

El Monte-Rosemead Adult School

10807 Ramona Boulevard

El Monte, CA 91731

Western Association of Schools and Colleges

Visiting Committee Report

March 8 - 10, 2010

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Chapter I – Community, School and Student Profile

The El Monte-Rosemead Adult School (EMRAS) is situated in the center of the San Gabriel Valley

approximately 12 miles from downtown Los Angeles. The adult school is the 4th largest in California, enrolling over 20,000 students in more than 250 different courses at two main campuses and 29 off site community locations. EMRAS is a part of the El Monte Union High School District that operates 5 comprehensive high schools, 1 alternative high school, and 1 community day high school. The district boundaries encompass the communities of El Monte, Rosemead, South El Monte, and several unincorporated areas.

The area's population is relatively stable with a 5.5% growth over the last 10 years. The demographics of the areas served indicate Hispanics representing the largest proportion of the population with Asians representing the second largest proportion. The area is significantly above state average in the percentage of renters, of foreign born residents, of persons who do not speak English in the home, and occupants without a high school diploma.

Economically, the communities served by the district fall below state average for median household income. Unemployment has increased in the area with the city of El Monte reporting 13.6%, South El Monte 11%, and Rosemead at 11%. To help meet the needs of the low income population, EMRAS has not charged tuition or enrollment fees. Grants have been made available to assist students with buying textbooks and supplies.

After observation of the adult school academic, vocational and occupational classes, it is evident that the services offered are vital to the community in meeting workforce development needs.

School Profile

EMRAS employs 162 part time and 25 full time credentialed teachers and 116 classified staff (38% full time). The administrative team consists of 1 principal, 3 assistant principals, and 12 counselors (7 full time and 5 part time).

Annual ADA in 2008-09 for the Adult School was 6,097 ADA, with enrollment by program area as follows:

<input checked="" type="checkbox"/> Career Technical Education (CTE)	22,563 students
<input checked="" type="checkbox"/> ESL/Citizenship	21,449 students
<input checked="" type="checkbox"/> Adult Basic and High School Subjects	6,620 students
<input checked="" type="checkbox"/> Parent Education	2,070 students
<input checked="" type="checkbox"/> Older Adult	2,676 students
<input checked="" type="checkbox"/> Health and Safety	2,090 students
<input checked="" type="checkbox"/> Home Economics	1,846 students

Languages spoken by EMRAS students are as follows: Chinese 33%, Spanish 30%, English 23%, Vietnamese 6%, and all other 8%.

Student Achievement

California adult schools receiving federal WIA (Workforce Investment Act) Title II literacy grant funding are required to report annual student performance outcomes to CDE.

WIA Title II Adult and Family Literacy Program outcomes based on CASAS test results for EMRAS are summarized in the following charts.

Level Completions CASAS Testing			
TOPSpro Table 4B			
	2006-07	2007-08	2008-09
ABE	51 (52%)	61 (56%)	67 (51%)
ESL	956 (75%)	968 (73%)	1126 (74%)
ASE	19 (63%)	61 (73%)	71 (81%)

WIA Title II, Literacy Grant Payment Points		
	Total Payment Points Achieved (ABE, ESL, ASE)	Percentage of Change from Prior Years
2006-07	3,476	+ 6%
2007-08	3,625	+ 4%
2008-09	4,019	+10%

Significant Learning Gains			
	2006-07	2007-08	2008-09
ABE	28	33	44
ESL	2,501	2,656	2,930
ASE	37	66	71

The student performance data shows an increase in level completions, significant learning gains and payment points with each school year. Evidence reviewed by the visiting team indicates that staff development activities have resulted in improved student persistence contributing to the increase in student achievement.

California High School Exit Exam (CAHSEE)

- ☒ The EMRAS percentage passing in English Language Arts has been consistent at 45% for the past three years, while the number taking the ELA test has increased from 367 students in 2006-07 to 497 students in 2008-09.
- ☒ The percentage passing in Math has remained at 71% over the three-year period, while the number of math examinees has increased from 208 to 244 in 2008-09.
- ☒ The El Monte Union High School District CAHSEE results show 54% passing in ELA and 61% passing in math.

High School Completion - GED/High School Diploma

- EMRAS is an official state approved GED Testing Center. The number of GED certificates awarded has increased from 94 three years ago to 110 for last year.
- The number of students completing high school diploma requirements was 178 in 2006-07 and has increased to 198 graduates in 2008-09.
- The number of concurrent students attending the EMRAS high school diploma program increased by 30% from 966 three years ago to 1,258 in 2008-09.

Career and Technical Education (CTE)

EMRAS offers both short-term certificate classes as well as in-depth training programs in specific areas. The Adult School is an authorized testing center for Microsoft Office Specialist (MOS) certification and Internet and Computing Core Certification (IC³). The school has also recently become an official testing center for Adobe programs.

The chart below shows the number of students completing career cluster sequences in 2008-09.

CTE Certificates Earned 2008-09	
Finance and Business	93
Health Science and Medical Technology	118
Information Technology	74
Manufacturing and Product Development	5
Transportation	5

Parent Education/Distance Learning Program

Certificates of Completion 2008-09

Skillful Parenting	269
Parenting the Adolescent	64

The program received the state “Golden Bell Award” as an exemplary program in 2008. Certificates earned in the Parent Education program are accepted by the L. A. County Department of Children and Family Services and Family/Juvenile Courts.

Chapter II - Progress Report

El Monte-Rosemead Adult School has made significant progress in addressing the six major recommendations stated in the action plan of the previous WASC Visiting Committee's report in 2004.

#1 Provide staff development on research-based knowledge to further integrate ESLRs into the curriculum. (Action Plan)

Professional development training takes place at on-site meetings. Teachers facilitate workshops for their peers to share successful teaching methods.

Staff participates in CALPRO, Perkins, CCAE, OTAN, and ACSA conferences and workshops to obtain current research-based knowledge relative to adult education curriculum and instruction.

Book publishers make presentations to staff on materials relating to state and federal competencies/standards and school ESLRs.

Through district content specialist meetings, core area teachers collaborate on the development of standards based curriculum.

#2 Continue integration of research-based knowledge into a variety of learning experiences that result in students achieving the ESLRs.

The Adult School continues to use a variety of instructional strategies to address individual student needs. The Visiting Team saw evidence of the following strategies: technology-enhanced instruction, cooperative grouping and learning strategies, hands-on activities, visual aids, student projects and presentations, internet projects, mobile library, collaboration with community speakers/experts, and field trips.

Teacher directed classes, independent study, home study, and distance learning are available to students. Other specialized learning experiences include: Meet and Greet Week, Adult Education Week activities, book fairs, and resource fairs.

#3 Continue to integrate the ESLRs and district, state and federal standards into courses, course outlines, and lesson plans.

Course outlines have been revised to contain the ESLRs, State Model Curriculum Standards, CASAS and SCANS (Labor Secretaries Commission in Achieving Necessary Skills). Course outlines are submitted to the district for Board approval. Books and instructional materials are aligned to the above standards.

#4 Develop a schedule for administrators to allow for more visibility and interaction at all sites.

With the inclusion of four new full time counselors/administrators in spring 2005, a schedule was developed that allowed for more structured visibility and interaction by administrators at all sites. Significant modifications to administrative staffing were necessary starting in summer 2009 due to the state and district budget crisis. Administrative duties have been restructured with the loss of an assistant principal and a counselor. A full time principal assigned to the campus has allowed for increased communication and collaboration between departments and staff.

#5 Continue to improve communications and create a more formalized method for students and all stakeholders to express their concerns.

The following actions have been taken to address communication concerns:

- A monthly EMRAS newsletter is distributed electronically to every adult school staff member, district administrators, and Board members. The newsletter is available to the community on the EMRAS web site. A weekly online calendar keeps the staff informed and aware of relevant issues and events.
- The School Site Advisory Committee made up of certificated and classified staff meets with the principal every month to discuss ongoing school issues. Members represent each of the adult schools departments so that input is received from all stakeholders.
- Student representatives attend various advisory and curriculum committee meetings giving them valuable input into decision making committees. Suggestion boxes have been placed at the reception desk of both Ramona and Rosemead Centers to obtain ongoing input from students.

#6 Continue to find ways to better serve the students and the community through effective marketing of the adult education programs.

Students were surveyed in spring 2007 to determine which avenues of marketing were most effective in reaching the communities served by the adult school. Survey results indicated that the majority of students learned about adult education programs and services through family and friends. As a result, marketing strategies have shifted to a more personal approach.

Budget reductions have limited direct mail, ads in newspapers, yellow pages, and periodicals. Instead, staff attendance at local community events, job and resource fairs, high school and elementary school Open House events, and Parent Involvement Academy conferences has been effective in promoting the adult school programs and services. Student attendance at EMRAS continues to increase giving evidence that marketing strategies are effective.

Action Plan impact on the quality and the level of student learning.

By addressing the action plan, the school has pursued and implemented schoolwide learning activities and events that have increased the involvement of students, staff, and community. Students have gained an increased sense of pride in their school and their accomplishments leading to a greater sense of ownership in their own learning. And the school has strengthened its commitment to provide quality services and educational opportunities to the communities it serves.

Chapter III – Self-Study Process

Did the school accomplish the five parameters of the self-study?

1. Involvement and collaboration of stakeholders in the self-study.

All stakeholders were encouraged to participate and work collaboratively in the Self-Study. Stakeholders included the leadership team, students, instructors, administrators, staff and community partners. Stakeholders belonged to at least one home group. Each home group had representatives on each of the Focus Groups.

2. The clarification of the school's purpose and expected schoolwide learning results.

All stakeholders reviewed the schools purpose and ESLRs and determined the school's ESLRs should be modified to correlate with the knowledge and competencies needed for success in a standards-based curriculum. Members discussed how the ESLRs could maximize learning for all students. The school's purpose was clarified and states that classes will be offered to enhance the knowledge and skills necessary to participate and communicate effectively as productive citizens, workers, parents, and family members in a changing society.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria.

Each home group assessed their program and its impact on student learning with respect to the WASC criteria areas. Evidence, such as standardized test results, teacher-developed tests and examples of student work, was gathered and analyzed. Focus groups synthesized the subject area findings into a schoolwide analysis of the adult school program.

4. Development of an action plan that integrates subject/program and support plans to address identified growth needs.

Action plans have been developed and are being implemented that address the identified growth needs of the school. The Schoolwide Action Plan addresses critical needs affecting student learning identified throughout the self-study process, and identifies action steps, responsible parties, resources, assessments, timelines and methods to report progress.

5. The development and implementation of an accountability system for monitoring the accomplishment of the action plan.

Within the action plan, the methods used to monitor each step and the timeline for implementation have been identified. Responsible parties are attuned to the needs of the school and the resulting impact of the action plan. Staff, teachers and administration share accountability for implementing the action plan.

Does the self-study accurately reflect the schools program for students?

The self-study overall accurately reflects the school's program for students. A wide variety of classes are offered that meet the needs of the community. The visiting team found areas of strength

that were not identified within the self study and they were added to the visiting committee's report.

Does the observable evidence reflect a sampling of what all students are doing and producing with respect to the WASC criteria and the expected schoolwide learning results?

The observable evidence clearly reflects what the students are doing and producing with respect to the WASC criteria and the school's ESLRs. The committee found students actively engaged in learning activities that related directly to their purpose. Students express a high level of satisfaction with their educational programs and instructors.

Do the findings support the identified areas for growth?

The evidence observed during classroom visits and discussions with the Leadership Team and Focus Group members support the commitment to the school's Action Plan and identified areas of growth.

Expected Schoolwide Learning Results El Monte-Rosemead Adult School

EMRAS Students will be:

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 an appropriate, responsible manner*

Problem Solvers who:

- Identify the problem(s)*
- Gather, evaluate and organize information and opinions*
- 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*

Chapter IV – Quality of the School’s Program

A. Organization for Student Learning

A 1. School Purpose

Has the school established a clear statement of purpose that reflects the beliefs and philosophy of the institution?

Is the purpose defined further by the adopted ESLRs that form the basis of the educational program for every student?

EMRAS has a Mission Statement that reflects the beliefs and philosophy of the institution. This Mission Statement was reviewed and revised as a part of the WASC process. Revisions were deemed necessary to “reflect the socio-economic changes in the population we serve.”

The school’s ESLRs were revised and consolidated in February 2009, after much review and input from staff via multiple means. The ESLRs at EMRAS are embedded throughout the instructional program and the school has made it a priority to make sure that they are posted throughout the institution. The school’s mission statement and ESLRs are aligned with EMUHSD Board adopted goals. It was evident to the Visiting Committee that EMRAS is given extensive autonomy with support from the district to meet student needs and accomplish schoolwide goals.

A 2. Governance

Does the governing authority/board adopt policies which are consistent with the school purpose and support the achievement of the ESLRs for the student?

Does the governing authority/board delegate implementation of these policies to the professional staff?

Does the governing authority/board monitor results?

The governing board of EMRAS is the El Monte Union High School District Board of Trustees. The school’s self study states, “the decisions made and the policies adopted by our governing authority are reflected in our mission statement and are consistent with the goals outlined in our ESLRs.” The governing board does allow the EMRAS principal to implement policies with the school’s professional staff. There are a number of regularly-scheduled administrative meetings wherein policies and procedures are discussed, reviewed, and assessed.

The governing board monitors the adult school via several significant reports, including CASAS Payment Points Summary, Carl Perkins Reports, Distance Learning Evaluation Report, and the annual number of high school graduates.

They also receive the monthly EMRAS newsletter *From the Owl’s Perch* as well as the yearly calendar. Board members also attend various school events, including Adult Education Week, Job Fairs, Resource Fairs, Book Fairs, Meet and Greet Week, and the different culmination and graduation ceremonies. The school recognizes the need for becoming more data-driven as part of their school monitoring and reporting process.

A 3. School Leadership

Does the school leadership and staff make decisions and facilitate student achievement of the expected learning results?

Does the leadership empower the staff?

Does the leadership encourage commitment, participation, and shared accountability for student learning?

The leadership team of EMRAS consists of the principal, three assistant principals, and seven counselors. The administrative staff meets weekly; the principal meets with the counselors monthly. The leadership team works closely with resource teachers to gather information and helps to positively affect student achievement.

The self study indicates that there are communication paths available for staff to give input and thus be empowered by leadership. There are also specific committees formed to provide staff feedback:

1. The School Site Advisory Committee, comprised of representation from all programs and bargaining units within the school, which meets monthly
2. The CTE Advisory Council, includes employers and community members.
3. The ABE Advisory Committee, includes employers and community members

Observations and data collected during the visit validated the staff's encouragement, commitment, participation, and shared accountability for student learning.

A 4. Staff

Are the leadership and staff qualified for their assigned responsibilities?

Are the leadership and staff committed to the school's purpose?

Do the leadership and staff engage in ongoing professional development that promotes student learning?

All staff members are district employees and are qualified for their assigned responsibilities. EMUHSD has a Personnel Commission that assists in the hiring of classified employees, and all other employees are hired via the District Personnel Services. The report details the specific qualifications of all current employees of EMRAS working in the mandated programs.

All personnel in EMRAS are committed to the school's purpose as defined in the Mission Statement and the ESLRs. The classified support staff is dedicated, highly motivated and makes a significant contribution to the overall quality of EMRAS. The collective effort of staff with diverse aptitudes, interests, and backgrounds is the very strength of the district.

A Staff Information Survey cited staff membership and participation in several professional organizations as evidence of the EMRAS staff commitment to and engagement in ongoing professional development that promotes student learning. Teachers are encouraged to share best practices at their department meetings. The Visiting Committee encourages the school to develop an ongoing professional development plan for all staff members within and across all program areas.

The School's leadership and staff hiring practices reflected in the self-study indicate that the school provides qualified personnel to meet the responsibilities of their purpose. Workshops, conferences, and other voluntary participation by staff for individual professional growth are reflected in the self-study.

A 5. School Environment

Does the school/program have a safe, healthy, nurturing environment that reflects the school's purpose?

Is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

District policies are in place and followed/enforced to provide a safe, healthy, nurturing environment for students and staff. The Student Survey found that most felt the facilities had adequate security. Campus Security personnel are on-site at most facilities day and night. Appropriate systems, including P.A. , support staff walkie talkies, and classroom phones are in place to help ensure safety and aid in emergency situations. Administrators have cell phones for quick response. Security cameras have been installed at the Ramona and Rosemead Centers. Local law enforcement agencies are active partners in the security and safety processes at EMRAS.

Additional protocols are in place to ensure child safety at the Granada Childcare Center, including:

- Sign in/out sheets for daily accounting of participants
- Verification of parental identification prior to checking out children
- A Parent Handbook is provided detailing policies and safeguards, which is reviewed with parents who are enrolling their children
- TB immunizations are verified for staff members

An assistant principal oversees coordination of all safety procedures. Each staff member has an ID badge. The plant manager is a member of the ESUHSD Safety Committee, which meets monthly. Emergency lighting and other systems are checked regularly to ensure operational effectiveness.

The Student Survey also found that most students feel campus appearance and cleanliness is good. Facilities are cleaned on a daily schedule, with more extensive maintenance and cleaning provided when school is not in session.

EMRAS has made many efforts to provide a caring and supportive learning environment. Student survey comments reflect student's respect for the instructional staff. Examples cited of programs and observations that support this aspect of the school include:

- Material translation into the three primary second languages served (Spanish, Vietnamese, and Chinese)
- Classroom observations
- Partnerships and programs including GAIN/CalWORKS, Employment Development Department, WIA, etc.
- Referral of students to agencies for additional help
- Fall CTE Resource Fair
- Counselor availability
- ESL Distance Learning program
- ASE/GED student use of the High School Independent Study Lab
- EMRAS "open door" policy
- Instructor availability for students
- Recognition of student achievement and accomplishments

- Publicity and advertising with local radio stations and publications regarding EMRAS programs and activities

A 6. Reporting Student Progress

Does the school leadership and staff regularly assess student progress toward accomplishing the school's ESLRs?

Does the leadership and staff report student progress to the rest of the school community?

EMRAS uses many available and accepted measurements to assess student progress, including CASAS, TOPSpro. CTE courses utilize career skill assessment measures as students move through specific preparatory curriculum sequences. Teachers in all programs also utilize different assessment methods appropriate to their courses. CAN, LVN and Pharmacy Technician programs administer summative licensing exams. Pre- and post-tests are used in Parent Education to measure parent gains; student behavioral and attitudinal changes are assessed by teacher's observation and discussion with the children.

Entrance level assessment testing is also used by the ABE/ASE/HSD in order to place students appropriately. Student progress through this program is also monitored through grades, periodic testing, unit tests, and earned credit records. A Pre-GED test is strongly encouraged for students in order to identify areas for additional study prior to the admission of the exam. School programs are aligned with the ESLRs and the EMRAS Mission Statement.

Student progress is shared with the governing board and community on a regular basis in both meetings and publications. Individual students have access to their own records via teacher and/or counselor interactions. Staff members promote the school and its success at many community events. Interviews with staff and observations by the Visiting Team confirmed the need for a process to share student/program data across all programs. The use of a revised "Adult School Report Card" would assist in communicating the successes of EMRAS to the community, staff, students and District.

A 7. School Improvement

Does the leadership facilitate school/program improvement by implementing action plans that ensure quality learning for all students?

Does the leadership have school community support and involvement?

Does the leadership effectively guide the work of the school/program?

Does the leadership provide for accountability through monitoring of the school/program's action plan?

EMUHS District Goals and the school action plan are the foundation for school improvement. The Visiting Committee discussions with the Leadership Team and district administration validated the correlation of these goals with EMRAS's Mission Statement and ESLRs.

Another underlying source of action plans are the supplemental grants utilized to fund the school's programs, which all have plans that must be submitted for approval that include goals and measurements for ongoing student achievement and improvement. Grants cited include WIA, CBET, and Perkins.

Advisory Councils are a primary mode of involving the local community in school program planning

and improvement efforts. ESL students are also surveyed annually in order to assess program effectiveness and areas of future growth. EMRAS collaborations with local service agencies and organizations also provide not only community involvement opportunities but also program assessments and improvement needs.

The EMRAS administration annually reviews the schoolwide Action Plan for progress as well as to update and revise to ensure currency with institutional needs and resources. The Visiting Committee concurs with the Leadership Team that there is a need to establish an efficient, centralized management system to ensure effective implementation and monitoring of the action plan.

Areas of Strength

1. The EMRAS Mission Statement and ESLRs demonstrates a clear statement of purpose that reflects the school's beliefs and addresses the needs of the community.
2. EMRAS provides a safe, clean, healthy, and nurturing environment with a staff that is knowledgeable, caring, and committed to student achievement.
3. The EMRAS staff endeavors to empower students to set personal goals and achieve the ESLRs.
4. The classified support staff is dedicated, highly motivated and makes a significant contribution to the overall quality of EMRAS.
5. The school leadership maintains relationships with community leaders and organizations for the purpose of better serving students.
6. EMRAS has several full-time counselors that are available throughout the day and evening to meet individually with students for academic and career guidance.
7. EMRAS holds various schoolwide activities that encourage students to interact with each other toward the goal of developing sensitivity, trust, and an appreciation for diversity.
8. Administration, faculty, and staff maintain an open-door policy to provide ongoing support and assistance to students that promotes open communication throughout the school.
9. Instructional staff uses a variety of assessments including hands-on projects, portfolios, cooperative learning groups, presentations, tests and quizzes to measure student achievement.
10. The Board of Education members and district administration encourage and provide ongoing support in the development of an outstanding Adult Education program.
11. EMRAS is given extensive autonomy with support from the district to meet student needs and accomplish school-wide goals.

Areas for Growth

1. Establish an efficient, centralized management system to ensure effective implementation and monitoring of the action plan.
2. Increase opportunities for professional development for all staff.
3. Staff members need time to collaborate and analyze student progress in order to make curriculum adjustments.
4. Increase communication among the administration, faculty, staff, students, and community.
5. Explore strategies to collect, analyze, and share data from the different departments for preparation of school-wide accountability reports.
6. Develop a plan to restructure technology support so that it becomes comprehensive and schoolwide to ensure data collection and sharing across all programs.

7. There is a need for an adult school accountability report that includes program/student performance data and communicates the successes of EMRAS to the staff, students, district and community.

B. Curriculum and Instruction

B1. What Students Learn

Does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the Expected Schoolwide Learning Results through successful completion of any course of study offered?

EMRAS curriculum supports the mission statement of the Adult School and addresses the academic and career goals identified by the District. The many courses offered at El Monte-Rosemead Adult School (EMRAS) provide students with direction for acquiring academic, vocational, social, personal, and employment skills. Teachers provide a connection to the schoolwide learning results in their lessons in order to prepare students to be effective communicators, problem solvers, and lifelong learners. Students from varying ages, abilities, and cultures will find the curriculum relevant.

Most curricula are aligned with current content and performance standards. Courses are revised regularly to remain responsive to changes in the community and to reflect state and federal standards. The California Department of Education and the El Monte Union High School District Board of Trustees have approved all adult school courses. A written outline for each course offered is on file in the adult school office. All outlines include course competencies, and meet the requirements of related professional organizations and government regulatory agencies. ESLRs have been integrated into course content.

ESL and Citizenship: The ESL program has open enrollment and provides classes at various sites throughout the community providing greater access to students. Instructional materials correlate with CDE Model Standards, SCANS, and CASAS competencies. The ESL department has specific expected competency outcomes for the seven levels offered. ESL/Citizenship classes are offered through the Distance Learning Program. The Citizenship program is designed to provide students with the skill and practice needed to pass the U. S. citizenship interview.

The transitional English language learner program at EMRAS has been selected by the American Institutes for Research to participate in the TELL study (Transitioning English Language Learners). EMRAS program was ranked 16th of 48 programs recommended for the study. The program provides support to ESL students transitioning into high school equivalency programs.

Adult Secondary Education/High School Diploma (ASE/HSD) and GED Preparation: Courses offered in ASE/HSD are aligned with the California State Standards. The CAHSEE English Language Arts and math curriculum standards are infused throughout the curriculum. An Adult Basic Education (ABE) program is offered for students who need to strengthen basic academic skills before they enter the ASE/HSD program. Elective credit is granted for courses completed in the ABE Program.

EMRAS is an Official GED Testing site. The adult school offers regularly scheduled classes, computer assisted instruction and an individualized study lab to assist students in preparing for the

GED test.

Students in the following categories participate in the ASE/HSD program:

- ☒ An adult over 18 after their class has graduated.
- ☒ Self-improvement students needing to improve academic skills for personal goal attainment.
- ☒ ESL students who have completed level 6 and passed qualifying entrance tests
- ☒ Non-Concurrent Students who need 25 credits or less can receive their diplomas from their respective high schools by completing the credits within the first semester.
- ☒ 18 Plus Program for students attending the continuation high school and needing make up credits to graduate with their class or to prepare for transfer to the Adult Ed diploma program.
- ☒ Concurrent Students (11th/12th grade) who need to make up credit deficiencies can take classes after the regular school day at the high school campus. These classes do not meet A-G university requirements.

Career and Technical Education (CTE): The CTE department offers career training programs in the business, computer, medical, and manufacturing/trades areas. The curriculum offered addresses the specific skills necessary to be successful in a particular career. In addition to career sequence certificates for specific training areas, short term certificate programs are available in Notary Public, Certified Nurse Assistant and Home Health Aide. The CTE curriculum also presents students with the eight aspects of the industry and is modeled after the California State Plan for Career and Technical Education. It is aligned with local advisory council recommendations, State Model Curriculum Standards, SCANS, and CASAS. Extensions to student learning include internships through on- and off-sites and/or partnerships with community and faith-based organizations. Applicable classes are licensed or certified by the appropriate regulatory agency. Instructors are fully credentialed by the California Commission on Teaching Credentialing (CCTC) and have the appropriate licensures by the agency regulating the industry.

Parent Education: Parent Education classes assist parents in acquiring positive parenting skills along with increasing their knowledge of a child's social, intellectual, physical, and emotional development from infancy through adolescence. Classes include Parent/Child Participation, Parenting the Preschooler, and Distance Learning. Curriculum is drawn from a variety of research-based resources including the CDE proposed model standards for Parent Education, SCANS competencies, and adopted ESLRs. Students gain information on behavior management techniques, stress management, conflict resolution, educational enrichment, health, safety, and nutrition. The Community-Based English Tutoring (CBET) program, a state legislated program is in place to assist parents in developing English and academic skills necessary to tutor their school-aged children.

In 2008, the Parent Education Distance Learning Program was awarded the "Golden Bell Award" by the California School Boards Association, in recognition as an exemplary program. The program provides individualized instruction that is easily accessible to the hard-to-reach population.

Older Adults: Classes for older adults are held at several community and senior centers. These classes are designed to keep adults mentally and physically healthy as well as to learn new skills to help keep up with a changing society.

Program Satisfaction/Survey Results

According to the Student Survey and Community Questionnaire results, the programs offered by EMRAS are meeting the needs of the student population and community. Survey results show that 94% were satisfied overall with their classes and 93% stated that the adult school provides the classes that they need.

B2. How Students Learn

Does the professional staff a) use research based knowledge about teaching and learning; and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and the expected learning results?

Staff uses different modalities and a variety of instructional strategies to increase student achievement. Instructors pursue staff development opportunities to help them stay current with both educational research and teaching strategies. Examples include: in-service training, conferences, workshops, and staff meetings. These activities enable them to promote learning and prepare students for success in reaching their goals.

Knowledge of technological trends and the application of computerized instructional materials are an integral part of the EMRAS programs. Instructor lesson plans described a variety of teaching techniques and styles that were validated by classroom observation. Students experience different classroom activities to accommodate their learning needs. Teachers also provide a connection to the schoolwide learning results in their lessons in order to prepare students to be effective communicators, problem solvers, and lifelong learners. Students are satisfied with their classes and stated that the lessons taught met their needs. 93% indicated in the student survey that they are satisfied with the amount of help they receive from the teacher.

Curriculum is modified to ensure that instructional programs are challenging and are aligned with content and performance standards that meet the needs of a diverse student population. The Staff Survey, lesson plans, classroom work, classroom observations, and discussions at home group meetings indicate that EMRAS instructors modify curriculum and instructional strategies to enhance student learning and promote the ESLRs. During Visiting Committee interviews with teachers, they indicated a need for more time to collaborate on instructional and curriculum strategies.

Instructional strategies that are used in the classroom include direct instruction, peer instruction, cooperative grouping, use of authentic materials, field trips, projects, journals and presentations, simulations and role playing, guest speakers, and technology-enhanced instruction.

Student achievement is acknowledged in multiple ways including attendance awards, certificates of completion, graduation ceremonies, scholarships, and National Honor Society.

B3. How Assessment is Used

*Is teacher and student use of assessment frequent and integrated into the teaching/learning process?
Are the assessment result the basis for measuring each student's progress toward the expected learning results and used regularly for evaluation and improvement of curriculum and instruction?
Are the assessment results used as the basis for the allocation of resources?*

Assessment is an essential part of curriculum planning. It is ongoing and provides feedback to

students and instructors. During department meetings, curriculum is evaluated and adjusted according to assessment results. In addition, instructors consistently monitor student progress and make necessary modifications to their lesson plans.

Assessment provides students with an opportunity to measure their progress towards attainment of their academic goals, course competencies, and the ESLRs. The information helps both the student and instructor in the classroom and provides the basic information that helps EMRAS plan and adjust programs and courses.

As part of the placement process, a variety of assessments are given. ESL students take an English written and oral assessment for class level placement. ABE/ASE/HSD students take placement tests to evaluate their skill level in reading, writing, and math so that appropriate classes can be assigned. LVN students take the TABE exam to determine competency for admittance to the program.

CASAS tests are the most widely used standardized testing instruments in the EMRAS programs. Other programs require standardized instruments such as GED, CAHSEE, certification tests in vocational classes, and the TABE exam in the LVN program.

The Student Survey indicates that 88 % of students strongly agreed or agreed that the teacher makes them aware of their progress.

EMRAS administration involves the local community in the ongoing improvement process, developing plans that correspond to the goals of the school district and meet the needs of the local area. The CTE Advisory Council and the ABE Advisory Committee work with staff and the community to generate ideas to improve and enrich programs.

The principal and assistant principals prepare the budget and allocate appropriate funding to cover the needs of each program based on a review of assessment results. Several examples were identified in interviews with administrators and instructors of various departments. CASAS and CAHSEE test results are used to help guide the purchase of books and materials. Test results also assist in the allocation of classroom space and staff development funding. In most CTE classes, student demographic information and labor market surveys are used to determine what classes should be offered to meet the students' needs.

Areas of Strength

1. EMRAS utilizes technology-enhanced instruction, cooperative grouping and learning strategies, hands-on activities, visual aids, collaboration with community speakers/experts, and field trips.
2. Instructors adjust the curriculum in response to student and/or community feedback. Courses are revised to reflect state and federal standards.
3. EMRAS provides a variety of programs at varying times throughout the community in an effort to better serve the needs of the students.
4. EMRAS instructors teach the skills necessary for student success and demonstrate professionalism in their subject areas.
5. Counselors are available for counseling during morning, afternoon, and evening hours of operation.

Areas of Growth

1. Provide ongoing staff development to stay current with research-based knowledge.
2. Provide time for teachers to collaborate on instructional and curriculum strategies.
3. Develop a systematic data collection process for teachers to evaluate and analyze student results.
4. Continue to revise and update the curriculum including alignment with current CTE and CDE content standards.

C. Support for Student Personal & Academic Growth

C1. Student Connectedness

Are students connected to a system of support services, activities and opportunities at the school and within the community that provide support for the achievement of program standards, including expected learning results for students?

EMRAS cites a number of School Support Systems that are in place to assist students in “successfully accomplishing their personal goals as well as achieving program standards and our school’s ESLRs.” This Focus Group felt that the self study process was helpful in reviewing and highlighting the myriad support systems for students. In addition to the specific resources cited below, the self study also mentions curricular and co-curricular programs that provide enrichment opportunities for students. There is also a specific mention of the articulation process that is in place between EMRAS and the local high schools to facilitate transition into adult education for students completing high school courses or opting for the GED.

The Office Staff provides assistance for students in eleven specific areas, mostly centered around the processes of 1) registration, pre-registration, and fee payment; 2) textbooks and supplies; 3) document procurement/generation as needed or required; 4) information dissemination. Many office staff members are able to provide bilingual/multilingual support to the diverse student population. Staff members stated that the development of an improved record keeping system is critical to effectively track and analyze student academic and programmatic progress and achievements. A consistent schoolwide registration system is also a high priority for EMRAS in order to maximize staff effectiveness.

The Counseling Services, consisting of seven full time and four part time staff, provides direct services to students during all hours the adult school is open during the week. The self study states that “the overall goal of the counselors is to provide individualized and group counseling and guidance/referral services designed to assist students in achieving their educational and personal goals, along with achieving our ESLRs.” Resource/Lead Teachers work under the supervision of counselors and provide support to the instructional program.

EMRAS support staff did express a desire to raise the level of student participation in planning activities and providing feedback to improve services. There was also a desire to develop more

effective methods of tracking student job placement, educational achievement, military service, and/or other post-adult school accomplishments.

Results of the Student Survey listed below reflected a high degree of satisfaction with student support services:

- 60% of respondents indicated that they are satisfied with the counseling services,
- 57% of respondents indicated that they feel free to discuss problems with the counselors,
- 67% of respondents indicated that they are satisfied with the help they receive in planning classes, and
- 65% of respondents characterized the help and guidance they received from a counselor as either Excellent or Good, with only 3% responding Fair and no responses of Poor.

Examples of support systems that contribute to student achievement include:

- Governmental agencies, such as GAIN/CalWORKS, WIA, the Department of Rehabilitation, and others.
- Two licensed childcare programs for students who need this service in order to enroll in academic programs in EMRAS.
- Co-curricular activities designed to expand students' interests and involvement in the community and explore additional social and career options.
- Student recognition via graduations and the awarding of diplomas and certificates of achievement.

Discussion with staff validated the need for qualitative data analysis of student support services, activities, and opportunities in order to more effectively meet student learning needs. Only with actual data addressing the effectiveness of programs can EMRAS provide effective input to their schoolwide action in order to improve this aspect of their institution.

C2. Community/Business Involvement

Does the leadership employ a wide range of strategies to ensure that business and community involvement is integral to the support system for student?

EMRAS has a number of methods of sharing their program with the community, including brochures and mailers, their website, school marquees, street banners, and advertising spots in local newspapers and radio stations. Development of data collection to analyze the effectiveness of these methods is an area for continued improvement.

EMRAS staff and students are active and visible in the community at a number of events. The school also sponsors an annual Chamber of Commerce Mixer for local business leaders in the school's attendance area.

EMRAS also cites nineteen partnerships with community agencies, including medical facilities, workforce centers, social services, and assisted care facilities. These partnerships allow for internships and job shadowing as well as provide classrooms for older adult programs. Representatives from community businesses regularly participate in advisory committees to provide information about current needs in the local job market. EMRAS CTE staff use this to plan programs and offer courses that will enable students to learn marketable skills. Future plans are to include these partners of the

school in helping to track student placement and effectiveness in the workplace.

Several local organizations also provide scholarships for students to assist students in the purchase of books and supplies to further their education. Local business and civic leaders are also speakers at school events.

Areas of Strength

1. The school provides a program for ESL students to transition into academic and career programs. The Transition for English Language Learners (TELL) program has received state recognition for innovative approach to meeting the needs of English Learners.
2. AARP provides free tax preparation program for EMRAS students and community.
3. A large staff of Counselors and lead teachers provide students with individualized counseling and comprehensive support to the Adult School Programs.
4. Internships and job shadowing opportunities, especially in medical fields, are available to students transitioning from EMRAS to the workplace.
5. Effective articulation is in place for transitioning district high school non-graduating students to the adult school enabling them to complete graduation requirements.

Areas of Growth

1. Develop a computerized record keeping system for monitoring student progress.
2. Develop a system to track students in applicable programs after they leave the school.
3. Increase opportunities for students to become more involved in student activities and committees.
4. Develop a plan to restructure technology support so that it becomes comprehensive and schoolwide to ensure data collection and sharing across all programs.

D. Resource Management and Development

*Are the resources available sufficient to sustain the instructional program and are effectively used to carry out the school's purpose and achievement of the expected learning results for students?
Does the governing authority and the school leadership execute responsible resource planning for the future?*

D1. Resources

The Visiting Committee found that current resources allocated are consistent with the school's purpose and the ESLRs. Decisions about expenditures reflect the needs of the community. The district has shown its support for Adult Education by allocating resources for a full time, on-site principal who is providing a coherent vision and strong leadership for EMRAS. In addition to strong academic and CTE classes, childcare, preschool and parent education programs provide a valuable service to students and community. EMRAS has two well-maintained campuses, with up-to-date technology and equipment, dedicated exclusively to adult education programs.

The District director of business services oversees all expenditures to ensure proper accounting procedures are followed. Audits of the school and its multi-funded programs are scheduled annually. The budget and expenditures are regularly tracked and remain solvent. The District and governing board continue to stay abreast of adult school priorities and are aware of El Monte-Rosemead Adult School's mission, involvement in the community and financial needs of the school.

As a result of the state budget reduction to education, Adult Education funding in California has been reclassified as Tier III allowing funds to be transferred to the district general fund. The district has currently targeted \$1.9 million of EMRAS' reserve to supplement the district's general fund. In response to reductions in the budget, EMRAS has closed various classes including classes on Saturdays and some classroom sites have been relocated. The number of off site ESL and CBET classes have been reduced. In CTE, several training programs have decreased the number of class offerings. Adult School administrative, counseling and teaching positions have also been cut.

Current adult education revenue for 2009-10 is \$14,260,467. Revenue sources include WIA Title II, Carl Perkins, CBET, and Adult Revenue Limit funding. Staff has adequate equipment, materials, and supplies to do their jobs.

The Visiting Committee agrees with staff that resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and achievement of the ESLRs.

D2. Resource Planning

The principal meets with district level administrators to ensure responsible resource management and development. Prior to July 1 of a new fiscal year, the school district's governing board holds a public hearing on the budget to be adopted. The EMUHSD Board of Trustees identified twelve goals for the district. The superintendent and each site were then asked to address these goals. These goals have served as a blue print for the sites on what resources are needed, areas to target, and services to implement for our students.

Adult School administration works closely with the onsite Accounting Technician in overseeing the schoolwide budget and categorical funding. Feedback from the Adult School Site Advisory Committee and Community Advisory Committees contribute to budget planning. EMRAS certificated and classified staff also have input into budget planning and resource allocation. Administration monitors the budget and makes necessary adjustments to maximize funding and staffing to ensure the implementation of the schoolwide action plan.

Areas of Strength

1. EMRAS and the district maintain a sufficient fund balance and sound fiscal management for economic uncertainties.
2. The district has shown its support for Adult Education by allocating resources for a full time, on-site principal who is providing a coherent vision and strong leadership for EMRAS.
3. EMRAS has two well-maintained facilities, with up-to-date technology and equipment, dedicated exclusively to the adult school programs.
4. The adult school faculty and staff are responsive to student needs, are enthusiastic and dedicated

in their efforts to meet the needs of a diverse student population.

5. EMRAS and the district have a long history of hiring and retaining highly qualified staff.
6. Childcare, preschool and parent education programs provide a valuable service to students and the community.

Areas of Growth

1. Expand the utilization of the ASAP attendance system.
2. Maximize funding and resources through the development of a Master Resource Plan.
3. Enhance data collection for all programs.
4. Maximize the use of hardware and software to its fullest potential.
5. Study the feasibility of responding to the student desire for a Wi-Fi enabled student study center.
6. Develop a plan to restructure technology support so that it becomes comprehensive and schoolwide to ensure data collection and sharing across all programs.

Chapter IV - Part B

Schoolwide Strengths and Critical Areas of Follow-up

EMRAS is a well-established educational institution that has developed many outstanding programs. The educational setting is strong and provides a valuable service to El Monte, Rosemead and surrounding communities. The school's mission and its ESLRs are concise and clear statements of the school's purpose. It is apparent that great effort was made to involve all stakeholders in developing the FOL document.

Areas of strength indicate where the school excels well beyond the norm. Areas of critical follow-up need to be incorporated in the revised schoolwide action plan.

Schoolwide Areas of Strength

1. The EMRAS Mission Statement and ESLRs demonstrate a clear statement of purpose that reflects the school's beliefs and addresses the needs of the community.
2. The district has shown its support for Adult Education by assigning a full-time, on-site principal who is providing a coherent vision and strong leadership for EMRAS.
3. EMRAS provides a safe, clean, healthy, and nurturing environment with a staff that is knowledgeable, caring, and committed to student achievement.
4. The classified support staff is dedicated, highly motivated, and makes a significant contribution to the overall quality of EMRAS.
5. EMRAS has several full-time counselors that are available throughout the day and evening to meet individually with students for academic and career guidance.
6. EMRAS holds various schoolwide activities that encourage students to interact with each other toward the goal of developing sensitivity, trust, and an appreciation for diversity.
7. Administration, faculty, and staff maintain an open-door policy to provide ongoing support and assistance to students that promotes open communication throughout the school.
8. Instructional staff uses a variety of assessments including hands-on projects, portfolios, cooperative learning groups, presentations, tests, and quizzes to measure student achievement.
9. The Board of Education members and district administration encourage and provide ongoing support in the development of an outstanding Adult Education program.
10. Instructors adjust the curriculum in response to student and/or community feedback. Courses are revised to reflect state and federal standards.
11. EMRAS is given extensive autonomy with support from the district to meet student needs and accomplish school-wide goals.
12. The school provides a program for ESL students to transition into academic and career programs. The Transition for English Language Learners (TELL) program has received state recognition for innovative approach to meeting the needs of English Learners.
13. Lead teachers provide students with individualized comprehensive support to the Adult School

Programs.

14. Internships and job shadowing opportunities are available to students transitioning from EMRAS to the workplace.
15. EMRAS and the district maintain a sufficient fund balance and sound fiscal management for economic uncertainties.
16. EMRAS has two well-maintained facilities with up-to-date technology and equipment dedicated exclusively to the adult school programs.
17. The adult school faculty and staff are responsive to student needs and are enthusiastic and dedicated in their efforts to meet the needs of a diverse student population.
18. Childcare, preschool and parent education programs provide a valuable service to students and the community.

Schoolwide Critical Areas of Follow-up

1. Establish an efficient, centralized management system to ensure effective implementation and monitoring of the action plan.
2. Increase communication among the administration, faculty, staff, students, and community.
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.
4. Implement an adult school accountability report that includes program/student performance data and communicates the successes of EMRAS to the staff, students, district and community.
5. Continue to revise and update the curriculum including alignment with current CTE and CDE content standards.
6. Increase opportunities for student involvement in the school improvement process.
7. Maximize funding and resources through the development of a Master Resource Plan.
8. Provide research-based staff development for teachers and administrators and increase time for teachers to collaborate on instructional/curriculum strategies.

Chapter V – Ongoing School Improvement

The Leadership Team at El Monte-Rosemead Adult School has developed a three-point action plan for continuing improvement of the school's programs and services. The Visiting Committee is confident that the revised action plan will be comprehensive and when fully implemented will have beneficial results.

The Schoolwide Action Plan includes all necessary content elements including: rationale for each area for improvement, the ESLRs addressed, specific steps, person(s) responsible, resources, assessment procedures, timeline and a means of reporting progress.

The Action Plan in the WASC Self Study addresses three areas of critical follow-up. The Visiting Committee recommended adding a fourth action item to give increased attention toward the need for incorporating qualitative and quantitative analysis of programs and services. The major focus areas of the revised plan are:

1. Increase communication among students, staff, and the community.
2. Implement a systematic process to collect, report and analyze data needs for ongoing school improvement.
3. Develop a master resource plan to expand and maximize all funding sources.
4. Expand measures for monitoring the effectiveness of programs and services and sharing results with all stakeholders.

The Visiting Committee finds the Action Plan has addressed improvements with respect to the concepts contained in the Focus on Learning criteria. The Visiting Committee has determined through reading the school's self study, interviews and meetings with community members, certificated and classified staff and students, and discussions with the Leadership Team that the Action Plan will assist EMRAS to better serve students.

The action plan integrates major initiatives, is forward looking, and is feasible within the existing resources. While the recent state legislation and economic conditions have created an instability and uncertainty in adult education funding, the Visiting Committee recognizes the ongoing commitment from EMUHSD to continued success of the district's adult education programs.

There is a commitment by the Adult School Leadership Team to improve the quality of the school program. The staff is willing to become involved in the continuing process of school improvement. Through conversations with stakeholders, the committee finds sincere commitment to the Action Plan and the WASC Focus on Learning process.