The Leadership Team reviewed the findings of the Focus Groups, the identified growth areas in each criterion, and the CIP plan in the preparation of the Schoolwide Action Plan. The Leadership met to review the identified areas for growth and prioritized them into three broad areas that became Action Plan goals.

The newly developed Action Plan addresses areas for growth, identifies specific goals, timelines for completion, persons responsible, reporting instruments, and benchmarks to measure accomplishment. The Leadership Team will meet quarterly to review progress on Action Plan steps and make revisions as needed. The primary focus of each goal is to increase students' learning success.

Indicator 10.2: The school has procedures in place to implement and monitor the Action Plan and assess its impact on student learning, school programs, and operations; this includes communication of progress to all stakeholders.

During the self-study process, as the Leadership Team and Focus Group members examined and replied to each indicator, areas for growth became apparent. The Growth areas from each Criterion were gathered into a master list. The Leadership Team prioritized the issues according to their impact on student learning outcomes. Then categorized the Key Issues to fit within one of three overarching goals. These goals are:

- **Goal #1:** Investigate and implement assessment instruments that assist with appropriately placing students.
- **Goal #2:** Increasing targeted outreach will inform the community of educational opportunities to better serve the local population.
- **Goal #3:** Identifying and removing common barriers and obstacles to student retention, will ensure increased student success.

Representatives from several stakeholder groups were involved in the Action Plan process including students, staff, faculty, and administration. The Action Plan has been reviewed by the Leadership Team, members of each Focus Group, student representatives, community representatives, administration, faculty, and staff.

Indicator 10.3: The schoolwide Action Plan is used for organizational planning, resource allocation, and the evaluation of existing programs.

Each action goal has a prescribed set of action steps with an assigned set of individuals and/or groups that are responsible for overseeing its implementation. The school's principal will designate and assign specific tasks to individuals. The Leadership Team will monitor and support the progress of the action steps.

Funding has been allocated to ensure the successful completion of the Action Plan goals. Budgeted items include:

- Purchase of assessment instruments
- Additional paid hours for Professional Development
- Purchase signage, banners, promotional materials, and advertising
- Printing and mailing of catalogs and postcards

The Action Plan was developed by the Leadership Team and has been reviewed by the Student Advisory Committee, EMRAS Home Groups and Focus Groups, and other stakeholders. All suggested revisions were reviewed by the Leadership Team who decided on any adjustments. The Action Plan will be reviewed quarterly by the Leadership Team and any revisions will be presented to all stakeholder groups for their input.

School's Strengths and Growth Areas for Criterion 10

Strengths:

- Infrastructure is in place to accomplish the goals of the Action Plan.
- EMRAS has the necessary resources to implement the steps in the Action Plan.

Growth Areas:

- Increasing EMRAS enrollment in a community with a declining population will necessitate additional effort and focus.

Chapter IV. Synthesis and Prioritizing of Strengths and Growth Areas: Revision of the Schoolwide Action Plan

Chapter IV is the culminating summary of the self-study report. This is where the findings of the report are gathered and synthesized. Each school is to have an Action Plan in place; however, the self-study process reveals new growth areas that schools must bring into their Action Plan. Chapter IV is where the strengths and growth areas from the entire document are gathered and analyzed.

The following steps describe how to synthesize the findings from the entire report so that the Action Plan can be revised accordingly:

- Copy all the identified “strengths” from the self-study report and paste them on one page so that they are in one complete list of all self-study strengths.
- Note which strengths are similar in topic or nature and combine them as logically possible. It often works that two or three separate but similar “strengths” can be fused into one more complete and expanded “strength.” Collapse all strengths into common strands or themes.
- Through this process, a larger list can be boiled down to a smaller list of major schoolwide strengths. This provides a “big-picture” look at the strengths of the school identified in the self-study process.
- Next, do the same for “growth areas” from the entire report; copy and then paste them into one complete list.
- Repeat the synthesis work and create a synthesized list of major growth areas.
- An added step is involved here — prioritize this list in order of importance, keeping in mind that the areas that most greatly impact student learning are the most critical.
- Select the top growth areas that you want to add to the schoolwide Action Plan as the major growth areas to address in the next three years.

By following this process, the self-study process informs the Action Plan which informs and guides school improvement efforts.

Strengths:

- A supportive and progressive administration works toward high quality programs utilizing dynamic teams that enjoy a collegial and collaborative atmosphere. Infrastructure is in place to accomplish the goals of the Action Plan.
- Counselors support students by guiding them toward their goals and connecting them with resources in the community.
- Knowledgeable and welcoming office staff provide support for students.
- The employee evaluation process is collaborative and leads to self-improvement.
- EMRAS has a strong commitment to provide educational programs that enable students to reach their goals

- EMRAS has a process in place to plan and implement professional development that works towards overarching goals
- Clear policies and procedures are in place and accessible. No findings in the most recent audit demonstrates fiscal responsibility and adherence to policies and procedures
- EMRAS staff and students are connected to the SLOs and incorporate them into daily lessons
- Additional classes on community sites and a variety of modalities provide equity and access for all students to be successful.
- Monthly PLC meetings are instrumental in improving instruction by analyzing data that provides guidance for decision making and curriculum development
- CTE data is shared with a well-established advisory board who provide input that ensures a relevant and current curriculum.
- EMRAS has sufficient curriculum, materials, Up-to-date technology, and equipment to effectively support instruction
- Allocations are prioritized to allow students to take industry certifications and HiSET testing without fees
- Well maintained facilities provide a safe and welcoming environment
- A designated Assessment Center facilitates the enrollment process.
- A prescriptive HSE assessment guides instruction, placement, and readiness.
- Strong connections with the community provide resources, jobs, partnerships and externships that support students.

Areas of Growth:

IMPORTANT: Attach a copy of the revised Action Plan.

Assessment Action Plan

Goal #1: Investigate and implement assessment instruments that assist with appropriately placing students.

Rationale: The appropriate assessment and placement will assure that students will persist in their programs and better assure their success.

SLOs Addressed: Effective Communicators, Lifelong Learners, and Problem Solvers.

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress
Create an Assessment Review Committee that includes admin, lead teachers, and assessment staff	<ul style="list-style-type: none"> Administration 	Completed by: May 31, 2023	<ul style="list-style-type: none"> Time for Meetings 	<ul style="list-style-type: none"> Committee is in place Meeting agendas and minutes
Reach out to other Adult Schools to discover what intake assessments are being used and their success	<ul style="list-style-type: none"> Assessment Committee / Administration 	Completed by: December 2023	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Data from investigation, lists and/or copies of assessments Opinions on assessments
Investigate additional assessment instruments including those that were developed in-house	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: January 2024	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Data from investigation, lists and/or copies of assessments
Analyze and select tests to pilot	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: February 2024	<ul style="list-style-type: none"> Time, tests, rubrics 	<ul style="list-style-type: none"> Chosen, tests, rubrics
Develop a process to track the success of the tests in the pilot	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: March 2024	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> System is in place
Train Assessment Staff in new tests	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: April 2024	<ul style="list-style-type: none"> Tests, rubrics, time 	<ul style="list-style-type: none"> Staff successfully administer tests to students.
Run the Pilot	<ul style="list-style-type: none"> Assessment Center Staff 	Begin by: May 2024	<ul style="list-style-type: none"> Tests, rubric, time 	<ul style="list-style-type: none"> Completed student assessments

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress
Review and analyze pilot test data	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: July 2024	<ul style="list-style-type: none"> Data, time 	<ul style="list-style-type: none"> Analysis of testing data
Decide which tests to implement	<ul style="list-style-type: none"> Assessment Committee / Administration 	Begin by: July 2024	<ul style="list-style-type: none"> Test data, tests, time 	
Continue to review data in order to monitor the effects of the new testing instruments.	Assessment Committee / Administration / Assessment Center Staff	August 2024 - Ongoing		Data, student placements

Student Recruitment Action Plan

Goal #2: Increasing targeted outreach will inform the community of educational opportunities to better serve the local population.

Rationale: Due to the pandemic, enrollment numbers drastically decreased. The number of students is gradually increasing year-to-year but have not yet sufficiently recovered to sustain existing programs and funding. Recruitment efforts will inform community members of the opportunities that exist at EMRAS.

SLOs Addressed: Effective Communicators, Lifelong Learners, and Problem Solvers.

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress.
Review overall enrollment by program for 22-23 school year. Identify areas of low enrollment	<ul style="list-style-type: none"> Extended Leadership Team, Data Systems Analyst 	Begin by: Spring 2023	<ul style="list-style-type: none"> Time for Meetings 	<ul style="list-style-type: none"> Data, analysis reports, meeting agendas / minutes
Create an Outreach Team	<ul style="list-style-type: none"> Administration 	Complete by: Fall 2023	<ul style="list-style-type: none"> Time, personnel 	<ul style="list-style-type: none"> List of team participants, Data analysis reports, agenda / minutes
Identify staff to attend events for community outreach	<ul style="list-style-type: none"> Outreach team / Administration 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, personnel 	<ul style="list-style-type: none"> Record of events that were attended
Identify community events to attend for community outreach	<ul style="list-style-type: none"> Outreach team / Administration 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, personnel 	<ul style="list-style-type: none"> Calendar of events
Inventory and order school informational and promotional materials for events	<ul style="list-style-type: none"> Administration 	Complete by: Fall 2023	<ul style="list-style-type: none"> Time, budget allotment 	<ul style="list-style-type: none"> Inventory of promotional materials
Create, order, and mail catalogs and postcards	<ul style="list-style-type: none"> Administration 	Complete by; Summer 2023	<ul style="list-style-type: none"> Time, budget allotment, printing company 	<ul style="list-style-type: none"> Catalogs and postcards are mailed
Identify locations to hand deliver catalogs/postcards	<ul style="list-style-type: none"> Outreach team / Administration 	Summer 2023 - ongoing	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Catalogs and postcards are distributed

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress.
Identify locations to place signage in the community (street banners, malls, marquees, etc.)	<ul style="list-style-type: none"> Outreach team / Administration 	Complete by: Summer 2023	<ul style="list-style-type: none"> Time, budget allotment, sign company 	<ul style="list-style-type: none"> Signage is in place
Connect with district advertising company to be included in current district promotions	<ul style="list-style-type: none"> Outreach team / Administration 	Spring 2023 - ongoing	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Promotions about EMRAS
Update EMRAS Website to be current and user friendly	<ul style="list-style-type: none"> Outreach team, Administration, Data Systems Analyst, Lead Teachers, Auditing vendor 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, personnel, budget 	<ul style="list-style-type: none"> Completed website
Utilize district robocall system to promote registration dates with parents in the district	<ul style="list-style-type: none"> Outreach team / Administration 	Spring 2023 - ongoing	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Robocalls occur every quarter
Hold meetings with EMUHSD counselors and other nearby high schools to discuss transitions for seniors/18-year old's from high school to EMRAS	<ul style="list-style-type: none"> Counselors 	Spring 2023 - ongoing	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Scheduled Meetings, Agendas / minutes
Schedule presentations on high school campuses to promote opportunities for EMRAS	<ul style="list-style-type: none"> Counselors 	Spring 2023 - ongoing	<ul style="list-style-type: none"> Schedules, time 	<ul style="list-style-type: none"> Scheduled Meetings, Agenda, flyers
Post weekly social media items on Facebook, Instagram, Twitter, and You Tube	<ul style="list-style-type: none"> Data Systems Analyst 	Spring 2023 - ongoing	<ul style="list-style-type: none"> Social media accounts 	<ul style="list-style-type: none"> Social media postings

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress.
Investigate advertising on local Chinese, Spanish, and Vietnamese radio stations and newspapers	<ul style="list-style-type: none"> Outreach team 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, budget allotment 	<ul style="list-style-type: none"> Report with prices / data
Expand Partnerships with AJCC and GRET agencies to increase student referrals EMRAS	<ul style="list-style-type: none"> Counselors, Administrators 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Established connections and partnerships

Retain Students Action Plan

Goal #3: Identifying and removing common barriers and obstacles to student retention, will ensure increased student success.

Rationale: The pandemic enabled EMRAS to quickly adapt to different modalities which initiated a trajectory that opened doors for students who previously had not been able to attend.

SLOs Addressed: Effective Communicators, Lifelong Learners, and Problem Solvers.

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress
Expand the offerings for hyflex, virtual, blended, and online courses in all departments	<ul style="list-style-type: none"> Administration, Lead Teachers 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, PD 	<ul style="list-style-type: none"> Class schedules, enrollment / completion data
Provide additional training and support to staff who are new to teaching hyflex, virtual, blended, and online courses	<ul style="list-style-type: none"> Administration, Lead Teachers 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, OTAN 	<ul style="list-style-type: none"> Scheduled workshops, PLC agendas / minutes
Develop and conduct end of course student surveys to provide valuable feedback for programs and instruction	<ul style="list-style-type: none"> Administration, Lead Teachers, instructors 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, Tech support 	<ul style="list-style-type: none"> Surveys, data, PLC agendas / minutes, leadership team agenda / minutes
Develop student need and interest surveys to inform program offerings	<ul style="list-style-type: none"> Administration, Lead Teachers, instructors 	Fall 2023 - ongoing	<ul style="list-style-type: none"> Time, Tech support 	<ul style="list-style-type: none"> Surveys, data, PLC agendas / minutes, leadership team agendas / minutes
Investigate the feasibility of establishing a study lab for ESL students	<ul style="list-style-type: none"> Administration, Lead Teachers 	Spring 2024 - ongoing	<ul style="list-style-type: none"> A designated room, technology, staffing, protocols 	<ul style="list-style-type: none"> Survey results, meeting agendas / minutes

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress
Improve communication with Online and Distance Learning students with a weekly email with announcements of opportunities, events, and information that on-campus students receive	<ul style="list-style-type: none"> Administration, Lead Teachers, online / DL staff 	Fall 2023 - ongoing	<ul style="list-style-type: none"> ASAP, announcement's tab on Moodle 	<ul style="list-style-type: none"> Weekly emails
Investigate possible non-verbal signage to assist with the assessment, registration, and counseling process	<ul style="list-style-type: none"> Administration, Lead Teachers 	Spring 2024 - ongoing	<ul style="list-style-type: none"> Internet research, signage company, budget allotment 	<ul style="list-style-type: none"> Signage purchased, and installed.
Update signage into various languages	<ul style="list-style-type: none"> Administration 	Spring 2024 - ongoing	<ul style="list-style-type: none"> Internet research, signage company, budget allotment 	<ul style="list-style-type: none"> Signage purchased, and installed.
Create videos in multiple languages to assist with the assessment/registration process	<ul style="list-style-type: none"> Administration, Lead Teachers 	Begin by: Fall 2024	<ul style="list-style-type: none"> Bilingual staff, students, technology 	<ul style="list-style-type: none"> Videos available to students
Create videos in multiple languages to introduce the programs in all three EMRAS departments	<ul style="list-style-type: none"> Administration, Lead Teachers 	Begin by: Spring 2025	<ul style="list-style-type: none"> Bilingual staff, students, technology, website 	<ul style="list-style-type: none"> Videos available to students
Form a Tech Team among Administration and staff to address the need for tech support	<ul style="list-style-type: none"> Administration 	Begin by: Fall 2023	<ul style="list-style-type: none"> Time for Meetings 	<ul style="list-style-type: none"> Team is in Place Meeting agendas and minutes.
Survey administrators, instructors, and staff to identify their strengths with use of software and technology	<ul style="list-style-type: none"> Tech Team 	Begin by: Fall 2023	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Data from surveys

Steps to Address Growth Area	Person(s) Responsible	Timeline	Resources Needed	Method to Assess, Monitor, & Report Progress
Create a chart identifying who can assist with what, when, and where	• Tech Team	Begin by: Fall 2023	• Time	• Chart posted and distributed to all staff
Provide additional “tech trouble shooting” training	• Administration, Lead Teachers	Begin by: Fall 2023	• Time, OTAN,	• Scheduled workshops • PLC agendas / minutes
Investigate the feasibility of hiring tech assistance for evening tech support	• Administration	Begin by: Spring 2024	• Budget	• New employee in place
Investigate a back-up person to cover the Data System Analyst’s task of creating Moodle Accounts for new students	• Administration	Begin by: Spring 2023	• Time	• A secondary person has access and training

Abbreviations

ABE - Adult Basic Education
ACS - Accrediting Commission for Schools
ACSA - Association of California School Administrators
AEBG - Adult Education Block Grant
AEFLA - Adult Education and Family Literacy Act
AJCC - America's Job Center of California
AP - Assistant Principal
ASCIP - Alliance of Schools for Cooperative Insurance Programs
ASE - Adult Secondary Education
ASHP - American Society of Health System Pharmacists
CAEP - California Adult Education Program
CALPRO - California Adult Literacy Professional Development Project
CASAS - Comprehensive Adult Student Assessment Systems
CATESOL - California Association of Teachers of English to Speakers of Other Languages
CBO - Chief Business Official
CCAE - California Council for Adult Education
CCRS - College and Career readiness Standards
CHI - Community Health Initiative
CIP - Classification of Instructional Programs
CIPA - Children's Internet Protection Act
COAAP - Civics Objectives and Additional Assessment Plans
CSAC - California Student Aid Commission
CTB - California Training Benefits
CTE - Career Technical Education
DFCS - Department of Children and Family Services
DL - Distant Learning
DLA - Digital Leadership Academy
DLAC - Digital Learning Annual Conference
DLP - Distant Learning Program
DMH - Department of Mental Health
DOR - Department of Rehabilitation
EDD - Employment Development Department
EKG - Electrocardiogram
EL - English Language
ELPS - English Language Proficiency Standards
EMPD - El Monte Police Department
EMRAS - El Monte - Rosemead Adult School
EMUEA -AE - El Monte Union Educators' Association Adult Education
EMUHSD - El Monte Union High School District

Abbreviations (continued)

ESL - English as a Second Language
GAIN - Greater Avenues for Independence
GED - General Educational Development
GOC - General Office Clerk
HiSet - High School Equivalency Test
HR - Human resources
HSE - High School Equivalency
IET - Integrated Education and Education
ISBN - International Standard Book Number
IT - Information Technology
LACFD - Los Angeles County Fire Department
LACOE - Los Angeles County Office of education
LAN - Local Area Network
LAPD - Los Angeles Police Department
LASD - Los Angeles County Sheriff's Department
LMS - Learning Management System
MOU - Memorandum of Understanding
NHA - National Health Association
NRS - National Reporting System
OTAN - Outreach and Technical Assistance Network
OWL - Our Wise Leaders
PA - Public Announcement
PCA - Personal Care Aide
PD - Professional Development
PIH - Presbyterian Intercommunity Hospital
PLC - Professional Learning Community
POS - Point of Sale
PPS - Pupil Personnel Services
QR - Quick Response
RHC - Rio Hondo College
RHRAEC - Rio Hondo Region Adult Education Consortium
ROCP - Regional Occupational Centers and Programs
ROP - Regional Occupational Program
SCANS - Secretary's Commission on Achieving Necessary Skills
SDQA - San Diego Quick Assessment
SLO - Student Learning Objective
TAA - Trade Adjustment ACT
TABE - Test of Basic Education
TOSA - Teacher on Special Assignment

Abbreviations (continued)

UC - University of California

UDL - Universal Design for Learning

USB - Universal Serial Bus

WASC - Western Association of Schools and Colleges

WIOA - Workforce Innovation and Opportunity Act