VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

EL MONTE-ROSEMEAD ADULT SCHOOL

10807 Ramona Boulevard

El Monte, California 91731

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ACS WASC Postsecondary Manual, 2013 Edition

This report represents the findings of the evaluation team that visited name of the institution on dates of visit.

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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. It was established in 1932 and is a proud member of the El Monte Union High School District (EMUSD). EMUSD has five comprehensive public high schools, one alternative high school and one community day high school. The District boundaries include the cities of El Monte, South El Monte and Rosemead.

EMRAS offers a variety of classes, delivery models and flexible schedules serving over 12,000 students who enroll in more than 100 different courses per year. The majority of courses are provided in a directed teaching format, but Distance Learning, Home Studies, Independent Studies and Online courses are also available.

The student ethnicity is predominately Hispanic in El Monte and Asian in Rosemead. There are small populations of African American and Caucasian students. The three primary languages spoken by students are Spanish 33%, Chinese, 30%, and English, 28%. Students speaking Asian languages other than Chinese make up 8% of the population. The majority of EMRAS students reside in communities ranking above the state average in unemployment and lower in medium household income and educational attainment.

The Ramona Center in El Monte is the main campus. It is a large, two-story building with 39 classrooms. There are nine computer labs, a testing center, a career center, a maintenance garage, offices and meeting rooms. The campus has new flooring, carpeting, painting indoors and out, roofing, air conditioning, skylights, email server, network wiring, security cameras, and high-speed Wi-Fi systems. Most classrooms have a computer that is integrated with the Eno board and projector for instructional use.

Rosemead High School serves as the main satellite campus offering ESL classes in the evening. A small number of classes are also held at El Monte Workforce Development Center, Ted Levine Drum Company, Cortada Elementary School and the Fernando Ledesma High School.

English as a Second Language (ESL) has the highest annual enrollment with more than 4,000 students followed by 3,000 in Career Technical Education (CTE). The Adult Secondary Education (ASE) and Adult Basic Education (ABE) programs average 2,000 annual enrollments. Average class size for ESL and ASE/ABE are 30 to 35 with CTE averaging from 15 to 20 students.

The school administration experienced a significant decrease in funding and a reduction in staff and programs since the last Visiting Committee. They have regrouped under new funding and staffing levels and are driving the school in a positive direction.

EMRAS's CASAS benchmarks increased slightly each year in ESL programs and have shown little change in ASE. Graduation rates for ASE students have declined

significantly. The closure of the Rosemead Center campus and new GED testing procedures are the main drivers of the decreased graduation rates. In 2012/2013, EMRAS opened a Pearson Vue Testing center where students may take the HiSET or GED exam. Students may take the GED exam at any Pearson Vue testing center. The school does not currently have a means of tracking its GED exam results.

EMRAS students enroll in CTE programs to receive completion certificates for individual classes and career sequences. Medical students enroll to prepare for state testing and to receive certification and licenses. The medical occupation courses have a high level of student persistence with 80% or more completing courses and state licensing requirements. EMRAS offers CTE courses in Business/Computer Education, Manufacturing, and in Medical and Nursing Occupations. The school has maintained a consistent CTE enrollment with a minimal drop in student completions, in spite of decreased funding and closure of facilities.

The online programs at EMRAS have undergone numerous changes. In 2013, EMRAS utilized an outsourced program with a 33% completion rate. In 2014/2015, a District-developed online program was utilized with increased completion rates of 48%. The current year has seen completion rates drop to 27% which has prompted EMRAS to increase counseling and placement assessments for online students. Online courses are managed by credentialed instructors who conduct online mentoring and test proctoring. ASE students have access to the high school computer lab Monday through Friday. EMRAS no longer serves the concurrent population due to new funding guidelines.

Chapter II: Progress Report

The District decreased EMRAS's Adult Education budget significantly. The deepest cuts, amounting to 3 million dollars, occurred in Spring 2013. The budget cuts resulted in numerous staff reductions. In 2011, two full-time teacher positions were eliminated. In 2012, two assistant principals and two counselors/administrators were lost. In 2013, cuts included the Community Liaison position, two full-time custodians, two lead CTE teachers, twenty-nine temporary CTE teachers, and thirteen classified staff. In 2014, two additional full-time teachers were eliminated.

In 2012/2013, EMRAS closed satellite sites at the Tyler Center, Potrero Elementary School, Bentel Center, Our Savior Center, Norwood Center and four elementary sites. The most damaging and demoralizing loss, was the closure of the Rosemead Center in 2013. The Rosemead and Ramona campuses were merged and staff, classes, students and equipment consolidated.

Since the last accreditation visit, student enrollment plummeted from 22,000 to12,000. Administrative staff was reduced to one principal, one assistant principal and five full-time and one part-time counselor/administrators.

The closing of the Rosemead Center in June of 2013 impacted school morale and reduced overall program and course offerings. The majority of program reductions were in the Older Adult, Parent Education and Career Technical Education (CTE) programs. All the temporary CTE teachers were laid off.

EMRAS attempted to resolve some of its budget shortfalls by introducing or raising registration fees. This had a negative impact on enrollment and the school subsequently reduced those fees and, in some cases, eliminated them altogether.

There have been four different principals at EMRAS since the last accreditation visit and a turnover of District leadership. The current principal, Dr. Deborah Kerr, arrived in Fall 2014. The current superintendent was appointed in March 2015. In the 2014/2015 school year there, was also a new assistant superintendent of instruction, a change in director positions, and the loss of the Chief Business Official.

Since the arrival of Dr. Kerr in 2014/2015, the school has renewed its school improvement efforts. The school leadership team was reorganized and a student advisory and community advisory committee established.

The school faculty has been strengthened in the past two years with the hiring of a special education teacher, a lead teacher for the nursing department, a teacher for the business department and another for ESL. EMRAS also employed a new data technician and a plant manager.

Program improvements include the Pearson Vue Testing Center, a centralized registration area, a career center and a new babysitting service. The CUM cards were

replaced with an electronic system that records and stores ASE/ABE student records and transcripts; Jupiter Ed gradebook system was implemented by instructors.

In response to the expanding number of ESL students, EMRAS established the satellite site at Rosemead High School with seven ESL classes. In 2014, the ESL department created Professional Learning Communities and added El Civics to its Citizenship classes. Fees for ESL classes were eliminated.

EMRAS created classes for older adults re-entering the workforce, and for adults to help their children with school success. In addition, all course sequences for CTE were restructured to include industry recognized certifications.

Beginning with AB86 in 2013, EMRAS has been an active member of the Rio Hondo Region Adult Education Consortium (RHRAEC). The consortium in now designated AB104 Adult Education Block Grant agency. The five members of this consortium are Rio Hondo College, El Monte Rosemead Adult School, Whittier Adult School, El Rancho Adult Education Center, and Tri-Cities ROP.

Progress on Action Plan

The 2010 visiting team left eight recommendations for EMRAS.

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

   Shortly after the 2010 visiting team departed, EMRAS established an Interdepartmental Leadership Team with representation from administration, certificated and classified staff, students, and community members. This group was discontinued from 2011 to 2014 due to the uncertainty in school funding and administration disarray. It was re-established in Fall 2014 with the start of the self-study process.

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

   EMRAS faculty and staff comes communicate in various department and leadership meetings. Department meetings are held by the ABE/ASE and CTE departments on a monthly basis. Leadership and extended leadership meetings have occurred regularly since 2014. The Student Advisory Committee currently has 12 student participants who meet once a month.

   The ESL department is piloting PLCs that meet one Friday a month. EMRAS plans to expand the PLCs to the other departments.

   The school principal facilitates the Staff Advisory Committee which is comprised of teacher representatives from each EMRAS program as well as classified and maintenance personnel. The Community Advisory Committee includes members from the community and meets three times each year to review school initiatives,

and to provide community input. The CTE Advisory Committee has representatives from local business and industry partners such as EDD, and America's Job Center (WorkSource). CTE faculty also attend. The CTE Advisory Committee meets annually to review industry trends, assist in curriculum development, and to evaluate student workplace preparedness.

The master calendar, faculty handbook, EMRAS Website, and newsletter, *From The Owl's Perch,* are other means of communicating to the community and students. The District email account is issued to all staff and provides a simple but effective means of communication within the school. The administration regularly prepares electronic bulletins to inform staff of important and timely issues.

The EMRAS annual Resource Fair introduces the community to available resources. The America's Job Center (WokSource), EDD and healthcare providers are regular participants that deliver information, health screenings and services.

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.

Training has been provided to all EMRAS faculty in the use of ASAP and TopsPro student information systems.   ASAP contains student demographics, assessment scores, class records, schedules, grades and transcripts. Web Attendance was implemented school-wide and transcript evaluations and official transcripts are now saved in a shared file. Docuware, a District-wide software program, and ASAP has quickened registration, generated prompt payment receipts and assisted in the tracking of exiting students.

ESL and ASE/ABE programs utilize CASAS reports to review class performance, learning gains, demographic information, and cumulative hours by date range and sections. Teachers integrate information gleaned from these reports to target instruction and ensure student learning.

Former students are encouraged to continue their communication with the school by returning information postcards when they secure employment and/or to share their success stories on the EMRAS Website.

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.

EMRAS has developed an Annual Data Report the administration and staff utilize to evaluate and analyze program and student performance. Information gleaned

is shared at the Community Advisory Committee meetings and with the District Administration Team.

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

    Instructor modification of curriculum is on-going and ensures instructional programs are rigorous and aligned with content and performance standards that meet students' needs. EMRAS CTE programs meet SCANS, CASAS, Model Curriculum, and industry certification standards. CTE Business and Computer Education have new textbooks that meet curricular changes and technology updates.

    Teachers attend standards workshops through the Perkins grant, and use information to revise course outlines. Onsite teacher in-services supporting CTE standards are ongoing. Input from the CTE Community Advisory Council is required for all curricular changes and ensures curriculum is current and meets business and industry needs.

    The ESL department updates course outlines annually through its PLC collaboration meetings. Textbooks are correlated to CASAS competencies. Online curriculum is available through Distance Learning program.

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

    EMRAS Student Advisory Committee was reinstated in Fall 2014, and has twelve student participants who meet monthly. Members provide input and feedback, and disseminate information to the student population. The principal responds weekly to suggestions and/or questions submitted by students. The administration has an open door policy and is responsive to student concerns. Students were active in the school's self-study process and make an annual presentation to the Board of Trustees.

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

    EMRAS has an engaging and relevant adult school program in spite of funding reductions. It is now a member of the Rio Hondo Region Adult Education Consortium (RHRAEC). The new consortium model funding, targets activities aligned to the regional adult education plan. Sources of funding for EMRAS are WIOA Title II, Adult Education General Fund, Card D. Perkins CTE Improvement Act, RHRAED Consortium (AEBG funding) and Registration Fees.

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

Teachers have opportunity to collaborate best practices, explore current trends and increase the use of technology in faculty meetings, workshops, and in-service and teacher presentations.

Researched-based staff development at EMRAS includes one full-day of professional development. There are also three-hour, monthly department meetings, professional development training presented by OTAN by CALPRO, and school-wide advisory and technology meetings. CTE teachers are given time to revise curriculum, reflect on current business practices, and to focus on all aspects of the industry. They are also given the opportunity to "job shadow." California Council for Adult Education (CCAE) members attend local CCAE conferences. ESL teachers meet monthly in PLC meetings to share instructional strategies, review assessment and student learning outcomes. ASE/ABE department meetings review SLOs and course outlines, and discuss CASAS data.

Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

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.

EMRAS' Mission Statement is broad enough that it encompasses all stakeholders. The Mission Statement is approved by the governing body and reviewed yearly by the leadership team. The Mission Statement and SLOs are prominently displayed so that all stakeholders can clearly identify them. The SLOs are clear, concise, and measurable. The SLOs are applicable to the intended student body. EMRAS uses the Mission Statement and SLOs to guide ongoing planning and decision-making. Through PLC groups, EMRAS incorporates current research-based ideas into learning programs. The use of specific competency outcomes in all courses helps ensure measurable achievement. Outlines for each offered course include the competency required to master the material. The school follows a data-driven decision-making process in deciding which courses to add or discontinue. Internet use policies are district-driven. The policies allow for proper internet use,

Strengths:

- All stakeholders have adequate involvement in developing and reviewing the Mission Statement and SLOs.

- All stakeholders have a say in how the SLOs connect with actual courses and competencies. SLOs are incorporated into daily lessons.

- Most Classes incorporate the SLOs into the daily lesson plans. The applicable SLOs are displayed on the board with the lesson objectives.

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The school utilizes the contributions of leadership throughout the organization to provide for ongoing 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 school effectively.

There is a clear organizational infrastructure throughout EMRAS and El Monte Union High School District. Policies and procedures are followed as indicated in the Board Policy and operational policy guided through the Cabinet and site admiration. The

Cabinet and the extended Cabinet which includes the adult school Principal meets on a regular basis to address operational and instructional issues. EMRAS is supported by the District and the Board of Trustees which is reflective in the regular visits to the school site along with shared information to assess challenges and needs of the adult school.

This has been a difficult time for EMRAS as the leadership of EMRAS has been unstable due to the high turnover of leadership, flexibility and closing one main campus. In the past six years there have been four principals with the current Principal, Dr. Kerr, who is in her second year as Principal, along with three of the four Assistant Principals who retired and were not replaced. Within the guidance of Dr. Kerr, there has been the leadership needed to build administrative infrastructure, unite all the departments, and create a foundation for school improvement. Previously lacking, there is cohesiveness in the registration, transcripts and course sequencing. All course outlines have been updated and a Career Center along with babysitting services have been established. Dr. Kerr has also created an environment of trust among the majority of staff and students. Teachers meet regularly to discuss student learning and strategize to improve instruction. The Leadership Team has made professional development a priority.

EMRAS brings in several stakeholders to evaluate the effectiveness of the program and to provide feedback on concerns. This is done through the Board presentations; District administrators' weekly visits to the school site and community outreach and advisory committees. EMRAS has a yearly CTE Advisory Committee where teachers, students and industry review curriculum for effectiveness and currency. They also have Student and Staff Advisory Committees that meet monthly. School status, fiscal stability, student participation, and program completion have been the primary issues communicated with the stakeholders. EMRAS, a member of the Rio Hondo Region Adult Education Consortium, meets to review adult education services, and resource allocation to better assist students to transition to community college and/or careers.

The District policies and procedures are published on the District website, along with the Certificated Evaluation Handbook. School site policies and procedures are outlined in the Teacher Handbook which is reviewed and revised yearly. Staff provides input into procedures at staff meetings.

Strengths:

- EMRAS has a competent and caring counseling department serving students in all program areas.

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

Key Issues:

- Continue to develop the Teacher Handbook to provide more complete information to teachers.

ACS WASC Postsecondary Criterion 3: Faculty and Staff

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

All EMRAS certificated staff members are fully credentialed by the CCTC. All teachers are appropriately credentialed for their assigned course load. Job openings are posted according to a set pattern and policy to ensure equitable practices. Interviews are conducted with a balanced panel that submits a confidential recommendation to HR. After checking references, etc. the Governing Board issues the final approval for hiring. This process involves various stakeholders, as applicable, in order to hire the best applicant for any open positions. Overall, the district follows personnel policies that create and maintain fair hiring practices. EMRAS systematically evaluates staff members to assure effectiveness in the classroom. Professional Development opportunities are readily available. EMRAS uses a mix of seminars, web-based professional development, and intradepartmental collaboration to improve instructional efficacy. PLC groups and department meetings are held regularly in order to collaborate.

Strengths:

- Certificated staff have regular and effective professional development that is related to the SLOs and Mission Statement.

- Instructors are qualified for the positions for which they are hired.

- EMRAS staff work proactively toward promoting a student-focused, positive workplace.

Key Issues:

- The teacher evaluation document needs to be replaced.

- Classified staff need more professional development opportunities.

ACS WASC Postsecondary Criterion 4: Curriculum

The school demonstrates a conscious effort to support student learning through the development of a 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.

The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach SLOs. EMRAS supports student learning through developing curriculum that is relevant, coherent, and challenging. EMRAS's Mission Statement and SLOs are incorporated into curriculum and programs. Curriculum is evaluated and revised to connect to student learning needs. Curriculum is research-based, relevant, and effective.

EMRAS offers a variety of courses in ESL, academic, and CTE programs that allows students to achieve their personal and professional goals. Detailed information is provided to the public through a curricular map, course outlines, EMRAS website, flyers, class syllabi, and class schedules.

Students are held accountable for completing competencies as outlined in program courses. All required course competencies must be met, and high standards are required for attendance to complete courses. Program success is measured by positive learner outcomes such as course completers, promotion to higher level courses, CASAS results, certificates earned, passage of licensing exams, and transition into college and/or careers.

Daily lessons correlate with relevant SLOs. The PLC process is used in the ESL program to review curriculum on an ongoing basis.   EMRAS incorporates online courses into the ASE and ESL DL programs to address student needs. The CTE Advisory Committee meets annually to address curricular issues in the CTE program.

EMRAS provides a wide variety of learning materials that support and coordinate with classes, curriculum, and programs to allow students to meet their learning objectives. Class instructional materials are available for purchase or may be borrowed to support learning. Library carts make books available on loan for one week periods to students in the ESL program. Computer labs are available for student use.

EMRAS provides online programs for ASE, and ESL DL to meet the needs both enrolled and wait list students. Students for these programs are assessed by counseling staff to determine the levels and needs of the individual students. Special needs students are supported in academic classes by instructors trained in use of the Sheltered Instructional Observation Protocol (SIOP), and a special education adult education instructor is available on campus to assist special needs students referred by teachers or counselors.

EMRAS assesses effectiveness of its online curriculum by examining data that includes course completers, credits earned, grading policies, homework, and use of technology. ESL Intermediate Low Hybrid class using a Moodle Learning Management System (LMS) platform is offered.

Strengths Identified:

- PLC process utilized in ESL program to address improving student learning and professional practice.

- Online instructional programs are available in ASE and ESL DL to meet student needs.

- Current technology is pervasive throughout instructional programs.

- SLOs are cited in course outlines, course syllabi, and daily lesson plans.

- Ongoing curriculum development is supported by administration in all programs.

- Dedicated funds are set aside for curriculum development.

Key Issues:

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

- To improve curricular uniformity, PLCs should be established in all programs.

- Need to establish transitional/bridge classes between ESL and academic programs.

- CTE instructors need to establish ongoing industry connections throughout the year.

ACS WASC Postsecondary Criterion 5: Instructional Program

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

EMRAS provides research-based, high-level instruction with appropriate rigor and sequencing in ESL, ASE and CTE programs and courses. Courses are aligned with the California State Standards, College and Career Readiness Standards, and CTE Standards, as well as requirements of various agencies, such as CASAS, American Heart Association, Health Services, Rehabilitation, and others. Hands-on experiences, externships and clinical hours give students opportunities to enhance and practice skills, consistent with school SLOs.

The variety of available delivery modes accommodates learning preferences and students' scheduling needs to a significant extent. Depending on program, student choices are: independent learning lab, teacher-directed or online instruction, home study, or blended learning. Student assessments and analyses, performance

comparisons to standards, regularly scheduled intradepartmental meetings, frequent teacher-administrator conferences, and formal evaluations help toward optimizing teaching strategies. Strategies include lecture, demonstration, hands-on projects, discussion, and cooperative learning.

Technological advances are continually integrated into instruction across programs. Computer labs are available in each department, with hardware being kept current according to a three-year districtwide rotation. Laptop computers, tablets, document cameras, and Smart boards are among the instructional tools.   Software and/or online programs and websites are utilized for instructional strategies and staff development alike. For students, they include HSE preparatory online programs, iTunes University, YouTube video sites, language lab, Microsoft Office, Adobe programs, web design applications, and medical training software. For staff development, OTAN and CALPRO regularly provide technology training to some departments. CTE onsite instructors provide training to classified staff via Google Tools.

The ESL and ASE programs use up-to-date research-based professional knowledge to improve teaching-learning online, primarily via alignment with State standards and online collaboration. Online teaching options are employed primarily in the ESL and ASE departments. Requiring demonstration of comprehension, analysis, and other skills is infused into the ASE and ESL online curricula. ASE and ESL strategies are personalized to individual learners, including monitoring of progress in online learning and alternatives to online instruction. CTE refers students to academic labs for remediation.

Strengths:

- Incremental goal setting and acquisition of knowledge and skills are intrinsic to instructional programs offered at EMRAS.

- Choice of teacher-directed or online instruction, independent learning lab, and home study accommodate students' schedule needs and learning preferences.

- Up-to-date computer labs and technological resources are provided in all departments, with software and online programs being utilized frequently for student learning.

- ESL and ASE programs use up-to-date research-based professional knowledge to improve teaching-learning online.

- Strategies are in place in the ESL and ASE programs to personalize instruction and for students to demonstrate comprehension and analysis skills.

Key issues:

- Build more opportunities for teachers to communicate and collaborate across program areas.

- Extend beyond the ESL and ASE programs the use of a variety of online instructional strategies that effectively engage students at a high level of learning.

ACS WASC Postsecondary Criterion 6: Use of Assessment

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution 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.

Clear learning outcomes and core competencies are integrated into all courses at EMRAS and are stated in the course outlines, last updated in spring and summer 2015 and reviewed annually. CTE learning outcomes are derived from the CTE Model Curriculum Standards and industry-sector criteria, with medical courses also meeting standards set by State regulatory agencies such as Red Cross, American Heart Association, and Health Services. Each career training program offers industry-recognized certification; e.g., IC-3 and Nursing/NCLEX.

Learning outcomes for ASE/ABE and ESL teacher-directed and distance-learning are competency-based, and core competencies are aligned to content standards, with ESL refining expectations for each of seven instructional levels. ESL and ASE/ABE competency mastery is set at 80% and 70%, respectively.

Entry and summative assessment data are analyzed by each lead teacher and program administrator, and via regularly scheduled departmental meetings, curricular and resource adjustments are made accordingly.   CASAS data analysis is used to identify struggling students, who are retained at current levels, and to promote change where needed.

In ABE/ASE, a counselor-administrator uses in-house diagnostic assessment in reading, writing, and math to help place each student in courses within the appropriate level(s) and instructional model, as well as to help determine eligibility for a career-preparation program.

Formative and summative evaluations are utilized to monitor student progress, as well as to help drive improvements in the teaching-learning process. SLOs are displayed along with each daily agenda in teacher-directed classes. Formative assessments are frequent: quizzes/tests, lab logs, checklists, writing assignments, peer and self-assessments, group work, presentations, hands-on demonstrations, and performance in practicum. In response, teachers adjust lesson plans and strategies.

At monthly department meetings and often as part of the PLC process, or through frequent informal discussions, ABE/ASE and ESL staff undertake summative assessments—review of intake diagnostic results, CASAS benchmarks, graduation rates, credits earned, exam success, and course completions—making changes in strategies, curriculum, resources, and tests accordingly. In teacher-directed classes

and online programs, changes may include extra study time, remediation, transfer to a lower- or higher-level class, or modification of program type.

Student feedback is solicited for logistical and other concerns (e.g., job schedules, transportation, child-care, health), and program changes are made when applicable (e.g., from teacher-directed to online).

ESL is increasing intradepartmental collaboration, consistent with the EMRAS Action Plan. Recommendations are shared with the Lead Teacher and Program Administrator for increasing numbers of students reaching academic benchmarks and goals.

In the CTE department, data are gathered on enrollment, completion, course success, and career goal setting. Via departmental or "like-courses" meetings, instructors review the data, and use best practices to make changes when needed, such as adding career-related orientation and revising curriculum, pacing, and tests. Objectives include earning a Career Sequence Certificate or passing a State- or industry-recognized exam.

Administrators meet with lead teachers weekly and hold monthly departmental meetings for teachers to collaborate in groups according to courses they teach. They discuss evaluation results and best practices to enable students to complete and succeed in courses and, institutionally in CTE, to increase certification numbers.

In ASE, logistical attendance data have been used to justify adding online courses as an alternative to teacher-directed classes. Data are being collected and analyzed to determine whether students have benefited from the recent change to criterion-referenced student evaluation, including setting of mastery at 70%.

In ESL, review of student self-assessment results and instructor recommendations have been added to existing formative and summative data analyses in making student interlevel transfer decisions.

Semiannual ESL culmination and annual high school graduation ceremonies are open to teachers, students, Board members and to all other stakeholders. At the end of each school year, school administration presents to the EMUHSD Board of Trustees, and makes available to the community at large, a summary of student learning results, programmatic accomplishments, and areas of concern relating to student needs.

Analysis of annual staff and student surveys is a factor in deciding course offerings, together with input from the Leadership Team, Community and Student Advisory committees, and Board and District administration recommendations.

Self-paced online courses in ASE and ESL Distance Learning include assessment components, whose results are used to make program changes where needed. For instance, online success data available to teachers and students has prompted investment in additional programs for students using this instructional delivery mode.

ESL teachers and students participate in OTAN-sponsored annual technology surveys. Results of the teacher surveys are used to develop individual technology plans and

professional development training programs such as web design for class websites. Professional development activities utilizing Google Drive and Tools and online methods, in turn, facilitate modifying and enhancing curriculum and assessment. ESL student survey results are considered when planning instruction and resource allocation. CASAS eTesting is in early stages of implementation, and promises to provide an additional avenue for feedback regarding such changes.

ASE, ESL and ESL Distance Learning have competency minimums at 70%, 70% and 80%, respectively, for next-unit or next-level advancement. Online courses have built-in assessment, often with automatic "branching" features for review and test-retake until given material is minimally mastered.

Built-in assessment components of online courses serve to document learning objectives met at predetermined competency levels in ASE and ESL DL departments. Special needs students unable to achieve mastery are referred to counselors, who sometimes suggest alternative pathways toward success.

Strengths:

- Procedures are in place for earning a sequence certificate within one year.
- Diagnostic assessment is utilized in creating new classes.
- Progress tests for the seven levels of ESL have been revised to align with text content.

Key Issues:

- EMRAS needs to use standardized tests for placement assessment to determine level and/or grade in all programs.

- Collaboration is needed among CTE, ESL, ASE and ABE, using assessment data, to assist with student transitions and improve communication on assessment procedures.

- Improvement is needed in assessment record keeping and timely dissemination of reports to appropriate staff and students.

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

ACS WASC Postsecondary Criterion 7: Student Support Services

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.

The El Monte-Rosemead Adult School provides student support services through a variety of resources including: counseling services, an on-site career center, schoolwide

events, tutoring services, access to multilingual staff, community partnerships and relationships with governmental agencies.

EMRAS holds a number of school-wide events with the purpose of supporting the learning experience and providing community-based assistance. The annual "Aloha Meet 'n' Greet Week" includes a Resource Fair that provides 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, 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 also offers free preschool for 4-year-old children and free babysitting services for children age 3-10.

The recently opened comprehensive onsite Career Center provides a variety of services to students in preparation 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 staff conducts classroom presentations and orientations within the Career Center to students to aid them in their current and future education goals.

The Staff Advisory Committee and the Student Advisory committee meet monthly to explore recommended improvements in the academic and vocational life of students and to foster better understanding and day-to-day communication among all stakeholders. In a recent student survey, above average approval rates were received in the following areas: 88% customer service, 85% registration, 87% placement testing, and 87% counseling services.

A close partnership with a variety of government agencies provides additional support to the students. These partnerships include: GAIN/CalWORKS, California Training Benefits (EDD), Trade Adjustment Act, America's Job Center of CA (WIOA Title 1) and the Department of Rehabilitation. EMRAS is an official Pearson Vue Testing Center offering over 130 different tests to current students and the community.

EMRAS has a competent and caring counseling program. 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 8:00 a.m. to 4:00 p.m., Monday through Friday and one counselor is available from 5:00 p.m. to 9:00 p.m. Monday through Thursday. In addition, as 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.

Administrators conduct informal visits to classrooms and labs, and meet weekly 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. Counselors visit the six high schools in the district to provide information on the programs and services offered at EMRAS, and the registration process.

The school maintains a fully staffed bilingual registration office where students obtain information about programs and services. Students interested in advancing from ESL to ASE/ABE receive an in-class orientation and a walking tour of the department where they are able to observe classes already in session. ASE/ABE students must take an assessment exam to gauge their ability for proper placement in the program. Students new to CTE are required to attend an orientation on programs and sequences.

Academic advisement is provided through five counselor/administrators who work with students in all program areas. The administration and counseling staff meet weekly to discuss changes, updates and program implementations.

A counselor from Rio Hondo Community College (RHCC) meets with students monthly to discuss transitioning and planned future education options. Continued collaboration between EMRAS and RHCC is needed to increase student transition to community college.

EMRAS maintains partnerships to assist in offering extracurricular and cocurricular programs, including with AltaMed and Lawrence Equipment for CTE class internship components. There is a need for broadening industry partnerships for student internships toward business and career advancement.

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.

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 discussing ways to better monitor the personal growth and success of students from year to year using data collection and assessment information.

EMRAS guides students through their education process in a variety of ways. ESL students participate in class presentations on the various programs offered, ASE students undergo a formal graduation advisement process, and eligible CTE students test for rating certification, making them qualified job market candidates.

EMRAS studies and identifies the learning support needs of the student population with the assistance of the Student Advisory and Staff Advisory committees. These two groups meet monthly to discuss the academic and extracurricular needs of students. Suggestion boxes are placed throughout the campus and end-of-term surveys are reviewed to gauge student's thoughts on the effectiveness of the classes. Program revisions are made when necessary. 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 weeks rather than a previously shorter term. These innovations were the result of concerns voiced by students that received appropriate effective response.

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 offers students a free haircut and/or manicure. A healthcare provider offers free blood pressure checks, diabetes blood tests, and bone density tests at the fair.

Security of student records is maintained in accordance with District policies. Students enrolled in online classes have daily access to their instructors. ESL students are required to be on campus for orientation and ASE students take all their tests on the campus. Support for online students includes academic counseling, college preparation support, personal counseling, and health services. Students are referred by appointment to a counselor if they have questions. Online students have access to computers for ESL and ASE coursework. Computers provide easy access to relevant learning applications, with no appointment needed.

Strengths:
- Highly effective counseling department and strong Staff and Student Advisory committees identifying and meeting the needs of the students.

- Bilingual and multilingual staff are available.

- The addition of Career Center, schoolwide WiFi, and babysitting services provides students with relevant resources.

Key Issues:
- Develop a tracking system for student follow-up.

- Provide a centralized testing center for standardized testing.

- Establish seamless transition to multiple postsecondary programs.

ACS WASC Postsecondary Criterion 8: Resource Management

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

EMRAS experienced significant budget cuts, decreasing the Adult Ed apportionment up to 40% by 2014-2015, with remaining funding being absorbed by their District. Enrollment decreased since the last visit: CTE classes dropped when the school needed to increase fees for non-residents; loss of the second campus, Rosemead Center; and loss of older adult classes and Parent Ed because of the new Adult Education expenditure requirements. School is also experiencing challenges in recruiting and retaining staff due to the current salary schedule.

EMRAS is being funded through the MOE of approximately $9,900,000 and allotment from the RHRAEC of $933,875, which made possible the addition of online ESL classes and new technology for ESL language labs. Current funding supporting EMRAS is: WIOA funding of approximately $1,200,000; Perkins funding of approximately $162,000 and CalWorks funding of $84,600. EMRAS was the only adult school to receive funding from the California Public Utilities Commission grant. Class fees provide an additional funding source.

EMRAS worked within the parameters of its budget despite the challenging years in funding. EMRAS has a reserve of approximately $10,000,000. Their annual budget is approximately $9,000,000. Last year, the school updated facilities and classrooms with new furniture, new air conditioning, new flooring, and interior and exterior painting of the building, and repurposed the bookstore through adult education funds.

Financial resources are also allocated to professional development focusing on curriculum development, collaboration and improving student learning results. EMRAS will need to supplement current budget to continue schoolwide improvement and from the loss of enrollment from closure of Rosemead campus.

There is financial transparency with all expenditures at the school site. Reports are shared annually with all stakeholders in EMRAS Annual Data Reports.

Fiscal and policy 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. The District has sufficient insurance and consistent audits through an independent agency where there have been no findings in past six years.

EMRAS works directly with their District regarding financial planning and budget that is approved annually through their Board of Trustees. CDE has stated that there is dedicated funding for adult education.

Strengths:

- EMRAS has sound financial management.

- Fiscal resources have been used to maintain a clean, safe, and well-equipped facility.

Key Issues:

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

- Salary structure needs to improve for recruitment, staff retention, and pay.

ACS WASC Postsecondary Criterion 9: Community Connection

The school 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.

EMRAS has over 50 community partners providing student opportunities through internships, externships, clinical skills training, job shadowing, guest speakers, and funding opportunities including grants and donations. Business partners and representatives from the community meet three times per year as members of the Community Advisory Committee to review and support school programs. CTE Advisory Committee meets annually and includes industry representatives. EMRAS is developing a relationship with the local community college, Rio Hondo, to inform students of program options and application workshops. EMRAS is a member of the El Monte/South El Monte Chamber of Commerce, connecting business leaders to the school by their participation in Adult Education Week, Principal for a Day, and the Community Resource Fair.

AltaMed provides internships for medical assisting students; Pharmacy Technician students are placed in intern sites throughout the San Gabriel Valley. The Greater El Monte Community Hospital, Santa Anita and Baldwin Garden Convalescent hospitals, and Rio Hondo College Simulation Lab provide opportunities to meet the skills requirements for nursing students. Lawrence Equipment supports the Machinist program through site internships and staff professional development including assistance in revision of curriculum to meet the NIMS certification standards. Ted Levine Drum Company hosts an ESL course on their facility and pays their employees while they attend.

EMRAS participation in community events include: The Children's parade, LACOE Job Fair, Back to School Resource Fair, School is Cool, College Night, and Concert in the Park events. A Facebook page was established last year to further connect with the community.

Students at EMRAS participate in community service projects such as Holiday Toy Drive, VFW Food Drive, Kaiser Hospital Blood Drive, and "Be the Match" bone marrow donation registry. Vocational Nursing students participate in an annual community health fair. In 2014-2015, the students gave flu shots during a local clinic's free flu clinic.

EMRAS is a member of the Los Angeles County Regional Broadband Consortium (LACRBC). This consortium supports allocating resources to increase broadband access and adoptions in low income households.

Staff conduct student outreach to comply with WIOA and Perkins grant requirements. The registration team collects email addresses of students as they enroll to be able to contact students after they have left the school. The school's ongoing Student Success Campaign tracks job placement and/or college entrance of exiting students.

Strengths:
- Strong supportive partnerships exist with a variety of community businesses and service organizations.

- EMRAS participates in numerous community events.

- Instructional program is enhanced with internships and externships that provide necessary job training experiences.

Key Issues:
- Expand efforts to seek out additional community partnerships for employment opportunities.

- Improve exit data tracking.

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

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

EMRAS effectively used the self-study process to identify their key issues to develop a Schoolwide Action Plan. The Action Plan is reviewed and monitored to assure the school is on task to implement their stated goals.

The school has created an Action Plan that reflects the efforts of the home groups, focus groups, and Leadership Team representing staff, students, and community members. The three goals addressed in the Action Plan focus on increasing student learning needs.

EMRAS has steps in place to implement the Action Plan. Funding has also been allocated to provide for professional development, furniture, technology upgrades, and expansion of the web-based grading system. A defined plan is in place to monitor, demonstrate accountability, and report progress and results to all stakeholders. A variety of methods is utilized to share results with all stakeholders.

The Action Plan is utilized for institutional planning, resource allocation, and evaluation of existing programs. The administrative team includes the Action Plan as a regular item on meeting agendas to keep it in the forefront of items that need addressing, and to monitor progress toward implementation and completion of the Action Plan goals.

 Strengths:

- Budget is allocated to support the implementation of the Action Plan.
- Action Plan is included on Administration meeting agendas.

Key Issues:

- ASAP and Jupiter grading system has not been fully expanded to support tracking of outcome data as outlined in Action Plan.
- EMRAS needs to establish standardized intake placement assessment across all program areas in order to achieve Action Plan goals.
- EMRAS needs to develop schoolwide campaign to improve student exit tracking and data dissemination to all stakeholders.
- The PLC process needs to be expanded to all departments.

Chapter IV: Action Plan Effectiveness

The Visiting Committee was able to confirm that EMRAS used the WASC accreditation process to organize and pace its school-wide Action Plan. The development of the Action Plan was based upon stakeholder consensus and reflects those critical areas of need identified by the school's self-study process.

The Action Plan served as a means to optimize its resource allocation, and to guide instructional planning that meet the learning needs of its students. The Visiting Committee was also able to confirm that the WASC leadership group has representatives from several stakeholder groups including students, staff, faculty, and administration and that it met regularly to review action items, note progress, and to make modifications. School enrollment, classroom evidence, and assessment data were gathered throughout the process for review and analysis.

- **Identify the Visiting Committee's major key issues.**

  - The teacher evaluation document needs to be replaced.

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

  - To improve curricular uniformity, PLCs should be established in all programs.

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

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

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

  - Improve exit data tracking.

- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

Immediately following the last WASC Review, EMRAS identified personnel and implemented data collection efforts to begin merging the Visiting Committee's key issues into the school's Action Plan. These efforts, however, were stalled by a series of budgetary reductions that began in the fall of 2011. In addition, a series of principals were assigned to the school. The site Leadership Team was disbanded and most efforts at school improvement ceased for several years. It was not until the 2014-15 fiscal year that school funding stabilized, and a new principal arrived possessing both positive leadership qualities and a vision for schoolwide improvement. Leadership teams and focus groups were re-established that began to identify the major issues needing attention and to plan for future growth. Effective communication and unity across the

various school departments was encouraged and modeled for staff. The Visiting Committee was able to confirm that the Leadership Team conducted meetings to review the previous Visiting Committee's key issues, as well, and incorporated those items that were still relevant into their new Action Plan. After establishing its new Action Plan, leadership and focus group meetings were held to prioritize current key issues and set timelines for completion of its new goals and objectives. The Leadership Team assigned persons responsible for implementing action items, and established the criteria for successfully measuring benchmarks.

● **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The site administration and staff are strongly committed to organizational development processes that engender change directed at improving student outcomes. The school utilizes an Interdepartmental Leadership Team, with representatives from administration, certificated staff, students, and community members as the primary decision making vehicle. EMRAS also relies on the Student Advisory Committee, the Community Advisory Committee and the CTE Advisory Committee to provide input, disseminate information and to review school initiatives and needs. Staff and student input contribute to decision making.