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 6 - 9, 2016

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El Monte Union High School District

www.emuhsd.org

El Monte Rosemead Adult School

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Principal

Sara Shapiro
Assistant Principal

Counselors

Tim Campa
Counselor

Trina Cardona
Counselor

Paul Diaz
Counselor

Erix Oliva
Counselor

Lisa Ton
Counselor

Lead Teachers

Refugio Gonzalez
ABE / ASE

Janet Kershaw
ABE / ASE

Aleida Gonzalez
ESL / Distance Learning

Josephine Majul
ESL

Sandra Brown
CTE / Medical Occupations

Annette Felix
CTE / Business, Computer, & Manufacturing

Paula Franden
CTE / Nursing Occupations

Operations

Malee Barrett
Plant Manager

Preface

El Monte-Rosemead Adult School is a large, thriving school, serving adults in a diverse, densely populated urban community in the San Gabriel Valley. The accreditation self-study process has been a time of analysis and reflection for the staff, students, and community. The many stakeholders of the school have been involved in varying degrees since the onset of the self-study process in September 2014. The self-study process was intertwined with the implementation of a variety of new, schoolwide initiatives that started with the hiring of the new principal. This provided the perfect opportunity to use the self-study process to begin the school improvement process.

The Leadership Committee was assembled and met regularly throughout the self-study process. Community members, instructors, and support staff participated through focus group meetings and home group meetings where input was gathered and progress on the self-study was shared. Staff, students, and community members embraced the opportunity to collaborate to improve classes and services for students.

Early in the self-study process, staff was asked to identify the strengths that the school possessed. This process surfaced many points of pride and achievement that the school team used to formulate the Mission Statement and Schoolwide Learner Outcomes. At the same time, staff members were asked to identify challenges that the school faces. The responses served as a first indication of some of the overarching issues that have subsequently emerged as *Key Issues* for the school.

El Monte-Rosemead Adult School has been through a period of extreme cuts and frequent change in leadership. Throughout these difficult years, the school community has maintained an effective learning environment for students. Focus groups and home groups have assembled their responses to the WASC Criteria all with the filter of the difficult challenges that the school has faced. The eye is now on growth and development of the programs to better serve the needs of the community.

With the new consortium model of funding for adult education programs, the focus will be on gathering, analyzing, and reporting student achievement data as required by AB104. The action plan that has been proposed in this self-study makes a strong step toward documenting hard data for all programs that serve our community.

Self-Study Committee Members

Leadership Team

Janet Kershaw - Accreditation Chair

Dr. Deborah Kerr - Principal

Sara Shapiro - Assistant Principal

Tim Campa - Counselor/Administrator - ABE/ASE

Trina Cardona - Counselor/Administrator - CTE

Paul Diaz - Counselor/Administrator - ABE/ASE

Erix Oliva - Counselor/Administrator - ESL

Lisa Ton - Counselor/Administrator - CTE

Sandy Brown - Lead Teacher - Medical Occupations

Annette Felix - Lead Teacher - Business, Computer, Manufacturing Education

Paula Franden - Lead Teacher - Nursing Occupations

Aleida Gonzalez - Lead Teacher - ESL Distance Learning

Refugio Gonzalez - Lead Teacher - ABE/ASE

Josephine Majul - Lead Teacher - ESL

Malee Barrett - Plant Manager

Sue-Yen Liang - Account Technician

Wendy MacLellan - Receptionist

Jose Reyes - Career Guidance Technician

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Aleida Gonzalez

Refugio Gonzalez

Pat Hessenflow

Sue-Yen Liang

Arturo Mercado

Jose Mora

Elaine Perez

Charlene Puentes

Juan Ramirez

Sheral Stout

Susan Wall

Michelle Zubok

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Instructional Program Focus Group

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Paula Franden

Sandra Gomez

Thomas Ho

Wendy Maclellan

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Beatriz Simental

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Celia Alfaro

Malee Barrett

Sandy Brown

Luis Chavez

John DeBellis

Mauro Del Rosario

Howard Kim

Lupe Lozano

Jose Reyes

Alma Zarate

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Chapter 1: Introduction

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, and one community day high school.

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 12,000 students attending more than 100 different courses per year. The school is a dynamic member of the greater El Monte community, collaborating with diverse entities to serve our students. The community views EMRAS as a key educational option for their personal and career goals; there are numerous examples of individuals who began with classes at the adult school, transitioned to postsecondary education or training, and succeeded in pursuing a productive and satisfying career.

Location

EMRAS's main campus, Ramona Center, is located in El Monte. The school offers a variety of classes Monday through Friday in the morning and afternoon, as well as Monday through Thursday evenings. Its large two-story building houses 39 classrooms including nine computer labs, a testing center, a career center, maintenance garage, offices, and meeting rooms.

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	**Rosemead High School**
10807 Ramona Blvd.	9063 Mission Dr.
El Monte, CA 91731	Rosemead, CA 91750

The school's web address is: www.emras.edu

One class is also held at each of the following sites:

> **El Monte Workforce Development Center/Job Services**
> LACOE's GAIN Division
> 11411 Valley Blvd., El Monte

> **Ted Levine Drum Co.**   **Cortada Elementary School**
> 1817 Chico Ave., South El Monte   3111 N. Potrero Ave., El Monte

Additionally, adult students participating in the 18+ program meet with their Home Study teachers at:

> **Fernando Ledesma High School**
> 12347 Ramona Blvd., El Monte

Significant Developments

Since the last accreditation visit, there have been numerous changes in the EMRAS administration beginning with the principal's position. Sandra Stevens, our former principal, retired in Spring 2011, and was replaced by Robin Torres, who presided for two years. In Fall 2013, the District chose to rotate the principals at six of its schools. Robin Torres moved to El Monte High School and Keith Wheeler came to EMRAS from Mountain View High School. Mr. Wheeler maintained the position for one year before leaving the District. The current principal, Dr. Deborah Kerr, arrived in Fall 2014.

The frequent change of leadership at EMRAS was mirrored by turnovers at the District level. The previous superintendent left mid-Fall of 2014, and an interim filled the position until a new superintendent was appointed in March 2015. The 2014/15 school year also brought a new assistant superintendent of instruction, a change in director positions, and the loss of the newer Chief Business Official, who had been in place less than a year.

The frequent turnover in primary leadership positions compounded the challenges EMRAS faced during the time period when adult school funding entered categorical flexibility and then worked towards fiscal stability with the establishment of the Rio Hondo Region Adult Education Consortium (RHRAEC).

From Fall of 2010 to Fall of 2013 the District decreased the Adult Education budget allocation by an increasing amount each year. The deepest cuts occurred in Spring 2013 in which there was a

3 million dollar decrease. The decreases directly impacted course offerings, staffing, school sites, and enrollment.

In 2010, EMRAS administration consisted of one principal, three assistant principals, and eight full-time counselor/administrators, and six part-time counselor/administrators. In 2012, two assistant principal positions were eliminated, and their duties were assigned to two counselor/administrators. From 2013, to the present, there have been one assistant principal along with five full-time and one part-time counselor/ administrators.

Six years ago, EMRAS enrolled 22,000 students and offered 250 different courses at two main campuses and 61 satellite sites throughout the cities of Rosemead, El Monte, and South El Monte. Currently, there are 12,000 students in 100 different courses at one main campus and several off-campus sites.

Along with budget cuts, the closing of the Rosemead Center in June of 2013 has had a great impact on the Adult School as a whole. This event is referenced throughout the self-study.

Programs and course offerings were affected during this time period. Older Adult classes including Health & Safety, Home Economics, and Mental Fitness have been phased out. Mental Fitness was eliminated in 2011. Older adult course offerings were increasingly reduced until they were permanently eliminated in June 2013. The Parent Education program was greatly reduced and continued until its closure in June 2015. The Career Technical Education (CTE) department was impacted when all its Temporary teachers were laid off. This further reduced several of the course offerings, including the advanced level classes, due to lack of qualified staff to teach those courses.

In 2011-12, quarterly registration fees were introduced in the CTE, Older Adult and Parent Education departments. The registration fees were $25 for students who were district residents and $75 for non-district residents. The cost proved to be prohibitive and as a result most classes didn't fill to expected capacity. In 2013-14, fees were also introduced in the English Second Language (ESL) department. In 2014-15, fees were reduced to $20 per quarter (regardless of residency) for ESL and CTE students and no fees for ASE/ABE students. In July 2015, fees were removed from the ESL program.

Beginning with AB86 in 2013, EMRAS has been an active member of the Rio Hondo Region Adult Education Consortium (RHRAEC). This consortium is now the designated AB104 Adult Education Block Grant agency. The RHRAEC includes five member agencies: Rio Hondo College, El Monte Rosemead Adult School, Whittier Adult School, El

Rancho Adult Education Center, and Tri-Cities ROP. Two partner agencies are also part of this consortium, Bassett Adult School and Hacienda La Puente Adult School. The consortium has served to build a regional vision of adult education in the San Gabriel Valley. The consortium has sponsored professional development/stakeholder conferences and a Workforce Development Conference that have allowed teachers, counselors and community members to collaborate on the educational services that are provided.

Participation in the RHRAEC has allowed EMRAS to begin re-envisioning programs to better serve the community and to plan for program expansion.

Student Demographics
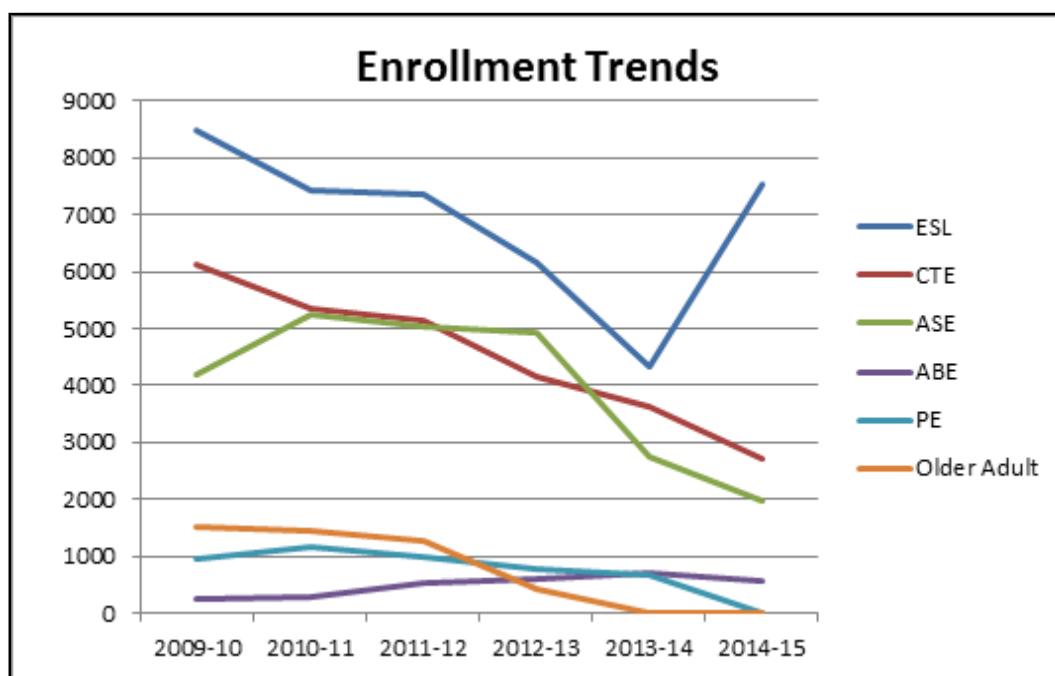
There has been a steady decrease in student population over the past 5 years as a result of budget reductions. Enrollment experienced a 66% increase in Adult Basic Education courses indicating the need for remedial math and reading skills. In 1014-15, ESL classes were increased from 12 to 14 for mornings, from 7 to 14 in the afternoon, and 4 additional classes in the evening.
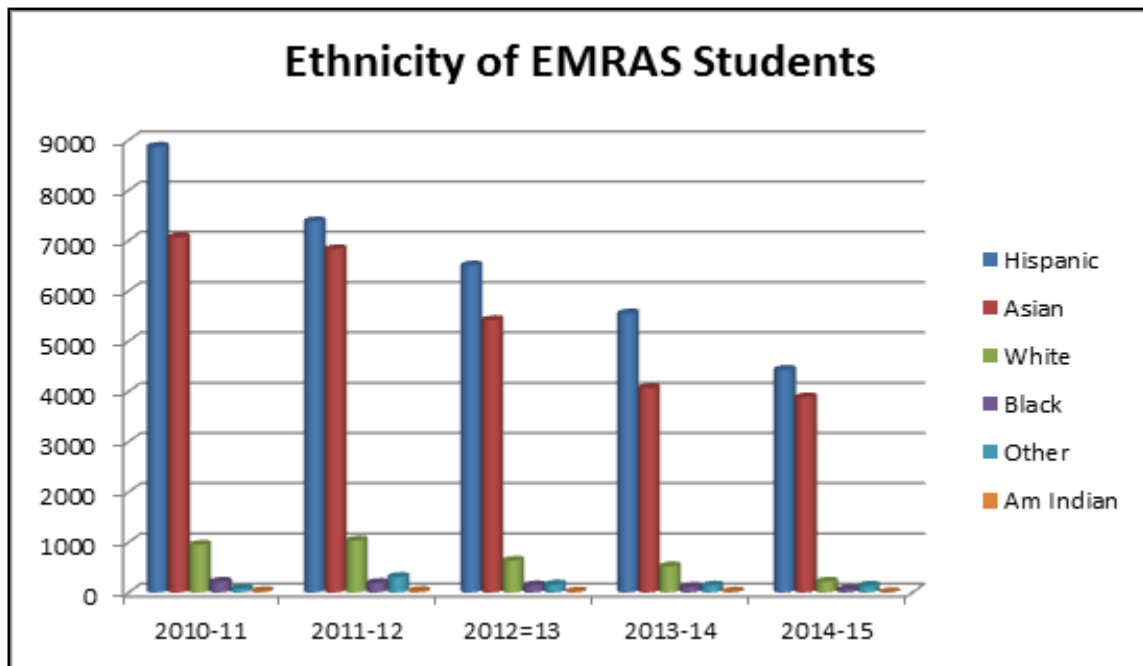
Ethnicity - The largest decrease in ethnicity was in the white student population, which decreased by 70%. The reduction can be attributed to the loss of the Older Adult program. The 50% decrease in Asian students is due to the closing of the Rosemead Center, which is located in a majority Asian community. There was a smaller decrease in Hispanics (36%) due to the fact that the remaining El Monte campus is located in a Hispanic majority community.
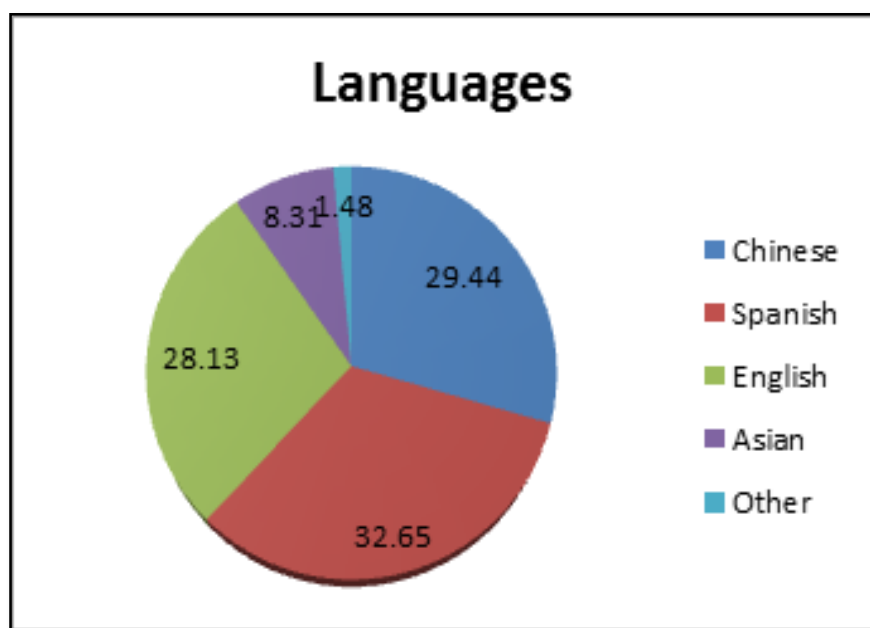
Languages of Students at EMRAS - The top three languages spoken by EMRAS students are 33% Spanish, 30% Chinese, and 28% English. Asian languages other than Chinese represented 8% and 1% is represented by other languages. This has changed slightly since the last accreditation visit, when Chinese was the predominant language.
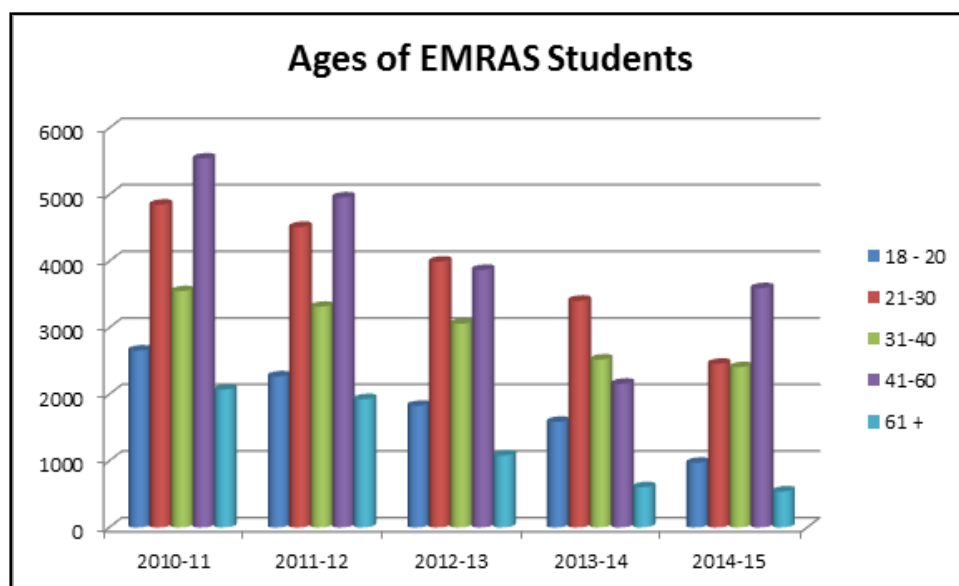
The largest decrease in age by 77% occurred in the group of students who are over 61 years of age, due to the closing of older adult classes. A smaller decrease occurred in the young adult population that are 20 to 40 years of age. Currently, the majority of students at EMRAS are young adults, 21 to 30 years of age, overtaking the previous majority of 41 to 60 year olds.

The majority of EMRAS students are unemployed.

Workforce Status
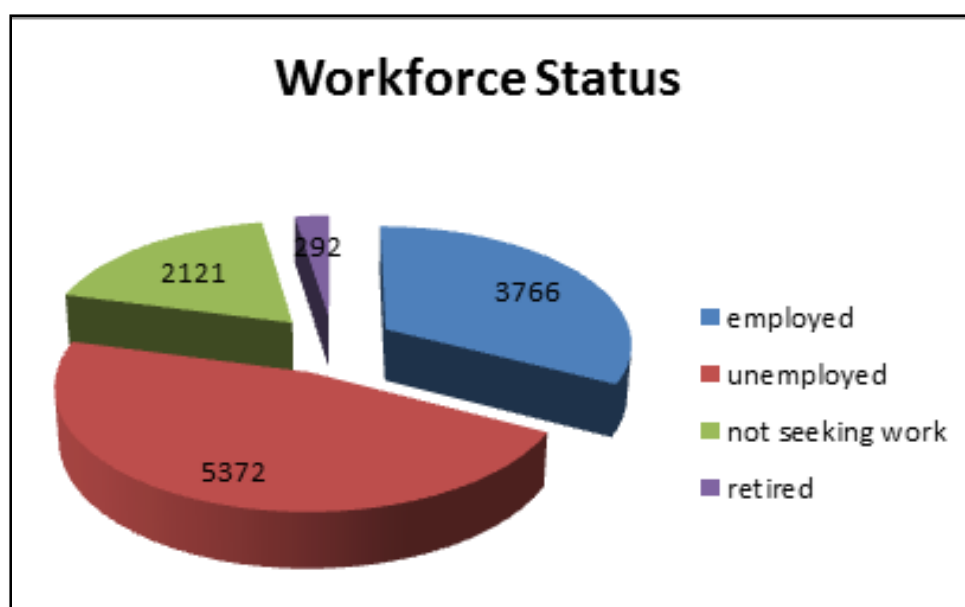
Education Level

The largest portion of EMRAS students are in the "None" category indicating they have not attained a High School Diploma, GED, or completed College courses.
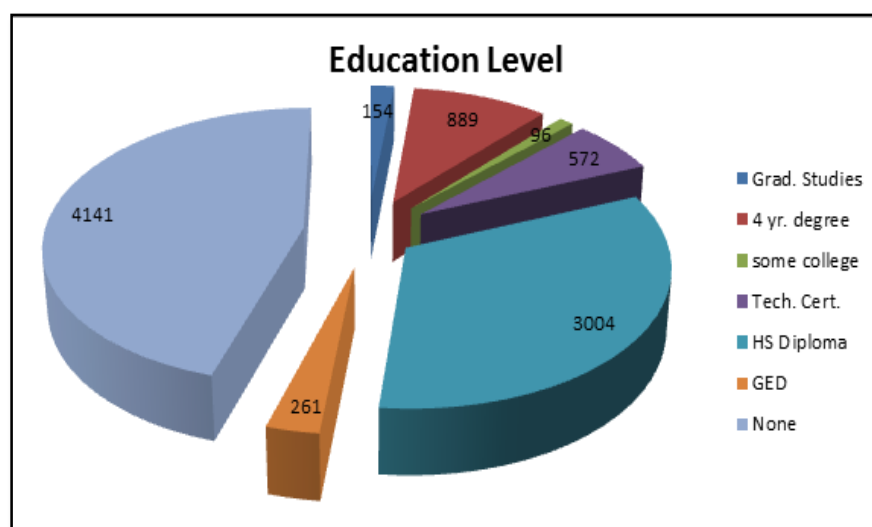
There are, however, a number of students who have attained college degrees and/or completed college courses in the United States or in other countries. A review of the past five years of student education levels revealed that the current number of students who have attended college has increased by 94%. This may have occurred due to the rise in unemployment causing college educated individuals to seek out more workforce skills and/or due to the affordability of EMRAS' programs. The change in demographics to higher educated Asian students can also account for the trend.

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 eight directors. EMRAS has one principal, one assistant principal, and five counselor/administrators. They are assisted by seven lead teachers.

The faculty at EMRAS is composed of 99 teachers with varying assignments. There are 19 full-time teachers at 30-40 hours per week, 26 part-time teachers with 18 -29.5 hours per week, and 54 temporary teachers who work under 18 hours per week.

There are a total of 70 classified support staff members; 41 of them work full time and 29 are part-time.
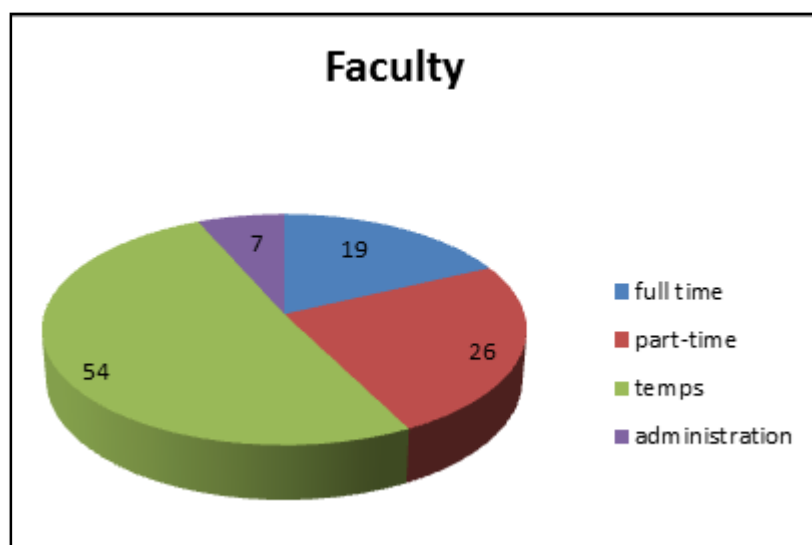
Throughout the year, staff is added to meet the needs of the school.

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.

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Schoolwide Learner Outcomes

Effective Communicators who:
- Use effective listening and comprehension skills
- Utilize oral, written, nonverbal, and/or technology-based forms of communication
- Interact with others in an appropriate, responsible manner

Problem Solvers who:
- Identify the problem(s)
- Gather, organize, and evaluate information
- Take appropriate action

Lifelong Learners who:
- Set goals
- Develop a plan to accomplish the goal(s)
- Acquire new knowledge or skills
- Follow directions to properly use tools/technology in applied situations

Programs Offered

ESL - English as a Second Language has the highest enrollment with more than 4,000 students per year. Seven levels of English are offered in teacher directed, distance learning, and online courses. Conversation and Citizenship classes are also provided. Fifty-four ESL classes are offered each day in the morning, afternoon, and evening. Additional classes were added in the 2014-15 school year to address long wait lists.

CTE - Career Technical Education classes have the second highest enrollment with more than 3,000 students per year. Students build and improve job skills in the business, computer, manufacturing, and medical fields.

ASE/ABE - With an average enrollment of 2000 students per year, 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 such as GED or HiSET. Adult Basic Education assists students in basic reading, writing, and math skills including beginning literacy if required.

- In September 2015, two Older Adult classes for adults have been added.
- In September 2015, one Family and Human Development class was re-established to instruct parents in assisting school-aged children for academic success. Additionally, workshops in parenting are currently being provided at each comprehensive high school to assist parents with school-aged children.

Class Size

Typical class size varies by program. The ESL department has a significant number of students on a waiting list. The ESL classes average 35 students per class. ASE/ABE averages 30 to 35 students per class. CTE averages 15 to 20 students per class. Many of the CTE classes use computer labs that can accommodate 20 students at a time. Some of the medical department classes, such as LVN, are capped at 15 students.

Certificates

ESL provides a certificate of completion for each of the seven levels and holds a promotion ceremony for students who complete the advanced high/transition class. ASE/ABE awards high school diplomas for students who complete their High School credits. GED/High School Equivalency (HSE) testing is available at EMRAS in the Pearson VUE testing center. Students register for Pearson VUE tests online, but are not necessarily enrolled in classes at EMRAS. Therefore, the ASE department no longer tracks GED/HSE passing rates.

The CTE department awards certificates of completion to students taking individual courses and an Occupational Certificate is granted to students who complete a Career Sequence program. EMRAS is an official testing site for IC3 Certificates. In the medical department, students receive a certificate for the successful completion of each course and a license once they pass state licensing tests.

Calendar System

CTE, and ASE/ABE programs run on a quarterly basis. ESL runs on a semester calendar. The exceptions are the distance learning, which have on-going enrollment and continue on a yearly calendar. Students in the Vocational Nursing Program have a one-year commitment to prepare for their licensing exams. EMRAS has continuously provided summer school of varying lengths.

Student Class Load

Adult school students have work, family, and/or personal responsibilities outside the classroom. The course load for students varies depending on their personal goals. Most students in ESL take one class, which is a large commitment since day classes are held five days a week for

three to three and a half hours per day. ASE/ABE and CTE students average two to three courses per quarter.

Community Profile

The EMUHSD boundaries encompass the communities of El Monte, Rosemead, South El Monte, and several unincorporated areas. The demographics of the communities within the District's boundaries reflect a low income population. The population within the District's boundaries is primarily Hispanic in the cities of El Monte and South El Monte, and Asian in the city of Rosemead. A large percentage of the community are young, lack higher education, are foreign born, and speak a language other than English. EMRAS's demographics reveal similar trends within its student body indicating that members of the community do seek out and become involved in the programs offered by EMRAS.
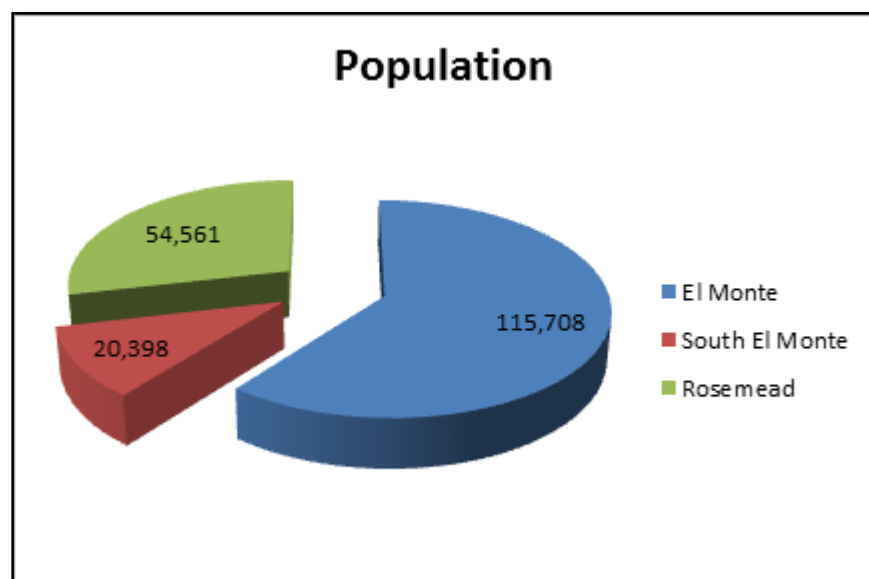
The communities within the EMRAS boundaries are rated "very high" in population density in persons-per area and have experienced very little change in population growth. Of the three cities, El Monte has the largest population and Rosemead has the highest rate of population growth. El Monte's population of 115,708 is located within its 9.6 square miles of land area and has experienced a -0.2% population change since the 2000 census. Rosemead with a population of 54,561 within its 5.15 square miles of land area has experienced a 2.6% population growth. South El Monte has a population of 20,398 within its 2.89 square miles of land area and has experienced a -3.6% population change since the 2000 census.

Population Characteristics

Races
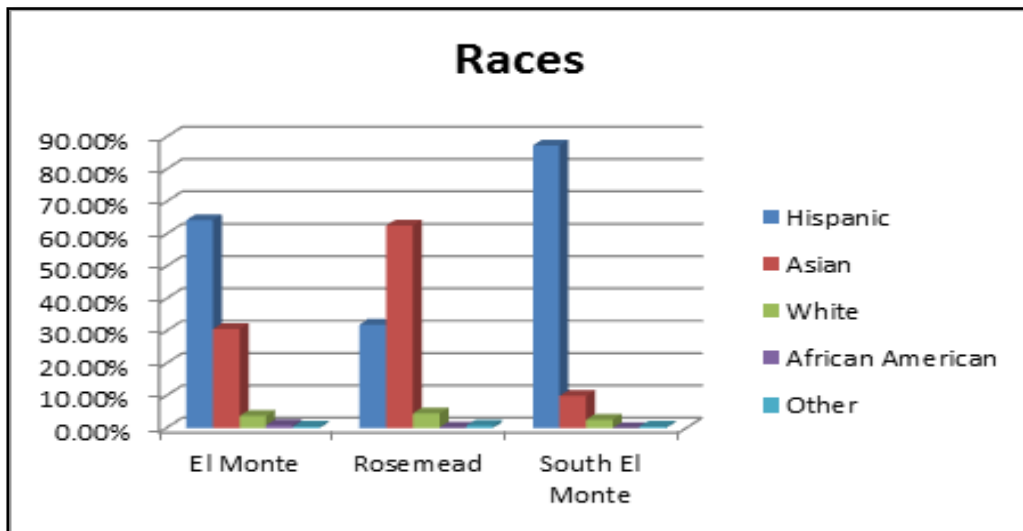
The ethnic makeup of El Monte and South El Monte is similar with Hispanics representing the largest proportion of the population in both cities. Asians represent the second largest proportion, followed by non-Hispanic whites, African Americans, and others. Rosemead differs with a predominantly Asian population, followed by Hispanics, whites, African Americans, and others.
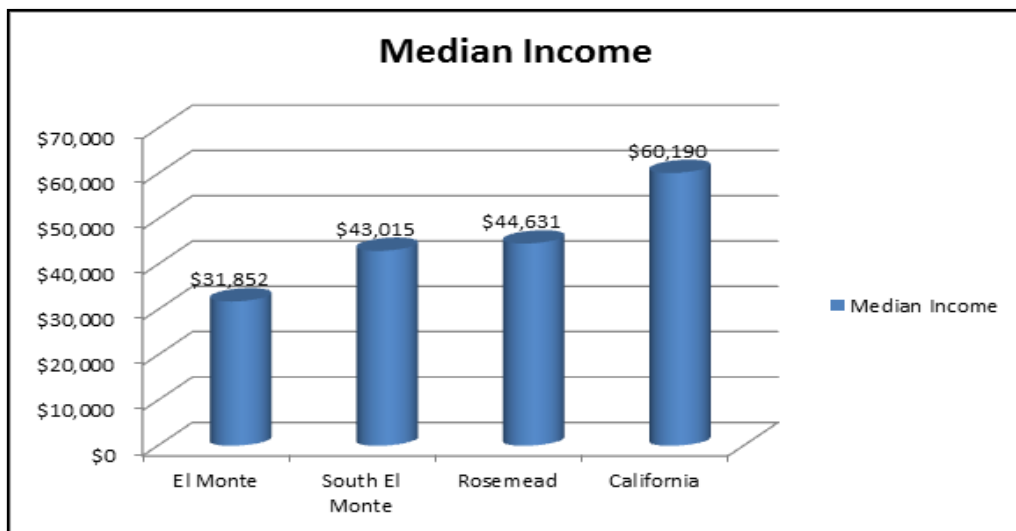
Median Income

Median Household income in all three cities Falls well below the median income for the state.

Unemployment rates for all three cities are higher than the state's average.
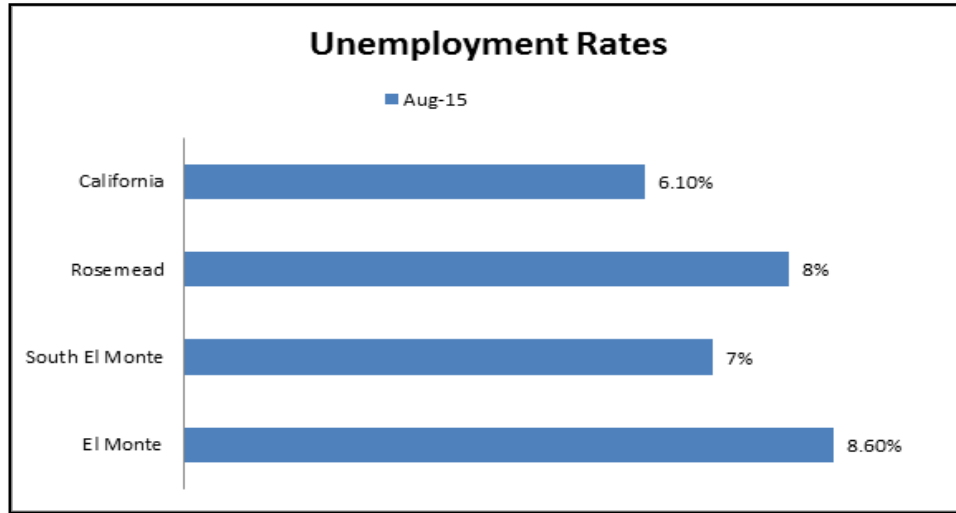
South El Monte Education Attainment
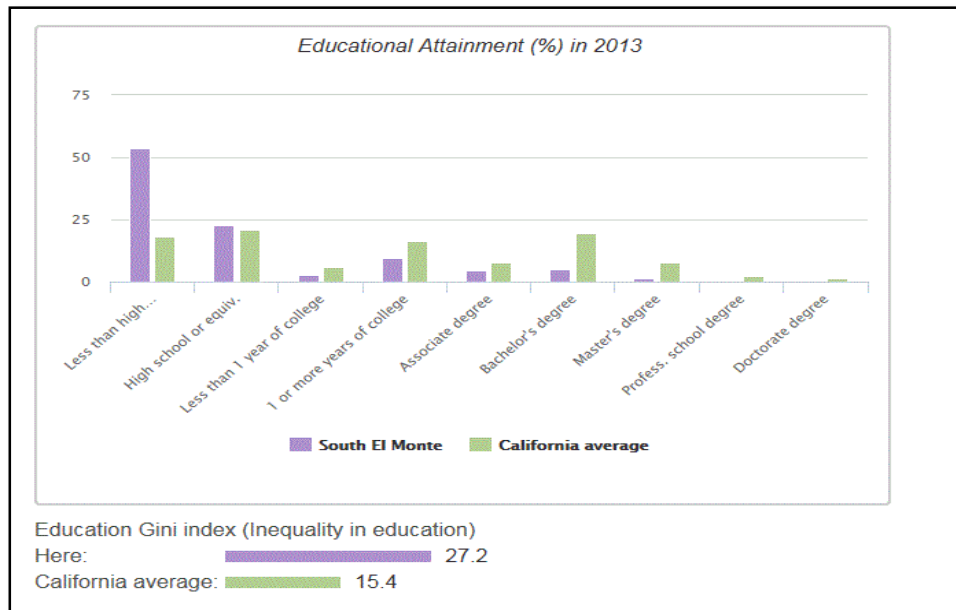
Education Attainment in El Monte
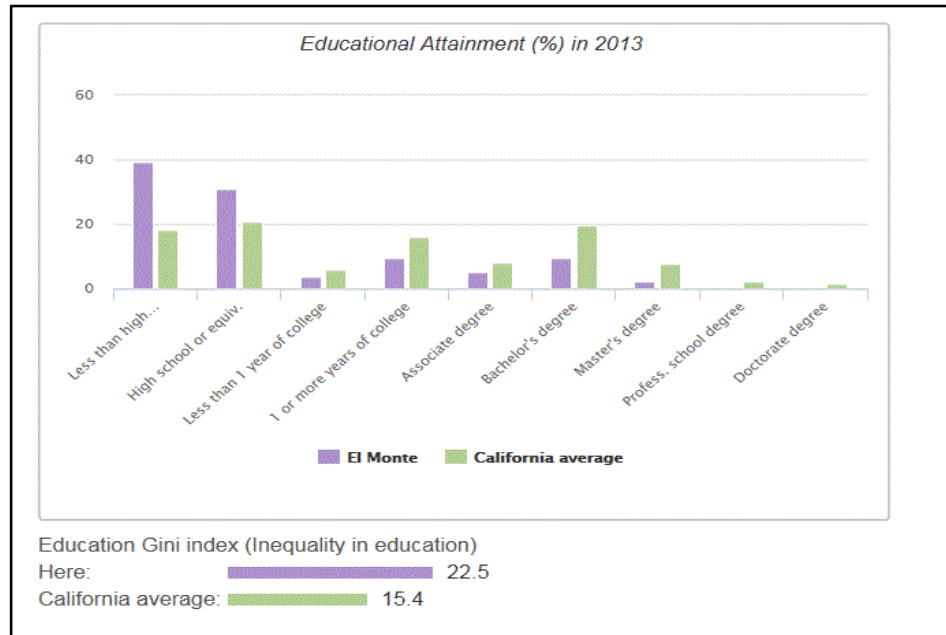
Rosemead Education Attainment

English as a Second Language

ESL Enrollment, Certificates, and Benchmarks
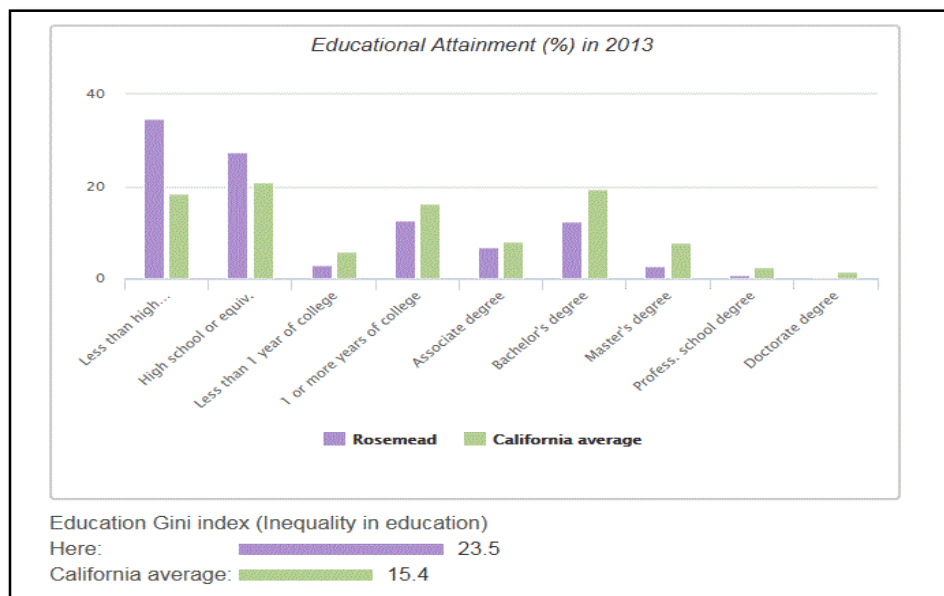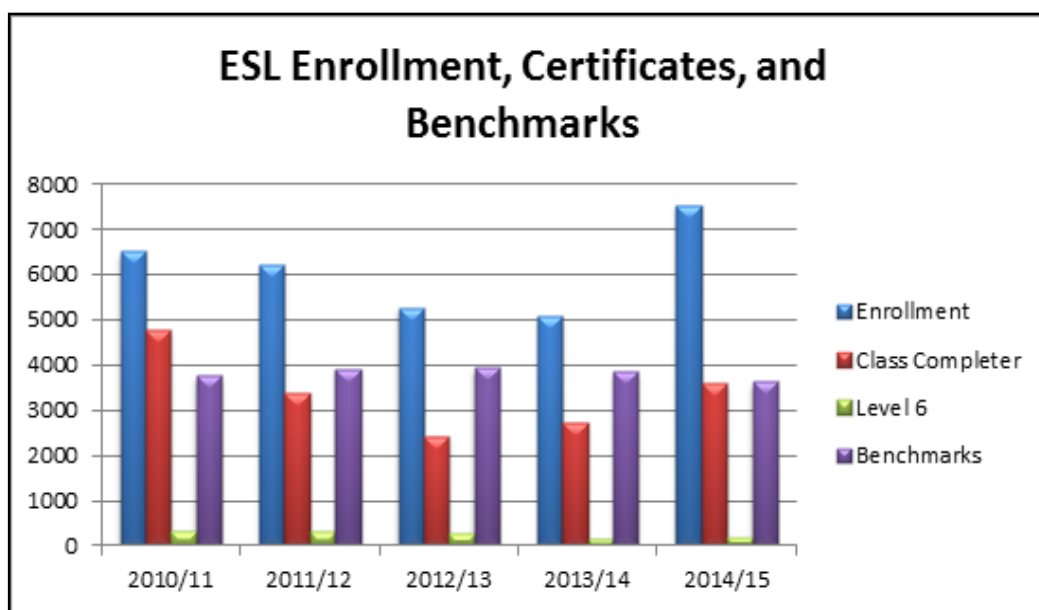
Due to a reduction in class offerings in recent years and the creation of registration fees, enrollment decreased from 2010 to 2013. Lowered enrollment fees in Fall 2014 possibly created an increase in the number of students. In spite of declining enrollment, CASAS benchmarks have increased. This can be attributed, in part, to the changes in the payment points scoring and also, in part, to the extra efforts of the ESL staff. The ESL lead teacher has

Distance Learning/ESL and Citizenship
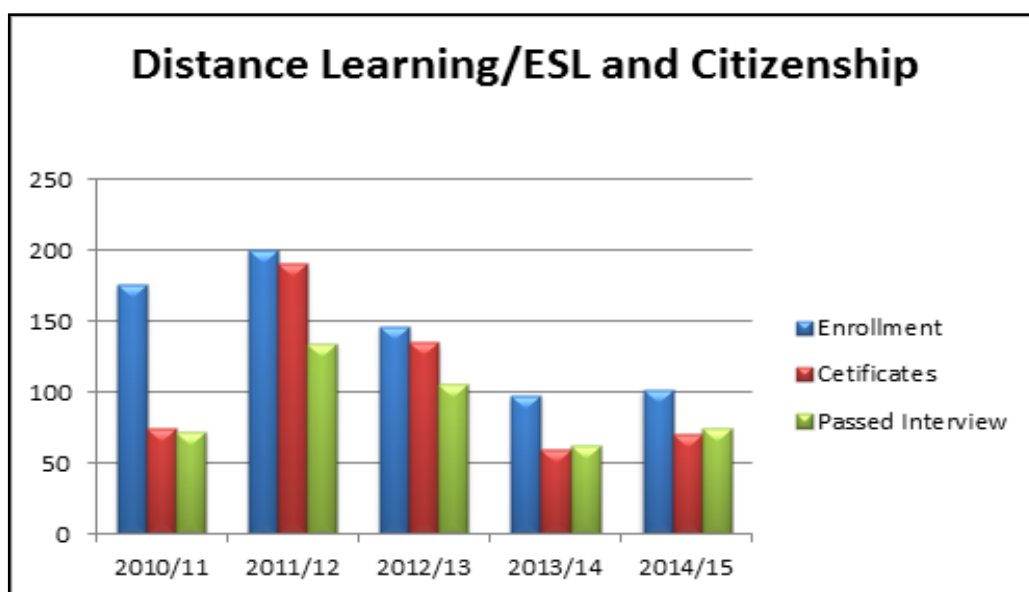
been more aggressive with following up on CASAS testing by providing supplemental material to the classroom teachers, who have adjusted their instruction as needed. Level 6 completers remained at 5% for three years, but dropped to 3% in the 2013/14 school year.

There are two types of Citizenship classes offered through the Distance Learning Program. The first class provides basic citizenship knowledge, for which students earn a certificate of completion. The second is a citizenship prep class that prepares students for their citizenship interview. Students then report back to the school with their success. This past school year, 100% of the students who earned their certificate also successfully passed the citizenship interview.

ASE/ABE
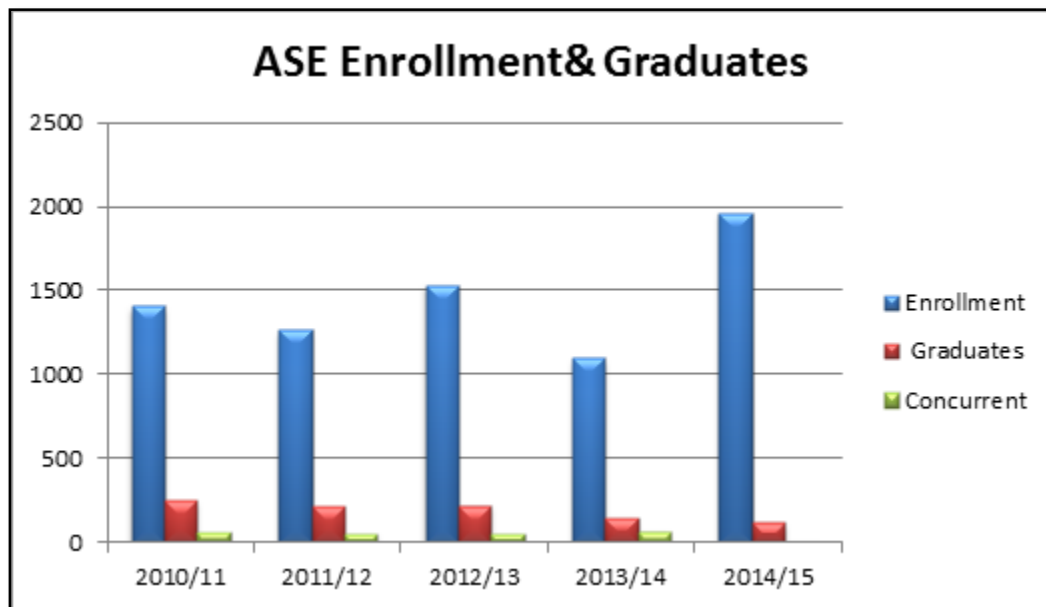
Graduation Rates

A reduction in graduation rates began in the 2010/11 school year due to the reduction in class offerings and the elimination of evening classes during summer school. The enrollment rate took a larger dip in 2013/14 following the closure of the Rosemead Center.

The enrollment number includes students who are preparing to take the GED. In 2012/13 EMRAS opened a Pearson Vue testing center. This change resulted in a drop in the ability to

track GED completions by EMRAS students since students may take the GED test at any Pearson Vue testing center in the state.

ASE Enrollment and Benchmarks
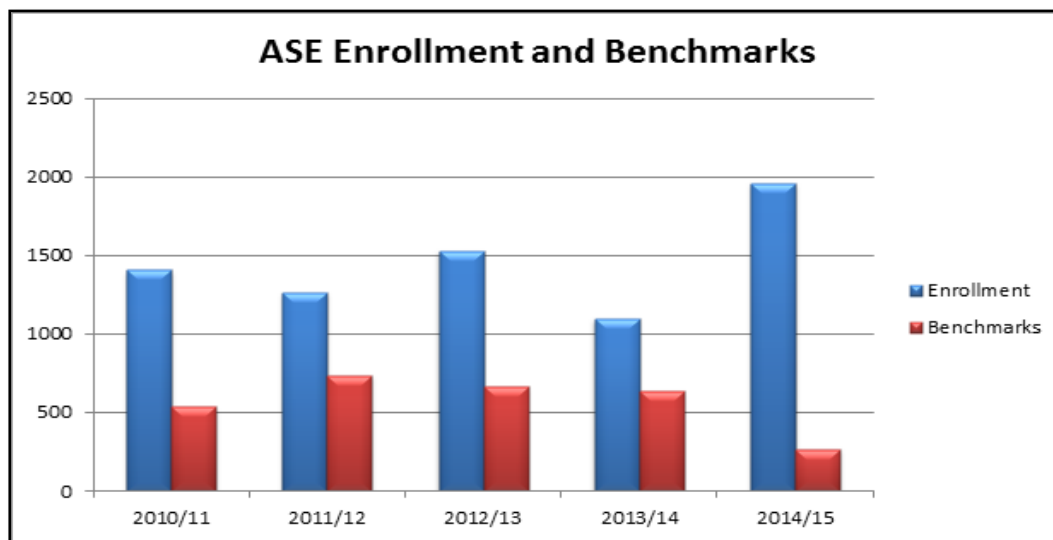
Despite the decline in enrollment, payment points for the Adult Secondary Education program remained the same from 2010 to 2014. In 2014/15 the enrollment increased, but payment points decreased. The increase in enrollment for 2014/15 is attributed to the increase in concurrent students at the high schools.

Career Technical Education

Students receive certificates for individual class completion and for the completion of a career sequence. Medical students prepare for state testing to receive certification and licenses. Medical occupations courses have a high level of student persistence with 80% or more of students successfully completing courses and state licensing requirements.

Business / Computer Education	2012-2013		2013-2014		2014-2015	
	Registered	Completed	Registered	Completed	Registered	Completed
10-Key, Computerized	206	89	293	90	234	89
Accounting	329	115	268	65	329	145
Animation	121	38	87	49	108	41
Applied Computer Technologies	693	316	529	192	568	240
Automated Accounting	71	42	61	33	18	11
Business Accounting: PeachTree	52	40	53	20	42	12
Business Accounting: QuickBooks	148	74	149	79	204	89
Database Management (Access)	65	40	54	26	26	9
Design Elements	118	93	164	73	93	35
Desktop Publishing	41	20	46	19	87	27
Digital Imaging	100	59	146	88	190	82
Filing	162	105	208	117	214	113
Graphic Design	218	110	177	71	189	84
Job Preparation & Advancement	182	123	219	126	204	95
Keyboarding	1105	189	804	127	742	117
Office Messaging (Outlook)	67	24	40	19	49	27
Office Presentations (PowerPoint)	103	43	78	31	95	43
Office Resources (Internet)	89	38	89	39	58	24
Office Technology (IC3)	218	121	2	2	23	16
Payroll Records & Procedures	82	31	72	21	96	29
Spelling & Vocabulary	96	51	99	51	132	39
Spreadsheets (Excel)	330	188	354	173	377	176
Telephone Techniques / Customer Service	43	27	98	64	107	62
Text / Word Processing (Word)	245	126	226	109	252	115
Web Page Design	229	91	123	54	152	38

Manufacturing Occupations	2012-2013		2013-2014		2014-2015	
	Registered	Completed	Registered	Completed	Registered	Completed
Machine Shop (I, II, III)	446	26	390	102	380	89

Medical Occupations	2012-2013		2013-2014		2014-2015	
	Registered	Completed	Registered	Completed	Registered	Completed
Anatomy & Physiology	285	210	284	154	259	152
Back Office Procedures, M.A.	82	67	120	99	126	87
Coding	246	180	210	152	157	122
CPR (ARC, AHA)	119	114	168	134	210	104
EKG Technician	0	0	23	19	24	18
Laboratory Procedures, M.A.	94	81	78	69	86	68
Medical Billing, Computerized	103	64	92	50	115	56
Medical Math	163	127	106	56	115	57
Medical Receptionist	82	64	86	65	130	91
Medical Receptionist, Computerized	79	48	79	39	44	30
Medical Terminology	208	153	262	183	236	160
Medical Terminology, Advanced	110	68	143	40	132	80
Pharmacy Technician	218	70	210	34	142	58
Physical Therapy Aide	53	44	76	42	26	20
Word Processing for Medical Assistant	97	72	71	30	72	37

Nursing Occupations	2012-2013		2013-2014		2014-2015	
	Registered	Completed	Registered	Completed	Registered	Completed
Home Health Aide	0	0	53	44	24	16
Nurse Assistant (CNA)	161	143	174	143	277	168
Restorative Nurse Assistant	28	26	0	0	0	0
Vocational Nursing (LVN)	15	13	15	13	15	13

Online School Programs

ASE Online Achievement Data
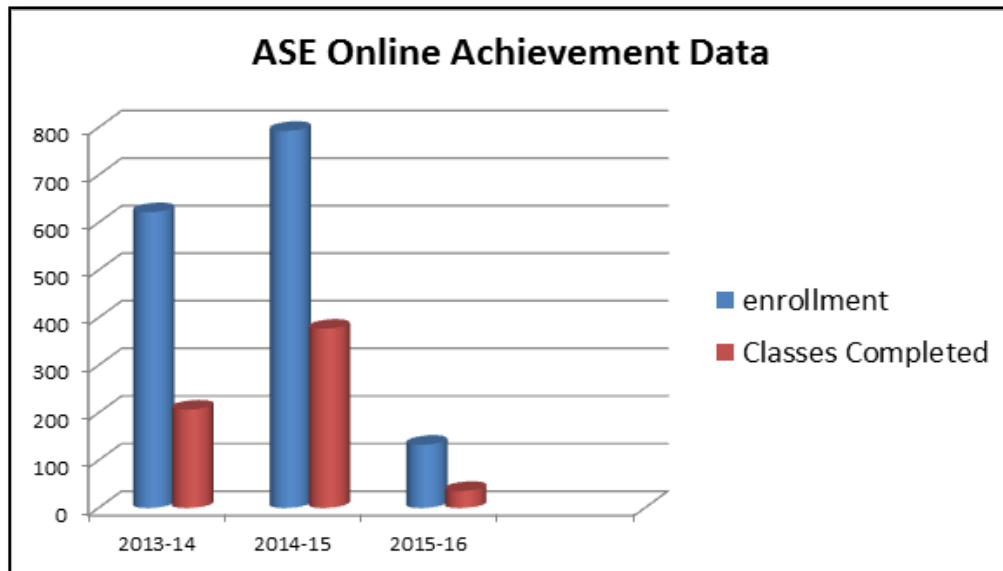
The enrollment totals for the 2013-14 and 2014-15 school years include concurrent high school students and adult ASE students. In 2015, EMRAS no longer served the concurrent population due to funding guidelines. Online courses for ASE students and concurrent high school students were implemented in 2013 utilizing an outsourced program. The results from that first year indicate that 33% of the attempted classes were completed. In 2014-15, a district-developed online program was utilized yielding 48% of attempted classes completed. The current school year has a 27% class completion rate. Due to the current success rate, the department has increased counseling and placement assessments for students who choose online options.
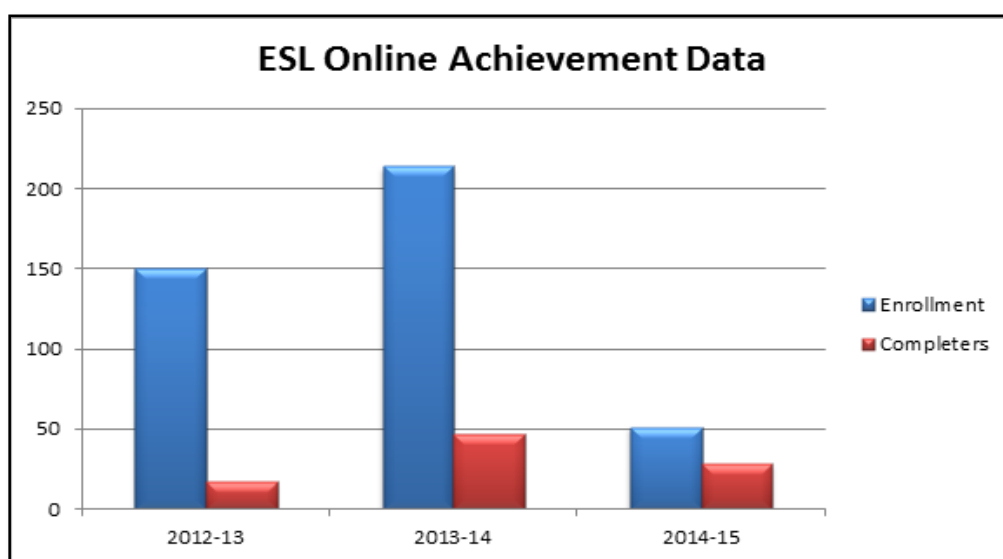
During the school year 2013-2014, of the 211 students enrolled in ESL online courses, 47 students completed programs of study. The majority of these students were eligible to move on to the next level.

Of the 28 distance learning students who were also taking online courses, CASAS tests results showed that 20 students (71.4%) made a significant gain and 19 students (68%) were able to make a two level gain.

Online classes are offered in the ASE and ESL departments. ESL began its first online class in Fall of 2012 using two programs: USA Learns and Reading Smart. Burlington English was added in 2013-2014 school year. As an option, ASE provides all core curriculum courses for high school diploma in an online format. These courses were designed by EMUHSD high school teachers, who continuously revise them to meet state standards. All online courses are in-District and not outsourced.

The online courses are managed by credentialed instructors who conduct online mentoring and test proctoring. EMRAS instructors are responsible for issuing grades, assisting students with coursework, technical support, and monitoring student progress. Teachers credentialed in their respective subject matter are assigned students to their respective classes. These teachers manage student grades and correct examinations.

The online programs' hardware and software requirements are compatible with multiple devices that use Adobe flash and Java applications, including: PCs, Mac, and Internet-capable mobile devices.

Personnel involved in the instructional process include counselors, credentialed instructors, and paraeducators. ASE students are enrolled in an online class by a counselor. Each student is assigned to a specific instructor who is responsible for overseeing the student's' coursework. There are four credentialed ESL online instructors who participate in webinars, workshops and virtual meetings with online consultants. Students are assigned to one of these teachers who then track each student's progress and completion rates.

EMRAS's online instruction is asynchronous. Students have access to instructors through email and they may schedule on campus appointments for additional assistance. ASE students have until the conclusion of each quarter to complete assignments.

ASE online students have access to the high school computer lab Monday through Friday if they prefer to work at school or may work from a computer at home. ESL online students also have access to computers in the Distance Learning Lab.

ASE and ESL students undergo placement testing when they first register. If an ASE student's skill level is on par with course requirements, the student has the option of completing credits online. Once placed in an online course by a counselor, students complete assignments and quizzes at home. A student is allowed to redo assignments and quizzes unlimited times. However, benchmark exams and final exams must be proctored at school by a lab teacher. These exams are password protected and can only be taken twice. Each of the English courses has three writing assignments that are corrected by an English instructor using a standard District grading rubric. Coursework is assessed and scanned for plagiarism. Students are issued credits and letter grades if all assignments are completed with a minimum of 70% competency.

ESL students are placed in one of six levels following a placement test. Most coursework is assessed electronically. For each program, in order to master a lesson, the average score of all lessons' activities should be 80% or higher. If a student completes the same activity two or more times, the final score for that activity will be the highest score that the student achieved. After completing all the lessons for a given level and passing more than 70% of these lessons, students will have mastered a level and will move on to the next one.

Orientation process for incoming students and parents to understand expectations for the online learning environment: When assigned an online course, students are given an information sheet that includes: Website address, log-in ID number, log-in password, procedures, rules, and expectations. A lab teacher reviews the log-in process with each new student who continues by completing the online orientation program included in each course.

Student/teacher interaction on a typical day: Students work independently for the most part. Students have the ability to ask questions of their online teacher via email or visit the lab teacher for more assistance. Students submitting written work will be given written feedback on their work. Students are contacted by a lab teacher or counselor if work progress is unsatisfactory.

Students support services including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services: All students assigned online courses must first receive academic counseling in ASE or an orientation in person in ESL. Progress is monitored throughout the quarter. Students are contacted when progress is lacking. Students may be dropped from a course or instructed to seek counseling if progress is not met.

Schoolwide Learner Outcomes

Effective Communicators

Students acquire essential language skills through listening, speaking, reading, and writing. Students engage in conversations about various topics while developing and enhancing language skills. Videos provide context, sequence of language, online activities provide the opportunity for learner interaction, practice, and content mastery. These activities allow learners to read and listen to the script multiple times; complete activities to demonstrate understanding and listening comprehension; practice speaking, writing, and life skills using new vocabulary and structures.

Lifelong Learners

Online distance learning provides multi-level courses for a wide range of lifelong learners. No student need feel hampered by transportation, disability, childcare, or work schedule issues in improving English skills.

Summary: Chapter 1

EMRAS is one of seven schools in the El Monte Union High School District with its main campus located in the City of El Monte. The majority of the enrolled students live within the District boundaries, which include the cities of El Monte, South El Monte, and Rosemead. These communities are rated "very high" in population density.

The populations of El Monte and South El Monte are predominantly Hispanic and Rosemead is predominantly Asian. All three communities are ranked higher than state averages in unemployment, lower median household income, and educational attainment. EMRAS serves an average of 12,000 students per year. The student body is predominantly Hispanic and Asian. Students speak languages other than English. They are low income, have limited education, and the majority are unemployed.

EMRAS provides three main programs ESL, ABE/ASE, and CTE. The majority of courses are provided in a directed teaching format, but Distance Learning, Home Studies, Independent Studies, and Online courses are also available.

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Chapter 2: Significant Developments

In Spring 2010, adult school funding entered categorical flexibility. The ensuing budget cuts resulted in many significant developments. The areas affected included: administration, faculty and classified staffing, facilities, program offerings, and student fees.

Fall 2011

- AB 189 was implemented, allowing fees for ESL classes.

- Two full-time teachers (Bargaining Unit Positions) were not replaced.

- Web attendance was implemented.

Spring 2012

- Two assistant principals left and were not replaced. Their duties were assigned to two counselor/administrators.

- The school received a three-year Broadband Grant enabling the ESL department to implement online Distance Learning classes.

- A $25.00 per semester, registration fees was required of students in ESL, CTE, ASE/ABE.

Fall 2012

- All departments were calendared into a quarter system. Previously, CTE, ESL, Older Adult, and Parent Ed. were on a semester system and ASE/ABE ran on a trimester system.

- Student registration fees increased to $25.00 per quarter for students living within the EMUHSD boundaries and $75.00 for students living outside the District.

- Pharmacy Tech and CNA class fees increased from no charge to $120 for District residents and $360 for non-District residents.

- One of the seven counselor/administrators left and was not replaced.

- Online adult secondary classes were implemented.

- Online credit recovery classes for concurrent students were implemented.

- A new career sequence for "Animation Specialist" was implemented.

- Two satellite sites, Tyler Center and Potrero Elementary School, were discontinued.

Spring 2013

- All the principals in the District were rotated to different schools within the District. Robin Torres, who served as EMRAS principal for 2 years moved to El Monte High School in June 2013.

- One of the six counselor/administrators left and was not replaced.

- The Rosemead Center, one of EMRAS's two main campuses, was closed.

- Six satellite sites were discontinued: Bentel Center, Our Savior Center, Norwood Center, and four elementary school sites.

- The Community Liaison position was eliminated.

- Two full-time custodian positions were discontinued.

- The school year was shortened by two weeks.

- The Older Adult Program was eliminated.

- The Parent Education Program was reduced by 50%.

- Evening summer school classes were eliminated.

- Two lead teachers (bargaining unit members) in the CTE department left and were not replaced.

- The new re-application for WIA grant funding was completed.

Fall 2013

- Keith Wheeler became the Principal at EMRAS. He was previously at Mountain View High School.

- The Rosemead Center was closed and merged with the Ramona campus, consolidating; staff, classes, students, and equipment.

- Saturday classes were discontinued.

- Flex funding ended and the Local Control Funding Formula (LCFF) began.

- EMRAS participated in the establishment of the Rio Hondo Region Adult Education Consortium.

- EMRAS became a Pearson Vue Testing Center, which offers GED and a variety of other tests.

- A reduction was made of thirteen classified staff members.

- Twenty-nine temporary teachers were not given re-assignments. In the CTE department, all temporary teachers were let go.

- Rosemead High School became a small satellite site providing seven ESL classes.

Spring 2014

- Principal Keith Wheeler left in May 2014.

- Two full-time teachers retired and were not replaced.

- The majority of the furniture in the building was replaced.

Fall 2014

- New principal, Dr. Deborah Kerr began in August 2014.

- Professional Learning Communities (PLCs) in the ESL department were established.

- EL/Civics in the Citizenship classes was implemented.

- An electronic means to record and store ASE/ABE student records and transcripts in place of CUM cards was implemented.

- Jupiter Ed, a gradebook system that allows teachers to input grades that the students can access online was implemented for ASE/ABE.

- A special education teacher was assigned to EMRAS to assist adult students who possess an active IEP.
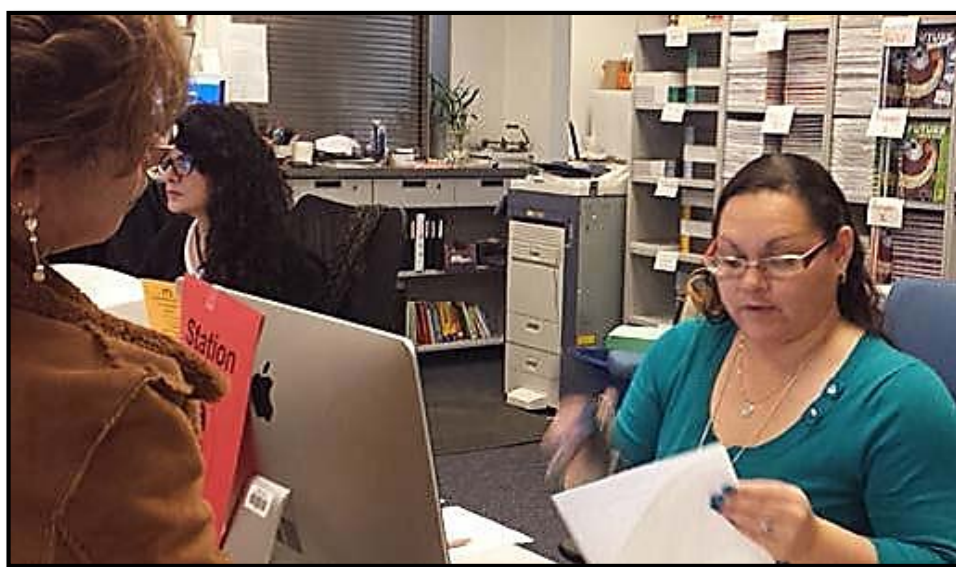
- A centralized registration area was established with staffing to provide morning through evening services to students.

- A student advisory committee was re-established.

- A community advisory committee was established.

- The Leadership Team was established.

- A registration process that includes photos of students was implemented.

- A new position of data technician was created and filled.

- A new lead teacher for the nursing department was hired. (This position was previously filled by a contracted employee.)

- A lead teacher was hired for business, computer, and manufacturing to replace a retired employee.

- A lead teacher for ESL was hired to replace the previous lead who retired.

- A new plant manager replaced the previous manager who retired.

- Extensive changes in the District administration took place. (See Chapter 1)

Spring 2015

- EMRAS established a Career Center.

- The Ramona Campus had a makeover with new flooring, carpeting, painting indoors and out, roofing, air conditioning, skylights, and various other repairs.

- A new e-mail server, network wiring, security cameras, and high speed Wi-Fi systems were installed.

- Most classrooms received a new computer that is integrated with the Eno board and projector for instructional use.

- All Parent Education classes were closed and staff was released.

Fall 2015

- A new babysitting service began.

- New classes for older adults reentering the workforce were started.

- New classes for adults to help their children with school success were started.

- All course sequences for CTE were restructured to include industry recognized certification.
- Additional ESL classes were established at the Granada Center.
- Fees for ESL classes were eliminated.

Procedures for Action Plan Implementation and Monitoring

Much of the progress on the action plan occurred immediately following the visit in Spring 2010 and during the 2010-11 school year. The principal at the time of the visit, was dedicated to building a foundation for reaching the action plan goals before her retirement in June 2011. Record keeping methods were improved and personnel was identified and directed to implement data collection in each department. The Inter-Departmental Leadership Team was in place to oversee implementation of the Action Plan steps.

Funding for adult schools in California entered categorical flexibility in 2009 and adult schools throughout the state immediately experienced significant cuts and even closure. It wasn't until Fall of 2011, that EMRAS began to experience more severe budget cuts due to the District's need to reduce the adult school's budget in order to protect resources for the high schools. The two subsequent principals had to shift their focus to accommodate the changes that were taking place. As a result, the leadership team was disbanded and there was limited staff collaboration, program quality or improvement, professional development, data collection/analysis, community outreach, and focus on action plan goals. The adult school staff was in survival mode continuously adjusting to changes in administration and decreases in staffing, school sites, and student services.

The 2014-15 school year brought some stability in funding and a new principal with an extensive background in adult education. During her first year at EMRAS, Dr. Kerr made a great deal of progress towards building administrative infrastructure, improving program quality, increasing staff collaboration, establishing community outreach, and addressing the action plan goals. EMRAS shifted from survival mode to one of growth and improvement.

Progress on Action Plan

The schoolwide Critical Areas for Follow-up provided by the 2010 visiting team were taken directly from the action plan that was developed from the self-study. Each of these eight recommendations has been addressed as follows:

1. **Establish an efficient, centralized management system to ensure effective implementation and monitoring of the action plan.**

A Focus on Learning Leadership Team was established to oversee the 2010 WASC Accreditation. This group then evolved into the EMRAS Interdepartmental Leadership Team, with representation from administration, certificated staff, classified staff, students, and community members. The group met on a regular basis throughout the 2010-11 school year, but was discontinued from 2011 to 2014. A new leadership team was established in Fall 2014 with the start of the self-study.

2. **Increase communication among the administration, faculty, staff, students, and community.**

EMRAS continues to improve communication and provide a means for students and all stakeholders to express their concerns.

The ESL department has established PLCs that create highly effective collaboration. They meet one Friday a month to address tasks that ultimately increase student achievement. The CTE and ASE/ABE departments have scheduled three-hour monthly staff meetings that provide a forum for collaboration and professional growth.

The Student Advisory Committee was in place from 2010 to 2011 and was reinstated in Fall 2014. The goal of this committee is to reach out to all EMRAS students to have their concerns expressed in the meetings. Currently, 12 students participate in a monthly meeting providing input and feedback, and then disseminate information to the general student population.

The Staff Advisory Committee made up of teacher representatives from each EMRAS program, as well as classified and maintenance personnel, meets with the principal every month. Minutes from each meeting are e-mailed to all staff members. This allows all stakeholders to review and provide feedback.

The Community Advisory Committee, made up of members of the community, meets three times each year to review school initiatives and to provide input on community issues and needs.

The CTE Advisory Committee consists of local business and industry partners, EDD, and America's Job Center (WorkSource), and CTE faculty. This group meets annually to review industry trends and to assist in the development of curriculum, assuring that students are prepared for the needs of the workplace.

A master calendar is created and provided to every staff member each school year. Schoolwide events, department meeting dates, along with other pertinent information are included.

New and continuing instructional staff attends an all-day Back-to-School workshop to introduce and review school policies, connect, collaborate, and review the master calendar for the school year. A faculty handbook is provided to each staff member.

Currently, radios (walkie-talkies) are in place and utilized by administration, front desk, daycare center, guards, and maintenance staff. Radios are standardized District wide. The installation of two additional radio towers, that serve the District, has significantly improved radio communication District wide.

The EMRAS Website includes department links and is updated on a quarterly basis with new class schedules, changes in course offerings, registration dates, and schoolwide events. The EMRAS Website is located at: www.emras.edu

During the 2011-2012 school year, all staff members were issued a District email account. Email use is one of the primary means of communication for staff members among departments, off-sites, students, and the District. The administration regularly prepares electronic bulletins to inform the staff of important and timely issues. Staff absence reports are e-mailed to administration daily.

EMRAS's newsletter, *From The Owl's Perch*, is distributed via e-mail to every staff member, District administrators, and members of the Board of Trustees. A hard copy is also available in the staff lounge, and is also being posted on the EMRAS website.

EMRAS's annual Resource Fair provides an opportunity for our schoolwide community to learn about various resources available to them. America's Job Center (WorkSource), EDD, and various healthcare providers participate to deliver information, health screenings, and services. More than 20 vendors share literature about their agencies.

EMRAS informs the community of the courses and services it provides with a brochure that is mailed to 47,000 homes. The school marquee, Website, and Facebook page are also used to communicate information.

Each year EMRAS, hosts one of the El Monte/South El Monte Chamber of Commerce mixers to enhance partnerships between the adult school and community businesses.

3. **Develop a schoolwide, comprehensive plan to restructure technology support to ensure data collection and sharing across all programs. This plan should include systematic data collection for teachers to evaluate and analyze student results, computerized record keeping for administrators and support staff to track student progress, and an effective follow-up process to track students after they leave the school.**

The El Monte-Rosemead Adult School uses ASAP and TopsPro as its student information system. Workshops have been provided to train staff on effectively utilizing the different components of ASAP.

- Student demographics are stored in this system along with assessment scores, record of classes taken, current class schedules, grades, transcripts, etc.
- Web Attendance has been implemented school wide. This allows for respective staff to track the status and data of students.
- Quick registration is done through ASAP to enroll students and generate payment receipts.
- Support staff generates various reports for their respective departments.
- The transition to ASAP Version 3 provides the opportunity to restructure the data collection systems, including the development of mechanisms to track students after leaving EMRAS.

ESL and ASE/ABE utilize CASAS reports such as: class performance, learning gains, demographic information, and cumulative hours by date range and section. Teachers can refer to these report results and integrate them into daily lesson plans to ensure student learning.

ASE/ABE has implemented a means for students to electronically access their grades by utilizing Jupiter Ed, which is an Internet-based grade book.

Transcript evaluations and official transcripts from outside schools are saved in a shared file and imported into ASAP version 3 to replace the CUM cards. Docuware, a District wide software program, is used to share EMRAS transcripts with the District office and stores those transcripts for future reference.

With the ongoing development of the ASAP Version 3, new features, such as text messaging, group emails, and automated follow up will be added. Beginning in January 2016, a student success campaign will be implemented to collect and celebrate student achievement in securing a job or transitioning to college.

Instructors encourage students to complete an information postcard that they mail back to us when they secure successful employment.

The Website and EMRAS brochure encourage former students to contact EMRAS with their success stories.

4. **Implement an adult school accountability report that includes program/student performance data and communicates the successes of EMRAS to the District, students, staff, and community.**

In Spring, 2011, an accountability content template was created. Over the past years, the template has been revised to meet the needs of individual departments that make up the El Monte-Rosemead Adult School. As a result, the EMRAS Annual Data Report was developed. Administration and staff can utilize this report to evaluate and analyze program/student performance. Information is shared at the Community Advisory Committee meetings, and with the District Administrative Team.

5. **Continue to revise and update the curriculum including alignment with current CTE and CDE content standards.**

The CTE department has revised its sequence certificate requirements and updated its course outlines to meet SCANS, CASAS, Model Curriculum, and industry certification standards. The CTE Business and Computer Education department has purchased new books to meet curricular

changes and technology updates. Teachers attend standards workshops facilitated through the Perkins grant to become familiar with the CTE standards and use this information in the revision of the course outlines. Onsite teacher in-services are ongoing to review and revise course outlines to meet the CTE standards. Input from the CTE Community Advisory Council is required for all curricular changes keeping the curriculum current with the needs of business and industry.

The ESL department has updated course outlines annually through its PLC Collaboration meetings. Textbooks used in ESL are correlated to CASAS competencies. Online curriculum is also available through the Distance Learning program.

6.   Increase opportunities for student involvement in the school improvement process.

The Student Advisory Committee was in place from 2010 to 2011 and was reinstated in Fall 2014. The goal of this committee is to reach out to all EMRAS students and have their concerns expressed in the meetings. Currently, twelve students participate in a monthly meeting providing input and feedback, and then disseminating information to the general student population.

Suggestion/question boxes are placed on the counters in the front lobby and in each department. The principal reviews and personally responds to submissions weekly.
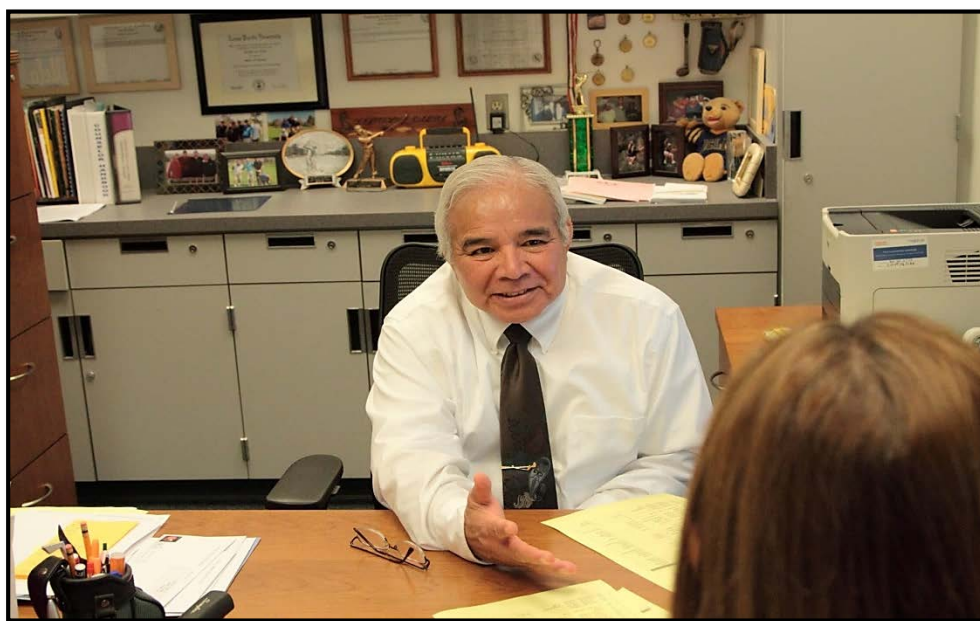
All administrators at EMRAS have an open-door policy that welcomes any student who has a question or a concern.

During the self-study process, students have been active on the WASC Leadership Committee. EMRAS students provide a presentation to the Board of Trustees each year. They bring their insight into the services offered at EMRAS to the elected officials.

7. Maximize funding and resources through the development of a Master Resource Plan.

At the time of the last WASC visit, school resources were being stripped due to a severe budgetary crisis statewide. At that time, the school identified the need for a Resource Master Plan to assure that the school continued to have sufficient resources to remain open. Despite budgetary obstacles, EMRAS has continued to provide a quality education to its adult learners and the communities it serves.

Participation in the Rio Hondo Region Adult Education Consortium (RHRAEC) has opened opportunities for program growth and expansion beginning in the 2015-2016 school year. With the new consortium model, funds are targets to activities that are aligned to the regional adult education plan. This additional resource is allowing EMRAS to begin restructuring programs and services to better meet evolving workforce and student needs.

Sources of revenue for El Monte-Rosemead Adult School are:

- WIOA Title II - Adult Education Family Literacy Act AB231
- Adult Education General Fund
- Carl D. Perkins Career and Technical Education Improvement Act
- RHRAEC Consortium (AEBG funding)
- Registration Fees

8. Provide research-based staff development for teachers and administrators and increase time for teachers to collaborate on instructional/curriculum strategies.

- One full day of professional development for all teachers and support staff has replaced the one-hour back to school meeting.

- Monthly department meetings provide for teacher collaboration and for a deeper discussion of student learning.   These meetings have been extended to three hours per month for every department.

- Professional development training sessions presented by OTAN, CALPRO, and staff are scheduled throughout the year.

- Teachers and classified staff participate in school wide advisory and technology meetings throughout the year.

- CTE teachers are provided with staff development opportunities to revise curriculum that reflects current business practices.

- CTE department meetings focusing on all aspects of the industry are held annually.

- CTE teachers are given opportunities to "job shadow" in their respective field of study to remain current in job trends.

- ESL meets monthly in PLC meetings for teachers to share instructional strategies and to review assessment and student learning outcomes.

- California Council for Adult Education (CCAE) members are provided the opportunity to attend local CCAE conferences.

- ABE/ASE department meetings provide an opportunity to review SLOs, and course outlines. Data results from the Comprehensive Adult Student Assessment System (CASAS) tests are analyzed and discussed.

Progress on the key issues in the action plan has impacted student learning.

The action plan has raised the level of student learning. Instructors continually modify curriculum to ensure that instructional programs are rigorous and are aligned with content and performance standards that meet students' needs. Teachers have received the opportunity to collaborate best practices in faculty meetings and workshops, which teachers then use in their classrooms. In addition, teachers have had the opportunity to explore current trends and increase the use of technology through in-service and teacher presentations.

By addressing the action plan areas EMRAS has:

- Actively pursued and implemented schoolwide learning activities and events that have increased the involvement of students, staff, and community. The impact of this involvement is that EMRAS stakeholders increased their sense of pride in their school. They took ownership in their own learning and their accomplishments, thus becoming better communicators, problem solvers, and lifelong learners.

- Strengthened its commitment to provide quality services and educational opportunities to the communities served by the school.

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Criterion 1: Institutional Mission and Schoolwide Learner Outcomes

Criterion: *The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) 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.

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.

Indicator 1.2: *The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.*

At the first meeting of the newly formed leadership team, the task was to review the mission statement. It was decided that a new mission statement needed to be created, rather than modify the existing statement. The team formed three groups. Each group identified and listed on large posters, who we serve, what is our product, and how we produce it. After much

discussion, the team concluded with a clear and concise mission statement that truly reflects their strong commitment to students.

The first draft was presented at the home group meetings and to the Community and Student Advisory committees. Following initial recommendations, several adjustments were made and a second draft was emailed to all staff. The team reviewed all the recommendations received before voting to accept the final draft. The mission statement was formally approved by the district's Board of Trustees at the April 1, 2015 board meeting.

EMRAS student, Chris Diep designed the Mission Statement/SLO poster that is displayed in every classroom, offices, and reception areas throughout the school. It is posted on the EMRAS website, brochure, and pamphlets.
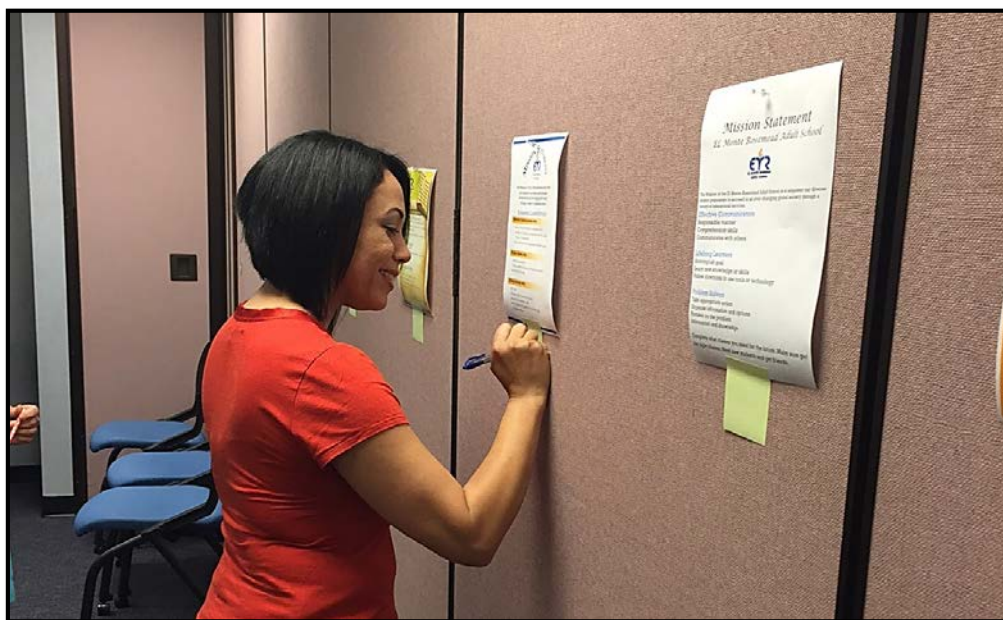
The mission statement is reviewed yearly by the leadership team. This team is largely made up of members of the extended administrative team that meets monthly to discuss and review the effectiveness of current programs, practices, curriculum, and student needs. They are well informed and in a position to discern the relevance of the current mission statement and to make revisions as needed.

Indicator 1.3: *The school's mission statement is central to institutional planning and decision-making activities.*

Student success is the focus of the EMRAS Mission Statement and SLOs. Every effort is made to for every student 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.

The action plan includes specific activities that document that the SLOs are being accomplished by individuals and by the student body.

Indicator 1.4: *The school establishes measurable Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.*

The ESLRs from the previous self-study were reviewed by the leadership team in September 2014. Following an analysis of each indicator, the team felt that the ESLR's were measurable and identified broad, global goals for all students. The consensus was to keep the existing ESLRs, but change their name to SLOs. This was presented to all the home groups and community advisory committees. They concurred with the one change. Feedback from the home groups indicated that the ESLRs/SLOs were currently integrated into lesson planning, were measureable, made sense, and that the staff and students were already connected to these outcomes.

Schoolwide Learner Outcomes	Assessment Methods or Instruments
Effective Communicators who: • Use effective listening and comprehension skills. • Utilize oral, written, non-verbal, and/or technology based forms of communication. • Interact with others in a responsible appropriate manner.	• CASAS benchmarks in ESL, ABE/ASE • Credits earned • Diploma 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: unite test; presentations; demonstrations; portfolios. • Administrators and instructors observe and work with students to respectfully interact with others in an appropriate manner.
Problem Solvers who: • Identify the problem • Gather, organize, and evaluate information • Take appropriate action	• Problem solving and decision making opportunities are embedded into the instructional program and are assessed in each course on a daily basis.
Lifelong Learners who: • Set goals • Develop a plan to accomplish the goal • Acquire new knowledge or skills • Follow directions to properly use tools/technology in applied situations	• ESL level advancement and completion of level 6 • Achievement of a High School Diploma • Passing the High School Equivalency test • Earning an industry certification • Passing state certification exams • Gaining employment • Enter a college or university • Advance through the programs at EMRAS

Indicator 1.5: *The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the school's overarching goals (SLOs) are current and relevant.*

In order to stay current in educational research, administration and faculty attend conferences, webinars, and training seminars. The knowledge gained at these professional growth opportunities is shared at weekly administrative planning meetings, monthly department staff meetings, and in PLC meetings.

EMRAS has specific competency outcomes for all courses as detailed in the course outlines. Students build vocabulary and learn to listen, speak, read and write. Life skills are incorporated into all levels with the intent that students will be effective communicators, problem solvers, and lifelong learners as stated in our SLOs. These competencies are listed in course outlines and correlate with CDE Model Standards, SCANS, EFF, and CASAS Content Standards. EMRAS course outlines underwent revision in 2011, 2014, and more recently in 2015 to align with the new College and Career Readiness Standards (CCRS) and CTE content standards.

Instructors are responsible for evaluating all courses in regard to depth, breadth, and sequencing through monthly work sessions. Meeting the diverse needs of students is another factor which influences the choice of content and performance standards to integrate into course revision. Some examples are technology skills and school and work culture.

Indicator 1.6: *The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.*

One example of the development of new course offerings is a change that was based on student skill level. Previously ABE English was only offered at 7th grade level. Incoming ESL students left ESL performing at the 5th grade level. Additionally students with very low literacy skills were not served at the school. Student learning data indicated a need for the Adult Basic Education Department to offer beginning literacy and reading improvement for levels 0 to 5. A new Adult Basic English/Reading class was started to address this specific need.

Based on the high volume of manufacturing in the South El Monte community, a need to expand the Machinist program was identified by the community advisory committee and supported by the district CTE advisory committee with the expansion of the Machine shop program. Close partnership with industry has yielded a venue for students to intern and has brought material donations to the school. Further CTE program development is closely related to community job surveys and community demand. This is evidenced by the expansion of the medical training programs.

Indicator 1.7: *The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.*

All policies and procedures are governed by the Board Policies and Administrative Regulations. Technology is updated on a three year district wide cycle to assure that all equipment meets current software and industry requirements. The district has a strict acceptable use policy that is signed by all staff upon employment and all students upon enrollment.

Child Internet Protection Act (CIPA) policies are followed districtwide. The district has a firewall that protects students throughout the district from inappropriate internet content.

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.

Key Issues

- EMRAS' Leadership team needs to review demographic data on a regularly scheduled basis to stay current with the needs of its student population.

Evidence

- Minutes from meetings of: Leadership Team; Community Advisory Committees; PLCs; Home Groups; Focus Groups; Administrative Team.

- School catalog, Website, and brochures

- District technology

- Board policies and administrative regulations

- Child Internet Protection Act (CIPA) policies

- Districtwide Three-Year Technology Plan

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Criterion 2: Organizational Infrastructure and Leadership

Criterion: *The institution utilizes the contributions of leadership throughout the organization to provide for continuous improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the institution effectively.*

Indicator 2.1: <u>*The institution has clearly defined roles of governance that provide for ethical and effective leadership and results in continued improvement of the institution.*</u>

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. Board Members are elected officials. This Board oversees the work of the 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 District Administration (Cabinet) consists of the Superintendent, Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, and the Chief Business Official. 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. Twice each month the Cabinet meeting includes Directors. These extended Cabinet meetings provide an opportunity for collaboration and sharing of information across departments.

The Adult School Principal participates in the extended Cabinet meetings and provides the district administration with updates on adult education issues and initiatives.

The El Monte Rosemead Adult School is strongly supported by the Board of Trustees and by the district administration. Board Members regularly visit the school site and assess progress on school projects. District administration visits the school site weekly. Each Cabinet Member and Director is assigned to visit one school per week to support the site staff and to gather information about site challenges and needs.

The Board of Trustees seeks transparency in all decision making. Public meetings offer opportunities for public input and community members and stakeholders are present and actively involved in most Board meetings. During the selection process for the new superintendent, the Board conducted public input sessions to help define the selection criteria.

Indicator 2.2: *The leadership of the institution creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.*

The current principal, Dr. Kerr, is the fourth person to hold that position since the last accreditation visit. Her arrival followed several years of instability in funding that caused huge reductions in all areas of the adult school including staffing and administration. As a result, constant adjustments and accommodations were made in order to maintain quality programs. EMRAS experienced many challenges with merging two schools onto one campus and the necessity of closing the Older Adult and Parent Education Programs. Prior to Dr. Kerr's arrival, each department had been headed by an assistant principal who operated their department independent from other departments. Three of the four assistant principals retired and were not replaced. The counselor/administrators were assigned the administrative duties of overseeing their departments, in addition to their regular counseling responsibility. Dr. Kerr has brought the vision and leadership needed to build administrative infrastructure, unite all the departments, and create a foundation for school improvement. Administrative infrastructure

has been strengthened through weekly administrative meetings. The extended administrative team, which includes lead teachers, meets once a month. Each administrator now has specific areas and projects to oversee to ensure continuity and consistency. One example of a change implemented by Dr. Kerr was with the school's registration system. Previously, EMRAS registered students separately in each department, which had its own set of dates, rules, forms, and requirements. There is now a centralized registration room for students from every department to register for classes, get transcripts, and information.

School improvement has been an ongoing process. All course outlines have been updated; a Career Center and an evening babysitting service have been established.

The school team has demonstrated trust in the leadership through their readiness to embrace the many changes that have been implemented in the past year.

Active participation of teachers and classified staff in professional development activities and schoolwide events demonstrates that the staff is highly motivated to discuss and collaborate to improve instruction. Teachers meet in formal monthly meetings and in informal lunch meetings to discuss student learning and strategies to improve instruction.

Criterion 2.3: *The institution's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.*

El Monte Rosemead Adult School administration assembles a variety of stakeholder meetings each year. A board presentation twice during the year reports on the status of the school programs and student success. District administrators visit the school site weekly to assess school issues and progress on school initiatives. These visits are conducted by a different district manager each week to allow for a full understanding of the site issues and challenges. Each district manager collects visit notes on a shared document to track site issues in order to provide site support.

The Community Advisory Committee meets three times each year to provide input on program development, student learning outcomes, and community partnership opportunities.

The CTE Advisory Committee meets yearly to consult with teachers and administrators in the Career Technical Education department to validate student learning objectives in career specific courses and to identify curricular changes that will help students be job ready.

The Student Advisory Committee meets monthly 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.

The Staff Advisory Committee represents staff members, teachers and administration in all departments. This committee meets monthly to discuss updates in legislation, changes in school procedures, and plans for the future. Minutes of the meetings are distributed to all staff members through District email.

The Administrative Team meets weekly to plan and evaluate the work of the school. One meeting each month includes the Lead Teachers who communicate schoolwide issues to the teaching staff in departmental meetings.

The Administrative Team and the Lead Teachers participate in community meetings such as Chamber of Commerce, Workforce Investment Board 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 have been the primary issues communicated with the stakeholders.

Meeting agendas and minutes are maintained for all meetings. 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 registration/bookstore staff to collaboratively resolve issues that emerged during the implementation of the new 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.

Criterion 2.4: *The institution 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, and the Certificated Evaluation Handbook.

School site policies and procedures are outlined in the Teacher Handbook that is distributed to teachers at the beginning of the school year. The Teacher Handbook is reviewed and revised yearly to adjust for any procedural changes.

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.

El Monte Union High School District
El Monte-Rosemead Adult School
2015-2016 Organizational Chart

Admin Council
Rio Hondo Region Consortium
Community Advisory
Staff Advisory
Classified Staff Meetings

Principal, Adult Education
Deborah Kerr, Ed.D

Plant Manager
Malee Barrett

Administrative Secretary
Connie Lauterio

Office Clerk II, Clerk I, Account Clerk Student Store
Accounting, - Accounting Technician II, Account Clerk III,
Attendance – Office Clerk II
Reception Desk – Receptionist (2), Adult Ed Assistant (2)
Bookstore

Assistant Principal
Sara Shapiro

ESL
Distance Learning
WIOA Grant
Professional Development
Citizenship
LAUP
J18/19
ELAC
Healthy Families
Outreach

Counselor Administrator
Erix Oliva

ESL Supervision
Schoolwide Safety
CalWORKs
Registration
Counseling
Rosemead Chamber
Outreach

Counselor Administrator
Trina Cardona

CTE
Perkins Grant
CTE Advisory
Counseling
A22
EMSEM Chamber
Outreach

Counselor Administrator
Lisa Ton

CTE Supervision
Marketing and Outreach
Career Center
Adult Transition
Activities Committee
Counseling
Babysitting
Older Adult

Counselor Aministrator
Tim Campa

HSD
GED Prep
CAHSEE
Adult Literacy
Pearson Vue Testing
Family/Human Development
Counseling
Student Advisory
ASCA Representative

Counselor Administrator
Paul Diaz

HSD Supervision
Accountability
School Newsletter
Counseling
Data Team
Scholarship Committee
Pearson Vue Proctor

2015-2016

With the establishment of the central registration office a registration handbook was developed to provide consistent information to all staff members that participate in the registration process.

Through various site meetings with Staff Advisory Committee Classified Staff meetings, Departmental meetings, Administrative team meetings, and student Advisory Committee meetings, policy changes and procedural changes are discussed prior to implementation. The success of these policies is evaluated throughout the change process.

Strengths:

- EMRAS has a strong counseling department serving students in all program areas

- The administrative structure that allows for the growth and development of new programs and services

Key Issues (Prioritized):

- Continue to develop the teacher handbook to provide more complete information to teachers

Sources of Evidence:

- Addresses of all campuses affiliated with the institution

- List of the institution's governing body members by name, title, and professional and/or business affiliations

- Flow chart of organizational governance and decision-making processes

- Policies of the Governing Board and published by-laws of the institution

- Copies of Board minutes www.boarddocs.com/ca/caemuhsd/Board.nsf/Public

- Copy of any contract between the institution and any agency, corporation, institution, or individual that involves processing financial aid, instruction, administration, recruiting, or placement services, etc.

- Meeting minutes

- Teacher Handbook

- Registration Handbook

Criterion 3: Faculty and Staff

Criterion: *The institution 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: <u>*The institution employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.*</u>

The certificated staff members are fully credentialed. The Administrative team members hold Clear Administrative services credentials. The Assistant Principal and five Counselor/Administrators also hold PPS credentials in addition to the Administrative Services credential. Teachers in all departments are credentialed by the California Commission on Teacher Credentialing. All teachers 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.

Current course offerings include Elementary and Secondary Basic Skills, ESL and Citizenship, Career Technical Education, and Civic Engagement. 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.

Course offerings are guided by community demand. Within budgetary constraints, temporary teachers are added to meet community demands. One example is the expansion of the ESL program to better meet the needs of evening ESL students.

Indicator 3.2: <u>*The institution's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.*</u>

Job postings begin with the site administration. Specific teacher qualifications are submitted to the Human Resources (HR) Department at the District Office to prepare the posting for EdJoin. Following Board approval, positions are posted for a specific time period. Job descriptions designate specific qualifications, for example the specialized qualifications for teachers in the vocational nursing program are clearly defined so that all instructors meet the requirements for state licensure.

All applications are screened for the minimal qualifications and applicants are invited for an interview. The interview process and paperwork is prepared by HR with each candidate having an equal opportunity to participate in the interview process.

All interviews are conducted by a panel from the school site, usually an administrator responsible for the program, a lead teacher, a panelist that has content knowledge, and a representative from the union.

All panelists sign confidentiality agreements and the entire process including results and recommendations remains confidential. The panel's recommendations are submitted to HR,

who checks references and qualifications before presenting them to the Board for final approval.

Indicator 3.3: *The institution develops personnel policies and procedures that are clearly communicated to all employees.*

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 their offices. Staff is aware of policy through their employee handbook, emails, posted notices, staff meetings, and Union Contracts. (http://emuhsd.org/)

The administration is informed of personnel policies and procedures and makes every effort to be consistent and equitable will all employees. 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.

The EMUHSD has a written code for professional ethics for all personnel. Expectations are communicated through staff meetings, email, posted notices, and available to the public on their website and at their offices.

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 3.4: *The institution assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.*

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 and permanent part-time teachers are evaluated by the assistant principal or by Counselor/administrators at least once every other year. Temporary teachers are evaluated by site administration every year. Classified staff members are evaluated by their direct supervisors every year.

The current evaluation process does not necessarily lead to improvement in instruction. Beginning in the 2016-2017 school year, a new evaluation process will be in place. In collaboration with the bargaining unit and site administration, a new evaluation process has been designed. The new form that is based on the California Standards for the Teaching Profession will provide teachers with opportunities to identify areas for personal and professional growth. These evaluation procedures are intended to identify and provide growth opportunities for all teachers.

With the implementation of the new evaluation process, teachers will submit a plan at the beginning of the school year. This plan becomes part of the teacher's personal and professional development plan.

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.

Indicator 3.5: *Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.*

The Schoolwide Learner Outcomes were developed by the Leadership Team, which included students, classified, certificated, and administrative staff. They were reviewed by all stakeholders at department and Home Group meetings and then finalized by the Leadership

Team. The SLOs have been aligned with curricular objectives for each course. Teachers identify lesson specific SLOs for daily instructional objectives.
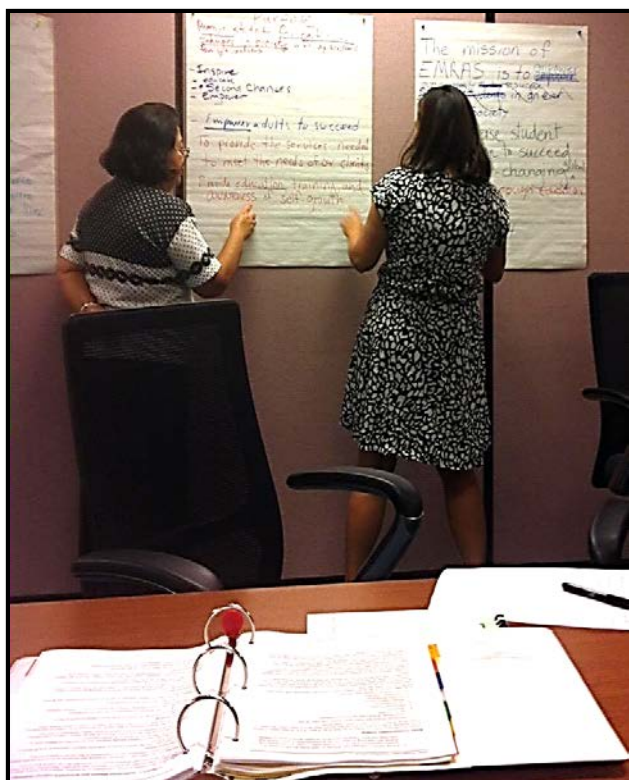
Teachers meet monthly in their departmental meetings to discuss student learning.

In the ESL program, monthly PLC meetings are conducted to identify practices that accelerate student achievement.

CTE Teachers meet monthly to address curriculum development, sequence alignment and student learning. The emphasis on employment and tracking student outcomes is the primary focus of this department.

ASE/ABE holds monthly staff meetings to address new technologies.

Indicator 3.6: *The institution provides all personnel with appropriate opportunities for professional development.*

EMRAS encourages teachers and support staff to take advantage of professional growth opportunities through professional organizations, conferences, and local workshops. Staff is given student-free time to attend trainings or paid workshop rate for extra hours.

With the growth of social media and the proliferation of smartphones, many of the trainings recently offered to staff include using technology in the classroom. Last year our TIMAC participant did "class website" training with our evening teachers using wix.com. Support staff may enroll in the classes offered in our CTE program and apply their newly learned skills in the workplace and/or to obtain a promotion. In the ASE program, teachers have had training in using Chromebooks in the classroom and select staff has been trained to administer GED and HISET tests.

CALPRO and OTAN workshops are hosted every year at the main campus and many teachers take advantage of the research-based trainings. Following participation in a workshop,

attendees turn in a follow-up evaluation of the workshop including how the new information will be used in the classroom. Classroom walk-throughs also confirm integration of new strategies applied to student learning. Student retention and assessment data, credits achieved, and pass rates of state certification exams validate improvement of teaching and learning.

In 2014, two ESL teachers and their administrator attended the CALPRO PLC Institute in Sacramento to improve student learning outcomes by establishing professional learning communities. Student-free time is allocated for monthly PLC meetings where teachers collaborate to identify key competencies to be taught at each level. This year the PLC group is targeting formative and summative assessment of those key competencies.

As a member of the L.A. County Regional Broadband Consortia (LACRBC) in 2012-15, the Distance Learning program staff collaborated with OTAN's Penny Pearson to implement online learning for ESL and Citizenship students

Under the direction of the lead teachers in the CTE department, teachers updated all course outlines to meet the requirements of the new mandated programs effective July 1, 2015.

In addition, staff is encouraged to attend outside workshop trainings. In 2014-15, EMRAS staff attended the following professional development activities:

- CCAE conferences
- CALPRO Setting Learner Goals
- Shmoop online training
- Distance Learning Symposium
- CALPRO Optimizing ESL Instruction
- OTAN Mobile Devices
- CASAS Summer Institute
- CASAS CIT training
- OTAN Social Networking

Beginning with the 2015-2016 school year, the assistant principal has assumed responsibility for coordinating professional development activities schoolwide.

Indicator 3.7: *The institution regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.*

Each veteran employee is evaluated yearly. New employees who are still in the probationary period are evaluated within the first 90 days, at 6 months, and at 1 year from the hire date. The district developed evaluation form is used. Employees meet with their immediate supervisor prior to the evaluation to set a time for the evaluation to take place. Following the evaluation, a second meeting takes place for the employee to sign and receive a copy of their evaluation document.

Recently a district wide committee was formed to review and revise the evaluation form to better meet the needs of the schools. The committee included various classified, certificated and administrative staff from all the schools in the district. The newly created form will be used spring 2016.

Regularly scheduled classified staff meetings are held monthly. Support staff serves on the Staff Advisory Committee and the Planning Committee. They are included in department meetings and all schoolwide events. They are recognized as vital to the infrastructure of the school.

Strengths:

- EMRAS staff, at all levels, is highly qualified.

- A structured hiring process is in place and well defined.

- Formal policy is well defined, in place, and is utilized.

- EMRAS staff regularly attends Professional Development opportunities that are in line with the Mission Statement and SLO's.

Key Issues:

- EMRAS has budget and facility constraints that inhibit growth.

- There is a lack of qualified instructors for specialty programs in the CTE department.

Evidence:

- Personnel evaluation forms

- Policy manuals, faculty handbook

- Job descriptions and listings

- EdJoin Website

- Newspaper

- Enrollment numbers

- Commission on Teacher Credentialing website

- Sample of classified evaluation form

- Evidence of faculty participation in professional growth activities that are focused on student learning.

- Meeting minutes

Criterion 4: Curriculum

Criterion: The institution demonstrates a conscious effort to support learning through the development of challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

Indicator 4.1: <u>The institution has documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.</u>

The El Monte-Rosemead Adult School (EMRAS) supports student learning through the ongoing development and implementation of the curriculum by providing coherent and relevant instruction to its students. The curriculum connects directly to the students' current learning needs, while addressing the school's objectives as stated in the Mission Statement and Schoolwide Learner Outcomes (SLOs). EMRAS makes use of current, research-based curriculum development information to keep its programs relevant and effective.

EMRAS offers many courses that give students the opportunity to achieve personal and professional goals. EMRAS course outlines provide students with guidelines for acquiring academic, vocational, social, personal, and employment skills. Courses, course descriptions, and CTE sequences are included on the EMRAS website (www.emras.edu) and in the student class schedules. School flyers and brochures for the ESL department are printed in multiple languages including Spanish, Chinese, and Vietnamese. At the beginning of each quarter, CTE and ABE/ASE students receive a course syllabus for each class, which includes units of study, timelines, and learner objectives.

At the beginning of every school year, teachers are given course outlines for the subjects they are teaching. These outlines include: catalog descriptions, goals, competencies, objectives,

instructional strategies, and methods of evaluation. Course outlines are on file in the EMRAS

school office and are available to all interested stakeholders. Teachers communicate course

objectives and expectations to each student. In an effort to support ongoing curriculum

development, the course outlines are reviewed and revised (as necessary) every year. This

process ensures that the courses are challenging, rigorous, and relevant to the students' needs.

Each program offered at El Monte-Rosemead Adult School specifies identifiable and

appropriate course competencies that each student is expected to attain in order to complete

the program. Students are held accountable for meeting standards, making continuous

progress, and completing requirements set forth in the course outlines. Many classes have

based their learner outcomes on California Department of Education (CDE) standards. The ASE

program aligns with the California state graduation requirements.

In the ESL department there are specific expected competency outcomes for each of the seven

levels offered: Beginning Literacy through Advanced High. Students must score at least 70% on

unit tests in order to pass. In addition, all coursework must be completed. For advanced levels,

completion of a portfolio is required. Consistent attendance (a minimum of 80%) is also

required. Throughout the school, an agenda and the learner objectives for the day are posted

in classrooms. The ESL Distance Learning Program has created a manual, which includes a course outline for each of its programs of study, and is available to all stakeholders. The lessons include learner outcomes stated for each lesson, and are communicated through teacher-student interaction during the student's weekly visit.

Many of the CTE classes offered at EMRAS are designed to enable students to acquire knowledge and skills necessary to reach the learner outcome of obtaining an industry-recognized career sequence certificate. Many students pass professional licensing tests. Examples include: Pharmacy Technician, Licensed Vocational Nurse, Certified Nursing Assistant, and Physical Therapy Aide. The machinist program sequence integrates fundamental machining techniques, vocabulary, and shop safety using up to date CNC equipment and CAD-CAM software to prepare students for the manufacturing industry.

In some program areas, passing an examination is directly linked to successfully achieving desired learner outcomes. The Adult Basic Education (ABE), HSE Test Prep, ASE, and ESL classes all use the CASAS testing benchmarks as one form of measuring learner outcomes. Successfully passing the HSE test battery or obtaining a high school diploma is evidence of completing a desired learner outcome within this program.

EMRAS funding is provided annually through the El Monte Union High School District. When determining budgets, the management group identifies needs in order to better allocate resources. The principal and assistant principal prepare the budget and allocate appropriate funding to cover the needs of each program. A portion of the budget is set aside for curriculum development. For ESL and ASE/ABE, additional funding comes from CASAS payment points. EMRAS has recently added CASAS Citizenship Preparation to Distance Learning in order to augment CASAS payment points. Curriculum development for CTE is partly financed through Perkins Grants.

Indicator 4.2: *The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.*

The staff at EMRAS strives to provide high quality, affordable education to assist students in meeting their personal, academic, and employment goals. The curriculum reflects the school's mission statement and connects to our stated SLOs. The curriculum is reviewed annually by teachers and administration to ensure it is aligned with the SLOs, thereby encouraging students to be lifelong learners, effective communicators, and problem solvers who accomplish their goals. Teachers communicate course objectives and expectations to each student. This communication defines what all students should know and be able to do in relation to curricular mapping. The school's mission statement is posted in each classroom and the specific SLO that aligns with the daily lesson is posted so that the students will be able to recognize the connection.

The curriculum is regularly evaluated and revised to ensure that it is aligned with the constant changes in our student demographics. Its design uses multiple resources to meet the diverse needs of our students. One example of this is the development of the ESL transition class that has been necessitated by a large number of ESL students transitioning into the High School Diploma program. Another example is the recent influx of student with low literacy skills enrolling into the ABE program. The establishment of the new Adult Basic English/Reading class

serves the specific needs of this population. ESL course offerings change based on the needs of the incoming students from the community.

To ensure our ASE/ABE curriculum meets the needs of an increasingly diverse population, EMRAS offers a wide array of subjects to foster student learning. The curriculum is intellectually challenging, reviewed by teachers annually and aligned with evolving trends in education. In ASE, the curriculum highlights novelists of different ethnic and cultural backgrounds in order to introduce students to a wide variety of cultural perspectives. Science textbooks are supplemented with Internet articles regarding current scientific developments. Social science classes feature current events using the newspaper. To further accommodate the lifestyles of various types of students, ASE offers a Home Study program and also offers an online program.

Level-specific ESL PLC's are actively involved in the curriculum review cycle. The focus is on tasks such as reviewing student achievement through CASAS data, discussing current research-based curricula and teaching strategies. Notes and minutes from these meetings are part of the process in making allocation decisions. The Distance Learning lead teacher discusses any proposed changes or updates with staff, either informally, or at staff meetings. The staff meeting notes are published and made available to staff. The lead teacher takes into consideration staff input in making decisions as to the allocation of resources to the different components of the program.

Teachers in the ESL department review textbooks annually. The resource teacher reviews supplemental books and other materials. Teachers are invited to provide feedback from their hands-on use of materials in their classes. In DL, materials and equipment, as well as duplication licenses are ordered every school year. New listening and reading programs have been purchased. DL has adopted three online courses: USA Learns, ESL Reading Smart, and Burlington English. The citizenship program is revised every year and updated according to the USCIS guidelines. The 100 Questions for Citizenship are available in Spanish, Chinese, and Vietnamese. The N-400 lessons have been translated into Spanish and Chinese.

The CTE Advisory Committee meets annually to give curriculum input. Members include teachers, administrators, and business partners. Modifications to curricula reflect labor market research and incorporate the latest information provided in educational and trade publications. This advisory committee also serves to make sure that training programs and materials are up-to-date and meet state and industry requirements. Student demographic information and labor market surveys are used to determine what classes should be offered to meet the needs of students.

EMRAS teachers are given the opportunity to provide input in the curriculum development process. Teachers are allocated curriculum development hours to revise and update curriculum.

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

EMRAS provides a wide array of learning materials that support and coordinate with its classes and curriculum in order to meet course learning objectives. The adult program areas of academics ASE/ABE, ESL, and CTE conduct regular reviews of texts, learning materials, and information resources so that course-learning objectives are met and students achieve their goals.

In the ASE/ABE program, textbooks and instructional materials are provided at the beginning of each quarter. ISBN numbers are provided on the schedule of classes to allow students the option to purchase the book prior to the class. Students may borrow books at any time.

A mobile library cart is available for instructional purposes, which includes a variety of books. Teachers utilize laptops and Chromebooks to enhance instruction and provide students opportunities to research various assignments. Computers are also available for student use in the learning lab.

In the ESL program, textbooks are provided in every class. All textbooks are also available for purchase and many of the ESL students choose to purchase their books. Other learning materials are available including class sets of readers, DVDs, and resource books for teachers to use for curriculum ideas. Internet availability in each classroom provides teachers and students access to educational sites.

Library carts are available with books at the three main levels: Beginning, Intermediate, and Advanced. Starting the second week of the year, each class has a scheduled time and cart for use once a week. Students may borrow one book for a week. At the Advanced level, the
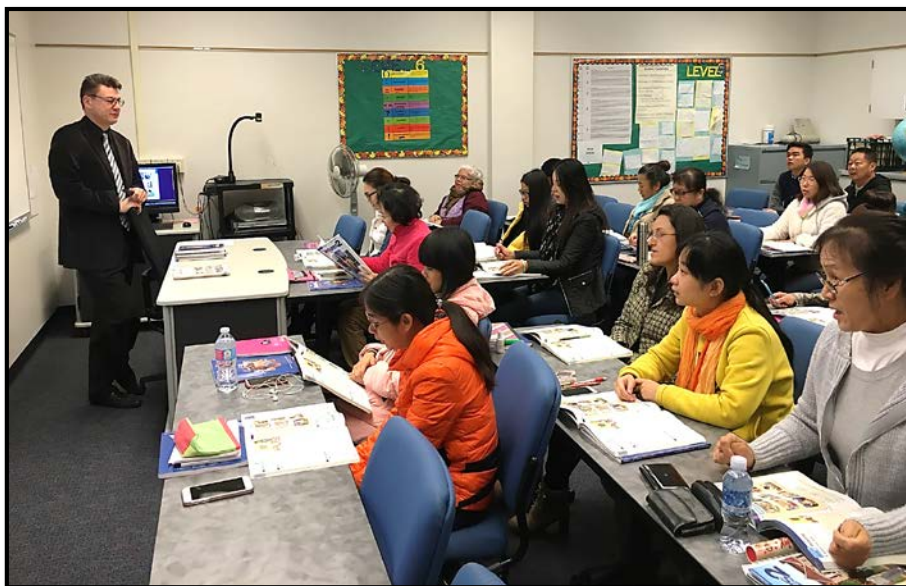
students are asked to write a book report on one of the books. Students are also encouraged to make use of the local library systems to supplement their acquisition of the English language.

Language Lab is available once a week for each ESL class. In the lab, students utilize, computers with software that supplements their daily lessons.

Indicator 4.4: *The school provides comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.*

The online high school diploma program was created by District instructors using state standards for high school courses. All courses are aligned to the district textbooks and address the same learning objectives. EMRAS does not currently use any outsourced curriculum.

Indicator 4.5: *A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.*

ASE/ABE: EMRAS does not offer courses that meet the UC A-G requirements. EMRAS examines the demographics and the situation of students through intensive and ongoing counseling

services for all students referred for online classes. Courses are also offered to accommodate the non-graduates from our district high schools and the continuation school who take classes with us during the summer and succeeding fall semester to meet their home school graduation requirements. One option for all students is the online option.

Although the ASE/ABE program does not offer special education services, ASE/ABE teachers have been trained in the Sheltered Instructional Observation Protocol (SIOP). All students, including students with special needs, benefit from the instructional practices used in the SIOP model. A special education adult transition teacher has been placed on our campus and works directly with EMRAS special needs students when referred by a teacher or counselor. A Basic Reading and Family Literacy class was implemented in the spring of 2015. Many EMRAS students with special needs have benefited from this class and moved on to our Basic Education Program.

ESL: When students register, information collected includes native language, country of origin, and the range of income. With this information, the school can identify trends in the needs of the students. With the closing of the Rosemead campus, the Ramona campus received most of the transferring students. Since many of those students were from Asian countries, this changed our demographics. With this information, the need for more support staff that speak Chinese and Vietnamese, was evident especially during the registration process. ESL students who have scheduling challenges or are on a waiting list for classes with direct instruction are referred to the Distance Learning program which offers both text materials and an online learning option.

Indicator 4.6: *The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.*

EMRAS offers all high school core courses through our district-designed online program. All courses are board approved and meet state standards. By design, online courses maintain

curricular integrity, reliability, and security. Midterms, Benchmark exams, and final exams are proctored in a laboratory setting by a credentialed teacher. All submitted written work is assessed and monitored for plagiarism by a credentialed teacher as well.

ESL offers an Intermediate-Low ESL Hybrid Class. This course design incorporates authentic technology-based assignments into the ESL classroom. The students take all textbook tests, submit written assignments, and do ESL level-appropriate research on the Internet using a Moodle Learning Management System (LMS) platform. The students gain technology skills as they work through their ESL textbook. The LMS connects the students to other multimedia and websites, as well as providing classroom features such as a calendar, current grades, assignment feedback, corrections, teacher contact information and email. The students also gain specific keyboarding skills using an interactive keyboarding website. The students use these skills in order to navigate the LMS as well as to perform their assignments. Additionally, optional online assignments and activities are available. Students who wish are able to access all content 24 hours a day, 7 days a week.

Indicator 4.7: *Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.*

The online program utilized by EMRAS uses current and relevant curriculum. The implementation of technology-based instruction allows students the opportunity to become lifelong learners and effective problem solvers in real world experiences. The life skills taught in these courses are applicable in real life. The courses use real life situations to teach the content.

Strengths:

- PLC meetings in the ESL department allow for teachers to collaborate on curriculum and student achievement

- Updated course materials and equipment is available in all CTE courses

- Extensive resource materials are available in the Resource Room for ESL classes.

- The extensive use of technology to support students accessing the curriculum

Key Issues:

- EMRAS needs an assessment process to improve student placement for all programs

- EMRAS needs to offer online courses in the CTE program.

- ASE elective courses are not available online.

Evidence:

- Course Outlines

- Course Syllabus

- Class Catalog

- Website

- Distance Learning Program Manual

- Department Fliers

- Department Meetings, agendas, minutes

- ESL Resource Room

- Classroom Textbooks

- Book Store

- Distance Learning Room

- HSD Online Curriculum

- Website

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Criterion 5: Instructional Program

Criterion: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Indicator 5.1: <u>*The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.*</u>

EMRAS measures the quality of instruction as it relates to the curricular standards for each course. Adult Basic Education, Adult Secondary Education, English as a Second Language, Career and Technical Education, and Civic Engagement courses are competency based and are aligned with the California State Standards, College Career Readiness Standards, Career Technical Education Model Curriculum Standards, and Comprehensive Adult Student Assessment Systems (CASAS). Career Technical Education (CTE) courses also meet the requirements of government regulatory agencies including American Heart Association, American Red Cross, Board of Vocational Nursing and Psychiatric Technicians, California Department of Health Services, and the Commission on Accreditation of Rehabilitation Facilities. Quality of instruction is measured by evaluations, classroom observations conducted by the administrative team, classroom surveys, and student performance data.

The SLOs have been integrated into all classes as evident in course outlines and daily lesson plans. Classroom observations further demonstrate that students have learned and apply the student learner outcomes by being effective communicators, problem solvers, and lifelong learners.

EMRAS courses provide students with direction for reaching personal and professional goals. The counseling staff, as well as the website and brochure, provide information and guidance to

students regarding program admission, sequential progress, course completion, and certification.

ESL offers seven levels of instruction starting with Beginning Literacy and progressing to Advanced High. Students learn to communicate in everyday situations through speaking, reading, and writing activities.

ASE/ABE offer courses from all the core areas required for a California High School Diploma including: English, Math, Science, Health, Social Science, Foreign Language, Fine Arts, and Electives.

CTE offers career training in the business, computer, medical, nursing, and manufacturing trade areas. Competency based programs provide hands on experiences to learn and practice the skills necessary to be successful in a particular career. Externships and clinical hours are also offered as extensions to student learning.

Faculty members keep current in instructional strategies and methodologies. Professional development workshops offered throughout the school year provide teachers with the opportunity to collaborate on best instructional practices and curriculum development. One example of integration of new instructional strategies is the utilization of Chromebooks in the

ASE/ABE classroom. Regular department meetings allow teachers to discuss specific student learning needs and ways to meet those needs using various teaching modalities. Advisory councils also serve to consult with faculty and administration to determine any modifications needed in curriculum in order to stay current with industry trends. Courses are revised regularly to remain responsive to changes in the community and to reflect state and federal standards.
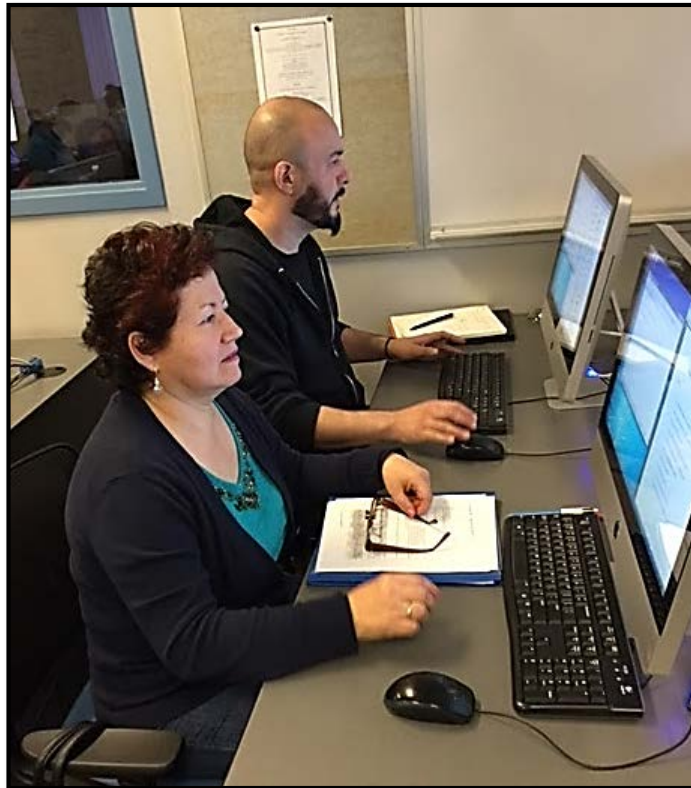
Indicator 5.2: *The school uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

EMRAS is proud to be able to offer four different models of instruction in the ASE program. Students may choose one or may take advantage of a combination of instructional delivery models. Independent learning lab, online instruction, home study, and teacher directed

instruction provides each student with the flexibility to choose the learning strategy that best meets their schedule and learning preference.

The ESL program offers a variety of instructional options for students. Traditional classroom instruction in seven levels of ESL constitutes the majority of ESL classes. The ESL Distance Learning program offers a blended learning model that incorporates learning materials, video, audio and packet material that are reviewed with the teacher and student at weekly meetings. The use of this DL model for ESL has been an efficient method of instruction to meet the needs of large numbers of students requiring a modified schedule or to address the waiting lists for ESL teacher directed classes.

EMRAS teachers use a variety of teaching strategies including: lecture, demonstrations, cooperative learning, presentations, group discussion, individual projects, sheltered learning strategies, hands-on practicum, simulation labs, computer labs, distance learning, online learning, and self-directed study. Teachers always have student success as a prime motivation to deliver appropriate instruction and keep students engaged in their learning. Assessments help determine which methodologies will best serve the diverse needs of our students.

Due to the diverse student culture, EMRAS staff and administration are always looking for ways to help students reach their academic goals. For students who prefer a more structured environment, teacher directed classes are offered. Students who would benefit from a self-paced environment have the option to attend independent studies. And those with a need of flexibility can take advantage of home study, online, and/or distant learning programs.

Teachers are encouraged to attend conferences and workshops to keep up with changing curriculum and learn new strategies to utilize in their classrooms. Administrators make frequent classroom visits and meet with teachers to discuss their observations. Positive feedback is given along with constructive criticism. Recommendations and support are offered as well as resources and materials that might be needed to provide quality instruction to the students.

The introduction of the standards for the teaching profession has opened the door for discussion of teaching strategies as they relate to student performance. Building on the success of the ESL department with the PLC model, ASE and CTE departments have begun to implement a similar model. Recognizing the need for opportunities for faculty to analyze student performance, regularly scheduled three hour long meetings have been calendared for the year. This allows for rich discussion of the relationship between teaching strategies and student performance. Teachers are given the time and opportunity to compare methodologies being utilized in like classes. They can analyze student performance to determine which techniques are being effective and which need to be modified for optimum student learning. Administrators also discuss the relationship between teaching strategies and student performance with teachers at formal evaluations. One way to further strengthen the program would be to extend collaboration and dialog about good instruction across program areas.

Indicator 5.3: *The school is actively engaged in integrating new technology into the instructional program of the school.*

The computer technician on staff collaborates with the administrative team and lead teachers to determine technological needs and efficacy of each department. He also works directly with the district to assure that all technology integration meets district standards. The district is on a three year technology plan and all technology is slated for upgrade every three years. EMRAS currently has a technology team in place for ESL and ASE/ABE that reviews technology advances in instruction and how technology is used effectively in the school.

Credits that transfer into the ASE program from an accredited school are assessed as part of the student placement process. Counselors identify courses that meet graduation requirements and assign coursework for each student as needed.

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 technology training from OTAN and CalPro in topics such as Chromebooks, Google Docs, use of document cameras, smart boards and Gmail. Faculty members facilitate students using online learning models both within the classroom and as a distance learning option.

The school offers a variety of online learning options for students. ASE students have access to online coursework that may be used to complete credit courses in preparation for graduation. HSE test preparation (GED and HiSET) is also offered through online study. Smart boards, document cameras, Chromebooks, and a computer lab are also incorporated into instruction. In ASE, all core courses are offered through a district developed online program. The ESL Distance Learning program also offers an online option. CTE does not currently have an online option, but is moving towards digital workbooks and textbooks for the students, which is a first step to begin virtual classrooms in the future. Some teachers also utilize webinars, blogs, iTunes University and Internet YouTube video sites to improve understanding of classroom topics.

Students from all levels of ESL are rotated into the language lab on a weekly basis to receive multilevel computerized supplemental instruction. There is a variety of software to accommodate students at different levels. Instructional presentation tools are utilized in all ESL classrooms to provide instructors with access to internet resources in support of student learning.

Business/Computer Education students learn a variety of software programs including Microsoft Office applications, Adobe software applications, and Web page design applications. Medical Occupations classes use computerized instructional materials and various medical software programs. Computerized exam preparation materials for benchmarks and the NCLEX exam are part of the nursing curriculum. Teachers also utilize smart boards, document cameras, iPads, and laptop computers to deliver instruction.

Indicator 5.4: *The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.*

Currently, the ASE and ESL programs offer online instruction. In the ESL Department distance learning teachers participate in webinars, workshops, and virtual meetings with the online consultants. ASE uses an online program that was created by district teachers and is in line with state curriculum standards. Core courses required for the high school diploma are offered through the online program.

The online programs for both ASE and ESL are self-paced. Students may work from home or the lab where a teacher is available for "real time" help. Students are monitored for active involvement and are called when participation is lacking.

Indicator 5.5: *The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.*

The effectiveness of the instructional strategies utilized in our online program is directly measured by the successful completion of courses. All online coursework is asynchronous and self-paced. In ASE, students are given a grading period (quarter, which is nine weeks), for successful completion. Upon enrollment, students are notified of their deadline and are given periodical reminders throughout the quarter. All online work is reviewed electronically with the exception of written work which is evaluated by an English teacher within a few days. The teacher provides feedback to be used for the next written assignment. In ESL, students can email the teacher at any time to receive assistance or they can walk into the lab and the teacher will meet with them face to face. Students are required to finish one lesson per week. Online courses are approximately one semester long.

Indicator 5.6: *Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

The ASE online curriculum has projects integrated into the English courses. Students are evaluated on their comprehension and analytical skills. The ESL online curriculum is standards based and follows Model Curriculum Standards. Teachers review student work on a weekly basis. If a student scores low in a particular area, the teacher will recommend a variety of supplemental exercises to reinforce student learning.

Indicator 5.7: *Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.*

In ASE, all incoming students interested in online courses are given a brief orientation by an adult education teacher as to the rules, expectations, and format of the course. Students are also required to complete an orientation built in to each online course. Students having difficulty with the online environment are given the opportunity to speak to a counselor for an alternative option. Those students needing additional help are encouraged to seek lab teacher assistance. Students taking midterms and finals are monitored in the lab by a member of the instructional team.

In ESL, students meet with an instructor in the Distance Learning Lab to register for an online course. Students are interviewed and an SLO assessment is administered. An online placement test is also used when students are referred to the ESL Reading Smart program. Once determined that students will participate in an online program, a face-to-face orientation is given. Students are assigned to a specific teacher, who monitors their progress on a weekly basis.

Collected data show the effectiveness of the online programs offered at EMRAS along with areas that need improvement.

Strengths:

- EMRAS provides high quality instruction.

- There are a variety of instructional models to meet student needs - teacher directed instruction, independent study, home study, online

- There are active PLCs in the ESL department.

- EMRAS staff utilizes rich professional development opportunities.

- Up-to-date technology resources are provided in all program areas

- Up-to-date software applications used in CTE courses

- Labs available in all departments to assist student learning

Key Issues:

- Develop the PLC model in the CTE and ASE/ABE to increase communication and collaboration among teachers

- Continue to build opportunities for teachers to communicate and collaborate across program areas

- Ongoing staff development to maximize the use of technology in instruction

Evidence:

- Classroom Visit observation reports

- Samples of Student Work

- Student Projects

- Advanced Level Portfolios

- Hands-On Instruction/Simulations

- Daily Lessons

- Pacing Plans

- Textbooks

- Midterm/Final Exams

- Teacher Generated Tests

- Pass Rates

Evidence:

- CASAS Results

- ESL Progress Tests

- Job Shadowing report (CTE Teachers)

- Student Externships

- Career Pathways-Sequence Certificates

- Industry Certificates

- Certificates of Completion

- Competency Rates for Passing - ASE/70%; CTE/80%

- Sequencing of Classes (i.e. English IA, English IB, English 2A, English 2B, etc.)

- Ongoing Assessment in class to show progress

- Attendance Reports

- Labs for Student Enrichment/Reinforcement

- Technology incorporated into instruction

- YouTube Instructional Videos

- iTunes University Instructional Videos

- Document Cameras

- iPads

- Chromebooks

- Google Drive Training

- ESL - Translator to give instructions

- Staff collaboration at staff meetings

- PLCs

Criterion 6: Assessment

Criterion: *The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The school recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.*

Indicator 6.1: *Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.*

Clear learning outcomes and core competencies are integrated in all courses at the El Monte-Rosemead Adult School and are stated in the course outlines. These outlines were last updated in all departments during spring and summer of 2015.

Learning outcomes for the various courses in the CTE Department are integrated into the curricula for all courses and are evident in the course outlines. These competencies are based on the CTE Model Curriculum Standards. Medical courses also meet standards from state regulatory agencies for all medical programs such as Red Cross, American Heart Association, Board of Vocational Nursing and Psychiatric Technicians (for LVN, Pharmacy Technician), California Department of Health Services (for CNA), and Commission on Accreditation of Rehab Facilities (LVN). The curricula are also based on input from the CTE Advisory Committee whose members include faculty, administration, and community business partners from various industry sectors.

Core competencies and specific learning outcomes have been developed for ASE/ABE courses and are listed in each course outline. Courses are regularly evaluated using assessment information from CASAS testing and student work samples. Instruction is also modified after assessing student learning data to accommodate areas of weakness that are specific to each group of students.

The ESL Department has specific learning outcomes for the seven levels offered. Students begin by building a basic vocabulary and learn to listen, speak, read and write in English. Life skills are incorporated into all levels with the intent that our students will be effective communicators, problem solvers, and lifelong learners as stated in our SLOs. These competencies are listed in our course outlines and correlate with CDE Model Standards, SCANS, EFF, and CASAS Content Standards. ESL course outlines underwent revision in 2011, 2014 and more recently in April, 2015 to align with the new College and Career Readiness Standards (CCRS).

All major classes offered through the ESL Distance Learning program incorporate core competencies that are aligned to state standards. They also correspond to the seven levels of regular teacher-directed ESL classes. Instructional staff and administration undertake an annual review of the course materials to ensure that their content remains current and that they are replaced by newer versions when applicable. In addition, teachers constantly search for supplementary materials to review concepts and skills that are difficult for some students to learn based on unit test results. Review materials can be web-based, commercially produced listening programs, reading materials with listening components and videos or teacher-made.

Course outlines are reviewed for breadth, depth, rigor and sequencing and revised if necessary on an annual basis. The lead teachers coordinate this process, but all teachers are involved working in groups according to subjects they teach. In the summer of 2015, the CTE department restructured all their career sequences to meet the criteria for each industry sector. Currently, every career training program has industry-recognized certification. When students have completed a sequence, they review materials which prepare them for industry-recognized certification such as: IC-3, Red Cross, and Board of Vocational Nursing-NCLEX Exams.

All ASE/ABE courses are competency-based and the core competencies are aligned to content standards. Mastery of competencies is set at 70% in all four instructional models offered through the department: teacher-directed, independent study, home study, and online. All the course outlines were revised in 2015.

ASE/ABE course needs are discussed at home group meetings and meetings between the ASE lead teacher and the program administrator. Course offerings were formerly based on CAHSEE results, but CAHSEE is no longer a requirement for graduation. Currently the focus is on English and Math courses and the other core courses are still in progress. In the ABE program, analysis of learning data and entrance assessment scores identified the need for a Beginning Literacy course which covers five levels from non-readers to the fourth grade reading level and prepares them for the Basic English class. Individualized instruction was determined to be the ideal model to differentiate learning and promote student success.

For the most part, textbooks and other resources are selected to ensure that course competencies are in line with updated standards. The department has involved most teachers in the revision of course outlines to reflect these changes through the establishment of a professional learning community (PLC) involving all daytime and some evening teachers. PLC members are responsible for evaluating all courses in regard to depth, breadth, and sequencing through monthly work sessions. Meeting the diverse needs of students is another factor which influences the choice of content and performance standards to integrate into course revision. Some examples are technology skills and school and work culture.

Data analysis of CASAS test results is used to identify areas where students require additional help. ESL administrators also have access to these reports and are at Leadership and Extended Leadership Meetings. At the end of each semester, teachers submit reports for each ESL class listing students who are advancing to a higher level and those who are being retained at the current level.

Online ESL classes were added to the ESL Distance Learning program as a venue to allow access to community members. Analysis of data resulted in the addition of a conversation class in the

afternoon to address student needs in the areas of speaking and listening. In addition, Advanced ESL classes in the afternoon were modified to focus on the study of grammar as well as the development of oral presentation skills.

Analysis of learning data helps identify students who may be having difficulty in their classes. Student learning data indicated a need for a CTE lab dedicated for students who are struggling to get more assistance and practice.

Indicator 6.2: *The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results*.

Monthly departmental meetings have been lengthened to enable teachers to review student performance. Discussions of learning data and student outcomes among staff members such as CASAS benchmarks, graduation rates, credits earned, and course completions take place at department meetings. Data on completers are examined to determine what factors affect completion. Same subject teachers review and share strategies and materials to ascertain what is working in terms of student learning and to identify areas that need improvement.

Assessment is a critical component of the ESL Department's process for improving student learning as well as instruction. Student learning data results are frequently discussed at monthly departmental meetings. As part of the PLC process, the daytime staff has revised the progress test to correspond to the textbooks currently being used and to focus on the content and skills they selected as most important when they revised the curriculum. Currently the department utilizes a wide variety of assessment methods and instruments for different purposes and these are discussed at monthly meetings of staff in teacher-directed classes.

In the CTE department, administration recognized the need to improve the educational programs because enrollment/completer data revealed that students were not choosing or completing career sequences. The CTE orientation requirement was established in an effort to educate students about career sequences and course offerings to help them choose and set

career goals. All CTE students must attend the CTE orientation prior to enrolling in their first CTE class. Additionally, CTE teachers now meet monthly to review curriculum and collaborate on best practices. Currently, instructors teaching "like" courses in the Business and Computer Education department meet weekly to review and revise the instructional pacing plan, study guides, and tests for their classes.

Learning data analysis in ASE identified inconsistent assessments due to different textbooks being utilized in teacher directed, home studies, and the lab. The same textbooks are now in place across all instructional models except for online classes.

Data analysis of student learning results are discussed when ESL staff meet every month with administration. However, staff members frequently discuss learning results among themselves on an informal basis. These discussions have led to some changes to improve learner outcomes. For example, the staff noticed that a significant number of citizenship students didn't pass the writing portion of the citizenship test. This led to the development of writing exercises for homework practice. Also because the citizenship application form, the N-400, underwent revision, staff picked out the new material and added a section called "First Impressions" to the collection of typical N-400 questions which focused on oral interactions involved in the citizenship interview.

Teachers maintain gradebooks and have open dialogues during staff meetings about strengths and weaknesses in teaching strategies followed by discussions on best practices. The department is taking steps to increase these collaborative efforts in line with the school's Action Plan to allow for more structured data analysis and relevant professional development. For example, Computer Literacy teachers have collaborated on common assessment content and procedures.

To improve CASAS test results, DL teachers developed packets of review materials to prepare for CASAS posttests. As a result, more students are now making benchmarks by completing an NRS level or advancing to the next one.

Assessment results such as CASAS benchmarks, course completions, course requirements, graduation rates, scheduling and pacing of courses, intake assessment and placement, changes in delivery venues by students are discussed at department staff meetings as needed. The Lead Teacher and Program Administrator solicit input from staff and their recommendations for program and course improvement to enable student to reach their academic goals. As previously mentioned, information from these meetings are passed on to the Leadership Committee for further action.

Students must meet competencies in each class and complete a sequence of courses to earn a Career Sequence Certificate. For some training programs, they need to pass a state or industry recognized, licensing/certification exam.

By design, online, independent study, and home study courses are focused on individual learning. Students experiencing difficulties in mastering course materials can retake the test after sufficient review. At times, the teacher may go over study skills with the student or refer him or her to the counselor for further evaluation. Upon evaluation, a student may be moved to remedial or ABE classes to build up skills necessary to succeed in the high school class. In teacher-directed classes, low-performing students may be offered remediation by the instructor or referred to the counselor for a schedule change to a lower level class or transfer to ABE.

Students entering the ASE/ABE program are required to take an in-house assessment test which determines English reading, writing, and language skills as well as math proficiency. Once a student completes the entrance test, he or she is directed to a counselor-administrator for advisement and scheduling of classes. Students may take courses in any of the four instructional models that will enable them to achieve their academic goals. Students who lack the skills to enter the ASE level classes are counseled to take ABE classes to strengthen their Math and English abilities.

While the ASE program's use of data analysis to determine student learning needs is in the developing stage, department lead teachers and administrators recognize its importance and are moving towards its increased usage in line with the school's Action Plan.

Since some ESL classes are subject to open enrollment, various assessments in classes show that a number of new students lack skills for the levels (classes) they are placed in. Lesson plans are revised to accommodate student needs by reviewing, re-teaching, or recycling (using a different context) these competencies. This also holds for situations when students experience difficulties in mastering competencies. Students may also be transferred to lower level classes if they are struggling in the levels they are initially placed in or advanced to higher levels if they find the classes too easy.

Placement testing includes speaking, reading and writing components. These tests are sometimes used to determine a student's readiness for a higher level or eligibility for academic and career preparation programs. Teacher assessment of incoming students may lead to level changes and procedural changes during intake. For example, some students who were assessed to be in advanced level lacked the writing skills needed to complete writing assignments at that level. This resulted in more rigorous writing assessment at intake.

Both summative and formative evaluations are utilized to determine student progress. CASAS tests and progress level tests measure student readiness for the next level. ESL students need to score 70% on progress tests and CASAS scores must show completion of an NRS Educational Functional Level and/or advancement to the next. In addition, the high school entrance exam is administered to Advanced High students who wish to continue on to ASE/HSE programs.

ESL instructors use an assortment of formal and informal formative assessments. Formal measures include unit tests, ESL Lab logs, quizzes, portfolios, projects, charts and checklists, writing assignments, peer and self-assessments. Some assessments such as writing assignments and portfolios utilize rubrics which are discussed with students so that they are aware of teachers' expectations as well as requirements and guidelines for how their work will be evaluated. Informal appraisals are also used such as teacher observations, cooperative group activity, think-pair-shares, worksheets, pair dictations, whole or small group discussions, games, individual student-teacher consultations and role play.

Learning data analysis of unit test results as well as oral communication assessments showed that some students were not ready for the next level of materials. To help students who were

experiencing difficulty in mastering a level, new materials were ordered to provide more extensive practice for each level.

The ESL Distance Learning Program established an online venue in response to student needs. In evaluating the DL program, it was noted that a considerable number of students failed to complete the program. Communication with these students revealed why some students couldn't come during DL's regular schedule. Health, transportation, and child care issues as well as constant job schedule changes were common reasons. Some regular ESL students also take advantage of DL online programs in addition to their teacher-directed ESL classes. CASAS results for these students show remarkable increases in their posttest scores compared to their counterparts who only attend teacher-directed classes.

SLOs are integrated into the curriculum and are part of daily objectives. SLOs are displayed along with the agenda in teacher-directed classes. As the teacher progresses through the lesson, comprehension checks (formative assessment) are performed to determine whether the lesson objectives are met. They are assessed through various assignments such as projects, group/individual assignments, presentations, tests/quizzes, hands-on demonstrations, performance in practicum and clinical hours. Comprehension checks, formative assessment are performed to determine whether the lesson objectives are met. If it is determined that

students need more practice, teachers make the necessary modifications in the lesson plan or their teaching strategy in order to achieve the desired outcomes.

Indicator 6.3: *Student data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.*

Recognizing the need for teachers in the different program areas to collaborate on issues relating to program improvement and learner outcomes, administrators meet with lead teachers weekly and hold monthly departmental meetings for teachers to collaborate with each other in groups according to courses they teach. Evaluation results are discussed as well as best practices to improve student achievement in their classes. These collaborations which focus on learner outcomes result in improved course completion rates and increasing career certification numbers for the CTE program.

Various formative assessment results are examined. These may be hands-on procedures, projects, job preparation portfolios, assignment logs, teacher-generated tests as well as textbook unit tests. Adopted textbooks have objectives and standards to guide the assessment process and teachers are utilizing the assessment resources provided by the textbook companies.

In ESL, formative assessments provide ways for teachers and students to interact with each other through useful feedback. Student performance in lab activities is recorded in lab logs. Students are required to complete each activity and score at least 80% on the unit test before the teacher or lab assistant signs them off and they can advance to the next unit. Use of rubrics to appraise writing, speaking, group interactions, and portfolios serves to inform students of their levels of proficiency.

The ASE program has expanded its course offerings with the addition of elective courses. It now includes online courses as another venue for students who have difficulty coming to school during its regular scheduled hours. Processes are also in place to have students change venues when needs are identified. For example, a student in independent study may be advised to take teacher-directed classes for more structure or vice-versa if a student's progress to higher levels is hindered by a teacher-directed environment. The ASE program has restructured its passing criteria to become competency-based with mastery set at 70% and is also starting to collect data regarding the change. With the elimination of the CAHSEE, the department has redirected its efforts to focus on producing college-ready graduates by preparing their students to pass college entrance examinations.

In the ESL department procedures are also in place for students to transfer to lower and higher levels within the term based on student self-assessment as well as instructor recommendation. Instructor recommendations are based on current formative (teacher observations and oral interaction with student, quizzes, class activity participation) and summative assessment data (CASAS, unit tests). ESL administrators are always apprised of these movements as level changes and transfers require their final approval.

In the Distance Learning ESL program, if students are struggling with an instructional program, staff members review their performance on unit tests as well as their attendance records, and act accordingly, assigning students to a higher or lower level as needed.

Indicator 6.4: _Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school._

Student success is celebrated upon completion of a program. ESL culmination ceremonies are held twice a year. High School graduation is held once a year. These events are open to all teachers and students as well as community and school board members.

At the end of each school year, the school administration presents a summary of student learning results, programmatic accomplishments as well as areas of concern relating to student needs to the EMUHSD Board of Trustees. This "data report card" is open to the community at large.

Classroom teachers identify students who require additional help through daily formative assessment and unit quizzes. In the ESL department CASAS test results are also used.

Indicator 6.5: _The institution relies on assessment results for institutional planning, Action Plan revision, and resource allocation._

All stakeholders are represented in various committees in order to participate in the decision-making process involved in school improvement. Students are represented in the Student Advisory Committee, classified and certificated staff in the Staff Advisory Committee, community members in the Community Advisory Committee, and administrators in the Leadership Committee. These committees meet on a regular basis to discuss the concerns and recommendations of the groups they represent.

Course offerings are discussed when needed at departmental meetings. The information is shared by lead teachers and program administrators at Leadership and Extended Leadership Committee Meetings as well as stakeholder representatives at Advisory Committee meetings, who also offer their suggestions, proposals, and recommendations. Data analysis, when available, is provided to make a case for or against course offerings at the school.

Administrators determine the number of classes offered each term, the opening of new classes, and allocation of human and financial resources using annual staff and student survey results, input from Leadership Team, Community Advisory Committee, and Student Advisory Committee meetings. Board members and district administration make frequent visits and provide insight to community and program needs in relation to student learning outcomes. For example the need for additional nursing training has been identified by the Board of Trustees as a priority area for program growth.

Indicator 6.6: _The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process._

Most classrooms are now equipped with a document camera, a computer with instructional software and Internet access, projectors, and electronic whiteboards. Study labs with computers and Internet connection are available in CTE, ASE, and DL departments to provide

opportunities that support student achievement and meet their needs on an individual basis. Built-in assessment components of these programs enable students to monitor their progress.

Self-paced online courses are now available to students in the ASE program and ESL Distance Learning program. Students are able to monitor their performance and control their progress. ASE teachers were trained by the instructor who developed the program. The DL staff was trained by the OTAN consultant and publisher's representatives.

ASE teachers use online gradebooks which all ASE students have access to.

The school recently purchased a portable classroom set of Chromebooks that are used by ABE/ASE students to access online programs that boost their skills in specific subject areas, hone their research abilities, and enable them to collaborate and share information for assignments using Google Tools. OTAN training on Using Chromebooks for instruction was arranged for the teaching staff.

ESL teachers and students have participated in annual technology surveys sponsored by OTAN to assess needs in this area. Results of the teacher surveys are used to develop individual technology plans as well as training programs for professional development. For example, in response to technology survey results last school year of evening teachers, four sessions of website design training were organized for their professional development and conducted by an ESL technology mentor. Class websites were developed to showcase student work and develop students' abilities to communicate their ideas and opinions online. This year, teachers have requested for follow-up sessions to review web design skills.

Other professional development activities for ESL staff involved the use of Google Drive and Tools to enhance communication among teachers collaborating on PLC activities such as curriculum modifications and assessment development. Training also focused on teaching students how to apply Google Tools as a means of enhancing their 21st Century Skills. All ESL DL Online programs are aligned to state standards and include in-built assessment components. Students are able to monitor their performance and control their progress. Successful student learning data has led the department to invest in additional programs for students who use this

mode of instructional delivery. Training of staff to administer the program was furnished by an OTAN consultant and publisher's representatives.

CASAS eTesting is in early stages of implementation. Administration and classified staff have been trained online and at the CASAS Summer Institute to administer and/or proctor the exam.

The school's CASAS Coordinator has worked closely with CASAS personnel to resolve issues related to the interface between the test software and TOPS Pro Enterprise, the student demographic database. These issues as well as logistical problems have hindered the full implementation of e-testing. So far, only one of the advanced classes participated in e-testing; however, the advantages of this venue particularly for students have been demonstrated since they receive immediate feedback on their performance.

ESL student survey results are incorporated in instructional planning and the department's overall resource allocation plan.

Indicator 6.7: *The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.*

Online courses are accessed one at a time. Students in the ASE online program must pass the 70% competency level to advance through the course units.

In ESL Distance Learning, assessment components are built in the instructional programs and determine student advancement to the next level. Students with 80% mastery of competencies are considered to be prepared to move to the next level.

Assessment is built into the online course. Students work through the course and are tested at the end of each unit. Moving to the next unit is allowed only if the student achieves mastery. Otherwise, the student has to review the material and retake the test.

In the ESL Department, unless a student scores 80% or more on lesson or unit tests, the program automatically prevents their progress to the next level. The student has no other option but to review the lesson or unit and retake the test.

Most of the online work is corrected electronically. However, writing assignments are submitted electronically to and corrected by the online teacher.

To ensure academic integrity, the student is required to take the password-protected proctored final exam in the ASE study lab where the teacher can monitor student work on the test from his or her computer. Written work on exams is scanned online for plagiarism.

The CAHSEE results were used to determine course offerings and program improvement. However, the CAHSEE is no longer being implemented. Students can also take the GED exam in school as EMRAS is an authorized test site by permission of its publisher Pearson Vue. The school is also an authorized test site of the HiSET.

Student motivation for working on the online programs is intrinsic. There is no "graduation", academic credit or career certification involved therefore ensuring academic integrity is not an issue.

Indicator 6.8: *A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.*

Student work is appraised by built-in assessment components of online courses and programs which demonstrate all learning objectives met at pre-determined competency levels. Student with special needs who are unable to achieve mastery are referred to counselors who may suggest other pathways to achieve success.

Since all online instructional programs used in the ASE and ESL DL departments are aligned to state standards, student work and its assessment demonstrate achievement of Schoolwide Learner Outcomes.

Strengths:

- The progress tests for all seven levels of ESL were revised to align with text content.

- The placement test for ESL has oral and written components.

- Students can finish all classes to earn sequence certificate within one year.

- EMRAS Course Outlines are standards based (state).

- CTE students are assessed at midterm to see if they're on track for sequence.

- Placement assessment assists in the creation of new classes based on student needs.

Key Issues:

- EMRAS needs to use standardized tests for placement assessment to determine level and/or grade in ESL and ASE/ABE.

- There needs to be collaboration between programs (CTE/ESL/ASE/ABE) using assessment data to assist with student transitions and improve communication on assessment procedures.

- There needs to be improvement with assessment record keeping and dissemination of reports in a timely manner to staff and students concerned.

Evidence:

- Course Outlines

- CTE Model Curriculum Standards

- Minutes of CTE Advisory Meetings

- Revised CTE Career Sequences

- Enrollment/Completer Data

- Career Center / CTE Orientation Sign-in Sheets, Schedules, and Calendar

- List of Students who have passed licensing/certification exams

- Teacher gradebooks, Staff Meeting minutes

- Student work, Agendas and Lesson Plans with Objectives/SLOs

- List of current textbooks, pictures of teachers using, classroom technology, pictures of students using Chromebooks

- ESL Placement, ASE Assessment Materials

- DL Citizenship Interview and Test Practice Materials

- CASAS eTest Reports

Criterion 7: Student Support Services

Criterion: *The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for 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 that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.*

EMRAS provides its students with a wealth of support services designed to enhance the learning experience and increase academic achievement. These include: counseling services, schoolwide events, free babysitting, field trips, access to technology, textbooks, a career center, tutoring, multilingual staff, community partnerships and relationships with governmental agencies.

EMRAS holds a number of school-wide events with the aim of supporting the learning experience and providing community-based assistance when needed to enable students to continue their education. Included in the annual "Aloha Meet 'n' Greet Week" is a Resource Fair that brings into focus a range of available community services such as free health screenings, legal aid, chemical dependency and domestic abuse counseling, tax help, and employment counseling. Other

events held each year include: Adult Education Week, semi-annual book fairs, blood drive, Food, Toy, & Teddy Bear Drive, the holiday food basket giveaway program for needy students, fundraisers for scholarships, and field trips to various culturally and occupationally relevant sites in the community. An equally important aim for these events is to foster positive school spirit, community connection, and social skills.

The school offers free preschool for 4 year-old children and free evening babysitting services for children ages 3 to 10 years that allow parents to attend classes. Babysitting services are planned for expansion to serve both day and evening students in fall 2016.

The ESL department regularly schedules and supports lesson-related field trips with the purpose of expanding a student's sphere of knowledge about the world. Students have visited local museums, libraries, and the local airport and used the Los Angeles area subway system to learn how to navigate these outside locations.

Each department maintains a large inventory of textbooks, workbooks, readers, resource material, and special equipment for daily use.

The school has recently opened a comprehensive onsite Career Center to prepare students for a career or higher education. The Career Center works with local employment-related organizations and schools, including Rio Hondo Community College, in ensuring a continuum of support beyond the adult school. Students can get help finding jobs, practicing interview skills, writing resumes and cover letters, and receiving job application assistance. They can, if needed, obtain business clothing in preparation for a job interview. The Career Center also conducts informational classroom visits and makes an array of print materials available to students.

Last year, EMRAS forged a partnership with Rio Hondo Community College intended to help ensure a seamless, supportive transition for students from high school and vocational school to college. In November, Rio Hondo hosted the first of several future events to forge a bond between EMRAS students and the college, and to expose them to the range of vocational, academic, and co-curricular services available. The college further supports EMRAS as a resource and continuing presence in the EMRAS Career Center.

The goal of supporting students is also widely reflected in the input provided by both the Staff Advisory Committee and Student 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.

The presence and availability of full-time bilingual and multilingual support staff ease the process of both registration and scheduling of classes through the year.

EMRAS maintains a working relationship with a variety of outside governmental agencies that often play an integral part in the lives of students:

- **GAIN/CalWORKS** - Provides remedial, academic, and job training services to eligible government assistance recipients in ESL, ABE/ASE, CTE training, and GED/HiSET preparation.

- **CTB California Training Benefits under EDD** – provides career technical training to eligible California Unemployment Insurance claimants who lack competitive job skills. The goal is to retrain identified California training recipients in a new career that will make them marketable for the workforce.

- **Trade Adjustment Act** – 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, and GED/High School Diploma training.

- **America's Job Center of California (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 was previously called WorkSource and is delivered through Goodwill Industries in the greater El Monte area.

- **Department of Rehabilitation** – provides services and advocacy assistance aimed at achieving employment, independent living, and equality for individuals with disabilities. The department works in partnership with consumers and other stakeholders to achieve these ends. Recipients are required to meet with a 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 to students and to the greater El Monte community.

Each of the academic departments: English as a Second Language (ESL), Adult Secondary Education/Adult Basic Education (ASE/ABE), and Career and Technical Education (CTE), offers counseling services. The services are available to all students from 8 a.m. to 4 p.m. Monday through Friday and one counselor is available from 5 p.m. to 9 p.m. Monday through Thursday.

Once students are ready to graduate from their respective programs, counselors are available to meet with them to discuss the requirements of transitioning to another program or course of study offered at EMRAS. Counselors often recommend alternative pathways for students to follow once they leave the school.

EMRAS does not currently offer financial aid. Counselors advise students regarding the availability of some financial aids in relations to a student's future planning.

One specific support deemed to have a great impact on students' success is individual tutoring. EMRAS provides tutoring services within individual curricular departments. Tutoring, for example, is offered in ESL, the ASE math lab, in GED preparation, and in special education support. ESL tutoring sessions focus on specific areas identified by the teacher or student and can continue as other needs arise. The ASE Math lab provides additional support on Fridays for students in Math. The GED preparation lab provides an opportunity for students to prepare for the GED in their assessed areas of need. The ASE independent study lab always has a certificated teacher available to assist individual students. The CTE department offers enrichment labs for business, computer, and medical students who are struggling in their course work.

Throughout the campus, Wi-Fi is available to students. Throughout the school, students use technology resources such as computers, iPads, Chromebooks, and laptops.

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 Staff Advisory and Student Advisory committees allow for the opportunity created for the independent evaluation of support services. These stakeholders on create a platform for the assessment and improvement of student support services. EMRAS recently conducted a

student survey and gathered information on what students liked and disliked about the school. The survey results indicated that support services at EMRAS receive very high approval rates. The following are percentages rated above average for services:

- 88% customer service

- 85% registration process

- 87% placement testing

- 87% counseling services

- 88% campus cleanliness

- 89% campus safety

In addition, administrators as well as the district office 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 student input. Administrators, including those from the district office, conduct informal visits to classrooms and other campus locations such as registration and learning labs to observe the effectiveness of these functions and to address pertinent questions.

Administrators meet weekly at the administrative team to evaluate campus activities that directly affect students and opportunities for improvement. Each department also holds monthly staff meetings that include review of support services.

The teaching approach at EMRAS is one that 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.

ASE in particular utilizes the newly acquired CHROME computerized technology system to enhance the quality and output of student lessons. Students apply themselves via CHROME to work on projects and shorter assignments. Informally, the feedback is that they greatly appreciate the availability of state-of-the art applications and the synergy technology creates for their learning experience.

There are several avenues for disseminating information. The first direct information sharing takes place in the classroom where teachers make announcements on programs and services. EMRAS also makes announcements using the school intercom system and places flyers throughout the building.

Information about other courses and options are available through the school course catalog, Web site, course listings, counselors, posters, and the registration clerks. In addition, information is broadcast on large monitors in the school lobby. Students also tour the school during our Meet and Greet Week and receive an overview of services from academic departments.

All new CTE students attend a CTE orientation where they learn about career sequences at our new career center. ASE students are routinely advised at the beginning of each quarter about the availability of the learning resource lab and the Career Center. Career Center staff also make presentations to departments and classes to discuss its programs and services, including its workshops to prepare students for job interviews, proper "dress for success," and resume and cover letter writing.

Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities.

Academic advisement is a crucial component in the education delivery process at EMRAS. EMRAS provides five counselor/administrators that are available to work with students in all program areas. Counselors in all departments make themselves available to students during day and evening sessions.

The administration meets weekly with the counseling staff to discuss changes, updates and program implementations. In addition, counselors meet informally and individually with the principal to discuss and review policy procedures and circumstances involving individual students.

EMRAS counselors assist students in each department to plan their next course of study or transition to career training. Students express an interest in transitioning from one academic program to another within EMRAS. Teachers and staff conduct tours and provide information to level 6 ESL students about ABE/ASE courses.

Similarly, many students who are about to graduate from ASE courses make the decision to enroll in CTE courses with the help of counselors who play an important role in assisting them in making a smooth transition. The health care vocations has for years been one of the most popular options for graduating ASE/ABE students.

In addition, each month a counselor from Rio Hondo Community College visits the school to meet with individual students regarding their transitioning and future education choices at the community college. Recently, the college hosted the first Rio Hondo Region Adult Education Consortium Trades Night in which EMRAS students had the opportunity of visiting the college campus and interacting with college representatives.

The school supports the counseling and advisement staff with a range of professional development opportunities. Throughout the year, counselors are given the time and opportunity to attend a variety of professional development conferences through CCAE and ACSA. They attend district sponsored trainings (i.e. Transgender Issues). The administration and counseling staff attend an annual retreat in order to build on the staff's collective knowledge, share ideas, discuss strengths and weaknesses, and plan for the next school year.

EMRAS is fortunate to have highly experienced counselor/administrators with a clear understanding of the adult student experience. EMRAS counselors facilitate CASAS TOPS Pro User Network Meetings, provide input into registration and attendance accounting systems, facilitate changes in student intake procedures and play a key role in program development, all to meet the specific needs of students in our community.

EMRAS counselors participated in the planning and implementation of the Adult Education Stakeholder Conference sponsored by Rio Hondo Region Adult Education Consortium. The

conference addressed issues such as the common assessment database, community outreach, strategic planning and advocacy, professional development, and "seamless pathways."

Additionally, EMRAS counselors took a leading role in planning the Workforce Development Conference and Trades night to share information about apprenticeship programs and identify key necessary skills. They worked on bridging gaps between existing programs and the needs of labor /industry, in addition to serving special population such as veterans, disabled and recent immigrants.

The WIOA community meetings also aid counselors in understanding the WIOA demands. By collaborating with the various workforce agencies, counselors are able to work directly with agency personnel that can connect students to work.

Indicator 7.3: *The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.*

EMRAS creates public awareness of its services through a variety of media. The school makes its class schedule available to the community through the website and Facebook. Banners are also posted in prominent locations along major intersections. There are freeway guide signs posted at exits near the school with the school name. The local weekly newspaper, Mid-Valley News, frequently carries news and announcements concerning the school's events and achievements.

According to the student survey, most students become aware of EMRAS through word of mouth. EMRAS supplements the strong "word of mouth" marketing through brochures and flyers distributed at job fairs and city events as well as the CTE advisory and community partnership meetings. The EMRAS marquee has been a longstanding landmark on Ramona Boulevard prominently marking the school's location and advertising its name and course information.

New students to CTE, attend a required orientation where they are given information on CTE programs and sequences. The school maintains a fully staffed registration office for all programs as well as a staffed reception desk where most often potential students make the first contact with the school.

At these locations, students and future students can obtain relevant information about programs and services. They are welcomed and encouraged by staff to enroll in a program that fits their needs.

Students interested in advancing from ESL to ASE/ABE receive an in-class orientation regarding the ASE/ABE before they graduate from ESL. They are given a walking tour to the ASE/ABE department and shown a range of areas from registration and advisement to individual classrooms. They can observe teachers interacting with students in an actual classroom situation.

Students are tested to ensure they are enrolled in a level appropriate skill level. Entering ASE students are required to take and pass an initial assessment exam to gauge their ability to do high school work. If they prove unready for high school, they are placed in ABE in either Basic Math, Basic English, or both.

In addition, counselors visit the 6 high schools within the district to inform students about the programs and services offered at EMRAS, including the registration process. At the beginning of each semester students participate in a mini-job fair and a resource fair where they get tours of the school's academic departments.

Beginning in the classroom, learning is rooted in students' prior knowledge and past experiences. Whenever possible, teachers make learning relevant to a student's situational past and his/her present living conditions. In ESL for example, teachers conduct field trips to supermarkets, post offices, and other locations relevant to students' lives. Because the student body at EMRAS is overwhelmingly composed of immigrant and ethnic minorities, every attempt is made in the classroom to relate a student's background with his/her future in an advanced, rapidly mobile society such as Los Angeles.

In ASE, the curriculum includes projects in art, English, and physical science that utilize students' skills in poster making and oral presentations. In addition, the campus is multicultural. Students are encouraged to practice their developing English skills with each other in and out of their classrooms.

Students learn of new developments at the school from reports based on the school newsletter and meetings of the Student and Staff Advisory committees. Furthermore, a number of extracurricular events such as Meet and Greet Week, the Book Fair, Job Fair, Adult Ed Week, and the annual winter holiday season events, for example, reinforce the importance of school as a place where the social dimensions of learning can occur well beyond the classroom walls.

EMRAS's newly opened Career Center provides an invaluable for students seeking a successful transition into a desired workplace. The expected value of the Career Center in coming years is incalculable and has already showed initials signs of becoming success with the school's recent partnership with Rio Hondo Community College and other adult schools in the region.

Rio Hondo's collaboration with EMRAS in providing transitioning support so far has taken the form of monthly college orientations. Students either are sent to visit the campus for counseling or see and hear a college representative who makes regular visits to the school. The collaboration is expected to increase the formation of a regional consortium in which Rio Hondo is a partner with four other area adult schools.

Counselors work directly with local companies and agencies for job placement. In addition to counselors, teachers routinely and informally educate their students on opportunities that exist on "other floors" of the school such as nursing and health care administration, and the requirements of seeking and applying for jobs in a chosen field. ESL advanced classes and some ASE classes, for example, include lessons on cover letter and resume writing into the curriculum.

The Career Center provides job readiness help by advising students on completing job applications, practicing for an interview, writing resumes and cover letter. It also supplies students with information on job postings and helps to prepare them for a job interview.

Counselors and the career center staff refer students to the American Job Center for employment assistance whenever needed.

The CTE department partners with AltaMed, a local healthcare provider, and Lawrence Equipment where students can complete their education through internship programs.

One of the challenges facing the school remains assessing student success in the years that follow to ensure that goals are met. The school is currently discussing ways to better monitor the personal growth and success of students from year to year using data collection and assessment information.

Students are encouraged to report to their teacher when they need to drop the class. Not all students communicate their reason for interrupting their education. Students are routinely contacted to determine a reason for not attending school. In ESL, for example, teachers may call a student at home or may ask an office clerk to make the call. If staff cannot reach a student, they will send a note. CTE students who have stopped attending classes are contacted via email or telephone to determine whether they have secured employment or have continued their education with another program or institution.

The admissions policy includes but is not restricted to the following: EMRAS is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics, and classes are open to all adults aged 18 and older who have a desire to learn.

Information on the school's policies regarding student expectations is made clear during the initial counseling phase of a student's entry into the school. The school's brochure contains policies that directly pertain to students.

On the first day of class, school rules, guidelines and class expectations, and the syllabus are explained to the students by the teacher. The school rules, the mission statement, and SLOs are clearly visible and posted in each classroom and are explained to students by the teacher at the beginning of each term.

The school goes to great lengths to closely guide students through the education process. As students near the completion of their course of study they receive continuing education presentations in an effort both to retain the student but also to help the student make proper choices past their initial studies at EMRAS.

As part of the ESL graduation process, for example, students participate in a class presentation on the various programs offered at EMRAS. Those students interested in continuing their education can schedule an individual academic counseling session with an appropriate counselor. The students' individual goals are outlined with a timeline and a list of classes that are required to achieve their goal. Furthermore, if students have any issues regarding their educational goals, counselors are also available throughout the school year to discuss their needs.

In ASE, students undergo a formal graduation advisement process during which they hear about scholarships to help further their education and become eligible to participate in the graduation commencement exercises held each June.

It is the school's policy that all requirements of a course be completed prior to the issuance of credit, certificates, or letters of recommendation. A student may repeat a class if they are unable to meet the course competencies within the enrolled term.

In CTE, students who are eligible test for expert rating certification upon completion of a CTE sequence that validates their expertise in a specific area of learning and makes them qualified candidates for the job market.

Indicator 7.4: <u>*The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.*</u>

EMRAS constantly attempts to upgrade the levels and types of learning supports it provides its student population. The student demographics of the local community and its inhabitants have been well studied and documented over the years. The district and the individual high schools within the district, including EMRAS, have over time studied the ethnic breakdown, employment status, income levels, immigration status, education level, and family patterns of its residents.

The school's student population generally draws from its resident population. Additional student groups come from outside the local area but share many of the same demographic characteristics of the main body of students.

One of the best means of studying and identifying the learning support needs of the student population has been the Student Advisory and Staff Advisory committees. These two groups meet regularly to discuss the academic and extracurricular needs of student, but they also transmit the thoughts and concerns of students on ways to improve the curriculum and its delivery at EMRAS. Student representatives are chosen by teachers based on class performance and demonstrated leadership skills.

The school provides suggestion boxes throughout the campus in which students can drop in ideas or comments that will help improve their academic lives at school. The school also conducts periodic end-of-term surveys by classes and/or departments to gauge students' thoughts on the effectiveness of a class.

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 GAIN, EDD, the Department of Rehabilitation, the Department of Mental Health, the Department of Children and Family Services, the Probation Department, and CalWORKs.

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 an activity principally geared toward familiarizing students with the variety and breadth of programs at EMRAS. The Resource Fair is held during this week. Many service agencies attend the Resource Fair and distribute materials about their programs and services. Others provide their services more directly. For example, a local cosmetology school may offer students a free haircut and/or manicure. A healthcare provider may offer free blood pressure checks, diabetes blood tests, and bone density tests at the fair.

Students receive tours of the campus when they are about to complete their given programs of study. The tours give them an opportunity to explore areas of the school unknown to them and to learn about other academic or vocational options available to them.

The school has other events such as book fairs, job fairs, and Adult Education Week. Recently, students participated in the Rio Hondo Region Adult Education Consortium Trades Night. Students were provided bus transportation to attend the event and learned about obtaining apprenticeships in construction, plumbing, electrical work, and other fields. All these events are designed around student community awareness and education.

Online services include:

- ASE/ABE student access to their grades and assignments through Jupiter Grades.
- Students can access online employment searches and job applications.
- Career interest surveys and soft skill inventories are provided in the Career Center through the county library system, EDD, and Schmoop.

These services are evaluated by reviewing the number of students who access the service and through student feedback.

Student requests and concerns are discussed and reviewed during weekly administration meetings. Input regarding support services is also received from a variety of sources throughout the campus, including the student suggestion box, Student Advisory Committee meetings, department staff meetings, and individual discussions held by teachers in class or in the learning labs.

Revisions are made when necessary to keep up with student and community needs. One example was the creation of the school's onsite Career Center, which provides a battery of helpful supports on job seeking, preparation, and continuing education. Another is the extension of summer school for a full nine week rather than a previously shorter term. These two innovations were the result of concerns voiced by students that received appropriate effective response.

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

EMRAS has a student records release policy. This policy is reviewed with the classified staff to ensure everyone is aware. Clerks ask for some form of identification before records are released.

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 are trained on the importance of maintaining secure records.

Student registration forms are stored in a locked fireproof file cabinet in a locked office on campus. Only specific clerks have access to the key to that office. A second key is kept by the plant manager. Student transcripts and records are stored by individual departments. ASE, for example, stores its transcripts in a locked fireproof file cabinet in a locked room which is accessible only by designated clerks.

Current 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.

Indicator 7.6*: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.*

Some 12,500 copies of the school catalog are printed annually for distribution at the school site and are delivered to the district high schools, local libraries, businesses, and agencies throughout the community. In addition, the catalog is also mailed to 47,000 residents in the school's service area. The catalog describes courses offered as well as information on career pathways. The catalog is reviewed prior to publication to ensure that the information is reliable. The information is also available online.

Policies and procedures are available on the district website. Emergency procedures such as those involving fires and other disasters are posted in every classroom with a map that illustrates the fastest, safest, and easiest ways to exit the building in case of an emergency.

In addition to standard placement testing to ensure that students are properly assigned to the correct class, ESL teachers are able to diagnose based on in-class performance when a student has been incorrectly placed in a class.

In ASE, students are assessed upon intake to assure correct placement either in ABE or in ASE classes. Prospective CNA and LVN students take a qualification test to determine their academic skill level for placement.

The school collects data on the student outcomes on the annual EMRAS data report. Additionally, the EMRAS team is developing a system to collect the performance outcome measures as required by the AB104 AEBG.

The EMRAS team measures how many ESL students complete each level and the number that complete the ESL program. The school also tracks how many of these ESL completers transition to ASE and earn their High School Diploma. For CTE, the number of students that have completed courses and career sequences is documented. In ASE, data is collected on how many students earned credits toward their high school diploma, and ultimately, how many graduated.

Indicator 7.7*: The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.*

Students enrolled in online classes have daily access to their instructors when seeking educational support. ESL students are required to be on campus for orientation and ASE students take all their tests on the campus. Students who visit the campus have all the same services ordinarily provided to the students who enroll in classes given on campus. Whatever is not normally provided in the form of academic counseling, college preparation support, personal counseling, and health services is provided in person. Students are routinely referred by appointment to a counselor to have these questions answered for them.

Indicator 7.8*: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.*

Most of the classes taught at EMRAS are teacher-directed. However, it is one of several methods of learning available as an option to students. Support services and related activities have a direct, daily relationship to the student's involvement in learning. In ASE/ABE, the class schedules published weeks before the beginning of each subsequent term help to guide students through the course requirements leading up to graduation.

A large number of ESL and ASE students who register for online courses, find that they seldom need to visit the campus in order to perform their online tasks. The ESL department online students who do feel the need to visit the campus have access to an adequate number of computers. There are computers available to them, five in ESL and 14 in ASE. These computers furnish ease of access and equity in both accessing and using relevant learning applications. They also have full Internet capability. Students are not required to schedule an appointment to use a computer, they only need to walk in during day or evening hours when the distance learning classroom is open. Online classes are currently not offered for CTE courses.

Indicator 7.9*: <u>School leadership and staff link curricular and co-curricular activities for online students to the academic standards and schoolwide learner outcomes.</u>*

Online students at EMRAS are on campus for orientation, counseling, instructional assistance, and certain tests. The campus and events held there are open to all students including those who study online.

Indicator 7.10*: <u>The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.</u>*

Because EMRAS is an adult school and the majority of its student body is commuter in nature, that is, they have outside responsibilities such as jobs and families, the number of school and community activities made available to them is limited.

In some departments such as ESL, online students do not currently participate in co-curricular activities. In the majority of cases, students who enroll in online courses do not have either the time or the ability to attend on-campus courses. Any existing support or communication is therefore provided through the online teacher.

If a student needs help, the online teacher will provide educational websites that address the student's particular need. Co-curricular activities such as field trips and volunteer work are out of the scope and nature of the online student's curriculum. The same can be said of students in the ASE/ABE department.

Strengths:

- EMRAS has a strong counseling department to meet student needs

- EMRAS offers a broad array of student activities and resources

- Rich technology resources supported by an onsite technician

- Seamless transitions between programs

- Active student advisory committee that helps to effect school improvement

- Partnership with Rio Hondo College offering on site services to students

- A functioning Career Center that is staffed throughout the day and evening

Key Issues:

- Centralized testing center using standardized tests such as CASAS

- Continue to develop tracking system for students who leave EMRAS

Evidence:

- Written policies and procedures connected to student transcripts

- Student personnel records, including admission and scholastic records

- Professional development opportunities for support staff in charge of student services

- Resource Fair photographs, flyers, list of participants

- EMRAS brochures, website, catalog, flyers

- Minutes from all Advisory Committees

- MOU and partnership documentation

Criterion 8: Financial Resources

Criterion: *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.*

As mentioned in the progress report, EMRAS has gone through significant budget cuts and program changes. In 2010-11, the block entitlement for EMRAS was just over $12.8 million of which $8.5 million was transferred to the adult school. In addition to this, EMRAS received another $1,093,513 in federal funding, and $222,000 in carryover state funding. In 2011-12, the block entitlement was reduced to $11.9 million of which the adult school received just over $7.5 million not including federal and local funds. Revenue increased in 2012 -13 including funding for the adult school; however, expenditures were reduced from $11.1 million in 2011-12 to $9.5 million in 2012-13. Enrollment in CTE classes dropped significantly possibly due to increased fees for non-residents of the El Monte Union High School District.

In summer 2013, the adult school lost the Rosemead Center site, which was leased to Pasadena Community College (PCC). The budget was further reduced with the loss of older adult classes and the significant reduction in Parent Education. Fortunately for the academic programs, WIA funding increased to offset state funding reduction and allocation from the District. A grant from the L.A. County Regional Broadband Consortia (LACRBC) made possible the addition of online ESL classes and new technology for ESL language labs. The use of fees continued to further support adult school classes. AB 86 halted the closing of any other classes as EMRAS joined the Rio Hondo Region Adult Education Consortium (RHRAEC) and committed to planning better services to adults in our communities.

EMRAS has continually worked within the parameters of its budget and has been able to show a surplus despite the challenging years in funding. The reserve it's been able to maintain has guaranteed the functioning of our adult school programs until now and beyond.

Despite the decrease in funding over the past 6 years, EMRAS has managed to stay within the adopted budget. In fact, even in 2012-13, expenditures were just over $10 million while funding was budgeted for $11.2 million. Every year as far back as records could be found, EMRAS had carry over funds that were able to build a healthy reserve, currently at $10,813,608.91.

For 2014-15, the total school budget was $11.4 million. The budget increase reflects the cost of new furniture, new air conditioning, new flooring, and paint inside and outside of the building. EMRAS also repurposed the bookstore as a Registration Office for all programs and increased its hours and staff to serve students from 8 am to 8:30 pm. In addition, a Career Center was established within the Business-Computer Education Department to help students seeking employment. New furniture and computers were purchased to offer a professional environment to serve students and enhance all EMRAS programs and services.

As we go forward working within the structures of the consortium FY 2015-16, we are expecting a total of $10,935,324, which includes MOE funding, consortium allocation, WIOA Grant, Perkins, and CalWORKs. The added fees charged for non-academic classes should raise the total budget by $62,000.00.

Teachers are given the opportunity to express the needs in their classrooms for new materials and/or technology. Furthermore, teachers are reimbursed for curriculum development and collaboration on improving student learning results. The accounting technician distributes monthly expenditure reports to all department heads. The principal and each department track expenditures and revenues. These reports are shared annually with all stakeholders in EMRAS Annual Data Reports.

Student survey results show that 96% agree or strongly agree that there are enough books and materials in the classroom.
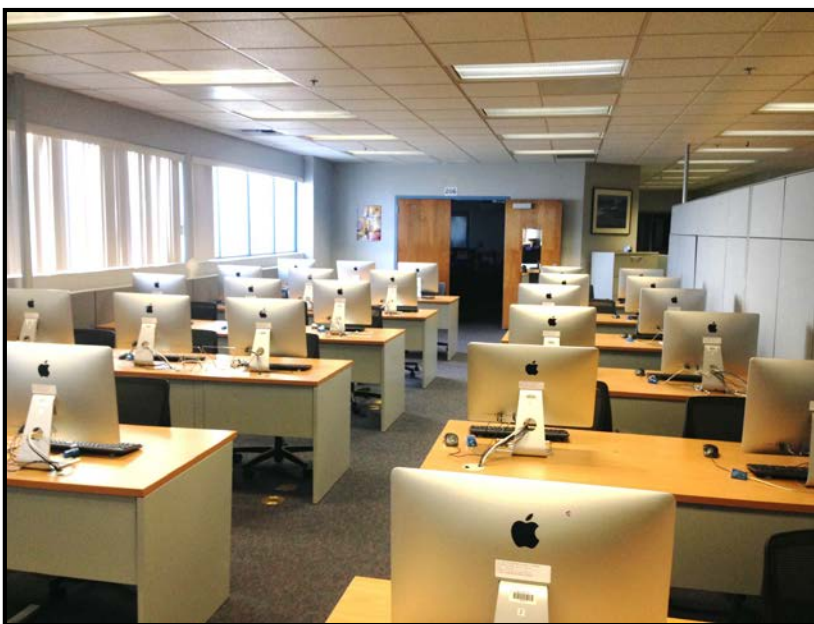
Indicator 8.2: *The institution operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.*

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 is double-checked and signed by the Director of Fiscal Services. The District Director of Purchasing inputs the request into the county's PeopleSoft accounting system, and a check is issued for payment by the county.

Carryover money is placed into EMRAS reserves, which has remained solvent despite decreasing revenues since 2008. The adult school uses the reserves for day-to-day expenses. At the end of each fiscal year, the District deposits carryover funds into the reserve account. For years 2013-2015, no carryover funds were available, and the reserve dropped from $13,222,621 to $10,813,608.

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. Vasquez & Company conducted the independent audit reviews until 2012-13. Christy White & Associates reviewed the accounting practices in 2013-14 and 2014-15. Audit statements have not issued findings to the adult school during the past six years (2014).

Students pay $20 per quarter to access short-term career classes, programs for older adults for reentry into the workforce, and programs for adults to assist K-12 children succeed academically. Fees for year 2014-2015 totaled $274,132, a drop of 43% from the previous two years when fees were $25 for residents, and $75 for non-residents.

The assistant principal and administrator in charge 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 Governing Board. A scholarship committee oversees financial aid generated by student drawings, private and public community organizations, District personnel, and private donations. In 2014-15, $8,800 was awarded to students who had applied for scholarships.

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

The school District 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 adult school principal reports annually the state of the adult education program. Moreover, in addition to these formal reports, the school's accounting technician is required to maintain accurate financial records in order to ensure that the school is operating within the approved annual budget.

With the state approval of dedicated funding for adult education, EMRAS is making plans on restructuring certain services for students - within the 2014-15 budget, EMRAS was able to create a Registration Office that is open weekdays and evenings to serve the community. A Career Center was also established with the reassignment of CTE teachers and the Career Guidance Technician. A full-time Data Technician was hired in November 2015 to coordinate data collection and reports. The Data Technician also spearheaded the transition from ASAP Version 2 database/attendance system to ASAP Version 3 system.

Two evening babysitting classes were opened with the reassignment of parent education assistants. In 2015-16, a preschool teacher was reassigned to teach in the basic education literacy program at the Granada Center.

Student services improved with the expansion of the ESL program to address the long waitlists. Babysitting services in the evening have begun. With input from student advisory meetings, vending machines for students were installed, a quiet study area on the second floor was set up, and Wi-Fi is available for all students.

Long-term liabilities, health benefits, insurance and building maintenance costs are factored into budget planning and allocation of resources. Advanced financial planning enabled the adult school to remain a solvent, steady institution in the community despite the state budget cuts and flexibility over the last 8 years.

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

With the belief that facilities play a vital role in the quality of education for adult students, EMRAS supports a well-maintained facility with up-to-date technology and equipment, dedicated exclusively to the adult school programs. The adult school has a facilities manager

who oversees the upkeep of all adult school facilities and supervises the maintenance and custodial staff. New furniture, flooring, paint job, upgrade in air conditioning, and new wiring for enhanced Wi-Fi service to students and staff makes the adult school a positive and welcoming environment for students.

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. The student survey results indicated that 89% of students feel safe or very safe on the EMRAS campus. A safety committee led by a counselor/administrator meets at least twice annually to determine safely upgrades or maintenance that is needed. Emergency procedures are posted in each classroom and drills are conducted twice a year, providing students and staff the opportunity to prepare for and emergence. Exit signs are clearly identified and labeled. Cameras are mounted in strategic locations throughout the campus.

Strengths:

- There are adequate resources for current programs at EMRAS.
- EMRAS has sound financial Management.
- There were no findings in the most recent audit.
- EMRAS facilities are clean, safe, and well maintained.

Key Issues:

- EMRAS needs to continue to seek out additional sources of funding.

Evidence:

- Annual Budget
- Annual Audit
- Financial Reports to the Governing Board
- Governing Board Meeting Minutes
- Safety Committee Meeting Minutes
- Insurance Policies
- ASCIP

Criterion 9: Community Connection

Criterion: The institution seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Indicator 9.1: Efforts are made by the institution to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

EMRAS has over 50 partners that allow for increased opportunities for students. These partnerships provide opportunities for internships, employment, job shadowing, and guest speakers. In addition, community relationships have been developed that have provided funding opportunities through grants and donations.

Community leaders have provided scholarships for our students who are receiving their High School Diploma and who need assistance with progressing through CTE certifications or ESL classes. Contributors include:

- El Monte Women's Club
- El Monte Business and Professional Women's Club
- Gonzalez Chiropractic
- Schools First Credit Union
- West San Gabriel Valley Administrators' Association
- El Monte Union Educators Association
- AD Security
- California Council for Adult Education
- EMUHSD Student Scholarship Fund
- Michael and Annette Felix
- In Memory of Charlotte Snowden and Helen Hume.

AARP provides income tax preparation for the community free of charge at the adult school.

Liberty Tax Service provides free consultations for EMRAS's HSD graduates.

Rio Hondo College representatives come to EMRAS monthly to help students make the decision about the transition to college. These representatives conduct information sessions and application workshops through the Career Center.

The **Community Advisory Committee** meets three times each year to learn about school programs and challenges, and to help guide the school. The Committee consists of the following community partners:

- L.A. County Library (El Monte Branch, Rosemead Branch, & South El Monte Branch)
- Local Business leaders
- Rio Hondo College Representative
- Golden State Care Center representatives
- Representative from Congresswoman Grace Napolitano
- Representative from Assembly member Roger Hernandez
- Representative from Assembly member Ed Chau
- Representatives from local elementary school districts
- Representatives from Pacific Clinics and ChapCare
- Representatives from America's Job Center of California (Goodwill Southern California)
- Representatives from Employment Development Department (EDD)
- Early Head Start
- Foothill Family services

The **CTE Advisory Committee** guides the school on industry specific needs for the workforce. Participants in this yearly meeting include:

- Employment Development Department (EDD)
- Agape Chiropractic
- Cardinal Industries
- Golden State Care Center
- Goodwill Southern California, (America's Job Center of California)
- SmartSource Marketing

- FS Precision Tech

- Lawrence Equipment

- Ted Levine Drum Company

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, Principal for a Day, and the Community Resource Fair held each September.

Indicator 9.2: *The institution has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the institution's mission.*

INTERNSHIPS

EMRAS has established a partnership with a variety of community agencies.

AltaMed and EMRAS collaborate to provide opportunities for the medical assisting students to engage in internships. Students in the Pharmacy Technician program are placed in internships

throughout the San Gabriel Valley. All Pharmacy Technician students complete an internship prior to licensure.

Several facilities provide opportunities for CNA and LVN students to complete the clinical skills portion of their training. Requirements for nursing students to put their knowledge and skills to work in a healthcare environment are met at: Greater El Monte Community Hospital, Santa Anita Convalescent, Baldwin Gardens Convalescent, and Rio Hondo College Simulation Lab. Requirements for pediatric rotation are met at the Granada Preschool and EMRAS's babysitting program.

A partnership with Lawrence Equipment supports the professional advancement of students in the Machinist program. Lawrence Equipment provides site internships, professional development for EMRAS staff, sample materials and tools that are used in the industry. Lawrence Equipment staff has worked with the Machinist instructors to revise curriculum to meet the NIMS certification standards.

One recent example is the new ESL class at Ted Levine Drum Company in South El Monte. This company has invited our school into their facility to help build the skills of their workforce.

A partnership has been established with LACOE's GAIN Division. EMRAS provides specified computer workshops at the GAIN Region III offices.

A partnership has been established with the Chipotle Restaurant chain. They provided information workshops, interviewed, and hired EMRAS students to work in their new El Monte location.

REPUTATION

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. Our Marketing Team participates in community events, such as the Children's parade, LACOE Job Fair, Back to School Resource Fair, School Is Cool, College Night, Concert in the Park events, and the Children's

Parade. In 2014-2015, EMRAS began to use social media to connect with the community, establishing a Facebook page.

Our community uses EMRAS as a resource when seeking new employees for their agencies, especially medical offices and convalescent hospitals. These agencies are connected to our Career Center to inform students of these job opportunities.

El Monte Rosemead Adult School has a well-established "Family and Human Development - Skillful Parenting" program that is offered through a distance learning model. This program

serves students from many surrounding communities as well as the El Monte community. This program offers parenting education that is recognized by the family court system and is often a class to which parents are referred by the Los Angeles County Department of Children and Family Services (DCFS). The Distance Learning Parenting program has been recognized as a state model, receiving the Golden Bell Award in 2008.

El Monte-Rosemead Adult School participated as a member of the Los Angeles County Regional Broadband Consortium (LACRBC). This consortium provided grant funds to the very successful Distance Learning program serving ESL and Citizenship students. EMRAS is the only adult school that has been a recipient of this grant funding which is a project of the California Public Utilities Commission.

EMRAS also participated in Best Start South El Monte/El Monte which was funded by First 5 LA. EMRAS is continuing to support the future of children in the community by participating in Healthy Families of America - Advisory Council meetings at Foothill Family Services.

The Mid Valley News is a weekly newspaper that publishes student success stories to our community.

STUDENT SERVICE

Students at EMRAS participate in community service projects such as Holiday Toy Drive, VFW Food Drive, Kaiser Hospital Blood Drive (twice each year), Be the Match bone marrow donation registry, and more.

The Vocational Nursing (VN) students participate in a community health fair in each fall. In 2014-2015, the VN students gave flu shots during a local clinic's free flu clinic on a Saturday.

Indicator 9.3: *The institution informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.*

Based on the school profile, EMRAS serves a diverse community with the majority of our students identified as Hispanic and Asian students a close second. Both groups have rich resources throughout the community and a variety of agencies that meet the specific needs of these students. EMRAS staff members are participants serving on a variety advisory committees for these agencies.

HOW STUDENTS ARE SUCCESSFUL

Following up with students after they leave EMRAS has been an ongoing challenge. Staff routinely conducts phone surveys to comply with WIA grant requirements and to check with CTE students regarding job placement as is required by the Carl Perkins grant. Beginning in the Spring of 2015, our registration team has collected email addresses of students as they enroll to be able to contact students after they have left the school. Regular and routine data collection regarding students and their success in the community has not been collected at this point.

Successful students return to share their experiences with our current student body. In June 2015, Jesus Holguin, President of the California School Boards Association, addressed the graduating class of El Monte-Rosemead Adult School. Mr. Holguin, a School Board member in Moreno Valley and an advocate for adult education services in his community, is also a 1981 graduate of the El Monte-Rosemead Adult School. Mr. Holguin completed the ESL program and earned his High School Diploma at EMRAS before enrolling at Rio Hondo College.

Alicia Solorzano, an ESL graduate of EMRAS, is a successful businesswoman in the El Monte community. Mrs. Solorzano is a frequent visitor to the school as a caterer and advisory committee member.

Ricardo Padilla, Member of the Board of Trustees, was a CTE student at El Monte Rosemead Adult School. Mr. Padilla is a tireless advocate for the adult programs that EMRAS provides to the community. He visits the school on a regular basis to reconnect with the programs and services offered to students.

Jahangir Shaik, a former ESL student, donates dictionaries to outstanding ESL graduates. He has recently set up a scholarship fund to be awarded to ESL and ASE graduates.

Many community members visit EMRAS to reconnect with their adult school experience. El Monte Rosemead Adult School is the community's school and serves as a resource for all aspects of the community.

Strengths:

- Strong ties with a variety of community businesses and service organizations.

- Internships and externships that provide necessary job training experience for EMRAS students.

- An active Community Advisory Committee that informs the school in order to remain current in workplace standards and needs.

Key Issues:

- EMRAS needs to seek out additional connections in the community that provide job opportunities.

- There needs to be a multiple methods to follow-up with EMRAS students after they complete programs and gain employment.

Evidence:

- List of advisory committee members

- Student survey

- School Brochure

- MOU's with partners

- Evidence of surveys and other efforts to follow graduates after leaving the school

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Criterion 10: Action Plan for Ongoing Improvement

Criterion: *The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.*

Indicator 10.1: <u>The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.</u>

At the conclusion of the self-study, strengths and key-issues at EMRAS became apparent. The Leadership Team reviewed the findings of the Focus Groups and considered their comments in the preparation of the Schoolwide Action Plan. Three broad areas became Action Plan goals. The newly developed Action Plan addresses key issues, 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 needs.

Indicator 10.2: <u>As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increases the achievement levels of students.</u>

During the self-study process, as the Leadership Team and Focus Group members examined and replied to each indicator, key issues became apparent. The Key Issues 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:

1.) All students will be appropriately assessed and placed to assure student persistence and ultimate success;

2.) Expand the PLC model to additional program areas to improve collaboration and align curriculum to increase student learning;

3.) Improve communication with internal and external stakeholders to gather and share student achievement data.

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, staff, and District Administration.

Indicator 10.3: *The school has procedures in place to implement the Action Plan with the support of stakeholders.*

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:

- Professional development necessary for the leadership of the new PLCs compensation for part-time faculty to participate in the PLC meetings

- Furniture, computers, and staffing of the Testing Center

- Expansion of the Web-based grading system

The Action Plan was developed by the Leadership Team and has been reviewed by the Community and Student Advisory Committees, every EMRAS Home Group and Focus Group, District Administration, and the Board of Trustees. 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 stake holders groups for their input.

Indicator 10.4: *The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.*

EMRAS has a defined plan contained with the description of each of the three Action Plan goals. Each goal has steps that follow a timeline. The principal and Leadership Team will monitor the timeline to ensure that tasks are being addressed. As each step is completed, there is a means to assess its progress by the assigned stakeholder group. Once the action step's progress is assessed, it will be reported to all stake holders through a variety of methods including email, newsletters, data reports, and direct communication at meetings.

Indicator 10.5: *The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.*

Each of the three Action Plan goals contains specific steps that are clearly defined and achievable. The completion of each step will necessitate the involvement and commitment of many stake holders, who will find that the plan is user-friendly and practical.

EMRAS's Action Plan will guide instructional planning, resource allocation, and evaluation of program as it relates to the three Action Plan goals. The Action Plan will be a regular agenda item at the weekly Administrative Team meetings to ensure that it will be included in the decision-making process.

Strengths:

- Strong administrative team to oversee the implementation of the Action Plan steps

- Strong faculty and classified staff who will be involved in the implementation of the Action Plan

- Allocated budget to support the costs of implementation of the Action Plan

Key Issues:

- Limited physical space on the EMRAS main campus

Evidence:

- Minutes of meetings where Action Plan was discussed and evaluated

- Consortium plan

- Budget reports

- Copy of long-range strategic plan (if it exists)

- Evidence that the Action Plan is regularly used and has brought change to the school

El Monte-Rosemead Adult School
Schoolwide Action Plan

Goal #1: Improve communication with internal and external stakeholders.

Rationale: Improvement in the gathering and sharing of student achievement data will ensure that the guidelines of funding sources are met, in order to allocate funds for program planning and development.

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

Action Steps	Person(s) Responsible	Timeline	Resources	Assessment
Establish committee to disseminate and track information.	• Administration	Spring 2016	• Staff	• List of committee members • Meeting minutes
Committee will develop a system to disseminate & track information to/from all stakeholders via social media.	• Administration • Members of the committee	Spring 2016	• Staff • IT personnel	• EMRAS Website • Facebook • Twitter • Instagram
Committee will create a schoolwide campaign to promote tracking students beyond EMRAS.	• Administration • Members of the committee	Spring 2016	• Staff • IT personnel • Poster and Flyer materials	• List of tracked students
Establish an efficient process to create and disseminate Gmail accounts for all students.	• Administration • IT Department	Spring 2016	• IT Department • Staff • Computers	• All students will have a Gmail account
Expand the current Student Advisory Committee to include participation from evening classes.	• Administration • Advisor	Fall 2016	• Faculty • Staff • Students	• SAC Membership List • Meeting minutes

El Monte-Rosemead Adult School
Schoolwide Action Plan

Goal #2: Expand the PLC Model to additional program areas.

Rationale: Expanding the PLC Model to additional program areas will improve collaboration, align curriculum, and increase student achievement.

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

Action Steps	Person(s) Responsible	Timeline	Resources	Assessment
Implement the PLC Model in identified areas of CTE, ASE, and ABE.	• Administration • Lead Teachers	Fall 2016	• Designated program area staff • Professional Development	• List of identified areas • Meeting minutes and agendas
Establish PLC membership and identify team leads.	• Administration • Lead Teachers	Fall 2016	• Designated program area staff	• List of PLCs and their leaders
Develop norms and common goals; gather information.	• Administration • PLC Leaders	Fall 2016	• Designated program area staff	• Meeting minutes • List of norms and goals • Information surveys
Determine student learning objectives for each PLC.	• Administration • PLC member	Spring 2017	• Designate program area staff	• List of objectives • Meeting minutes
Assess, prioritize, and implement improvements to curriculum and instruction targeting student achievement.	• PLCs	Spring 2017	• Designated staff	• Budget • Professional Development • Instructional materials
Continue to meet to evaluate effectiveness based on student achievement data.	• PLCs	Spring 2017	• Designated staff	• Student Achievement Data • Meeting minutes • List of recommendations

El Monte-Rosemead Adult School
Schoolwide Action Plan

Goal #3: All students will be appropriately assessed and placed.

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.

Action Steps	Person(s) Responsible	Timeline	Resources	Assessment
Set up a centralized assessment center.	• Administrator • Plant Manager	2016-2017	• Furniture and computers	• Testing center in place
Staff the assessment center.	• Administration	2016-ongoing	• Certificated and classified staff	• Staff is in place
Establish standardized placement assessment.	• Administration	2016-2017	• CASAS or TABE	• Student achievement data
Establish testing protocols	• Administration • Lead Teachers	2016-2017	• CASAS • TABE • ASAP	• Student achievement data
Increase CASAS testing in ABE/ASE.	• CASAS Coordinator	2016-2017	• Allocation of time	• Payment Point reports

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Abbreviations

ABE	Adult Basic Education
ASE	Adult Secondary Education
CASAS	Comprehensive Adult Student Assessment Systems
CIPA	Child Internet Protection Act
CTE	Career Technical Education
EDD	Employment Development Department
EMRAS	El Monte Rosemead Adult School
EMUHSD	El Monte Union High School District
ESL	English Second Language
GED	General Educational Development
HiSET	High School Equivalency Test
HS	High School
HSE	High School Equivalency
LACRBC	Los Angeles County Regional Broadband Consortia
LACOE	Los Angeles County Office of Education
PLC	Professional Learning Community
RHRAEC	Rio Hondo Region Adult Education Consortium
SCANS	Secretary's Commission on Achieving Necessary Skills

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EMRAS Instructor Survey Results - Spring 2015

Number of Instructors who replied to the survey: 53

1. *How many hours per week do you work?*
   Full-time 13
   Part-time (less than 30 hours) 20
   Temporary (less than 18 hours)...20

2. *What is your highest diploma/certificate or degree earned?*
   H.S. Diploma / GED / Professional Certificate 8
   A.A. / A.S. 5
   B.A. / B.S. 22
   M.A. / M.S. 16
   Ph.D. / Ed.D. 3

3. *Number of years of teaching at EMRAS?*
   Less than a year... n/a
   1-4 years 3
   5-10 years 9
   10-15 years 12
   16+ years 29

4. *Number of professional development activities you have participated in the last 3 years?*
   Conferences 68
   Workshops 136
   College Course 59
   Staff Development at EMRAS 240
   Other 72

5. *How would you rate EMRAS's effectiveness in providing information about Professional Development?*
   Excellent 64.71%
   Average 31.37%
   Below Average 3.92%

6. *How would you rate the school's instructional resources (audio/visual, textbooks, copy services, other classroom or equipment aids)?*
   Excellent 71.70%
   Average 24.53%
   Below Average 3.77%

Number of Instructors who replied to the survey: 53

7. How involved are you in developing, reviewing, or choosing curriculum?
    Always 24.42%
    Sometimes 52.83%
    Never 16.98%

8. How frequently do you utilize technology in your instruction?
    Always 75.27%
    Sometimes 16.98%
    Never 1.89%

9. Choose the 10 most frequent instructional methods or strategies you use on a regular basis:
    Direct Instruction/Lecture 40
    Active Discussion/Participation 38
    Checking for understanding 44
    Connect to prior knowledge 33
    Graphic organizers 5
    Peer coaching/Tutoring 12
    Demonstration 30
    Grouping Students 16
    Whole group instruction 30
    Small group instruction 19
    Technology 25
    Use of visuals (projector, white board, etc.) 40
    Student demonstrations to the class 10
    Student projects 18
    Student worksheets 30
    Use of walls to extend learning 32
    Vocabulary development 30
    Drill and practice 30
    Other 3

Number of Instructors who replied to the survey: 53

10. Choose the 10 most frequent student assessments you use on a regular basis:
Standardized Tests 27
Chapter/Unit Test 42
Teacher-created Tests 33
Rubrics 13
Portfolios 16
Surveys 8
Projects 25
CASAS results / CAHSEE results 24
Performance Tasks 38
Essays 21
Observations 46
Journals 7
Demonstrations 30
Self- and peer-evaluation 23
Interviews 16
Other 12

11. How often do you review data to identify students who require additional help?
Always 62.26%
Sometimes 28.30%
Never 1.89%

12. How often do you review data in order to adjust or change instruction?
Always 62.26%
Sometimes 35.85%
Never 1.89%

13. How often do you share achievement data with your students?
Always 47.17%
Sometimes 47.17%
Never 5.66%

14. How often do you share achievement data with other staff member?
Always 9.43%
Sometimes 71.70%
Never 9.43%

15. How often do you share achievement data with your supervisors?

Number of Instructors who replied to the survey: 53

Always 11.32%
Sometimes 45.28%
Never 28.30%

16. How would you rate the school's technology resources?
Excellent 60.38%
Average 30.19%
Below Average 3.77%

17. How would you rate the emergency preparedness drills/information?
Excellent 46.30%
Average 48.15%
Below Average 7.41%

18. How do you rate the safety of your work environment?
Excellent 60.38%
Average 41.51%
Below Average 0%

19. Are classroom resources available to meet the needs of your students?
Excellent 62.26%
Average 41.51%
Below Average 0%

Student Survey Results

Number of students who took the survey.	ESL 388 - 38%	ASE/ABE 279 - 28%	CTE 346 - 34%	All 1013
1. *How many classes are you enrolled in?*	82%	32%	46%	56%
One	11%	42%	25%	24%
Two	1%	15%	14%	11%
Three	0	<1%	15%	9%
Four to six				
2. *When do you attend class?*				
Morning only	30%	28%	25%	28%
Afternoon only	22%	7%	8%	13%
Evening only	35%	33%	26%	21%
Morning and Afternoon	7%	17%	24%	15%
Afternoon and Evening	2%	4%	5%	4%
Morning, Afternoon, and Evening	1%	6%	8%	5%
3. *Reason for attending EMRAS?*				
Gain employment skills	14%	22%	87%	42%
Learn English	79%	19%	3%	37%
Earn H.S. Diploma or Equivalency	15%	58%	3%	24%
Prepare for Citizenship	4%	<1%	0	1%
Other	<1%	<1%	7%	3%
4. *Number of years attending EMRAS*				
Less than 1 year	40%	33%	47%	40%
1 year	24%	19%	21%	21%
2-3 years	32%	31%	20%	27%
4-5 years	3%	10%	9%	4%
6-8 years	5%	5%	2%	2%
9+ years	<1%	1%	3%	2%
5. *How do you get to school?*				
Bus	20%	29%	20%	22%
Get a ride	2%	3%	2%	2%
Walk	7%	7%	3%	6%
Car	68%	59%	74%	64%
Other	2%	2%	1%	1%

Number of students who took the survey.	ESL 388 - 38%	ASE/ABE 279 - 28%	CTE 346 - 34%	All 1013
6. How far do you travel to EMRAS?				
0-3 miles	37%	39%	31%	35%
4-6 miles	35%	34%	31%	33%
7-10 miles	17%	16%	21%	18%
More than 10 miles	10%	11%	17%	13%
7. How did you learn about EMRAS?				
Someone told me about EMRAS	74%	54%	56%	61%
Internet	7%	9%	11%	9%
School Brochure	2%	4%	7%	4%
Banner	3%	<1%	<1%	1%
Flyer	3%	0	<1%	1%
Saw the school and walked in	11%	27%	19%	18%
Other	1%	5%	6%	4%
8. Rate customer service?				
Excellent	35%	47%	46%	41%
Good	55%	44%	45%	47%
Average	38%	9%	9%	9%
Poor	2%	1%	<1%	1%
9. Rate enrollment /registration process?				
Excellent	26%	42%	37%	33%
Good	63%	44%	50%	52%
Average	10%	13%	14%	12%
Poor	1%	1%	<1%	<1%
10. Rate counseling services.				
Students who didn't see a counselor	44%	11%	55%	32%
Ratings of students who did see a counselor				
Excellent	31%	49%	45%	41%
Good	58%	38%	39%	46%
Average	9%	8%	15%	10%
Poor	2%	4%	1%	3%

Number of students who took the survey.	ESL 388 - 38%	ASE/ABE 279 - 28%	CTE 346 - 34%	All 1013
11. ***Rate the placement testing process.***				
Students who didn't test	3%	9%	51%	20%
Ratings of student who did test				
Excellent	21%	36%	23%	26%
Good	67%	52%	62%	61%
Average	10%	12%	10%	11%
Poor	2%	0	1%	1%
12. ***Rate the cleanliness of the campus.***				
Excellent	34%	43%	37%	37%
Good	59%	50%	49%	51%
Average	7%	7%	11%	8%
Poor	<1%	<1%	3%	1%
13. ***Do you feel safe on the campus?***				
Very safe	41%	43%	43%	41%
Safe	48%	50%	52%	48%
Somewhat safe	10%	6%	5%	7%
Not safe	0	<1%	0	<1%
14. ***Rate emergency preparedness***				
Excellent	28%	30%	31%	28%
Good	59%	55%	56%	54%
Average	12%	13%	11%	12%
Poor	<1%	1%	2%	1%
15. ***Would you use babysitting services?***				
Yes	51%	61%	58%	56%
No	49%	39%	42%	44%
16. ***Instructors use a variety of teaching methods to help you learn.***				
Strongly agree	39%	40%	49%	43%
Agree	59%	56%	48%	54%
Disagree	1%	4%	3%	2%
Strongly disagree	<1%	<1%	<1%	<1%

Number of students who took the survey.	ESL 388 - 38%	ASE/ABE 279 - 28%	CTE 346 - 34%	All 1013
17. *There are enough books and materials in the classroom.*				
Strongly agree	36%	39%	41%	38%
Agree	61%	56%	54%	57%
Disagree	2%	4%	5%	4%
Strongly disagree	<1%	<1%	<1%	<1%
18. *Instructors let you know how you are progressing in the class.*				
Strongly agree	34%	39%	40%	41%
Agree	63%	55%	55%	55%
Disagree	3%	6%	5%	4%
Strongly disagree	<1%	<1%	<1%	<1%
19. *EMRAS has helped you set and achieve goals.*				
Strongly agree	35%	42%	45%	40%
Agree	62%	56%	55%	58%
Disagree	3%	2%	<1%	2%
Strongly disagree	0	<1%	<1%	<1%