

SELF-STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



MAXINE WATERS EMPLOYMENT PREPARATION CENTER

April 16-18, 2018

"Road to Success"



10925 South Central Avenue, Los Angeles, CA 90059

www.waterstrainingcenter.org



SELF-STUDY REPORT

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

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April 16 – April 18, 2018

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF ADULT AND CAREER EDUCATION

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Leadership Team Members

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PREFACE

The Adult Education Program in the Los Angeles Unified School District was defunded on June 30, 2012. After extensive deliberations within the School Board, influenced by strong, demonstrative support for the program from students, community partners, community leaders, and local politicians, the LAUSD School Board decided to fund Adult Education through the allocation of limited funds and resources.

We now receive our funding from the Adult Education Block Grant (AEBG). Under the guidelines of the grant, 71 consortia were formed to establish programs for adults in California. Los Angeles Unified School District's Division of Adult and Career Education (DACE) is a member of the Los Angeles Regional Adult Education Consortium (LARAEC) along with Burbank Unified, Culver City Unified, Montebello Unified, and the Los Angeles Community College District. Members of the consortium meet on a regular basis to establish consistent policies, align curriculum, and ensure the services we provide meet the needs of adult learners.

Because of the Adult Division's collapse in 2012, WASC established a new accreditation cycle for Maxine Waters Employment Preparation Center. Under the guidance of our WASC chair, we developed four action plans with the understanding that a mid-term review would occur in 2015. The new leadership focused on the following:

1. Using comprehensive assessments
2. Improving parking
3. Improving the communication among all of the merged sites and new staff in creating a positive school culture
4. Integrating technology in a safe learning environment

In 2015, the visiting team determined that Maxine Waters EPC was successfully working on the action plans and made no additional recommendations.

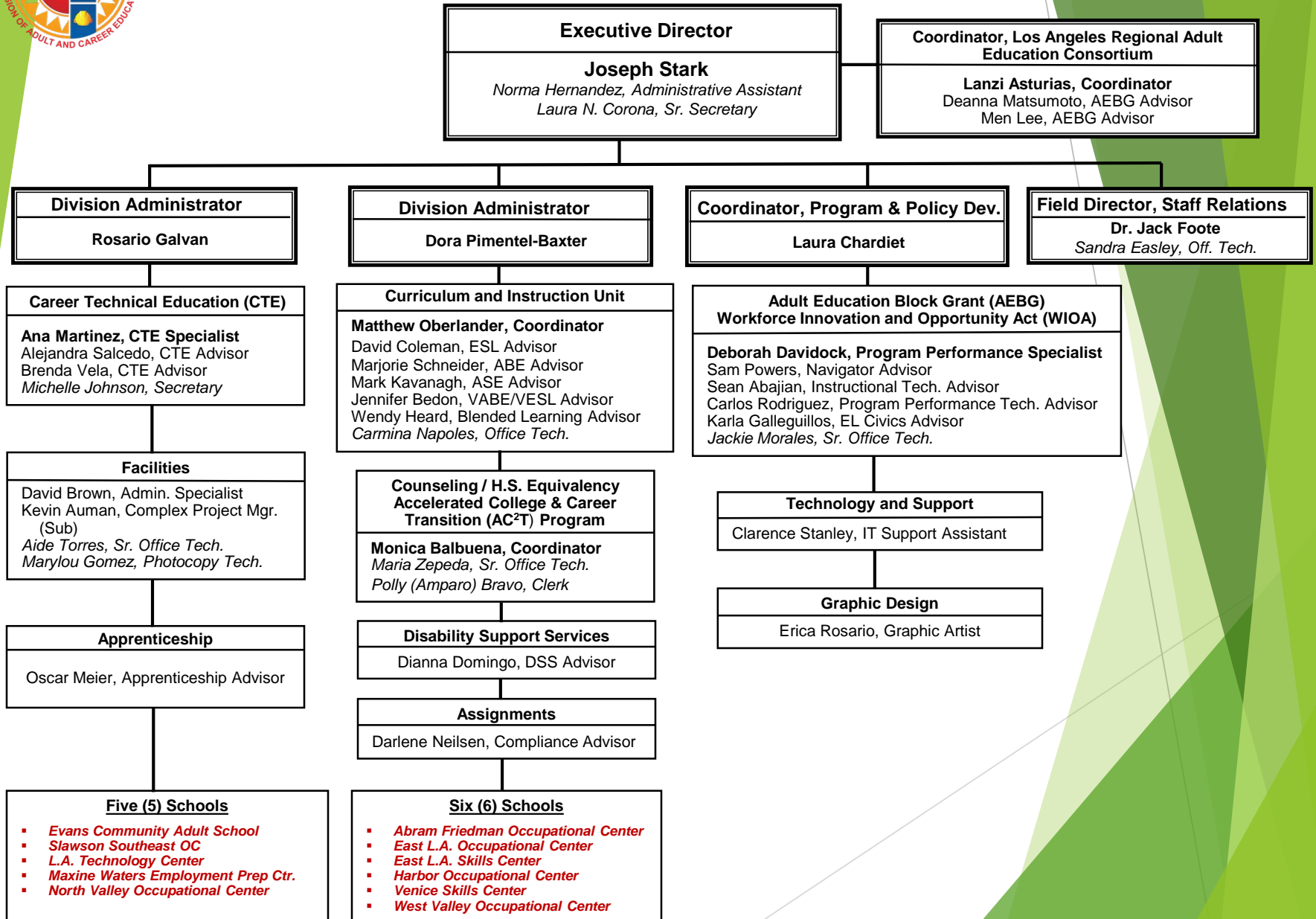
The process for the current self-study began in 2016 with the administrative team creating leadership team member assignments and an initial timeline of activities. One of the primary goals was to involve all stakeholders in a collaborative effort. Each instructional department including English as a Second Language (ESL), Adult Secondary Education (ASE), Adult Basic Education (ABE), and Career Technical Education (CTE) were engaged in the process. Other stakeholders involved included classified staff, special services, support staff, student council, as well as community members.

At the Back to School meeting in August of 2016, staff was provided an overview of the process. The leadership team began meeting to review and revise the mission statement, define student learner outcomes, and to form focus groups. Regular discussion and staff updates took place at departmental and staff meetings throughout the year. Student and staff surveys were conducted in the spring and fall of 2017. Focus groups began meeting and communicating regularly to complete assigned tasks. The result of this process is that stakeholders have a deeper understanding of our programs and services, our strengths and areas of growth.

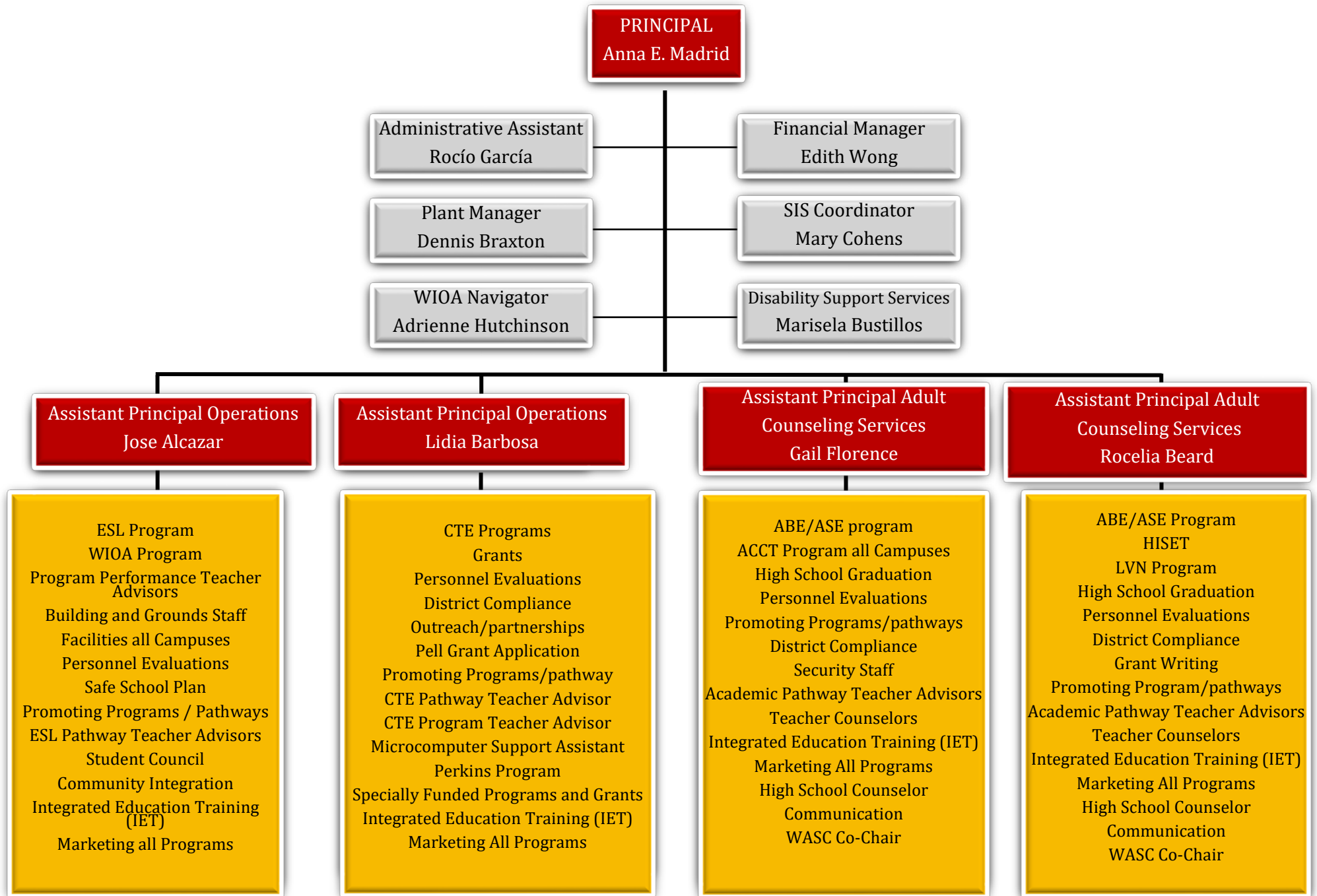
Our revised institutional mission is to partner with the community for the educational advancement and workforce development of our learners. Therefore, our Schoolwide Learner Outcomes (SLOs) revolve around this mission and were developed for the attainment of all students enrolled in our programs. Building partnerships with our stakeholders, who includes community based organizations (CBOs), helps us to obtain the necessary resources to strengthen the impact of our programs.



LOS ANGELES UNIFIED SCHOOL DISTRICT
 DIVISION OF ADULT AND CAREER EDUCATION
 ORGANIZATION CHART 2017-2018



MAXINE WATERS EMPLOYMENT PREPARATION CENTER ORGANIZATIONAL CHART 2017-2018



MAXINE WATERS EMPLOYMENT PREPARATION CENTER

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**Focus Group Leader*

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SELF-STUDY REPORT

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MAXINE WATERS EMPLOYMENT PREPARATION CENTER

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NAME	TITLE	SITE
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MAXINE WATERS EMPLOYMENT PREPARATION CENTER



CHAPTER ONE

Institutional, Community, and Student Characteristics

CHAPTER 1

Institutional, Community and Student Characteristics Institution's Mission and Schoolwide Learner Outcomes (SLOs)

INTRODUCTION

Maxine Waters Employment Preparation Center (Maxine Waters EPC) is one of 11 service centers within the Los Angeles Unified School District's Division of Adult and Career Education (DACE). As a result of severe funding reductions, DACE underwent major restructuring, reducing 30 plus schools and administrative teams to ten Service Areas, each of which supported multiple campuses. Our entire staff was laid off with the impression that very few, if any, would be rehired for the next school year. Many staff members sought employment elsewhere, creating a staffing issue as we did indeed reopen. In addition, hardships also affected our students when they were told of our pending closure. By the time the entire reopening process was complete, many of our previously enrolled students had enrolled in other school districts or community colleges. Administration teams, usually consisting of three to four administrators for each school, were combined into an administration team of five administrators for the newly formed Maxine Waters Service Area 4.

Maxine Waters Service Area 4 now a combination of Fremont-Washington CAS (our current 66th Street satellite), Maxine Waters Employment Preparation Center (accredited in 2006), and Kiriyaama Community Adult School (accredited 2006 and was due in 2012, but was postponed due to the shutdown) and merged into what became the Maxine Waters Service Area 4. The Maxine Waters Service Areas incorporated four main adult school sites, six high schools (with an afterschool program), three AEWG sites, seven elementary school ESL classes, and six sites assisting the Older Adults Program. We also had classes at Shields for Families at three of their locations. There is a distance of 12 miles between the three main locations. Although 66th Street's student demographics are similar to the student demographics on the main campus of Maxine Waters, the demographics at the Kiriyaama satellite are very different. The Kiriyaama site serves many Asian students, while nearly all of our students on the rest of our campuses are Black and Hispanic.

The initial staffing was completed by DACE Central Office staff guided by seniority and tenure status. This meant that some Valley area resident staff members were offered positions in San Pedro, a distance of about 60 miles, and vice-versa. Many staff members experienced financial hardships as positions of 30 to 40 hours per week were reduced to 20 hours per week due to new policies regarding District Position Tenure. All of this critically affected staff morale because many staff members felt forced to take positions at offered sites or risk losing any opportunity to work.

The existing Maxine Waters EPC is the result of the closure. The names for this school, since 2012, have been Maxine Waters Service Area 4, then Maxine Waters Service Area, and finally, in the 2016-2017 school year, we were again named Maxine Waters Employment Preparation Center.

According to duplicated enrollment reports, Maxine Waters EPC has served 7,239 students so far this school year. Currently, the school employs 5 administrators, 2 counselors, 19 teacher advisors, 83 teachers, 8 teacher assistants, and 26 classified employees.

MAIN LOCATION

The *Maxine Waters Employment Preparation Center* main campus is located on Central Avenue in Watts. Classes are offered Monday through Saturday on the main campus for instruction in ABE/Vocational ABE, ASE, ESL/Vocational ESL, and CTE. The main campus also has the Accelerated College and Career Transition Program (ACCT), Disability Support Services (DSS) Office and the “Financial District” or the Specially Funded Program (SFP) area. There are 65 classrooms and 10 industrial shops at the main campus address below:

Maxine Waters Employment Preparation Center

10925 South Central Avenue

Los Angeles, CA 90059

Phone: (323) 357-7700

Fax: (323) 566-0147

Website: <http://www.waterstrainingcenter.org>

BRANCH LOCATIONS

The *Kiriyama* campus, formerly the Kiriyama Community Adult School, is located in the city of Gardena approximately eight miles from the main campus. Classes are offered Monday through Friday at Kiriyama campus for instruction in ABE, ACCT, ASE, and ESL. There are ten classrooms at the following location:

George Kiriyama Adult School

18120 Normandie Avenue

Gardena, CA 90248

Phone: (310) 354-4900

Fax: (310) 323-8981

The *66th Street* campus, formerly part of Fremont Community Adult School, is located in South Los Angeles approximately five miles from the main campus. Classes are offered Monday through Friday for instruction in ACCT and ESL. There are six classrooms at the following location:

66th Street Adult Learning Center

501 East 66th Street

Los Angeles, CA 90003

Phone: (323) 758-7593

The *Flournoy* campus was reopened in August of 2016 due to an extreme overcrowding of students on the main campus. It is located about one mile from the main campus right across from one of the Housing Projects. Classes are offered Monday through Friday for instruction in ESL. There are eight classrooms at the following location:

Flournoy Adult Learning Center

1625 East 112th Street

Los Angeles, CA 90059

Phone: (323) 567-2713

The *Family Success Program* is for parents of children in elementary or middle school who want to improve their English and help their child in school. Branches where the Family for Success Initiative program is offered are at the following locations:

Glenn Hammond Curtiss Middle School
1254 E Helmick Street
Carson, CA 90746

Charles Drew Middle School
8511 Compton Avenue
Los Angeles, CA 90001

Bret Harte Preparatory Middle School
9301 S Hoover Street
Los Angeles, CA 90044

Manchester Avenue Elementary
661 W 87th Street
Los Angeles, CA 90044

HISTORY

Maxine Waters EPC's history covers a nearly 50-year span dating back to the 1966 Watts Riots. At that time, the school was called Watts Skills Center and was viewed by locals as a beacon of hope in the community. In February of 1992, the center was renamed after local Congresswoman Maxine Waters who found a new home in Los Angeles located at 10925 South Central Avenue, Los Angeles. This is currently our main campus. The original location was at 840 East 111th Place.

Maxine Waters EPC is located in the Watts section of South Los Angeles (formerly South Central Los Angeles). Notable landmarks in the area include the Watts Towers of Simon Rodia (1765 E. 107th Street), a world famous art piece consisting of 17 structures of steel and mortar with mosaics of broken glass, shells, and pottery. The neighboring Watts Towers Arts Center (1727 E. 107th Street), hosts exhibitions and houses African sculpture and instrument collections. Just behind it, the Cultural Crescent Amphitheater is home to the Watts Towers Jazz and Drum Festivals, and Watts Latino & African American Cinco de Mayo celebrations.

SIGNIFICANT DEVELOPMENTS

Adult Education Block Grant Funding

Maxine Waters EPC is included in the AEBG which has had an impact on our funding, goals, operations including course offerings, staffing and Key Performance Indicators (KPIs). This allocation is managed by the members of the Los Angeles Regional Adult Education Consortium. DACE is one of five districts in LARAEC. The others are Burbank Unified, Montebello Unified, Culver City Unified, and the Los Angeles Community College District. The most significant work of the consortium has been to align curriculum, establish Professional Learning Communities (PLCs) and develop career pathways.

Carl D. Perkins

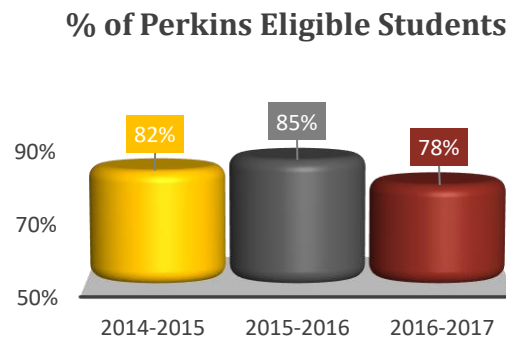
Our Career Technical Education (CTE) classes benefit from the Carl D. Perkins CTE Act of 2006. This grant provides federal support for CTE classes in all states. The grant focuses on the academic and technical achievement of CTE students.

Even though this grant is a significant source of support for postsecondary institutions offering CTE classes, Perkins funds have been experiencing reductions. These reductions have affected the ability to support high-quality education in fields in which the technical evolution is changing every day, and just when enrollment in CTE programs is growing and the demand for skills training is increasing.

Funding from Perkins focuses on special populations:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency

Data taken from the Perkins identified capstone completer E2 report is graphed below and shows percentages of Perkins Eligible students for the last three school years.



Perkins' funds are based on the availability of Perkins Eligible students. In the last three school years, Maxine Waters EPC has received Perkins' monies to open its programs for Electrician Residential/Industrial, Heating Ventilation and Air Conditioning Technician.

SIGNIFICANT CHANGES IN PROGRAMS

Since the Maxine Waters EPC mid-term visit in 2015, the following significant changes have occurred to improve programs and services for our students:

High School Equivalency Test (HiSET)

In 2017, Maxine Waters EPC became an authorized DACE testing site for the HiSET which is a state recognized pathway for achieving a High School Equivalency Certificate. The HiSET exam features paper- and computer-based formats and it is available in English and Spanish. This exam offers out-of-school youth and adults an opportunity to demonstrate their college and career readiness.

Professional Learning Communities

Professional Learning Communities (PLCs) were established in the Reading and ESL departments with a goal to improve student learning. DACE introduced the PLC concept in August 2015 as a process rather than a program and teachers were identified and selected to spearhead the departmental PLC instructional strategies. The Reading PLC focus is on systemizing cooperative learning best practices in the classroom, while the ESL PLC focus is on developing students' reading to understand the College and Career Readiness Standards (CCRS) for Adult Education.

Southwest College Collaboration

Maxine Waters EPC has established a college presence on campus for students in the ASE programs. In collaboration with Southwest Community College, a Political Science course started spring 2018. This credit course will allow students to fulfill high school and college requirements for transitioning to higher education.

Workforce Literacy Development

In 2013, DACE relaunched the English Language (EL) Civics program. Since 2015, it has become an increasingly important source of WIOA revenue and absorbed more and more ESL class time.

Workforce Innovation and Opportunity Act

In 2014, the federally funded employment and training program Workforce Investment Act became Workforce Innovation and Opportunity Act (WIOA) distinguished by additional data collection requirements, including employment barriers, post-secondary opportunities, and job placement follow-up surveys. WIOA is an important source of revenue for the ABE, ASE and ESL programs, a driver of instruction, and an important evaluation tool.

Other Specific Changes in Programs Since the 2015 Visit

- We increased the number of ESL classes offered at 66th Street School from three to five, an office and an Office Technician
- We added two new sites to our school which are the Flournoy Adult Learning Center (2016) and Ritter Adult Learning Center (2017-temporarily closed)
- We increased ESL Classes on the main campus from 43 to 58
- We started a State Certified Electrician Licensing Program (2016)
- We significantly increased Specially-Funded Grants for students through partnerships with WorkSource Centers

- We achieved candidacy for the Council on Occupational Education (COE) Title IV Funds (2017)
- We restarted the Saturday program and expanded class offerings from 4 to 7 hours
- We started Integrated Education Training (IET), VABE, and VESL classes for Building and Grounds, Culinary, Electrician, and Nursing Assistant programs
- We added a simulated Welder for the Certified Welding program
- We were approved for a \$500,000 Pre-Apprenticeship Grant (2017)
- We opened new CTE programs for Medical Assistant, Pharmacy Technician, and Plumbing

STUDENT DEMOGRAPHICS

The immediate community surrounding Maxine Waters EPC has experienced numerous changes since the 2006 full accreditation process and even more changes since the mid-term accreditation process in 2015.

We serve a very diverse student population. Through our doors walk English language learners, the disabled, military veterans, second chancers, court-ordered offenders, foster children, recovering addicts, the unemployed, the homeless and barely homed, and those served by the Employment Development Department (EDD). All educational opportunities are offered without regard or barrier to race, age, color, national origin, gender or disability.

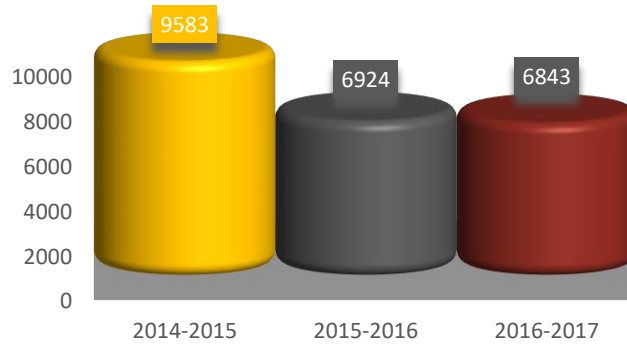
Based on the data gathered from student registration forms, the typical Maxine Waters EPC student resides within the 90059 zip code, like the center itself. Information from the registration forms further indicate that the majority of the students reside in the surrounding areas of zip codes 90059, including 90002, 90037, 90044, 90061, 90221, 90250, 90301, 90302, 90303, and 90305 zip codes.

The student profile survey conducted spring 2017 revealed that 30 percent of our students have an 8th grade or less education, and nearly 29 percent have a household income of \$7,500 or less. A third of students are employed and about 50 percent are unemployed or full-time students. Half of students say the main reason for attending is to learn English and half say to earn a high school diploma or learn a trade. Eighty percent of our students live within six miles.

The total unduplicated enrollment graph indicates that we served 9,583 students in 2014-2015; 6,924 students in 2015-2016; and 6,843 students in 2016-2017. Although enrollment has dipped in the last three years, we project an increase for the 2017-2018

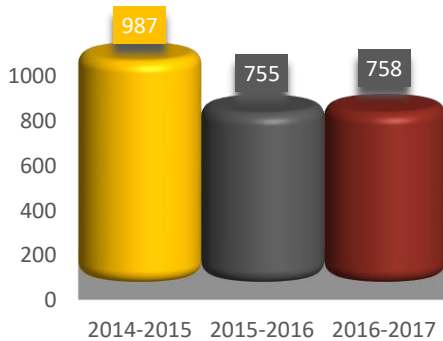
school year based on the growth of ESL enrollment and implementation of new CTE health career and construction programs.

Total Unduplicated Enrollment

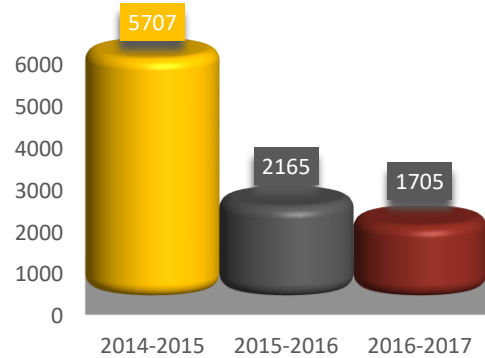


The enrollment data for each program as well as enrollment for students with disabilities are shown in the following graphs.

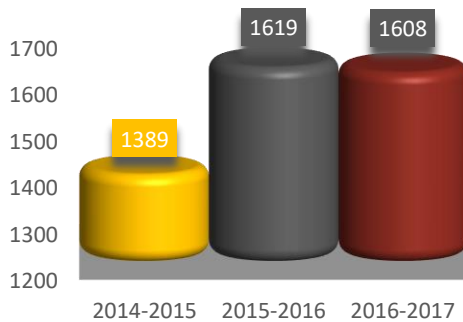
ABE Enrollment



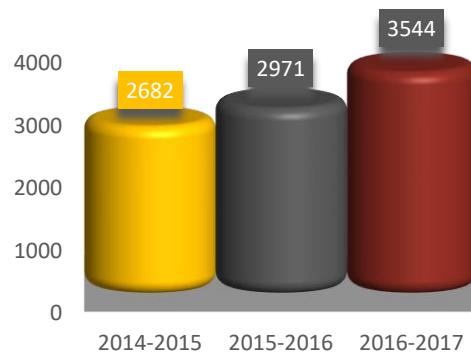
ASE Enrollment



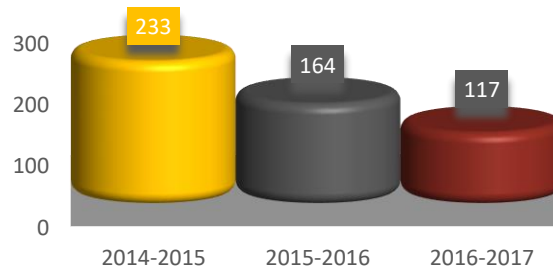
CTE Enrollment



ESL Enrollment



Enrollment Adults with Disabilities



SCHOOL GOVERNANCE

Maxine Waters EPC directly reports to the DACE Executive Director, Joseph Stark and Administrator Rosario Galvan. As illustrated on the school's organizational chart, the site's administrative leadership consists of two assistant principals of operation, two assistant principals of adult school counseling, and one principal. All of the administrators have worked in the Adult Division of LAUSD for over 20 years.

SCHOOLWIDE LEARNER OUTCOMES

The Schoolwide Learner Outcomes can be measured within the structure of each institutional program through formative and summative assessments, empirical data, and course completer evidence. Further, our SLOs are preparing students to transition into higher levels of education, gain employment and to become valuable employees in the workforce in accordance with the school's mission which is stated below and followed by our SLOs:

Mission Statement

"The mission of Maxine Waters Employment Preparation Center is to partner with the community for the educational advancement and workforce development of our learners."

Schoolwide Learner Outcomes

- *Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment*
- *Demonstrate ability to think critically and solve problems*
- *Demonstrate multicultural awareness, respect and sensitivity for individual differences*

EDUCATIONAL PROGRAMS OFFERED AT MAXINE WATERS EPC

Courses are offered in Adult Basic Education, Adult Secondary Education, English as a Second Language, Career Technical Education, and Citizenship. All courses are taught by highly qualified, credentialed teachers. CTE courses offer theory, hands-on training, third-party certification, and externships. Certificates of Completion are issued when students master competencies in each course component.

Adult Basic Education Program

The ABE program provides instruction in basic reading, writing, and math. The program focuses on students with limited literacy or math skills (below 9th grade level.) ABE classes use research-based teaching methods to build essential reading, writing, math, critical thinking, and problem solving skills using whole-group, small group, and individual instruction. Evidence Based Reading Instruction (EBRI) is a practice of learning with the focus "teach the reader, not the reading." EBRI focuses on helping students master reading strategies that build student reading skills.

Adult Secondary Education Program

ASE is a competency-based adult high school diploma program that provides opportunities for high school students to make up credits and for adult students to earn a high school diploma, prepare for the High School Equivalency Exam, and enhance academic skills needed for CTE Programs. Rigorous academic curriculum is offered through 24 "A through G" approved courses that are also equivalent to LAUSD secondary courses. Instruction is offered in whole group settings, teacher directed classes or in Individualized Instruction Labs where students complete course contracts at their own pace. The II Lab program is by far the largest of our ASE programs because it serves our adults and concurrent high school students.

Adult Independent Students (AIS) is a program under the ASE program which gives adult learners the opportunity to earn high school credits at home on coursework by turning in weekly assignments to the instructor.

Accelerated College and Career Transition (ACCT) is an individualized instruction program for at-risk youth and young adults ages 16 to 24. ACCT students have a chance to earn a high school diploma or High School Equivalency certificate while concurrently enrolled in a Career Technical Education program that matches their aptitude and interest. The types of ASE classes offered are listed in the following diagram:

Adult Secondary Education	
Algebra 1A/1B	HiSET Preparation
Economics	Integrated Science 1-4
English 1-4	Life Skills
English Composition/Contemporary	Literature/American
English Composition/Expository	Literature/Modern
Fine Arts/Visual Arts	Parent Education
Geometry 1A/1B	Psychology
Health	US Government/Political Science
US History 1/2	World History

English as a Second Language/Citizenship Program

The ESL Program at Maxine Waters Employment Preparation Center has ten levels. ESL Beginning Literacy through ESL Advanced Low. Courses in ESL Conversation, Pronunciation and Vocabulary and Idioms and Citizenship are also offered. Maxine Waters EPC has seen an increase in ESL completers since we have added more branch locations and time offerings. Classes meet morning, afternoon, evening, and Saturday. The types of ESL instructional levels offered are listed in the following diagram:

English as a Second Language	
ESL Literacy	ESL Intermediate High B
ESL Beginning Low	ESL Advanced Low
ESL Beginning High	ESL Conversation/Pronunciation
ESL Intermediate Low	Vocabulary and Idioms
ESL Intermediate High A	Citizenship

Career Technical Education Program

Each Career Technical Education instructor is fully credentialed and previously worked in the industry for a minimum of five years before coming to DACE. All courses are based on state-approved course outlines, are competency based, and aligned with California high school & academic standards. CTE classes are industry certified and include hands-on training. Table I displays a list of CTE programs offered and the notable increase in programs over the last three years.

TABLE I

CTE Course/Program Offered	School Year		
	2014-2015	2015-2016	2016-2017
Business Careers			
Administrative Assistant	✓	✓	✓
Building and Grounds Worker	✓	✓	✓
Computer Operator	✓	✓	✓
Culinary Arts	✓	✓	✓
Customer Service	✓	✓	✓
Maintenance Supervisor	✓	✓	✓
Typist/Keyboarding	✓	✓	✓
Health Careers			
Health Information Technology	✓	✓	✓
Home Health Aide	✓	✓	✓
Medical Assistant			✓
Nurse Assistant/Long Term Care	✓	✓	✓
Pharmacy Technician			✓
Vocational Nurse	✓	✓	✓
Industrial Careers			
Automotive Technician	✓	✓	✓
Electrician (Residential and Industrial)		✓	✓
Heating and Ventilation Air Conditioning			✓
Plumbing			✓
Welding	✓	✓	✓

Table II shows the third party certifications and or licenses offered in CTE programs.

TABLE II

Program Certifications	
ASE	Automotive Service Excellence (A1-A8, G1, P2)
CNA	Certified Nursing Assistant
CCMA	Certified Clinical Medical Assistant
ET Card	Electrician Trainee State Certification
HHA	Home Health Aide State Certification
Health Info Tech	International Classification of Diseases (ICD 10)
LVN	Licensed Vocational Nurse (NCLEX Certification)
Pharmacy Technician	PTCB: Pharmacy Technician Certification Board Certificate California State Board of Pharmacy License
Plumbing	PEX and Gas Pipe Certification
Culinary Arts	ServSafe© Food Handler
Welding	Building & Safety Certification for Structural Welding

COMMUNITY PROFILE

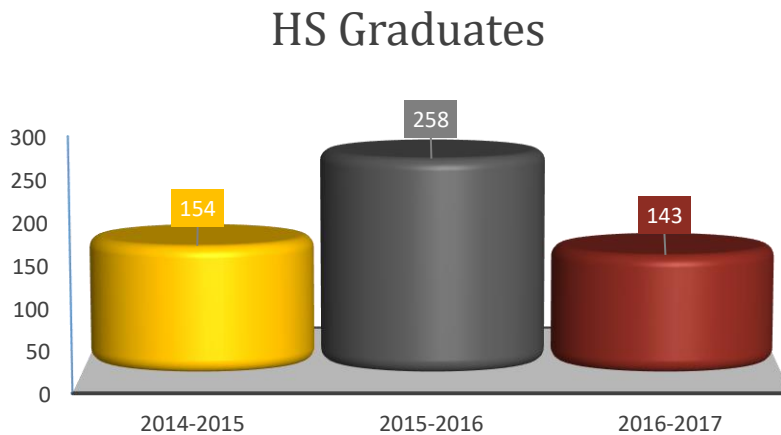
Watts is a 2.12 square-mile, high-density neighborhood with four of the largest housing projects in the United States. One of the paramount issues confronting the South Los Angeles area is the lack of business and industry in the immediate area. The lack of “in area” businesses and industries has a significant impact on Maxine Waters EPC students. The reason is due to the extreme poverty in the community surrounding the school, and the lack of transportation to work in areas outside the community.

Our school primarily serves the communities of South Los Angeles, Watts, Gardena, Compton, Lynwood, and South Gate. But students from other areas do attend. The following table reports statistical data from the 2010 Census on the main cities served.

CITIES SERVED

Description	Watts	Gardena	Compton	Lynwood	South Gate
Population	40,952	58,829	31,869	69,745	94,396
Land Area in Square Miles	3.3	4.7	2.6	4.8	7.3
Median Age	26	38	28	29	31
Median Income	\$ 23,310	\$ 53,306	\$ 37,881	\$ 43,231	\$ 43,552
Hispanic or Latino	29,422	22,151	21,662	62,882	89,442
High School Graduate/Higher	55%	81%	56%	53%	52%
Poverty Rate	39%	15%	29%	25%	20%
Unemployment Rate	19%	6%	14%	12%	13%

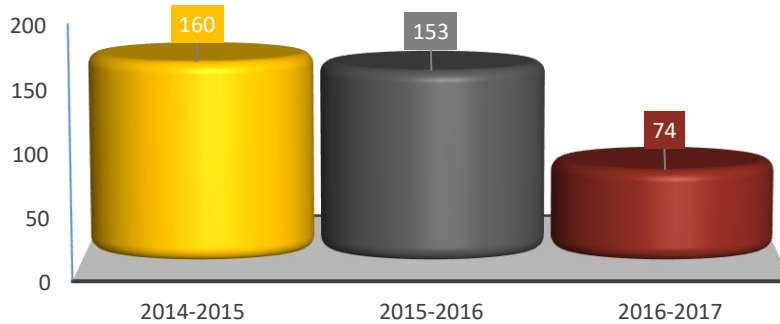
High School Graduates



High school diploma rates have remained relatively steady over the past several years, with the exception of the 2015-2016 school year when the California High School Exit Exam (CAHSEE) was suspended. The test has long been a requirement for graduation in California. However, in September 2015, Governor Brown signed Senate Bill (SB) 725, which states that the 2014-2015 graduating students are exempt from the test, as advisory committees determine future alternatives. On October 7, 2015, the Governor then signed SB 172, which suspends the administration of the CAHSEE until 2018. Maxine Waters EPC and most DACE centers saw a vast increase in the issuance of high school diplomas as students from 2005-2015 who did not graduate because of the CAHSEE were allowed to graduate under this legislation.

High School Equivalency (HSE)

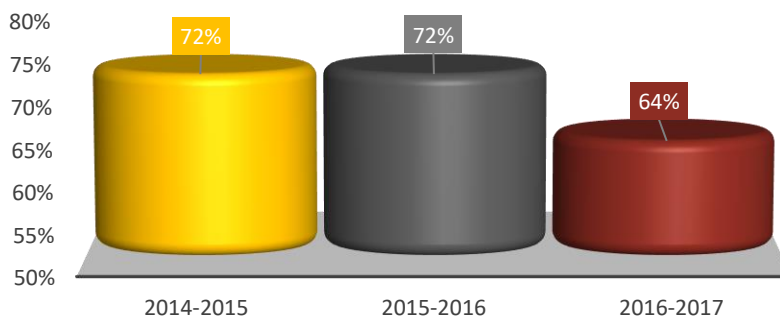
HSE Completions



As a Division, the number of High School Equivalency Certificates issued saw an overall decrease in 2016 due to the introduction of new equivalency instruments. At Maxine Waters EPC, we tested approximately 50% of those tested in previous years.

Career Technical Education

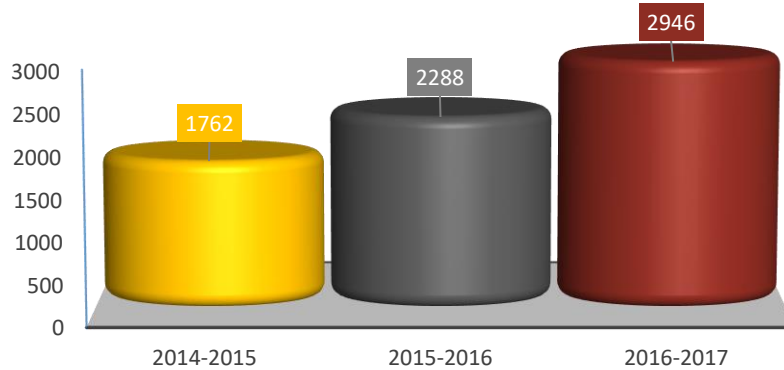
CTE Completion Rate



While the creation of new CTE classes has resulted in increased enrollment, the completion rate for this program shows a slight decrease which can be attributed to classes added mid-year. For example, the Pharmacy Technician, Medical Assistant, and a second Certified Nurse Assistant class started in January 2017, but students did not complete the program until that summer which impacts the completion data for the fiscal year. It is anticipated that this year's data will show an increase in completers for CTE.

English as Second Language

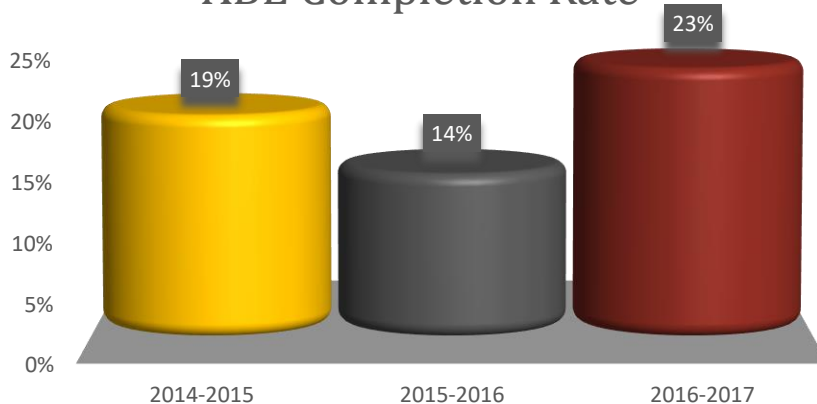
ESL Course Completers



Increases in ESL course completers can be attributed to the rise in enrollment as well as improved practice. In the past when students promoted to the next level, they were not consistently marked “C” for completer in ASIS. ESL Advisors are working closely with teachers to ensure completions are entered in a timely manner.

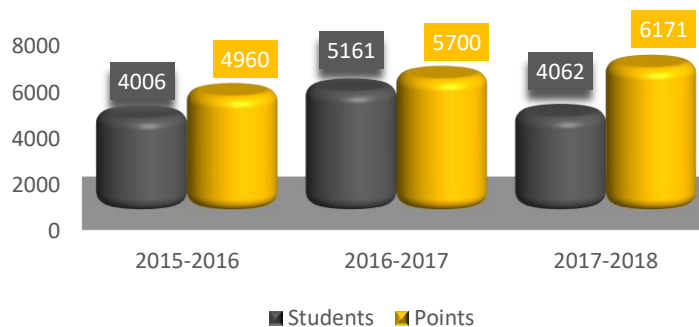
Adult Basic Education (ABE)

ABE Completion Rate



The increase in completer rates for Adult Basic Education can be attributed to the implementation of the Reading Basics system in 2016 which changed how we promote students within ABE. Prior to the new system, promotion was based solely on TABE scores. Reading Basics offers teachers more assessment tools and across the Division, completion rates increased. At Maxine Waters EPC, the Reading PLC provides a place for teachers to share best practices with utilizing the new materials.

WIOA Payment Points



The Division, and then each individual school, is rewarded with federal monies based on student progress as measured on CASAS tests, EL Civics, and earned high school diplomas or the equivalent. These are called payment points.

Maxine Waters EPC has one full-time and two part-time teacher advisors dedicated to maximizing these federal dollars. This is the third fiscal year in a row that the number of students, and payment points, has increased. In 2015-2016, 4,006 students tallied 4,960 payment points. In 2016-2017, 5,161 students produced 5,700 payment points. At the time of this writing, 4,062 students had generated approximately 6,171. The precise amount of each payment point varies from year to year, but most recently, an ASE payment point was worth \$325, ESL and ABE \$215, and EL Civics 231 \$76, and EL Civics 243 \$138.

CONCLUSIONS OF ANALYSIS AND RECOMMENDATIONS FOR MAXINE WATERS EPC

From the data in the Institutional, Community, and Student Profiles, Maxine Waters EPC emerges as an organization reflective of its community, clear in its mission, and capable of fulfilling its mandates to prepare students for employment and further education and training. Maxine Waters EPC continues to align with the local industry sectors and emerging, sustainable occupations in the surrounding areas.

RESPONSE TO THE NEEDS OF SOUTH LOS ANGELES

Maxine Waters EPC in the Watts Area of the City of Los Angeles is making positive advancements in meeting the unique needs of this high poverty, low education, and high unemployment in sustainable areas of employment. The morning, afternoon, evening, and Saturday class offerings serve a large percentage of the area's adult population who lack English Skills, a high school diploma or equivalent, and a clear pathway to sustainable employment. With our IET focus, we can now take our students from foundational ESL to job readiness within one year. Support for all students, including students with disabilities, contributes to successful student outcomes.

CAPACITY TO FULFILL CURRENT MANDATES

Maxine Waters EPC has maintained a high level of experienced faculty and staff. We also receive sufficient resources from our Central Office to attain current AEBG mandated student outcomes in ESL, ABE/ASE, and CTE course completions and WIOA payment points. Maxine Waters EPC is continuously growing and adjusting to the needs of the students and the surrounding community. Maxine Waters EPC has developed and cemented numerous community partnerships over the past few years that assist our students in achieving their personal goals and student learner outcomes.

VISION TO FULFILL FUTURE MANDATES

The leadership at Maxine Waters EPC recognizes that the focus of successful student outcomes will continue to change, just as the occupation outlook changes. The Division of Adult and Career Education, State and Federal government, school leadership, the staff, the surrounding community, and the students will all be part of the ever changing, growing, and development of Maxine Waters EPC and will contribute to our successful achievement of required and expected mandates.

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

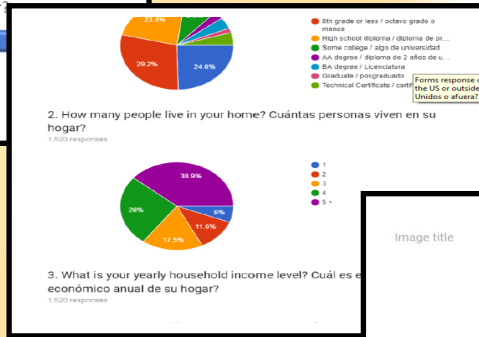
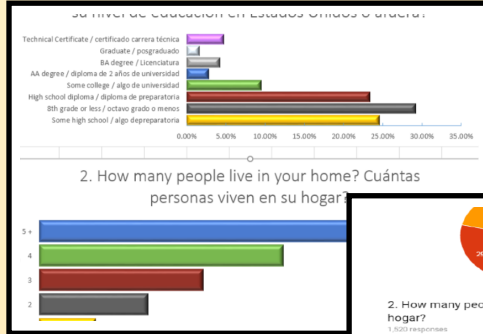


Image title

1. Level of Education in the US or outside. Cuál es su nivel de educación en Estados Unidos o afuera?

Some high school / algo de preparatoria

8th grade or less / octavo grado o menos

High school diploma / diploma de preparatoria

CHAPTER TWO

Progress Report

CHAPTER 2

PROGRESS REPORT ON KEY ISSUES

SIGNIFICANT DEVELOPMENTS

Unlike most of the ten newly formed Adult Service Centers that were formed from the 2012 shut down of DACE, Maxine Waters Service Area emerged as almost a completely new school. All of the administration, instructional staff, and classified staff were new to the school on August 13, 2012. Major obstacles included:

- Scant institutional memory due to 95% newly assigned staff
- No furniture in administration or classroom buildings
- No working telephones
- No returning students since community thought DACE was closed for good
- Newly assigned teaching staff was not acclimated to the area or demographics

After the initial site visit by Dr. Duncan in 2013, which was only six months after the new Maxine Waters Service Area was formed, we formed a Leadership Committee to begin discussing and working on the critical areas determined by Dr. Duncan and the staff. These were critical areas that had surfaced only since the beginning of our new service area and they include:

1. Develop a comprehensive assessment process that gathers student learning data from multiple sources.
2. Integrate technology into the instructional program.
3. Increase communication and define school goals among all sites to build an umbrella to improve schoolwide instruction.
4. Provide a safe learning environment and maximize parking opportunities.

ACTION PLAN PROGRESS

Action Item 1

Develop a comprehensive assessment process that gathers student learning data from multiple sources.

Rationale

1. Analysis of the data would be used to improve instructional programs resulting in improvement in student learning.
2. All schools would use the same assessment instruments for initial placement and promotion.
3. Each service area would then be responsible for instructional decisions based on data from assessment.
4. Offer Professional Development to all staff proctoring assessment tools, to ensure consistency in administering, scoring and interpreting data.

Action Steps

- The Leadership Committee reviewed all assessment tools currently being used.
- The Leadership Committee developed sub groups for each program to review methods of administration, scoring, and interpreting the data for proper student placement and program development.
- The Leadership Committee promoted teacher professional development to ensure assessment tools were utilized and interpreted consistently with the goals of DACE and the school.

Progress/Outcomes

The DACE Central Office staff has provided monthly and quarterly professional development in-services to review current assessment tools, newly revised tools, data interpretation, and methods used to administer assessment tools. Central office supervisors visit schools to review these tools with staff involved with assessment, view methods used to administer assessments, review rooms and areas used to administer assessments, and ensure that the times and amount of assessment sessions are sufficient to serve the community.

In addition Central Office has implemented monthly and quarterly administration and teacher advisor meetings to make sure communication is maximized among the division, to discuss newly developed procedures.

At the school, we have implemented professional development to cross train all administrators, teacher advisors and classified staff involved with assessing students in all programs offered. Binders have been developed to include assessment information, managed enrollment schedule, information for programs requiring special assessment tools like LVN, and information on the initial placement of student.

Finally, designated areas have been identified for assessment of students for different programs including CTE, ESL, High School Diploma, and LVN. This ensures the best assessment tools and environments for students.

Action Item 2

Integrate technology into the instructional program.

Rationale

1. Mirror technology used in today's business and industry.
2. Provide the technology tools necessary to our instructional staff, to assist our students in shaping their educational programs and monitor their progress.
3. Improve communication between students, staff, and the community.

Action Steps

Adjust technology plan to:

- Determine the technology needs of the individual programs
- Provide additional technology resources for programs not already served or underserved
- Review and adopt emerging technologies for all our programs
- Explore and use online resources to vary instructional modalities, as well as to supplement student skills
- Establish computer accessibility for all ESL students on all our main campuses
- Research the pros and cons of investing in a website to complement the website already provided by the District

Progress/Outcomes

- Computer equipment upgrades in classrooms and offices, new software, new website, and innovative instructional equipment
- Provide technology carts that carry a notebook computer and ELMO projector for classrooms
- Offer Burlington software to be used by students on iPads, notebook computers, and Chromebook computers for the ESL program
- Offer Aztec HiSET preparation software for the academic program
- Provide wireless iPad, Chromebook, and notebook carts for use between classrooms on each campus
- Use innovative computer simulation in the CTE program such as a welding machine for beginning welders to conserve expensive consumable materials
- Use innovative equipment, tools, and software for the CTE newly state approved Residential and Commercial Electrician class

- Provide equipment, tools, and software for the new CTE HVAC, Plumbing, Medical Pharmacy, Medical Assistant, and upgraded LVN classes
- Each teacher has his or her own desktop or notebook computer in the classroom
- Installed wireless Internet connections at the Flournoy site

A new school website (**waterstrainingcenter.org**) was designed and established to be more accessible to stakeholders than earlier attempts. The website includes weekly bulletins, program information, CTE managed enrollment schedule, links to community partner webpages, and community resource forms used in the classrooms and on campus. Teachers also have access to their own web page where they can post their class syllabus, class expectations, assignments, school policies, class rules, and other relevant class information.

Teachers also regularly use technology to communicate with their students. Teachers and staff are strongly encouraged to do school business with students using only District issued email, telephone calls, or U.S. Mail to discuss class information or educational plans. Some teachers use the Remind app which is a free text messaging app that helps teachers, students, and parents communicate quickly and efficiently.

Action Item 3

To increase communication among all Maxine Waters EPC sites.

Rationale

1. Create a “one school” environment among all our sites.
2. Develop clearer communication among all our sites.
3. Develop a better blend of community involvement, educational articulations, and agreements among all staff and students at branch sites.

Action Steps

- Use digital technology to increase communication between campuses.
- Allow for travel time to increase participation at department meetings, PLCs, and schoolwide meetings held on a specific campus.
- Request District Sponsored Training Rate funds to pay teachers for meetings conducted outside their scheduled hours.
- Create committee work groups involving staff from all sites (for better integration). This includes accreditation, PLCs, textbook committees, cultural events, and program department meetings.

- Periodically transfer teachers and staff from one site to another to receive experience in the instructional, community, cultural, and student learning abilities at each of our sites.

Progress/Outcomes

Maxine Waters EPC used various methods to unify the campuses. The methods we are committed to and have implemented are the following:

- Weekly bulletin “Waters Gazette” that is distributed to all Maxine Waters EPC campuses
- Weekly updated web page “waterstrainingcenter.org”
- Administrators that travel to the various campuses daily or a couple of days during the week
- Teacher advisors who are located on more than one campus daily
- Vary the locations of professional development meetings including Professional Learning Community meetings (PLCs)
- Allowing travel time for employees to attend meetings and in-services at the various sites
- Assigning teaching staff on more than one campuses daily
- Combining student events such as student recognition ceremonies, fundraisers, and cultural events on the main campus or one of the other sites

The web page allows for all staff to become informed on the weekly “happenings” on each campus. Also, having staff assigned to more than one campus daily allows for communication and daily reports on the status of each campus. In addition, combining all the staff, certificated and classified, day and evening, for in-services and professional development meetings and student events on the main campus helps to increase the communication on all of the Maxine Waters EPC sites.

Action Item 4

Provide a safe, secure learning environment and maximize parking opportunities.

Rationale

1. Secure consistent security, armed and unarmed during school hours.
2. Plan and practice a safety plan of action for emergency scenarios.
3. Plan and implement sufficient lighting in the evenings for better campus safety.
4. Plan and implement security coverage for all parking lot areas and surrounding areas at all sites.
5. Plan and provide more student and staff parking at all sites.

Action Steps

- Maintain daily communication with Special Safety Office (SSO) and Special Officer (SO) for continuous coverage
- Monitor and maintain a very strict policy on access to school keys
- Hired three three-hour and three six-hour campus aides to monitor the parking lots
- Hired three student body workers to assist with monitoring the parking lots and traffic on campus
- Additional special officers are hired when hosting large events on campus
- Prepared and have ready School Safety Plans for each campus
- Hold bi-annual safety drills on each campus
- LAPD provides area safety workshops and local gang information
- Increased program offerings at 66th Street Site to better manage enrollment and parking at Main Site
- Removed large storage containers and increased parking space at 66th Street by relocating a fence
- Have worked out an agreement with Early Childcare Center next door to use their unused slots for staff
- Reopened the Flournoy Site, a half mile away, to alleviate parking and course offerings on the main campus
- Developed a “casual” agreement with WLCAC (across the street) for additional parking

Progress/Outcomes

The Maxine Waters Employment Preparation Center is committed to providing our staff and students with a safe, secure learning environment, maximized parking opportunities, and property protection. All of Maxine Waters EPC sites, with the exception of Kiriyaama Site, are located in the Watts area of Los Angeles. According to LAPD statistics, Watts is 2.2 square miles of Los Angeles containing four of the country’s largest housing projects and highest crime statistics for an area of its size. However, the three campuses we have in Watts rarely have any dangerous, student-centered situations occurring. Maxine Waters EPC has minimal property damage, minimal graffiti within the school grounds, and minimal thefts occurring on the campus.

With the addition and growth of our Flournoy, 66th Street, and Kiriyaama campuses we were able to, for a time, ease the parking shortage. Within a couple of months, however, the parking lots at our sites were filled to capacity. Parking continues to be an issue at all our school sites.

Maxine Waters EPC has worked at increasing visibility on all our campuses by adding lighting, surveillance safety cameras, cutting back trees that obscure cameras, and providing a golf cart for making safety patrols regularly and quickly.

MAXINE WATERS EMPLOYMENT PREPARATION CENTER



CHAPTER **THREE**

Self-Study Findings Based on WASC Criteria

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 1

Instructional Mission Statement and Schoolwide Learner Outcomes

MISSION STATEMENT

The mission of Maxine Waters Employment Preparation Center is to partner with the community for the educational advancement and workforce development of our learners.

SCHOOLWIDE LEARNER OUTCOMES

Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment.



Demonstrate the ability to think critically and solve problems.



Demonstrate multicultural awareness, respect and sensitivity for individual differences.

CRITERION 1

INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES

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

Indicator 1.1 The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Our mission statement reflects our commitment to meeting the needs of the students in the communities we serve. Our primary goal is to ensure students are prepared for the transition to postsecondary education and employment. Comprehensive guidance programs are offered in English language acquisition, basic skills, high school subjects, and Career Technical Education. All of our courses are student centered and competency based.

Specific learning programs and services are established according to student and community needs. Data from attendance, course and program completions, wait lists, employment and industry trends, and community agency requests are steadily reviewed by the administrative team to ensure the relevancy of course offerings in accordance with our school mission.

Our newly formed Net@ Work collaborative is an example of our mission and commitment to provide services that meet our students' needs. Working alongside WorkSource centers, we are able to offer financial assistance, soft skills training, and job placement opportunities for students in the Career Technical Education classes.

Our partnership with Los Angeles Southwest College is also an example of our mission and commitment to provide higher educational services that meet our students' needs. This partnership is designed to provide college readiness classes on our campus with a plan to offer additional coursework in the future that will meet the requirement for both college and high school credit. We hope to inspire youth and adults by exposing them to college coursework on a pathway to college life. By offering college classes on our campus, we are removing the transportation barrier that many of our students face. This partnership also

aligns with the goals of AEBG to increase collaboration with the local community college to provide a seamless transition from the adult school to college.

According to the California Department of Education code 52507, the governing LAUSD School Board legally authorizes Maxine Waters EPC to grant credits, issue certificates, and diplomas. Therefore, we have uniform procedures for granting credit to concurrent high school students who take adult education courses and we can equitably assign credit for equivalent adult education courses.

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

The development of the mission statement was a multi-step process. The accreditation leadership team reviewed the former mission statement as follows:

The mission of Maxine Waters Service Area is to engage, empower and provide equal, accessible educational programs to students from diverse age groups and cultural backgrounds as they develop skills and the confidence necessary to meet their educational goals while learning in a safe and welcoming school environment.

The consensus was to develop a more concise statement that could be remembered and that includes AEBG goals and our commitment to meeting the needs of the local community. We wanted to involve all stakeholders in the selection of the mission statement. For this reason, the leadership team decided to distribute sample mission statements to teachers to review with their students. Some teachers made entire lessons to create a new statement while others had their students vote on the samples. This activity was extended to other staff as well. The statements were compiled and the leadership team narrowed the suggestions down to a few statements that were redistributed for a schoolwide vote. The process was truly collaborative and the NEW mission statement emerged as follows:

The mission of Maxine Waters Employment Preparation Center is to partner with the community for the educational advancement and workforce development of our learners.

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

This new mission statement reflects our core values and emphasizes student achievement in all programs schoolwide. The mission statement is visible on posters, in teacher lessons and activities, printed in the brochure, course catalog, and on the website. It is reviewed and revised by the administrative and leadership team as significant changes occur every few years.

Consideration of our mission statement and SLOs is given in all planning and decision-making activities. Each year during the initial staffing period, Maxine Waters EPC and DACE central office staff review course offerings along with outcomes and industry trends in order to determine the relevancy of each course. Maxine Waters EPC leadership further determines the extent to which overall school programs are aligned with our mission statement and SLOs.

This year we started Electrician 4 & 5 based on industry projections and employer recommendations to offer multiple certifications to students in order to increase their hireability. We also began a construction class and a partnership with Career Expansion Inc. to prepare our students to work on transportation projects in Los Angeles County. Our mission to prepare students for sustainable employment keeps us focused on the development of certificated programs with the potential for students to earn a living wage.

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

The process for developing the SLOs was much like the mission statement. We aimed for learning outcomes that were less broad and more measurable than the former Expected Schoolwide Learner Results. The leadership team brainstormed and created a list of traits that we want all students to have when they leave Maxine Waters EPC and that reflect our core values. The teachers were presented a confined list at a schoolwide accreditation meeting. To lead the discussion, we asked teachers, "What do you want your students to learn and to know when they leave your class?" and furthermore, "What do you want every student to know when they leave Maxine Waters EPC?" A ballot that combined most of the ideas was created. The ballot was redistributed for a final vote and the new SLOs were adopted in November 2017.

SLOs are measured through a periodic review of monthly performance reports from DACE, classwork, program completion and promotional rates, WIOA/CASAS reports, issuance of

high school diplomas, high school equivalency exam attainment, and job placement information. The key instruments and methods used to demonstrate student achievement of SLOs are described in the table below:

Schoolwide Learner Outcomes (SLOs)	Assessment Methods
Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment	TABE (Test of Adult Basic Education); CASAS (Comprehensive Adult Student Assessment System); ESL Promotional exams; course competency checklists; teacher developed assessments; formative assessments; rubrics; job placement documents
Demonstrate the ability to think critically and solve problems	Course completion; course competency checklists; CASAS; project based assessments
Demonstrate multicultural awareness, respect and sensitivity for individual differences	Course completion; EL Civics soft skills curriculum; Student Council participation in schoolwide events; recognition awards presented for participating in school and community activities

Maxine Waters EPC instructional staff is committed to engaging students at high levels of learning with daily opportunities to practice the skills outlined in our SLOs. Teachers use a variety of methods to integrate them into lessons, including class discussions and goal setting. Posters of the mission statement and SLOs are in each classroom, in the offices at the main campus and branch locations, and featured in the weekly newsletter to keep stakeholders connected to the SLOs.

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

Administrators regularly meet to review and analyze student learning data results such as completer reports, enrollment trends, licensing exam pass rates, and job placements. This information is then shared with program Advisors and appropriate action is taken when there is a demonstrated need. Departmental meetings and PLCs are the most common means for teachers to share ideas based on this data and they develop plans for the implementation of new practices and/or instructional strategies. Teachers maintain student course contracts with embedded assignments and assessments to monitor student progress and address needs, and they also use course competency checklists to evaluate student progress.

The leadership team keeps in mind our desired learner outcomes in light of current research. Student profile data such as CASAS results, promotional testing, student completion rates and wait lists are used to determine whether SLOs are relevant. As part of the Maxine Waters EPC schoolwide action plan, administration and faculty participate in regular staff meetings to discuss student performance and share best practices. SLOs are embedded in the Action Plan which ensures that student needs remain a priority.

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

All course offerings are from the LAUSD Catalog of Authorized Adult Education and CTE Courses, are in compliance with curricular requirements and exist because of research supporting their need. Courses are routinely updated, added, or deleted, based on their relevance and current workforce educational demands.

Maxine Waters EPC follows DACE guidance with respect to changes in program implementation. Central office employs curriculum specialists who conduct pedagogical research and present techniques to instructors at professional development trainings. Instructors then use these strategies in the classroom and modify them as needed for our student population.

Course and program offerings at Maxine Waters EPC are evaluated every term. Administrators review student performance data to determine the effectiveness of each program and identify student needs. In ESL, promotional data determines which courses will be offered during the next trimester; in the academic program, ASIS reports, course completion rates, determine how many classes are needed to meet student demand; in the CTE program, labor and industry trends are used to determine which courses will be considered.

Along with student profile data, administrators consider current student requests for classes, wait list numbers and community partner requests to determine which programs to consider. This information must be balanced with budget, space and staffing availability to offer programs that meet the needs of the local community.

STRENGTHS

- The adoption of a new mission statement and school-wide learner outcomes was a collaborative process

- The mission statement and SLOs reflect our commitment to student success by aligning our goals with the DACE strategic plan, AEBG and the needs of the local community
- By weaving the mission statement and SLOs into decision-making and instruction, Maxine Waters EPC faculty and staff remain focused on student achievement

KEY ISSUES

- Capture and record student learning data accurately and efficiently
- Offer supplemental curriculum for soft skills development

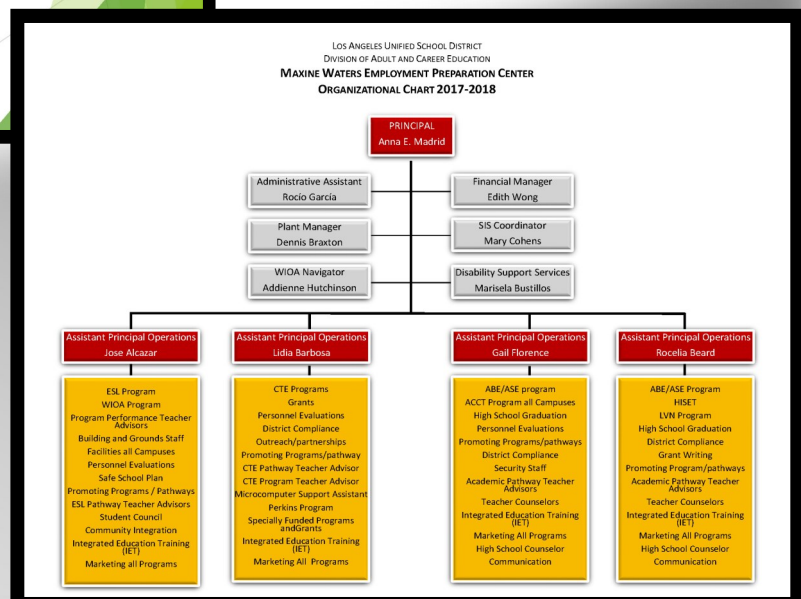
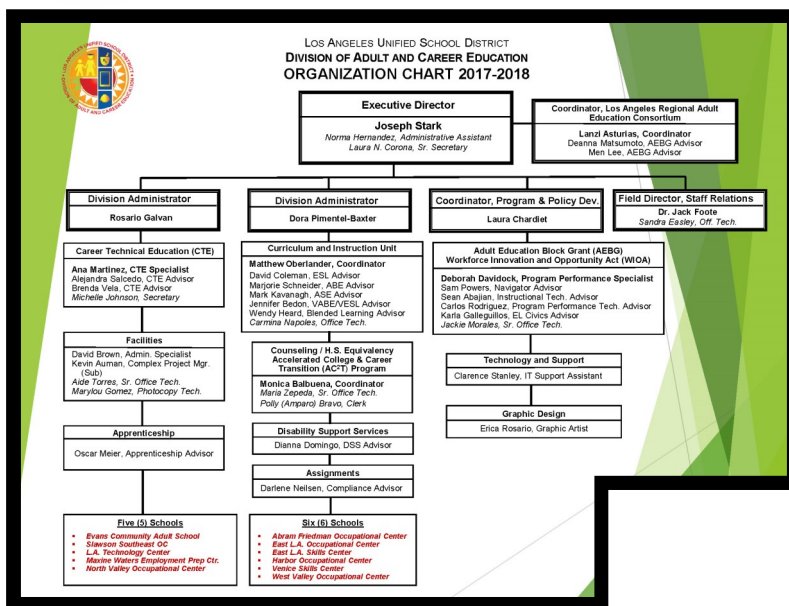
EVIDENCE

- List of those involved in the development of the mission statement and SLOs
- WASC Leadership agendas/sign-in sheets/minutes of self-study committees, faculty meetings, administrative meetings, and student council
- Agenda/minutes of meetings where mission statement and analysis of learning data (department meetings) are reviewed
- School catalog
- Schedule of classes
- Posters of Mission Statement and SLOs
- Job Placement Data
- EBRI Observation Sheets
- Community Advisory Board Invitations
- Department Meeting Agenda
- The Waters Gazette

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 2

Organizational Structure and School Leadership



CRITERION 2 ORGANIZATIONAL INFRASTRUCTURE AND SCHOOL LEADERSHIP

The school uses the contributions of leadership throughout the organization 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.

Indicator 2.1 The school has clearly defined roles of governance that provide for ethical and effective leadership and results in ongoing improvement of the school.

The Principal of Maxine Waters EPC reports to the Executive Director of Adult Education, who reports to the Chief Academic Officer, Division of Instruction, who reports to the Superintendent, who answers to the Los Angeles Unified School District Board of Education.

The Division of Adult and Career Education (DACE) central office administrators collaborated with United Teachers of Los Angeles (UTLA), principals, and other stakeholders to create the *2017-2019 Strategic Plan Pathway of Hope*, which documents the goals and strategies that the DACE will use to fulfill the school district's vision to make every student "college and career" ready, and answer the challenges of new state and federal accountability measures presented by the Adult Education Block Grant (AEBG) and Workforce Innovation and Opportunity Act (WIOA).

To ensure results and ongoing improvement at the adult schools, DACE administrators visit each of the 11 adult schools at least four times a year to observe classrooms, analyze data, and strategize with school leaders.

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

The principal leads the school in the direction of constant improvement in instruction, esthetics, growth and morale. The administrative team meets daily to problem solve and strategize and twice monthly with 19 full- and part-time teacher advisors.

The principal invites guest speakers to conduct large scale professional development at school-wide meetings. The ESL, Academic and CTE departments meet monthly to share and analyze data and adjust instruction accordingly. Teachers are paid to attend professional development sessions that happen in department meetings, and after school, on such topics as EL Civics, lesson planning, and how to use data to improve instruction.

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

The administration and advisors meet with community organizations for input regarding course offerings, and setting up mutually beneficial partnerships, such as with WorkSource, Department of Rehabilitation, EDD, WLCAC, and trade unions. Teachers have a voice in decision making at Department meetings, school-wide meetings, and direct meetings with administration. Administrators have an Open Door policy. The recently added faculty parking area was a result of teacher input. Students have a voice through Student Council, which meets at every major branch. School leaders evaluate the school's organization based on the success of the student population as measured by enrollment, WIOA data, certificates earned and diplomas handed out.

The administrative team meets on a daily basis to regularly review and ensure the integrity and effectiveness of policies. Teacher Advisors are sometimes invited into these meetings to share their input. Administrators attend monthly meetings with their peers to ensure their familiarity with DACE directives and ensure they enforce divisional integrity. The results of these meetings and evaluations are shared through the weekly bulletin, posted on the website, given in memos and shared in meetings.

Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities and events.

The school policies and procedures are dictated by bulletins and guidelines from DACE. Changes and updates are distributed via more bulletins and at the monthly meetings attended by administrators.

Indicator 2.5: The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions and accountability to support student learning throughout all online courses.

No online courses are currently offered at our school.

STRENGTHS

- Team culture is modeled and implemented by the entire staff at Maxine Waters EPC
- The administrators meet daily, and with the leadership team of Advisors every other week
- Teachers are paid to attend professional development
- There is an Active Student Council at the main campus and branch sites

KEY ISSUES

- Cross-Train Teacher Advisors to strengthen student service
- The need for a faculty handbook is suggested by administration to improve institutional effectiveness

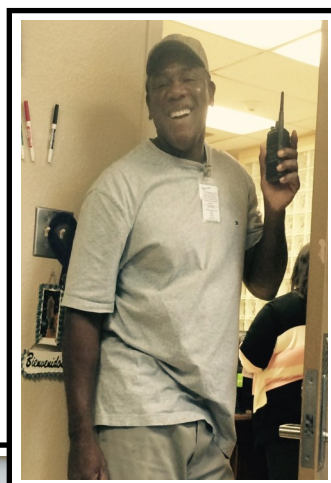
EVIDENCE

- Survey Questions
- School Bulletins
- Back to School Meeting Agenda and Packet
- Job Postings
- Student Council Meeting Agenda

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 3

Faculty and Staff



CRITERION 3

FACULTY AND STAFF

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

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

All certificated employees have passed the CBEST, hold valid state credentials for their positions, and withstood extensive background checks by LAUSD Human Resources. Teachers are interviewed on site, and approved by the DACE. The number of teachers and staff at Maxine Waters, and all sites, are determined by the Division.

DACE determines the number of faculty and staff positions at Maxine Waters EPC based on enrollment. The principal may open or close classes during the course of the school year according to students' demand or lack of demand for particular classes. Tenured teachers will be re-assigned. Non-tenured teachers may be re-assigned or lose their positions.

Indicator 3.2 The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Teaching jobs at Maxine Waters EPC are posted on the District website, on a prominent wall at the main site, and in the community. Minimum and desired qualifications are listed along with specific job duties. Interested persons submit a resume, letter of recommendation, letter of interest and a copy of their teaching credential. A three or four person panel of teachers and administrators interview the top candidates, rank them, and send the list back to HR. After their review, the list is returned to the principal and the top qualified is candidate informed.

Indicator 3.3 The school develops school policies and procedures that are clearly communicated to all employees.

All Maxine Waters EPC employees adhere to the personnel procedures and policies that LAUSD generates and publicizes in bulletins and at Back to School meetings. These directives are in concert with state and federal mandates and the Collective Bargaining Agreement. Personnel records are kept in locked cabinets in the main office. Employees may inspect their own files with administrator supervision, and may not alter them.

Indicator 3.4 The school assures the effectiveness of its faculty by evaluating all personnel systematically.

Tenured teachers are evaluated every two years. The administrator and the teacher participate collaboratively in the evaluation process that involves joint development of the Initial Planning Sheet (IPS) which details the teacher's professional objectives and strategies for the year. The teacher and administrator have both planned and unplanned classroom observations based on what is outlined in the IPS. Professional development topics are included in the IPS to further ensure that they are being implemented and evaluated in a meaningful and productive way. Non-tenured teachers are evaluated yearly or every other year. The initial planning sheet is the guiding document that keeps teacher and administrator focused on clear and measurable goals. It is meant to be a tool of improvement, not punishment.

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

The leadership created a list of SLOs and distributed them to the faculty to share with their students. The choices were discussed and voted upon and taken into account when ultimately adopted. Because the SLOs are embedded in the course outlines and school-wide activities, teachers are taking ownership of student progress whenever they step before the class. The SLOs are also posted in every classroom as reminders. Academic teachers analyzed students in a departmental meeting exercise. Reading teachers accomplish this when they gather every two weeks with reading teachers from other schools to deliberate over Reading student outcomes. We measure student attainment of SLOs via the TABE, CASAS, ESL Promotion and EL Civics tests, as well as student surveys and information gathered on CASAS update forms.

Indicator 3.6 The school provides all personnel with appropriate opportunities for professional development.

Maxine Waters EPC and DACE provide many opportunities for professional development and will pay teachers to attend. At Maxine Waters EPC, there is always school-wide PD at the Back to School and End of the Year meetings. Professional development is part of monthly departmental meetings, well-attended Division conferences, Professional Learning Communities for ESL and Reading, and the CASAS Summer Institute. The administration at Maxine Waters EPC encourages participation, and highlights those who do in the weekly bulletin.

Long-term lesson planning professional development is offered to all instructors at the schoolwide Back to School meeting. ESL teachers have been trained in teaching and evaluating EL Civics students, reading data reports, and developing learning materials from CASAS results. ABE teachers adopted a new textbook this year and participate in a Division Community of Practice on strategies for implementation of the material. ASE teachers are being trained on Aztec software to increase HSE completion rates and were also involved in developing the revised U.S. Government course contract. CTE teachers participate in trade advisory meetings with employers from industry to stay abreast of labor market trends. DACE also sponsors professional development activities, department summits, and workshops for personnel throughout the school year.

Evidence that professional development is improving the school's instructional delivery is demonstrated and measured by the increased number of course completers, CASAS and EL Civics results, and an increase in certificates earned.

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

All classified staff are evaluated annually. Teacher Assistants are evaluated by their supervisory instructor. Should performance issues arise, instructors should provide the TA with assistance and guidance to improve their performance issues. The instructors keep the administrators informed of the issues and how they are addressing them. If the issues persist, an administrator will then intervene by discussing and implementing further recommendations.

Clerical, building and grounds, and Bookstore staff evaluations are conducted by the appropriate supervisor that works directly with that staff member.

Indicator 3.8 The school implements effective supervision and evaluation procedures in order to promote professional growth of online staffers.

We have no online offerings.

STRENGTHS

- Highly-Qualified Staff
- Many opportunities for professional development

KEY ISSUES

- Teachers are often asked to attend PD during non-working hours and for less than half of their pay

EVIDENCE

- Job postings
- Professional development sign-in sheets
- Evaluation (Stull) worksheet
- Staff survey and results
- Agenda of meeting (Back to School, Department, PD)
- Hiring process and forms for certificated personnel
- Waiting list
- Child Abuse Awareness Training Roster
- Copy of LARAEC's 5-Year Plan
- CD for personnel policies
- Completion rates (ESL promotional rates, HSE certificates, High School Diplomas, and CTE certificates)
- Weekly bulletin
- Initial Planning Sheet (IPS)

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 4 Curriculum



CRITERION 4

CURRICULUM

Maxine Waters Employment Preparation Center demonstrates its support of 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 reflects 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 comprehensive guiding curriculum includes programs for students enrolled in courses for Academic studies, Career Technical Education, and English as a Second Language. Accordingly, there are course outlines developed by the Division of Adult and Career Education for each program offered.

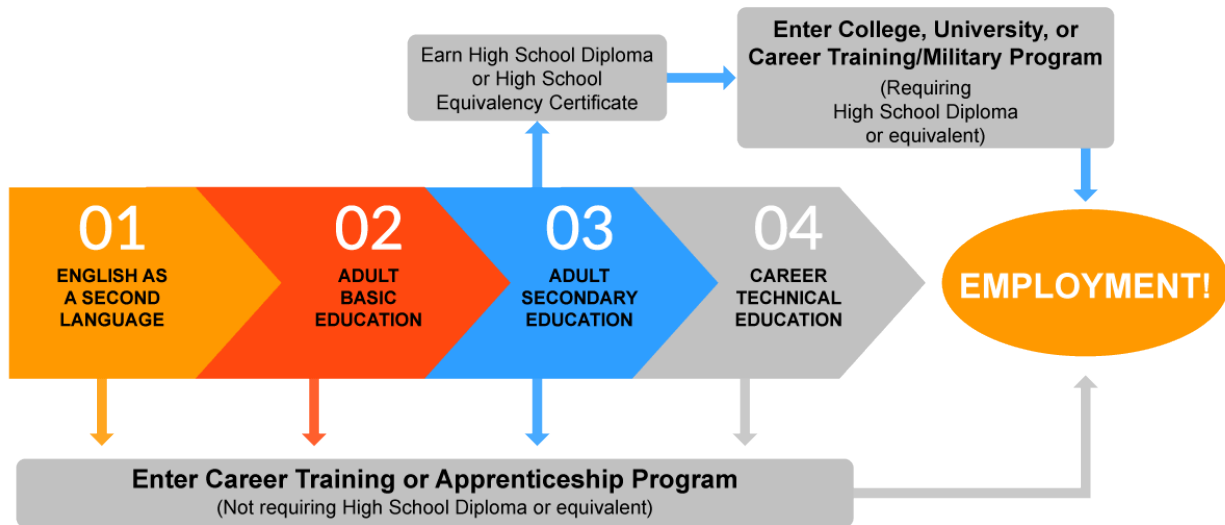
The ASE program also encompasses the Accelerated College and Career Transition (ACCT) curriculum to serve students between the ages of 16-24. ACCT is a high school recovery program designed for students whose home or community life presents barriers which impede educational success.

Our school identifies eligible students to participate in ACCT courses and provides curriculum in an effort to re-engage these youth with an educational setting. The main objectives are to support youth in obtaining their high school diploma or high school equivalency certificate, and to link students to job readiness programs and trainings in order to support them in their transition into higher education and/or the workforce.

Each course outline supports the school’s mission to “...partner with the community for the educational advancement and workforce development of our learners”. The curricula is also aligned with the SLOs for all students to demonstrate, 1) literacy and technical competencies necessary for success in higher education and sustainable employment, 2) critical thinking and problem solving skills, and, 3) multicultural awareness, respect, and sensitivity for individual differences.

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

In the DACE vernacular, a curricular map is called a pathway. These pathways are made explicit to students in counseling sessions at enrollment, and again at points along their journey. The DACE curricular map provides a clearly defined framework for the courses offered at Maxine Waters EPC. The District has designed uniform course outlines to ensure that all ABE, ASE, CTE, and ESL programs delivered at its schools are in compliance with quality practices and alignment with the California Department of Education (CDE) Standards. The pathway – *ESL* → *ABE or ASE* → *CTE or College* – is clear.



Teachers have a hard copy of their course outline/s. Some CTE teachers post the course competencies on the wall in their classrooms as a visual for students to monitor learning objectives and progress. Students receive a syllabus based on the DACE course outline during the orientation process. As a part of the class orientation, CTE teachers describe licensure requirements.

Our list of courses is available online at www.waterstrainingcenter.org, and in the school brochure, catalogue of classes, schedule of classes, flyers and pamphlets distributed throughout the campus and at branch locations. The marquee in front of the school publicly displays the classes open for enrollment. Stakeholders and anyone else can access course outline information at the LAUSD website: <https://achieve.lausd.net/Page/503>.

Each course outline contains pre-requisites and high school credit information, along with goals and purposes, performance objectives/competencies, instructional strategies, units of study with time allotments, evaluation procedures, and repetition policy.

Institutional resource allocation is connected to curriculum development through the school budget. The school budget is a combination of CTE class fees and grant awards, including Perkins and the Workforce Innovation and Opportunity Act, which provide funds for the text and technology sufficient for students to achieve a high degree of success. Curriculum has steadily incorporated more technology as the schools have been directed to allocate more resources for digital training.

CTE class fees are determined by DACE and collected by the school. These fees allow for the purchase of materials and supplies in CTE classrooms. The Carl D. Perkins grant is available through DACE to fund requests for classroom upgrades in equipment, tools, and supplies in CTE programs to advance learning and achievement of SLOs. For example, Maxine Waters EPC received Perkins' monies to open its programs for Electrician Residential/Industrial, Heating Ventilation and Air Conditioning Technician.

WIOA funds have been used to purchase school supplies and iPads and Chromebooks that increase student access to online learning materials such as Burlington Software, which comes with its own curriculum.

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

All programs conduct monthly departmental meetings with its stakeholders to review short-term and long-term program goals, student progress, alignment of textbooks with course competencies, and other topics of interest as they relate to student achievement.

In the Professional Learning Community (PLC) for the ABE department, the Reading teachers have established an ongoing collaborative effort to review the relevancy of lesson plans and best practices both districtwide and at our school. These teachers regularly meet to strategize and plan-out meaningful hands-on activities targeted for developing students reading, writing, listening, and speaking skills. Students participate through satisfaction surveys and "voting with their feet." Classes that do not meet their needs vanish for lack of attendance.

The curriculum review may be initiated at the school level, but any recommendations for updates or modifications pertaining to course outlines are implemented through DACE with the support of teachers, school administrators, and industry employers. For the CTE programs, industry professionals are invited to employer advisory board meetings to review course outlines and make suggestions on how to improve training to meet the needs of their particular industry.

An open door policy has always been encouraged by school administrators for staff and teachers to give feedback on changes which may need to be made during the regular curriculum review cycle. Other methods that the school uses for involving stakeholders:

- Asking students for their input via surveys at student body meetings
- Inviting stakeholders to participate in community Job/Career Fairs held on campus
- Sponsoring workshops to introduce new or existing curriculum, and obtaining feedback from stakeholders

The curriculum review process may include written conclusions that reveal a program needs assessment for resources. The Adult Education Block Grant requirements for ABE, ASE, CTE, and ESL guide program allocation decisions, and are totally strapped to outcomes. For example, the written statements must identify student learning gains that will be realized by the curriculum, be it an English Functional Level gain, job training attainment, or employment success.

Teachers in ABE and ASE programs work together to ensure that learning materials are providing accurate and up-to-date information to students through the use of technology, project-based assignments, student evaluations, tracking of High School Equivalency test results, and completion rates. Reading teachers utilize the Test of Adult Basic Education assessment tool and Evidence Based Reading Instruction, class participation, writing samples, CASAS, and unit tests.

CTE instructors have developed learning materials based on current practices, procedures, and policies in their industries. These instructors regularly visit the workplace so they can keep their curriculum current.

Our curriculum reflects our mission and SLOs. Students must gain literacy skills in order to advance up the curricular map. Class exercises repeatedly ask students to solve problems, such as when automotive students replace brakes or a budding welder forges a structure that holds. ESL students work in groups to solve language problems.

Learning materials for ESL students are created in the DACE and distributed throughout the school year for use in the EL Civics program, under the umbrella of WIOA. Students learn and demonstrate the ability to participate in their communities and perform work-related tasks like fill out job applications, use soft skills in the work place, demonstrate the ability to use technology. Teachers are trained to teach these materials. These lessons are research-based and require of teaching methods to convey. High pass rates mean more money for the school, so teachers and students are highly motivated.

The Reading curriculum focuses on higher level decoding and spelling, academic and professional level vocabulary in reading, writing, and speech, and knowledge of prefixes and suffixes which are required for expanded vocabulary in many medical fields. Students are expected to learn to read with fluency, which is defined as accurate pronunciation, meaningful pauses, a balanced speed, and appropriate expression.

Changes in student demographics are considered when curriculum is evaluated. For example, more students are looking for citizenship, so we added two citizenship classes. Student information is collected from our Student Information System (SIS), CASAS reports, HiSET testing center, ESL advanced placement profiles, CTE course completer and performance meters.

The VABE and VESL curriculum is also taught at Maxine Waters EPC. Students eligible to enroll in these courses are allowed to enter vocational training while concurrently enrolled in an academic or ESL course. VABE prepares students to meet the math competencies prerequisite for the CTE Electrician course. Similarly, VESL prepares students to meet the communicative competence prerequisite for the Building and Grounds Worker class, the Nursing Assistant program, and the Culinary Arts program.

Additionally, the Integrated Educational Training (IET) curriculum was recently introduced by DACE and implemented at our school as a result of a program evaluation to address the needs of an evolving student population. IET is designed to prepare students to meet the course competencies, and it prepares students to meet the communicative competence in listening, speaking, reading, and writing in the context of occupational settings.

Curriculum relevancy for CTE trends are regularly reviewed through labor market statistics, trade advisories, and at planning meetings with employers for the school's Job Fairs/Hiring Events. Our stakeholder's constant input in this area is crucial to develop, improve, and offer relevant curriculum that meets the demands of our fluctuating student population and the communities we serve.

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

The school provides teachers with classroom textbook sets and other learning materials for student use in the classroom. For a deposit fee, ASE students can borrow textbooks for home study. Students may purchase textbooks when enrolling into CTE and ESL programs. Teachers are encouraged to submit their requisitions for textbooks early to have them available for purchase in the student bookstore. Resources are made available for students who cannot afford the textbooks.

In the Reading classrooms, teachers have created a book loan library area for their students. Designated areas contain well-stocked shelves of a variety of supplemental books and materials that have been donated and sorted.

Students in CTE job training courses have access to subject-related resources, equipment, and tools within individual classrooms and shops. These resources may be provided by the school and or teacher to support student learning with hands-on activities and projects.

ESL classrooms thrive with teacher created materials such as flash cards, activity boards, calendars, and other practical instruments designed to boost student learning. The Burlington English program is popular with ESL students, but we only have 250 licenses, which is a quarter of the need at any one time. More licenses would lead to more students using the software, and expected better outcomes.

Learning labs are available to students to support their learning needs:

- ABE classrooms have computers and resources for building vocabulary and reading comprehension skills
- ASE Individualized Instruction and Adult Independent Study labs are equipped with computers that allow students to research topics, complete online assignments, and study for the High School Equivalency Test (HiSET)
- Computer carts with laptops/iPads are available for ESL teachers to checkout for student use in the classroom
- CTE classrooms are furnished with computer/printer workstations for students to access software to prepare documents, spreadsheets, database records, and presentation slides

- The student lounge is equipped with computer workstations where students can prepare classwork assignments, their resumes, and have access to complete online job applications

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

Currently, a comprehensive and sequential documented online curriculum is unavailable. However, Maxine Waters EPC supports its instructional programs through technology and other online learning resources to facilitate educational offerings such as:

- Supplying teachers with Aztec software to prepare students to pass the High School Equivalency Exam
- Utilizing iPads in classrooms where teachers use Burlington English to help students prepare for the CASAS test
- Applying simulated computer software for students to learn Welding skills

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

No online courses are currently offered at our school.

STRENGTHS

- Reading PLCs
- Support to students with VABE, VESL, and IET classes
- Utilizing ISPs to monitor and guide student pathways
- ACCT High School Diploma Program
- Aztec software is available to prepare students for HSE certification
- Employability skills integrated in course outlines
- Access to internships and third-party certifications in CTE programs
- Grant available for Apprenticeship Readiness Program
- Burlington Reading Software utilized to develop literacy gains

KEY ISSUES

- More Burlington licenses are needed
- Organize a math PLC in the ABE department

EVIDENCE

- CTE Class Fee Schedule
- PLC Meeting Agendas/Minutes
- <https://achieve.lausd.net/Page/503>: DACE Course Outlines
- www.waterstrainingcenter.org: Program Flyers
- Course Outlines
- EL Civics Materials
- Grants
- Equipment Purchases/Requisitions
- TABE Test Schedule
- Field Trips
- Perkins Form
- Letter for State Approved Testing Center
- HiSET Testing Flyer
- CASAS Testing Materials and Database Results
- EBRI
- Bulletin and Newsletter

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 5

Instructional Program

ESL

CTE

ABE

ASE

VESL

VABE

IET

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 both Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

Indicator 5.1 The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Maxine Waters EPC provides high level instruction in all programs with a focus on student achievement. The quality of instruction is measured by teachers' adherence to state curriculum standards, results of learning data, and professional collaboration. All instructors utilize course outlines and guidelines that are established by the Division of Adult and Career Education.

ABE and ASE instructors also use course outlines that adhere to the College and Career Readiness Standards adopted by the California Department of Education. Reading Instructors are trained and utilize Evidence-Based Reading Instruction.

CTE instructors utilize the CTE course outlines and follow the California Career Technical Education Model Curriculum Standards. They are all state approved to meet content and skill competencies and offer theory and hands-on training by highly qualified, credentialed teachers.

ESL instructors utilize course outlines that determine the language skill proficiencies, competency-based components, and grammar structure for each level. Instructors develop lesson plans and implement those in the classroom. They also use supplemental CASAS materials to develop lessons and EL Civics materials to prepare for and teach the EL Civics COAPPS. The teaching materials were developed by LAUSD teachers to conform to course outlines, state desire for rigor and varied teaching strategies.

The students' results from assessments, completion rates, and employment status inform the discussion on school's instructional quality. In the Academic and ESL programs, instructors use the state-mandated Comprehensive Adult Student Assessment System

(CASAS) tests, and students receive a pre-test at the beginning of the term. The WIOA advisors share the results with the teachers, who modify instruction to address the areas where students need to improve. Later in the term, students are given at least one post-test. Reports on student learning gains are shared and discussed with instructors. Aggregated learning data for programs is from CASAS pre/post-test, formative and summative assessments, TABE placement scores, imbedded assessments in course contracts, high school diploma rates, high school equivalency pass rates, instructor created midterms, final exams, and class projects assessments, third party certifications, industry-based tests, and job placement reports.

Indicator 5.2 The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Monthly department meetings allow instructors in all departments to share best practices. Instructional strategies are often presented. In addition, successful instructional strategies are presented during monthly PLC meetings.

In order to keep current in instructional strategies and methodologies, many Maxine Waters EPC instructors are involved in continuing education training offered by professional organizations, and all are encouraged to participate in district-sponsored professional development.

A variety of delivery modes and teaching methodologies are used in our instructional programs. Instructors from all departments combine whole group, small group, and one-on-one teaching strategies.

Student perceptions about their individual learning were captured through learning surveys and student-to-student interviews. The majority reported that they enjoy learning in various ways such as creating group projects to improve social skills, participating in hands-on activities, and using technology. A percentage of students reported that they want their teacher to know they need more help in the classroom.

During the self-study process, teachers were asked to analyze their students work using a common protocol in order to reflect on their practice and identify additional instructional strategies. By and large, teachers expressed an understanding of the importance of differentiating instruction to meet the various learning needs of their students.

Teachers discuss student learning needs and pedagogical approaches at monthly department meetings and within their PLC group. In ESL, articulation meetings are held at the end of each term to discuss promotional exam data.

Teachers are given the full support of administration to differentiate instruction based on the needs of their students.

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

Maxine Waters EPC has an active technology team comprised of an Instructional Technology Teacher Advisor (ITTA), a Program Performance Teacher Advisor and a Microcomputer Support Assistant. Maxine Waters EPC has several laptop/iPad carts available for use in the classrooms.

In the Academic department, the Aztec program is utilized for High School Equivalency Test (HiSET) Distance Learning. Students prepare for the five sections of the HiSET. Students do an assessment and based on the scores, the teacher assigns units. Students work with one topic at a time and take an assessment upon completing that unit. If student does not pass, work is assigned by the instructor to help prepare and pass the unit successfully. Thus, the instructor is continuously assessing the student to determine mastery of subject area. Through this program, students are able to go online at any time and from anywhere to practice for the HiSET.

Burlington English is utilized in ESL, ABE, and VESL courses. The goal is to improve CASAS scores, ultimately increasing student learner outcomes and achievement.

STRENGTHS

- Teachers are aware of the need to differentiate instruction based on various student needs
- School leadership is very supportive and encourages staff participation in professional development opportunities (in-service, district sponsored, conferences)
- Professional Learning Communities (PLCs) in place for ESL and Reading Programs
- WIOA Staff provides data analysis and remediation materials for CASAS and EL Civics

KEY ISSUES

- Additional licenses for Burlington English
- Expand PLCs to all programs (to include ASE, Math and CTE)
- More training opportunities to teachers on integrating technology in the classroom
- Lack of online course offerings

EVIDENCE

- CASAS and EL Civics Reports
- ESL Certificates of Completion
- Lesson Plans
- Samples of Student Work (Portfolios)
- Course Completer Data
- Placement and Promotional Exam Results
- High School Diploma Issuance
- Student Promotion/Retention Sheets
- Completed Student Contracts/checklists
- CASAS and EL Civics supplemental materials
- ESL Assessments
- Student Survey
- Schoology
- ITTA PD
- A-G Requirements
- LARAEC Conference Notes
- Syllabus
- Burlington English
- Aztec Program
- Agendas from Training
- El Civics Test Results
- CA State Model Standards

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 6

Use of Assessment

A detailed 'TOPS Test Record' form from the Department of Education. The form includes fields for 'Student Name', 'Date', and 'Grade'. It contains several tables for recording scores on various tests, including 'Reading Comprehension', 'Writing', and 'Math'. The tables have columns for 'Test Name', 'Score', and 'Date'. There are also sections for 'Comments' and 'Teacher/Observer Initials'.

CRITERION 6

USE OF ASSESSMENT

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs through the assessment instruments and practices used in school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

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

All courses taught at Maxine Waters are created and developed by subject area experts from DACE Central Office, and handed down to the schools. Competencies and specific learning outcomes are based on state and federal guidelines, including Common Core State Standards, College Career Readiness Standards, Standards for Career Ready Practice, and Comprehensive Adult Student Assessment System (CASAS) skills and competencies. The learning outcomes must also reflect the Los Angeles Regional Adult Education Consortium (LARAEC) objectives. Courses are updated by Central Office as standards and practices evolve.

At the school level, courses are regularly monitored by teachers and administrators for their effectiveness. Teachers, advisors and administrators share challenges and best practices in department meetings and adjust their classroom teaching accordingly. Advisors meet in quarterly summits with DACE administrators, where they can voice their observations about course depth, breadth, rigor and sequencing. This year, new IET and family literacy courses are being piloted throughout the Division. Maxine Waters EPC is host to four family literacy classes called ESL Family for Success and IET classes (ESL/ABE/CTE blends) in the culinary, computer and medical fields. Outcomes are being closely scrutinized by DACE and Maxine Waters EPC administrators, and will undoubtedly result in changes when the courses are offered again.

As a result of analyzing learning outcomes, ESL and CTE classes have gone from open enrollment to managed enrollment (cohorts), which research has shown leads to better outcomes. Since the change, attendance and completer rates have risen. WIOA reports provide much of the data that identifies areas of need in classrooms and in individual students. For example, if most students in a classroom cannot read a map, CASAS testing can identify that, and instruction materials can be delivered to address that need.

When issues with course curriculum affect learning outcomes, Program Advisors at Central Office are contacted to explore possible remedies. For example, last year within the academic department, teachers all over the Division expressed concern about student experiences with the U.S. Government contract. Students often became frustrated with the enormous length of it and the result was low completion rate for the course. Central Office established a Community of Practice which included ASE Instructors including one from Maxine Waters EPC who met during the school year to create a more streamlined version of the course. The new contract allows students to accelerate their learning without compromising content.

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

ESL student learning outcomes are measured through formative and summative assessments, including a DACE-designed level promotion test that measures listening, speaking, reading and writing (a new, more relevant test is being developed by DACE for next year), CASAS test results that illuminate areas where students need remediation in reading skills, EL Civics tasks that have students demonstrate real life skills like filling out a job application, and the constant monitoring and observation that steers instruction in any good classroom. Test data, attendance records, and waiting lists determine which classes are offered.

The Adult Student Information System (ASIS) is used to monitor student progress and course completion. ASIS-generated reports reveal the essential data on program enrollment, student attendance, course completers, and certificate and diploma earners. CASAS tests record English Functioning Levels, and student attainment of them, in the TOPSpro Enterprise computer software program. These results are shared with teachers and administrators and are a tool to evaluate overall program effectiveness.

Reading teachers put results of pre-tests, unit tests, post-tests and TABE tests in Schoology for Central Office to analyze. CASAS reports are also utilized to highlight areas of need; teachers are then provided with supplemental materials to address deficiencies and raise scores.

All of this data poring is done with the intention of fulfilling our SLOs. Data tells us when we stray and when we are true. To an ever greater extent, our classes are being filled with measurable activities. The ESL PLC has proven to be an effective strategy for teachers to

absorb data. We want the Math, ASE, and CTE departments to have that opportunity as well, so one of our schoolwide action plans is to create PLCs for each department.

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

The academic department holds monthly meetings with administration to analyze learning data. Data sources include CASAS test results, ASIS course completer figures and high school graduates and HiSET completers. Teachers review scores with students and use test results to identify needs and modify instruction.

CTE meetings are held monthly to discuss the latest collected student data. CTE data analysis is a collaboration with administration, students, CTE Pathway and Program Advisors. Instructors and advisors collect employment and industry certifications data directly from students. Based on data results, staff suggests changes and enhancements. For example, some classes had to decrease the enrollment limit in order to accommodate more individual learning time for students. In addition, the CTE program maintains a wait list binder with students who want to enroll in classes that are full. As a result of this overload of interest, more CTE classes have been made available, such as Electrician 4 and Electrician 5, Plumbing, and an additional Certified Nursing class.

The ESL department looks at DACE promotion rates to gauge success against the rest of the division and to devise instructional goals. The ESL Professional Learning Community – a group of teachers that meets monthly – is devising strategies and materials to improve reading scores. (The DACE determined that reading was our school’s greatest learning need, based on promotional test scores.) The course outlines written for each ESL level are based on four language skill proficiencies, competencies and student learning outcomes. The course outlines, along with CASAS testing results, ESL Promotional Tests and instructors’ professional observations, allows conclusions to be drawn as the most effective lesson plans and teaching methodologies necessary for student achievement.

PLCs have been formed for reading teachers to discuss how to promote student learning. The impact of the analysis of learning data by Central Office, which is promoting PLCs, is creating generally stricter adherence at Maxine Waters EPC to the parameters of Reading levels 2 and 3. Teachers are getting only students with TABE scores of 4.0 – 8.9. This accelerates student progress toward completion and ensuring only managed enrollment of 25 students per class.

The implementation of Reading Basics has had a major impact on ABE promotion rates Division wide. In 2016, this new comprehensive reading system which offers multiple assessment tools for teachers to use, was introduced to all schools via the DACE Reading PLC. Before Reading Basics, promotion within ABE was determined solely by TABE assessment results. Now students have multiple ways of demonstrating proficiency. This change in practice has resulted in a marked increase of ABE completers.

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

Individual counseling conferences with students are made in which students get their own printed copies of TABE results. In addition, students get pre-test, post-test and unit test results that are evaluated together with the teacher to identify the various subjects and skills needed to master. Assessment results are retained in their individual files, which can be accessed by stakeholders, and posted on Schoology for administration and Central Office to review and assess. CASAS and EL Civics results are shared with students, the DACE, and CASAS servers.

Students have access to all grades and can discuss scores with the teacher at any time. When students complete a class, the grade is entered online as well as a record is kept in the classroom. SIS staff, Advisors, Counselors, and Administrators have access to all online records.

Exceptional learning results are noted in the school's weekly bulletin. Current and former students share their success stories with the community, which attracts new students. Advisors and administrators tout school successes at outreach events in the community and we are open for tours.

Indicator 6.5 The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

The academic department holds monthly meeting with administration to identify strengths and weaknesses of our CASAS testing, HSE preparation classes, course completers and graduation rates; new ideas and best practices are shared. In addition, teacher directed classes are formed based on needs of the students and the demand of the subject. Classes

within the II Lab are grouped by subject in order to encourage a more collaborative environment as well as group instruction to increase completers.

ESL department meetings are held three times a trimester to discuss learning targets and assessment results. Instructors use formative assessment on an ongoing basis. Instructors modify teaching approaches through assessment results and student feedback.

The CTE department holds regular meeting to discuss student progress, attendance, and assessment results. Based on those findings, instructors develop ways to enhance their teaching techniques. Also, these results are used as guidelines for modification and/or enrichments to the CTE programs.

Data from each department is reported to ASIS by the instructor on a timely basis. All reports are collected in ASIS, where DACE compiles the data to share with all the school sites. Every quarter, division-level administrators visit each school to share the success of each site and suggest program changes, professional development activities, and resource allocations.

STRENGTHS

- Several sources of assessment data available
- Assessments offer objective, meaningful feedback that supports student learning

KEY ISSUES

- Completing a course competency can be very subjective
- TABE test scores may inaccurately detect students' capabilities to progress in the sought-after course or program

EVIDENCE

- SIS Reports
- TABE Schedule and Scores
- HiSET Pass Rates
- CASAS Reports
- EL Civics Task Results
- Schedule of Classes
- CTE Certifications Awarded
- Classroom Assessment Results
- ESL Intake Assessment Tools
- DACE Course Outlines
- DACE Contracts
- ESL Promotional and Retention Data Results

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 7

Student Support Services



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 Schoolwide Learner Outcomes, faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

Indicator 7.1 The school provides sufficient support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Maxine Waters EPC and all of its branch locations serve our school community with a well-trained and highly competent team of counselors, teacher advisors, teachers, teacher assistants, classified staff, school security, and administrators. We provide a wide variety of support services that enhance the learning environment and encourage the achievement of schoolwide learner outcomes.

Specific services include accurate placement, academic counseling, individual student plans (ISPs), disability support services, specialized course options, accessible technology, case management for affiliated Community Based Organizations, and a Job Board with postings of local employment opportunities.

Accurate Placement

Accurate placement is the goal of our intake process. Every student at Maxine Waters EPC is given an initial assessment prior to enrollment. In the ESL program, new students are required to take the DACE designed assessment of their prior knowledge of the English language. This assessment is administered by a teacher advisor and includes speaking, listening, reading, and writing. Based on their demonstrated skills, students are placed in the appropriate ESL course which range from Literacy to Advanced Low. Students advance by passing a series of promotional tests.

In ABE, ASE, and CTE classes, students are given the Test of Adult Basic Education (TABE) assessment to evaluate current skill levels in reading and math. Test results are used by the counseling staff to direct students into the appropriate classes. If students require development of foundational skills, they are enrolled in classes that support basic literacy skills (ABE Reading and/or Math).

Academic Counseling

When an academic student brings transcripts from other accredited institutions, a counselor or advisor evaluates the record and explains the available options. They discuss a reasonable schedule, identify potential barriers to attendance (i.e. childcare, scheduling personal appointments), and register the student into the appropriate courses. Students also receive guidance in post-secondary education, Federal Student Aid, and CTE pathways. ESL and CTE students receive information about the academic program and supportive services at counseling staff orientations, career pathway presentations, and during classroom lessons.

In addition to academic counseling, counseling staff and trained office technicians provide upon request, verification of enrollment and/or attendance for immigration services, public services, bus passes, child care services, parole, or other personal needs. On average, Maxine Waters EPC processes more than 50 student requests for verifications per day.

Individual Student Plan (ISP)

Maxine Waters EPC counselors and advisors implemented the use of an ISP in September 2017. Staff members began with a focus on Advanced Low ESL and the ABE students. Students meet with a Counselor/Advisor to discuss academic and career goals, progress, barriers to success, special needs and concerns. While these discussions are inherent during the ASE academic counseling meeting, it has not been the norm for the ABE and ESL student, and student feedback reveals that this population is susceptible to feeling stuck when their educational path is not made clear. The results of utilizing an ISP have been positive. On the first student survey (question #9) before the practice was implemented, only 48.4 percent of students reported they received counseling about their educational goal. A second survey conducted seven months later showed an increase to 52.2 percent. Teachers are also reporting that in class discussions, students express appreciation from the interaction with counselors. As the use of an ISP expands to students in all programs and levels, positive outcomes are expected to increase.

Disabled students meet with the Disability Support Services Advisor who has been utilizing an A-1 card which is very similar to the new ISP format. The A-1 card is an intake form that

provides all personal and confidential information of a student with a disability and has been utilized for over 20 years. The ISP will be an added counseling tool for Adults with disabilities and implemented this year. Due to confidentiality issues, the A-1 card will continue to be used with students in this program.

Increasingly, CTE students are benefiting from counseling. Since DACE has added CTE Pathway Advisors to our staffing model, these students are receiving more attention including important information about program prerequisites and career options. This is viewed as a factor in the growth of our CTE program offerings.

Disability Support Services

The Disability Support Services (DSS) staff at Maxine Waters EPC includes a Program Advisor and a Program Assistant. These trained professionals manage a caseload of approximately 60 students with physical disabilities, deafness or hearing impairments, blindness or visual impairments, learning, emotional or mental disabilities, or a history of substance abuse. Staff members assist students throughout their educational pathway from initial course guidance and registration through completion. Case management includes developing and maintaining relationships with community, public, private and government agencies that develop educational plans for our DSS students. A strong reciprocal relationship of referrals and support is maintained with the State Department of Rehabilitation.

Accommodations may include reading software, CCTV enlarging equipment, magnifiers, testing accommodations, sign language interpreting, and wheelchairs upon request. The current caseload is a significant increase from previous years. However, our DSS program advisor is only assigned to the campus three days per week because of recent budget cuts. At times this creates a challenge and student frustration when they are unable to meet with their counselor.

Specific DSS Student Services Provided at Maxine Waters EPC:

- Guidance, course advisement, agency liaison and registration assistance for adults who have documented verifiable disability
- Acquiring confidential documentation of the disability and conferring with students regarding appropriate accommodations
- Arranging for testing accommodations for the CASAS, TABE, High School Equivalency exam, and classroom assessments
- Referring to and acting as a liaison with local, state and federal agencies who support student educational plans and fund student training costs

- Arrange classroom accommodations, as requested, with proper documentation
- Provide support and information for staff and instructors regarding intervention for students with disabilities

Specialized Course Options

Career Technical Education courses at Maxine Waters give the community an opportunity to obtain high quality instruction and hands-on training in various industry sectors. These courses are systematically assessed in order to enhance teaching strategies, ensure program offerings are current and relevant while supporting student success. Students can learn skills to become successful in a new career or upgrade current skills. CTE course offerings include Administrative Assistant, Customer Service, Automotive Technology, Building and Grounds Worker, Chef Assistant, Baker Fundamentals, Computer Technology, Electrician, Health Information Technology, Nurse Assistant, Home Health Aide, Licensed Vocational Nursing (LVN), Medical Assistant, Pharmacy Technician, Plumbing, and Welding. The school is also a registered Welding Certification Center offering the following:

- LA City SMAW 3G + 4G
- LA City SEMI FCAW 3G + 4G
- CA STATE 2G FCAW
- CA STATE 2G SMAW
- PIPE ASME 6G

Most of the CTE courses are operated on a managed enrollment (cohort) system, as are trimester ESL classes and reading classes. Unlike the open-entry model, research suggests that managed enrollment results in increased teaching and learning time as well as an increased sense of community and cohesiveness among learner cohorts. Since implementing the cohort system, the CTE department has seen a steady increase in enrollment.

The CTE instructors have connections with industry and make job referrals for their students. Job opportunities are placed in instructor's boxes by advisors and also posted in bulletin boards in the main office. Employers also contact the school looking to hire our job-ready students. Maxine Waters EPC hosts college and career fairs annually. We also

host Open House events to invite CBOs to tour our campuses and see first-hand our CTE programs and shops.

Instructors invite community members, former students, and employers from within their industry to share their, sector updates, and experiences. Some programs offer internships which are a source of employment for many students because they are offered jobs when they complete their training.

Many of our CTE programs offer internships throughout their training and third party certifications as listed:

- | | |
|-------------------------------|--|
| • Medical Assistant | State License |
| • Certified Nursing Assistant | State license |
| • Home Health Aide | State license |
| • Pharmacy Technician | State and national license |
| • LVN | State license |
| • Welding | Testing certifications, LA City certifications |
| • Automotive | National certifications |
| • Electrical | State certifications (ET card) |

Nontraditional Program Options

Many of our students have not succeeded in traditional classroom settings, so we offer two non-traditional learning options in the ASE program.

Adult Independent Study (AIS) offers certain high school academic classes to students with a 9.0 + TABE level. This option provides students with schedule conflicts the opportunity to complete academic courses in their own time and at their own pace. The AIS program has strict accountability policies to ensure dedication and promote steady progression through the course. Students must commit to a weekly appointment with the instructor to take quizzes and tests, and discuss material comprehension and course progress.

Accelerated College and Career Transition (ACCT), also known as AC2T, formerly known as AEWC, is similar to AIS, but serves at-risk students aged 16-24 whose academic and personal challenges have prompted them to drop out of high school. ACCT students work towards earning their high school diploma and/or high school equivalency exam certificate. Students can choose to work at home or at a designated ACCT study center.

The program is staffed with an advisor, two teachers, and two teacher assistants who are able to give one-on-one support and encouragement to each student, which builds strong mentoring relationships. In addition to site support, the program has access to an LAUSD employed Psychiatric Social Worker (PSW) who regularly visits the students. This adjunct staff member provides comprehensive initial mental health screening and assessment for suicidality, psychological trauma, substance abuse, vocational/college guidance, and referrals for additional resources. The PSW also provides staff with as-needed consultations and trainings on mental health topics that affect student ability to successfully participate in the educational environment.

The ACCT program at Maxine Waters EPC currently has three sites: the main campus, Kiriyaama campus, and the 66th Street campus. Each has approximately 120 students enrolled. This increase in enrollment from previous years is attributed to the shifting demographics. Whereas the former AEWC program focused on students aged 16-18, the new ACCT program serves 16-24 with a focus on postsecondary and CTE pathways as part of ongoing guidance and support. In a recent parent survey of these students, results show that 79 percent of ACCT parents who responded to a survey said they were very well acquainted with the classes their children needed to graduate.

Accessible Technology

Technology such as iPads, laptops, chrome books, smartboards, and ELMO's are incorporated into the classroom to enhance the learning experience and allow students to strengthen their skills in preparation for the workforce. Additionally, since many of our students lack reliable computer access at home, the school provides access to computers such as registering with Education Testing Services (ETS), taking the official HiSET practice test online, and researching class projects. The student lounge is also equipped with three desktop computers for students to utilize. Our goal is to increase and expand access to computers for students to conduct job searches.

WorkSource

The WorkSource Centers and employment agencies throughout the city and county of Los Angeles partner with Maxine Waters EPC to service the employment training needs of their clients. Maxine Waters EPC meets government Trade Adjustment Assistance (TAA) and Intrastate Training Resources and Information Network (ITRAIN) provider eligibility standards (i.e., accreditation, viable training programs). Students benefit from these affiliations by receiving case management and financial assistance with class fees, books, and other required materials. The school currently has over 100 students registered through TAA/ITRAIN.

WIOA /Navigator

The Workforce Innovation and Opportunity Act (WIOA) Title I is designed to help job seekers with barriers such as low-literacy and low income access employment, education, training, and support services to succeed in the labor market. In 2017, WIOA Navigators were added to our staffing model and are co-located at all 11 DACE schools and 12 City of Los Angeles WorkSource Centers. These LAUSD employees are co-funded by DACE and the City of Los Angeles Economic and Workforce development Department to assist high barrier WorkSource center clients to enroll in and complete career pathway programs at DACE schools. This year our Navigator created a job board in the main hallway which has postings of employment opportunities. As a result of the Navigator's efforts, many students have obtained employment.

Financial Aid

Maxine Waters Employment Preparation Center (MWEPC) does not offer financial aid, but we refer students to our community based partners. We work closely with Southeast Watts Labor Community Action Committee (WLCAC). WLCAC provides grants to MWEPC to assist low-income students with their training programs. We have three grants that assist our students in all programs: An adult and youth grant and a Family source grant. We also refer our students to our other WorkSource partners in the South Bay area. We host monthly meetings to collaborate with these WorkSource partners.

In addition to community support, the school awards scholarships at the graduation ceremony each year from fundraising. Students that compete in Skills USA (a national organization in which CTE students compete in skills) also receive financial assistance for travel expenses to local, state, and national competitions.

This year, Maxine Waters EPC achieved COE candidacy status allowing us to offer Pell grants to students who qualify for Federal Student Aid. Long term CTE classes such as LVN, Welding, Electrician, and Pharmacy Technician (all of which meet the minimum hour course requirement) are eligible for Pell grants. This added student support will ensure that the financial barrier that many of our students face will be removed.

In 2017 teacher advisors attended a professional development on the FAFSA (Free Application for Federal Student Aid). Staff received important information to guide students through the application process. Counselors and teacher advisors also assist students with documentation for the CA Dream Act and the GPA verification form. These supportive services help students create a viable pathway to continue their education.

Students with disabilities can also be referred to State Department of Rehabilitation for financial assistance.

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

Maxine Waters EPC administrators and counseling staff develop, implement, and evaluate DACE-guided counseling and academic advising strategies under the supervision of the Assistant Principal of Adult Counseling Services (APACS). Two APACS, two Academic Pathway Advisors and two Teacher Counselors comprise the counseling staff at Maxine Waters EPC. DACE bulletins, guidelines, and the DACE Counseling Handbook direct decision making as well as information from the monthly Division APACS meetings where updates and best practices are shared and discussions on counseling and student related issues are addressed.

At the school site, the APACS' hold regular meetings with counseling and office staff to maintain awareness of all programs, policies, procedures, courses, and services. These meetings allow for an open exchange and serve to address concerns and build a unified team. The meetings also involve the classified staff who interact with students at the front counter on a daily basis and provide important information.

It is the responsibility of the APACS to ensure standardized academic assessment procedures at all campus sites are implemented. The TABE is given to all students as an initial assessment of reading and math skills. After the assessment, academic students review their results with a counselor, evaluate transcripts, and discuss short and long term educational goals. Information regarding CTE classes offered at Maxine Waters EPC is also shared.

Students needing health and mental health services are referred to community health clinics such as Watts Health clinic. Instructors refer students to the counseling office for personal and academic counseling. Struggling students may be referred to the counseling office where their challenges will be addressed. The student survey reflects that a high percentage of students feel that the counseling staff is available to offer sufficient assistance throughout their education.

Upon program or course completion, counselors advise students regarding their transition to higher education or connection to employment opportunities. Maxine Waters EPC hosts

two College fairs per year where representatives give presentations about their individual school programs. Information regarding financial aid is also shared at these events. Our recent partnership with Southwest Community College provides our students with a post-secondary link on our very own campus.

Professional development opportunities for counselors and advisors are primarily provided by DACE. Trainings and workshops are aimed at improving our services as we align our standards to the state requirements. APACS, counselors and advisors attend topic specific items such as testing, transcript evaluation, ASIS, and new programs or procedure implementation. APACS also meet with DACE Administrators to address counseling concerns and issues. Throughout the year professional agencies closely affiliated with DACE offer professional development as well:

- California Council for Adult Education (CCAEE)
- California Association of Regional Occupational Centers and Programs (CAROCP)
- California Adult Literacy Professional Development Project (CALPRO)

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

Maxine Waters EPC promotes its programs, services, and school information on brochures, flyers and posters. In addition, courses are promoted on the marquee located in front of the school. We continuously place banners in the front, back, and side of the school promoting all of our programs. The school website, email, and e-blast calls are other means of advertising programs, services and upcoming classes. The Maxine Waters EPC schedule of classes is updated at least once per semester providing information about course offerings, prerequisites and student services. Office staff also provides information to students. Teachers and staff make announcements and presentations to student council and classrooms to promote classes and services.

Student survey results indicate that:

- 54.9 percent learned about Maxine Waters EPC programs by word of mouth
- 11.7 percent learned about our programs from school brochures
- 6.9 percent learned about our school from the Internet

New students receive orientation information in the Counseling Office, from their instructor, in the Schedule of Classes, and through specialized programs such as ACCT, DSS,

ESL, and CTE. Advisors assist students in developing a plan (ISP) to reach their goal. Recruitment takes several forms. We send out flyers to all the local high schools, churches, and other community based organizations. We attend high school career fairs, community job and resource fairs, host monthly meetings with local WorkSource centers, and host bi-yearly meetings with high school counselors. We also host yearly Open House events for our CBOs.

Maxine Waters EPC provides meaningful learning experiences for students by encouraging relevant life skills, incorporating student experiences into subject lessons, promoting multicultural sensitivity, and enhancing community involvement.

- EL Civics tasks, CASAS tests, and many instructor-developed lesson plans are based on everyday skills. As students practice these skills, they prepare themselves for success in college and/or workforce environment.
- School wide events that promote inclusiveness are the Black History celebration, Spanish Heritage Month, and a Multicultural Day. Teachers encourage students from all ethnicities to participate in creating projects, sharing recipes, sharing other elements of culture.
- Maxine Waters EPC encourages its students to participate in community-oriented activities. Each holiday season, a toy and bathrobe drive is organized to assist a local Women and Children shelter and canned food drives are held during the Thanksgiving holiday. This year, students partnered with the local police stations to stuff over 1,000 bags of candy that was delivered to the Jordan Downs housing development.

Students transitioning to higher education receive information about colleges from the counseling staff at graduation meetings, from their teachers, and at bi-annual college fairs. As a key indicator of the Adult Education Block Grant, Maxine Waters EPC is increasing the focus on pathways for students' transition to college. The newly formed partnership with Southwest Community College accomplishes this goal. Students will enroll in a Transition to College course where topics such as goal setting, financial aid, and study skills are covered in the curriculum.

Students transitioning to the workforce receive information about job placement via flyers, the job board, and conversations with faculty and staff, and internships. CTE course outlines include components that directly address job search and resume development. Instructors assist with transitioning their qualified students to employment through their connections to employers in their field. In addition, we hold at least two Hiring Events per year where employers who are ready to hire our qualified students on-the-spot. This year, we formed a working relationship with Kaiser Permanente who hired four Building and Grounds students for their Maintenance position and two Cooks from our Culinary Arts

class. Our Net@Work Community Advisory is also very instrumental in connecting our students to the workforce.

In order to evaluate student success and goal accomplishment, all students are encouraged to contact their instructor when they reach desired goals including gainful employment. Many are proud to return to speak at graduation ceremonies and give presentations to classes. Social media is another avenue students are using to give testimonials about their experience at Maxine Waters EPC. As an AEBG key performance indicator, schools are developing ways to increase follow up with students after they exit. Frequent address and contact information changes create a challenge when attempting to follow up with students.

All Maxine Waters EPC campuses adhere to the following admission policies:

- Programs are open to individuals regardless of area of residence
- LAUSD and DACE anti-discrimination policy prohibits discrimination on any basis
- All students are made aware and required to sign the school rules which include acceptable behavior

These policies are strictly adhered to by all staff to ensure that student admission is fair and accessible to everyone. Students requiring special registration assistance are referred to the appropriate department or community partner.

Policies and procedures are provided in the Schedule of Classes and include information on fees, refunds, registration and attendance, and uniform complaint procedures. This information is also available in the school brochure and on the school website. Maxine Waters EPC also provides copies of its policies and procedures to local high school counselors. In addition, many instructors provide their students with copies of their class policies. All documents that are provided to minors must be read and signed by both the student and the student's parent or guardian. Minor students must also submit a concurrent permit signed by all involved parties before enrollment in DACE programs.

Counseling staff members guide students regarding the completion of their program so that they stay on track and successfully meet their goals. When they first register, students are informed of the process of earning credits, course completions and recommendations on achieving next steps, whether it is a pathway to transitioning from ESL to the academic program, completing the high school diploma, passing the High School Equivalency Exam, or continuing their education in college or other career training programs. In addition,

instructors track student progress on academic subject contracts thus providing them with a realistic view of course completion.

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

Maxine Waters EPC evaluates student needs through surveys, Student Council meetings, student end-of-course questionnaires, and informal student requests. These expressed needs are evaluated by administration, faculty and staff. Every effort is made to match identified student needs to specific programs and resources. The use of the ISP has proven a valuable tool in identifying individual student needs such as special accommodations and referrals, goal setting, and career guidance.

Perkins forms, completed by all students in CTE courses, identify low-income students and result in additional funding for resources and equipment. Although funds have been reduced over recent years, the number of low-income students at Maxine Waters EPC remains high and the data produced by the forms continues to inform and guide our services. Hi tech mannequins that can mimic symptoms were purchased for the CNA and LVN program with Perkins funds.

Maxine Waters EPC's Student Council, Skills USA, and schoolwide cultural celebrations allow students to participate in extra-curricular activities. Our Student Council is very active and all classes have one or more representatives. They attend monthly meetings, plan school events, and participate in community service projects. Various cultures and customs are celebrated throughout the year including Black History Month, Hispanic Heritage, Valentine's Day, and Halloween. These experiences connect students to the schoolwide learner outcome of demonstrating multicultural awareness, respect and sensitivity for individual differences. Furthermore, student involvement in these activities promotes student skills in leadership, communication, and teamwork. Activities such as the holiday canned food drive and toy drive serve to bring students together and promote a sense of community.

Currently, Maxine Waters EPC does not offer online services. Plans to implement an online registration system are in the beginning stages at Central Office. The expected launch date is summer 2018.

Services at off-site locations are monitored by advisors and administrators. If a particular service is not offered at a branch location, information is either provided by the instructor or assigned advisor, or students are referred to the main campus.

The school continuously evaluates the quality of student support services. Administrators meet with Advisors weekly to discuss these services with the objective of revising our program offerings in order to meet current student needs. Central Office also plays a vital role in advising and directing Maxine Waters EPC regarding programs needed to serve all students.

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

Record release policies are uniform and enforced whenever someone makes a records request, whether in person, online, or by phone or mail. Maxine Waters EPC upholds the Student Privacy Act by keeping student information and records confidential, properly obscuring and disposing of sensitive information, and not releasing records to a third party (including family members) unless there is a signed authorization on file.

Before any student record is released, Maxine Waters EPC requires that students present identification and, in specific cases such as Deferred Action for Childhood Arrivals (DACA), complete a request for records. Records are released on embossed paper which signifies authenticity.

When an outside agency requests student records, the school requires signed authorization form from the student in question before releasing records. Certain agencies, such as Greater Avenues to Independence (GAIN) and various childcare centers, collect reports on a regular basis.

Students needing transcripts or school records must complete a request in writing in the counseling office. Due to the DACE cutbacks in 2012, some records prior to 2010 are maintained in the division office of LAUSD located at 333 S. Beaudry Street, Los Angeles, CA.

To mitigate damage from fire or loss, student records including personal data, attendance, grades, course registration history, testing, and completion data, are entered and maintained in the LAUSD Adult Student Information System (ASIS). This program is software protected and can only be accessed with passwords provided by Information Technology Division department of LAUSD. Staff must fill out a request form to obtain a password which the principal must approve.

Physical records are maintained in the counseling and advisor's office in filing cabinets, accessible only to the counseling staff. Most students have a file folder that holds their ISP form, copies of registration forms, completion slips, transcripts, contracts, etc. Files older than five years are maintained in locked storage containers housed in the back of the school.

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

Maxine Waters EPC course offerings are published in a Schedule of Classes brochure which is available at all sites, and in mailings to nearby schools and community-based organizations. The school website, www.waterstrainingcenter.org and the LAUSD website, www.wearedace.net are updated regularly to provide general information, course offerings, support services, mission statements, student learning outcomes, and contact information. Waiting lists are created when demand exceeds offerings.

Policies and procedures are provided in the schedule of classes and website on fee exemptions, refund policies, registration and attendance, compliance statements, and the Uniform Complaint Procedure. Some policies are posted around campus, the main office and counseling office.

DACE scorecards display data from key performance indicators for all eleven schools. Key AEBG performance indicators for an individual school such as Maxine Waters can be rendered at any time on TopsPro Enterprise software. Via the AEBG Summary Report shows current tallies of students who earned Education Functioning Level (EFL) gains, high school diplomas, found jobs and received services. High school graduates and students who receive a high school equivalency certificate are entered in ASIS. When a student completes a course, the student receives a grade slip or certificate of completion. Instructors enter a grade and a "C" indicating completion, into ASIS.

In addition to data entry into ASIS, accomplishments of individual teachers, students, and programs are celebrated in the school's weekly bulletin.

STRENGTHS

- Extensive student support services including counseling and disability support, and a dedicated staff that is responsive to student needs.
- Strong customer service in a safe, welcoming campus

- Wide-ranging CTE course offerings
- Professional third party certifications and testing offered at MWEPC including welding exams, L.A. City Welding certifications, Electrical Trainee State Certification, ASE, HiSET, Health program licenses.
- Managed enrollment (cohorts) helps students progress and complete coursework, improve attendance, and increase successful outcomes.
- Strong and active Student Council

KEY ISSUES

- DSS Advisor unavailable two days a week
- Unable to provide financial aid
- Limited availability of parking for staff and students
- More computer access for job search activities

EVIDENCE

- | | |
|---|--|
| <ul style="list-style-type: none"> • ISP Forms • Flyers, Brochures, Website • PD Publicity Information • Student and Staff Survey • ACCT Parent Survey • School Rules • Department Meeting Agenda • DACE Meeting Agenda • Counseling Information • ACCT Fact Sheet/Brochure • Family Source Referral Form • Open House Agenda | <ul style="list-style-type: none"> • DSS Flyer • Student Pathway and Transcript Evaluation • Perkins CDE-2 Report • CASAS Report • Sample of Certificates and Diploma • Student Council Meeting Agenda • IET Information • WorkSource Student Agreement • Orientation Outline • Thank You Letter from Police Department • WLCAC Adult/Youth Forms • DSS-A1card |
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MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 8

Resource Management



CRITERION 8

RESOURCE MANAGEMENT

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

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

Maxine Waters EPC has stayed within budget for the past three years with its general teacher hourly budget, the student body budget, and all specially funded grant budgets.

Central Office Administration determines budget allocations for each service area. Central office fiscal specialists oversee all school expenditures and budget balances to prevent overspending. Each year, service areas receive a budget allocation mid-spring for sustaining its District obligations for the following year. This consists of an allotment of teacher hours and the Adult Education Block Grant (AEBG), WIOA funding, and Perkins Grant funding. Each service area receives different amounts determined by Central office Administration in an effort to maintain the current staff of faculty, teacher advisors, and teacher assistants.

The Mission Statement and SLOs of Maxine Waters EPC were designed and approved by all stakeholders while keeping in mind the needs of our community. The school's mission is to partner with the community for the educational advancement and workforce development of our learners. In striving to achieve the mission statement and the goals for the surrounding community, Maxine Waters EPC fiscal planning is still mostly directed by DACE Central Office Administration. Central Office Administration, along with the California AEBG grant has directed areas where resources must be allocated, assigned, and monitored. In operating within DACE's mandated priorities, Maxine Waters EPC has managed our financial resources to primarily support AEBG required core programs, while simultaneously meeting our mission, SLOs, community needs, and student needs.

During the school year, requests for additional funding are considered when schools have a need to expand their programs to better serve the students and surrounding community.

The Division considers additional funding requests based on its merit, including student waiting lists, staffing changes, community partnership requests and employment demands, and/or special funding availability. Last year, additional mid-year funds were allocated and allowed for increasing evening class offerings at the Kiriyaama site, late afternoon classes on the main campus, and increased Saturday offerings. We have expanded past the capacity of our parking availability at the main site, 66th Street, and Flournoy branches.

Select positions, including administrators, classified staff, building and grounds staff, school safety officers, and campus aides are funded through allocations at the Division level.

Indicator 8.2 The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Maxine Waters EPC operates within DACE and LAUSD policies and procedures for all of its financial practices. Beginning with DACE Central Office level, the departments of Accounting and Fiscal Services work consistently with school site administration to ensure that school funds are appropriately used and monitored. Fiscal operating policies and procedures are set by the District and strictly followed by the schools.

LAUSD accounting practices enable Maxine Waters EPC to demonstrate compliance with finance-related legal, budgetary, and contractual provisions and restrictions on the use of public funds. The Division works with the financial manager to monitor and maintain the school's financial accounts and expenditures. The sharing of financial information among school and Division entities maintains transparency of process and alignment with District and Division guidelines. The school district employs outside auditing agencies to conduct compliance reviews, set timelines for audit exceptions and publish findings during the periodic audit process. The financial manager and principal respond to findings and/or exceptions and corrections are made of the results by the Fiscal Services Branch. School financial audits confirm responsible fiscal management and accountability. The audits are done yearly but can be performed at any time during the school year if deemed necessary or requested.

We successfully work with LAUSD District offices to adhere to audit requirements. Audits are conducted as a means of verifying District policy and assure local, state, and federal guidelines are followed. Any discrepancies discovered are quickly addressed and updates are reported to the District for compliance. Auditing reports are supplied to the school and are kept on file for future reference.

Due to the fact that all transactions are monitored by DACE Fiscal Department, most audit exceptions are addressed and corrected in a very timely manner.

CTE class fees are set by DACE and are charged to adult students upon registering in their selected course. There is a monthly report and reconciliation procedure which allows for immediate resolutions of any discrepancies.

District policies serve to prevent the loss, abuse, or misuse of school physical and financial resources, thereby maximizing resource availability. The principal and financial manager abide by LAUSD and DACE fiscal management procedures to protect against misappropriation and mishandling of any budget items and school funds.

The District's accounting system provides checks and balances with full disclosure on the financial position and results of financial operations in conformity with general accounting practices. Financial information is shared with staff regarding class fees and our fiscal solvency as needed. Maxine Waters EPC holds a yearly back to school meeting at the beginning of the school year for the entire staff. During the meeting, administrators provide information on the fiscal status of the District, DACE, and our school, and any effects it may have on classes, programs, and support services at the school level.

Staff members are updated with yearly performance goals, as directed to the schools by DACE. If there are any Division-wide budget changes or concerns, these too, are discussed at our school-wide meetings or an additional school-wide meeting will be scheduled.

Maxine Waters EPC collects course fees for all CTE programs. Class fees generated from 2012 through the present and CTE class fees are used to fund purchases for instructional materials, technology, equipment, and supplies for the classrooms. The amount of CTE class fees collected are set by DACE guidelines and are charged to adult students at registration.

There is a monthly report and reconciliation procedure which allows for immediate resolutions of any discrepancies. Opportunities for budget planning and spending are made available for staff and students through department meetings, school-wide meetings, student council meetings, and daily administrative team meetings.

DACE provides funding to service areas based on the size of the instructional program. Decisions to expand programs and classes are first submitted to DACE to review for student need, available funding, and employment trends. Requests for additional programs/classes are approved or declined based on these factors.

DACE and LAUSD are jointly responsible for insuring and maintaining reserves to cover emergencies and possible shortfalls. Our school must continue to operate within our allocated budget to meet all student and staff needs.

Maxine Waters EPC does not offer financial aid. However, we are currently a candidate for Title IV accreditation to begin offering financial aid by 2018. Students, at this time, may request a Waive Course Fee form to address financial hardship which allows for the following options of payments: a payment plan, partial payment, or full exemption. Financial document of hardship must be submitted along with the form.

Maxine Waters EPC receives student referrals from outside agencies including Employment Development Department (EDD), Department of Rehabilitation (DOR) Department of Social Services (DPSS) and Work Source centers through DACE's contractual agreements or Memorandum of Understanding (MOU) with these organizations. Monitoring of these accounts is done by our financial manager and reported to the principal for review. Budgets for every school fiscal account are monitored and carefully maintained

The principal and the financial manager are responsible for managing all funding resources available to the school. Funding resources are monitored by the Purchasing and Procurement Department of LAUSD. Any discrepancies and concerns are immediately addressed and resolved. The financial manager generates monthly/quarterly/yearly reports that are reviewed by the principal and submitted to DACE fiscal department. Student Body Financial Reports, quarterly taxes and end of year reports are prepared by the financial manager and reviewed by the principal prior to submission to Central Office Fiscal Department.

<p>Indicator 8.3 Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.</p>

At the school level, the financial manager provides the principal monthly/quarterly/and end of year financial reports. Discrepancies, if identified, are corrected immediately by the financial manager and the principal. At the Division level, DACE's fiscal department keeps the schools abreast of all budgets pertaining to the school. All District policies and procedures for budgeting, purchasing, and monitoring are strictly adhered to. Budget reports from DACE are discussed at monthly principal's meetings.

Short-term budget priorities for Maxine Waters EPC are determined by the administration, with input from leadership team, instructors, community, and students (through the student council) to meet student needs. Long-term goals are addressed through the school

action plan, attendance evaluation, community needs, occupational trends, and projected available funding.

The District and the DACE have a history of operating in a fiscally conservative manner and has, to date, been consistently certified as able to meet obligations each year. All funds and expenditures are subject to District funding policies and practices. There are no auxiliary fiduciary obligations for the school to meet in areas of health benefits, debts, insurance costs, or building maintenance as the District handles these fiscal areas. This type of monitoring allows the schools to support all its programs and courses adequately.

The District Employee Benefits Department is responsible for the management of medical, dental, vision, basic life insurance, retirement plans, COBRA and various voluntary benefit programs such as optional life insurance, and flexible spending accounts for all eligible employees, retirees, and their dependents. The District's Risk Management Department is responsible for protecting assets exposed to various risks related to threats, theft, damage and or destruction to District physical property, errors or omissions, and natural disasters.

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

Maxine Waters EPC works with the Office of Environmental Health and Safety (OEHS), which inspects the school thoroughly at least once per year for asbestos, safety, safety drills, safety hazards, and cleanliness. Additionally, OEHS conducts comprehensive health inspections on a regular basis. The Plant Manager (PM) complies with LAUSD guidelines and policies daily to ensure that the school is a safe and healthy learning environment. The PM requests all repairs as needed at each campus.

The PM and the Building and Grounds workers (BGWs) are trained by the District to comply with all guidelines and safety precautions in the following areas:

- Accident Prevention
- Chemical Hygiene (CSCs)
- Emergency Services
- Environmental Assessment
- Environmental Compliance
- Facility Inspections

In addition, the District's Injury and Illness Prevention Program (IIPP), a plan to promote a safe and healthy school environment, is required to be updated annually. Within IIPP guidelines, any staff member who notices a safety hazard is encouraged to inform administration immediately. All hazardous conditions are reported to the PM for immediate correction or immediately reported to the District Area Maintenance and Operation Branch (M&O) for resolution.

With the assistance of teacher advisors located at satellite sites, the school administrators get reports of the conditions of the classrooms and facilities. Requests for equipment and/or repairs are forwarded to the PM for review, corrections, and if necessary a M&O Trouble call for assistance. DACE PM and M&O personnel make regular inspections of the school campuses. Inspections determine the need for improvement, repair, or replacement of structures or equipment. Recent inspections by the District has led to the scheduling for updating student restrooms in the classroom building to meet criteria for Disabled students.

In the self-study student survey, included in this report, 90% of respondents believe the campus cleanliness is "excellent" or "good", and 95% reported they felt welcomed and respected. Our school makes customer service a priority for all staff, and especially for the front line workers (classified). Each campus has school safety officers, parking lot attendants, campus aides, or special officers who are available to assist students and staff. Campuses are well lit, handicapped accessible, and have secure/monitored parking for both students and staff. Classroom teachers provide a welcoming and respectful atmosphere where students, indicated by survey, have said that they feel safe and comfortable.

The custodial staff maintains a safe and clean campus. All campuses are cleaned, repaired, and maintained to ensure a safe environment for students and staff. DACE facilities workers continually work to make improvements where needed and to keep the appearance of the school inviting.

District policies serve to prevent the loss, abuse, or misuse of school physical and financial resources, thereby maximizing resource availability. The principal and financial manager abide by LAUSD and DACE fiscal management procedures to protect against misappropriation and mishandling of any budget items and school funds.

STRENGTHS

- Dedicated adult school custodial staff oversees and maintain a safe and clean campuses.
- School security and parking lot attendees are provided at all campuses.
- Sufficient funding from DACE and Grants provide enough funding for staff and students to receive the materials and tools needed to support our instructional efforts.

KEY ISSUES

- Insufficient student parking at main site, 66th Street site, and Flournoy site.

EVIDENCE

- Copy of the school's budgets for the past three years and projected budget for next year
- Financial management policies and procedure, routine purchasing policies/procedures
- Student financial aid records and procedures
- Copy of financial statements including notes audited by an independent certified public accountant (or other as required by state law) for the last two years
- Health department inspection reports
- A copy of systems and forms used in reporting accidents (ISTAR)
- Weekly Bulletin

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 9

Community Connection



Community Representatives



Worksource Partnership for Employment



College Education Pathway



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 education or vocational opportunities.

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

Ever since Maxine Waters Employment Preparation Center opened its doors, it has been committed to creating and maintaining strong community partnerships with its stakeholders. We rely on collaborative relationships with Community Based Organizations (CBOs) to meet the educational needs of students and the demands of LARAEC. Our CBO network expands throughout the City of Los Angeles.

We are in partnership with Career Expansion, Inc., EDD Offices, HUB Cities Consortium, Los Angeles JobCorps, South Bay Workforce Investment Board/One-Stop Agencies, Southwest Community College, Volunteers of America, Watts Labor Community Action Committee Family Source, WorkSource and Youth Source Centers. These organizations allow us to serve the community in a broader fashion, extending our services far outside the classroom. The CBO network provides student support services for job training and employment. They connect our students to employers that hire students from our vocational programs. In addition, Maxine Waters EPC is on the list of approved agencies for Veterans Education as determined by the California Department of Veterans Affairs.

In 2016, Maxine Waters EPC and Slawson Occupational Centers began collaboration with the surrounding WorkSource and Youth Source Centers in the area. This collaboration involves monthly meetings between school administrators, CTE advisors, WIOA Navigators, and WorkSource directors. Dubbed Net@Work, this group meets monthly to discuss ways to better serve potential and existing students and clients. Net@Work partners provide financial assistance to cover CTE class fees and training materials, and offer job placement services. They also assist students with books, program license fees, and cover the cost of the HiSET Exam.

Net@Work partners sponsored its first Hiring Event in October 2017 at Maxine Waters EPC. Current and past students were invited to attend this event to meet with potential

employers. There were 29 employers present and 384 attendees. At least 10 students were hired as a result of this event. Our community outreach with Net@Work also extends to connections with the largest construction projects in the surrounding area including the new RAMS Stadium, the New Los Angeles Soccer Arena, the Jordan Downs Redevelopment Project, and projects with the refineries in the cities of Wilmington and San Pedro.

Our school has partnered with the AltaMed organization. The company's new staffing model is designed to invest in the training of their current Medical Assistants and subsequently promote them to Licensed Vocational Nurses. After a year of planning, including the selection of employees/students and a program design, the Maxine Waters and AltaMed collaborative expects to launch its first class in the spring of 2018. Students will train in our LVN program in the evenings and weekends, while maintaining employment at AltaMed. This type of collaboration is consistent with the goals of the Adult Education Block Grant for community involvement.

School program advisors attend many job fairs, career days, and community events where they provide training and academic information to the community. Academic advisors visit local high schools to speak with students, staff and parents regarding Maxine Waters EPC programs. High school counselors are invited to attend a Counselor's Meeting where they can give their input as to what classes would be most beneficial for their students. They are given upcoming class schedules and procedures are reviewed for concurrent enrollment.

In the ESL department, advisors present information on the ESL program to parents of students at 66th Street Elementary and Flournoy Elementary. They also disseminate information to the local elementary schools with ESL class schedules and offerings. In the winter of this school year, in an effort to reach more parents and achieve an AEBG goal, we added ESL classes for parents at four K12 schools in the community, part of a pilot program out of DACE to help parents help their children with school work.

Another way that we connect to the community is by inviting employers to make presentations to the CTE classes. The employers inform students about the hiring process, job openings, and employment options in their industry sector. For example, representatives from the Pipefitters Local Union were recently on campus to speak with students in the welding pre-apprenticeship program about apprenticeship application procedures. We also host yearly Open House events for all of our CBOs.

Our school is honored to be named after Congresswoman Maxine Waters, who serves California's 43rd Congressional District in the U.S. House of Representatives. As an active member in our school community, she is often invited as the guest speaker for our High School graduation ceremony.

In September 2016, Congresswoman Waters and LAUSD School Board President Steve Zimmer toured Maxine Waters EPC. During that visit, Congresswoman Waters identified students to gift with personal computer systems so that these students could utilize and expand on their skills beyond the classroom in preparation for employment. Congresswoman Waters is passionate about our school and programs and she ensured that these students had the resources they needed to thrive.

In March 2017, Congresswoman Waters supported our school with correspondence to the Chancellor's Office. Consequently, LAUSD awarded Maxine Waters EPC a grant for \$500,000 from the California Community College Chancellor's Office for the Pre-Apprenticeship Program. This Pre-Apprenticeship program focuses on training participants to enter state approved apprenticeships programs in the Electrician, HVAC, Plumbing, and Welding trades.

The Pre-Apprenticeship Program is a comprehensive wraparound service which includes one-to-one counseling, basic skills tutoring, mentoring, field trips to work sites, and guest lecturers from various industry labor partners. The target population for this grant is the underrepresented groups such as minorities, women, parolees, veterans, and foster youth. Skilled construction trade jobs are middle skill occupations that are in critical need. The Pre-Apprentice Program allows individuals to obtain middle-skill jobs and higher livable wages.

Currently, Maxine Waters EPC is collaborating with Southwest Community College to create pathways for students to transition from adult school to college. Classes are held at our main campus and offer students an opportunity to take UC approved high school courses.

Additionally, our school sponsors a semiannual Red Cross Blood Drive and we are a designated polling site for local area residents to vote during elections.

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

Maxine Waters EPC offers internship opportunities that are connected to our programs for medical careers. The full-time programs include Certified Nursing Assistant, Licensed Vocational Nurse, Medical Assistant, and Pharmacy Technician. Students complete in-class theory subjects prior to their clinical internship. The curriculum for these on-the-job-training opportunities is designed for connecting students with community workplace

environments where they enhance their learning experiences. Our school mission is directly related to this area of study.

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

Maxine Waters EPC has established and now maintains a closely working Community Based Organizations committee “Net@Work” which includes City and County of Los Angeles Work Source Centers, Employment Development Department, Los Angeles Housing Authority, and various Industrial Trade Unions for our CTE students. Maxine Waters EPC continues to provide job opportunities and job development resources to students by:

- Hosting semi-annual college and career fairs
- Hosting semi-annual high school counselor planning meetings
- Hosting the “Net@Work” monthly/quarterly planning meetings
- Inviting guest speakers from all industries for which we provide training
- Creating and maintaining student job boards in the administration office and in the student lounge
- By distributing job postings to various CTE/ESL/Academic instructors for their students

Maxine Waters EPC also has several very established relationships with our local politicians who continue to support adult education funding and services for our community

- US Congresswomen Maxine Waters
- Los Angeles City Councilman Joe Buscaino
- California State Assembly Mike Gipson

Maxine Waters EPC continues to foster ongoing relationships with the City police Department by participating in community events alongside them including food drives, holiday sleigh candy giveaways, and participation in the Watts holiday parade. We also maintain relationships with:

- Various Los Angeles City and County Work Source Centers
- Long Beach Workforce Center
- Watts Labor Community Action Committee (developed for rebuilding the area after the Watts Riots), The Department of Social Services (DPSS)
- Department of Family and Children Services (DFCS)
- California Department of State Rehabilitation (DOR)
- Department of Veterans, Housing and Urban Development

- Employment Development Department
- Los Angeles International Airport
- Local Trades Unions

Maxine Waters EPC School and students gain recognition for participating in the SkillsUSA competitions. SkillsUSA is a national nonprofit organization serving teachers, high school students and post-secondary students who are preparing for industrial, technical and hospitality occupations, including health occupations. This organization is dedicated to developing a comprehensive education by enhancing leadership, citizenship, safety, and skills training. The SkillsUSA contests offer an important opportunity for students to demonstrate their occupational and leadership skills while they are still in school, and they compete on regional, state, and national levels in their trade areas.

Our students won medals in the SkillsUSA national nonprofit organization competitions at the regional, state, and national levels. At the national SkillsUSA competition in Kentucky last year, our student won the gold medal in Auto Tech for hydraulics. Pictured below are students and teachers from the Automotive Technology, Customer Service, Medical Assistant, and Welding programs.



SkillsUSA Participants

The Maxine Waters EPC Student Council invites students from each class in our morning and evening programs at the main campus, Flournoy, Kiriyaama, and 66th Street to meet one to two times a month to discuss school-wide issues and plan student body activities. For example, the Student Council organizes and promotes the school's community service projects for its Thanksgiving canned food drive and Holiday Adopt a Mother and Child. In addition, the council sponsors our schoolwide cultural celebrations.

In addition to school records, reports from stakeholders confirm that many of our students are successful in the community after leaving Maxine Waters EPC. Students themselves are the greatest informant of their successful transition whether it is to the workplace, college, or military. Information on student success is typically obtained from students, teachers, advisors, and CBOs.

In 2016, Maxine Waters EPC hired a WIOA Navigator who works closely with students in Specially Funded Programs. The Navigator is co-located at Maxine Waters EPC and WLCAC WorkSource Center as a community liaison between the school and the WorkSource. Students that express a need for financial assistance are referred to the Navigator to assist them with options for financial help to enroll in CTE courses. The Navigator also recruits students through collaborations with the WorkSource Centers, community events, and performs the role of the school's Job Developer for students ready to work.

STRENGTHS

- The student internships that offer work experience opportunities for students in medical careers
- Partnerships with CBOs

KEY ISSUES

- Increase the number of students placed into jobs
- Establish broader internship program for CTE courses

EVIDENCE

- CBO Partnership Directory
- CBO Meeting Agenda/Photos
- Hiring Event Sign-In Sheets
- AltaMed Partnership Agreement
- High School Graduation Programs
- CAI Grant
- SkillsUSA Medal
- E2 Reports
- Yelp Review Page
- Community Polling Site Proof
- Brochure with Congresswoman Waters and Steve Zimmer
- Approval letter from California Department of Veterans Affairs
- School Logo
- Net@Work Meeting Agendas/Minutes
- Dual College Enrollment Flyer
- CTE Guest Speaker Request Forms
- Clinical MOUs
- I-Train Student Contracts
- Job Placement Records
- Flyers
- American Red Cross Information
- Program Flyers from Job Fairs/Career Day/Events Attended
- Open House invitation and agenda

MAXINE WATERS EMPLOYMENT PREPARATION CENTER

CRITERION 10

Action Plan for Ongoing Leadership



CRITERION 10

ACTION PLAN FOR ONGOING 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.

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

The Maxine Waters EPC Action Plan reflects the efforts of Focus Groups, Administrators, and the Leadership Team. Each key issue in the Action Plan is addressed by the use of five major components: specific goals to address the issue, persons responsible, timelines for completion, resources needed, and methods to assess, monitor, and report progress. An Action Plan chart was developed with categories for each key issue and the corresponding components.

The leadership team will remain in-tact and will be responsible for monitoring the progress of the Action Plan. A bi-annual review will be conducted in the closing weeks of each semester. Necessary revisions will be made in response to changing conditions and current student needs. Student learning and achievement will drive all efforts to address key issues.

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

As part of the self-study process, indicators that were not fully achieved are identified as key issues by the leadership team. Many of the key issues identified were discovered during the work of the focus groups. Each focus group leader reported the findings of their specific group to the leadership team which resulted in a compilation of school wide key issues. The leadership team then began the process of categorizing the issues based on short and long term goals and prioritizing the list with issues related to student learning and safety given the highest priority. Key issues that require major additional funding,

such as a parking structure to alleviate over-crowdedness, is not achievable in the near future. Thus it is not addressed in the action.

After the leadership completed the first draft of the Action Plan, it was shared at a schoolwide meeting to elicit feedback from faculty and staff. Additional feedback was also elicited from our Net@Work community partners and student council members at subsequent meetings.

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

For each Action Plan key issue, a person, or persons responsible have been indicated. These persons have been identified by position, not by name which ensures the attainment of school goals regardless of current staff. Furthermore, representatives from all stakeholder groups are included such as Teachers, Advisors, Leadership team members, support staff, and community members.

Action Plan activities are achievable with existing Adult Education funding streams. Leadership team members agreed that areas of growth that require major additional funding should not be included in the Action Plan in light of current budgetary constraints. For example, expanding school programs to meet community requests and building a parking structure would address key issues, but because of the costs they are not given top priority and will remain long term goals.

The school has utilized several channels of communication to maximize involvement in the review and revision of the Action Plan: the weekly bulletin, emails, Schoology, the Maxine Waters EPC website, and meetings such as student council, staff meetings, Advisory meetings, and departmental meetings. These meetings provide a setting where different stakeholders can be informed and provide feedback. Ultimately, all stakeholders are given ample opportunities to be involved.

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

The Action Plan matrix contains a column designated for the monitoring of improvement efforts as well as who will oversee the process. School administrators or designees such as Teacher Advisors, will note progress and update the Action Plan. In addition, the self-study

leadership team will remain in place throughout the school year and continue to meet annually to review Action Plan progress. Progress will be reported in various ways, including meetings with staff, student council, and community advisory boards. Moreover, school progress will be reported in the school bulletin and on the Maxine Waters EPC website.

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

Every effort was made to create an Action Plan that is accessible to all stakeholders in a user-friendly format. Maxine Waters EPC realizes that its stakeholders represent a wide range of educational levels and as such, convey information in a practical way so that all can understand.

In discussions involving school purchases, administrators keep the Action Plan in mind. Specific goals stated in the Action Plan are given priority. In light of the current budget and uncertainty of future allocations, administrators must determine the importance of each request and sometimes look for additional resources. Ultimately, the administration makes considerable use of the findings in the Action Plan during the decision making and program evaluation process.

STRENGTHS

- Action Plan addresses key issues discovered in the self-study process
- Items are concrete and attainable
- Action Plan includes input from all stakeholders
- The plan delineates critical components to maintain accountability (i.e. persons responsible, timelines, and methods to monitor progress)

KEY ISSUES

- Areas of growth that require major additional funding are not included in the Action Plan due to current Adult Education budget constraints

EVIDENCE

- Action Plan
- Leadership Team Pictures
- Weekly Bulletin
- School Website
- Calendar of Events
- Maxine Waters EPC Organizational Chart
- Minutes of Meeting (Action Plan Discussions)
- Action Plan Survey (given to teachers, student council, and community partners)

MAXINE WATERS

EMPLOYMENT PREPARATION CENTER

CHAPTER

FOUR

Revised Action Plan

CHAPTER 4

REVISING THE SCHOOL ACTION PLAN

Identification of the strengths and key issues for Maxine Waters EPC was initiated in the Focus Groups with Administrative support. The Focus Groups met periodically to address each indicator in the ten postsecondary criterion. Data was collected from multiple sources such as assessment results, surveys, ASIS, and WIOA reports. Input from faculty and staff was also solicited in departmental and schoolwide meetings and was submitted electronically, verbally, and in writing. These comments and suggestions helped clarify parts of the self-study and have been incorporated into the final report. The strengths and key issues from each of the criterion in Chapter 3 became apparent as specific parts of the self-study were written. They were compiled in the following tables and discussed by the Leadership team. As previously discussed, the school wide action plan is the result of the key issues that focus on student outcomes and are closely aligned with the goals of AEBG and LARAEC.

STRENGTHS

1. Team culture is modeled and implemented throughout the entire staff at Maxine Waters EPC
2. The adoption of the mission statement and SLOs was a collaborative process that included input from administration, faculty, support staff, and community members
3. Teacher Advisors are very involved in the school's daily operation and were Focus Group Leaders for the self-study report
4. By weaving the mission statement and SLOs into decision-making and instruction, Maxine Waters EPC faculty and staff remain focused on student achievement
5. Daily communication occurs among the leadership team
6. Professional Development for faculty and staff
7. Highly qualified staff
8. True integration amongst all departments
9. IET classes provide students a faster pathway for reaching goals
10. ACCT High School Diploma program
11. Aztec software is utilized to prepare students for HSE certification
12. Co-enrollment in academic, CTE, ESL, and IET

STRENGTHS (Continued)

13. Classes are offered mornings, afternoons, evenings, and Saturdays
14. Employability skills are integrated in course outlines
15. Students have access to internships and third-party certifications
16. Apprenticeship Readiness programs offered
17. Burlington English software utilized to develop literacy gains
18. Teachers differentiate instruction
19. School leadership is supportive and encourages staff participation in professional development opportunities
20. WIOA staff provides data analysis and remediation materials for CASAS and EL Civics
21. Initial placement testing for all students for all departments
22. Several sources of data
23. Assessments offer objective, meaningful feedback
24. Extensive student support services including counseling and disability support, and a dedicated staff that is responsive to student needs
25. Strong customer service in a safe and welcoming campus
26. Wide range of CTE course offerings
27. Managed enrollment (cohorts) accelerate student progress and improve attendance and course completion rates
28. Active student council at all campuses (day and evening)
29. Dedicated security and custodial staff oversees and maintains safe and clean campuses
30. Parking Lot Attendants and Campus Aides are provided at all campuses
31. Maxine Waters EPC has a good reputation in the community and is often sought to host community events
32. Student internships offer work experience opportunities in medical careers
33. Strong partnerships with Community based organizations (CBOs)
34. Action Plan addresses key issues in the self- study process
35. Action Plan Items are concrete and attainable
36. Action Plan includes input from all stakeholders
37. The Action Plan delineates critical components to maintain accountability (i.e. persons responsible, timelines, and methods to monitor progress)

KEY ISSUES

1. Cross train teacher advisors to improve student service
2. Develop a school policy manual
3. Establish a system for acquiring student certification data and job placement information in all CTE programs
4. Develop additional IET program/instructional models
5. Additional licenses for Burlington English
6. More training opportunities to teachers on integrating technology in the classroom
7. Lack of online course offerings
8. Increase the integration of soft skills into the curriculum for employment preparation
9. Disability Support Services Advisor unavailable two days a week
10. No financial aid
11. Limited parking
12. Increase number of students placed in jobs
13. Establish a broader internship program for CTE students

ACTION ITEM #1

Key Issue: Develop and implement various Integrated Education Training models.

Rationale: This key issue is critical for the improvement of the successful outcomes our school is seeking for each of our students. The State implemented AEBG Adult Education Basic Grant for all California Adult Education Programs has determined that using these instructional methods will lead to increased successful outcomes for our students.

Criterion 5: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both Schoolwide Learner Outcomes and course objectives.

Student Learner Outcome (#1): Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment.

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Identify student needs	<ul style="list-style-type: none"> Administration Teacher Advisors Teachers Community Advisors 	Ongoing	Time provided for Professional Growth, Planning Meetings, and Data Analysis	<ul style="list-style-type: none"> DACE Outcome Data School Outcome Data Student Surveys
Determine IET models conducive to CTE program	<ul style="list-style-type: none"> Administration Teacher Advisors ESL and CTE Teachers 	Spring 2018 Ongoing	Time provided for this activity	Complete ISP and include an educational pathway on form
Develop and Present Professional Growth for all staff involved	<ul style="list-style-type: none"> Administration Teacher Advisors 	Spring 2018 and Fall 2018 Ongoing	Time provided for this activity; Student surveys and evaluations	<ul style="list-style-type: none"> Summarize student surveys ISP Leadership Team meetings
Pilot IET Programs Teachers determine will be successful	<ul style="list-style-type: none"> Administration Teacher Advisors Teachers Students 	Spring 2018 and Fall 2018	Time provided for this activity	Organize a Data Group (Teachers)

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Gather IET student involved data	<ul style="list-style-type: none"> • Administration • Teacher Advisors • Students 	Fall 2018 Ongoing	Compiled notes from Data Group	Report prepared by Data Group
Analyze IET student data gathered	<ul style="list-style-type: none"> • Administration • Teacher Advisors • Teachers 	Fall 2018 Ongoing	Refer to Data Group Report	SIS reports, Central Office Reports, Perkins Reports, WIOA Reports, Student Surveys
Utilizing the analyzed data, determine which IET programs piloted work best for our student body, teachers, and school budget	<ul style="list-style-type: none"> • Administration • Teacher Advisors • Teachers 	Spring 2018 Ongoing	Time provided for this activity	SIS reports, Central Office Reports, Perkins Reports, WIOA Reports, Student Surveys
Offer those IET programs most successful for our students	<ul style="list-style-type: none"> • Administration • Advisors 	Ongoing	Time provided for this activity	SIS reports, Central Office Reports, Perkins Reports, WIOA Reports, Student Surveys

ACTION ITEM #2

Key Issue: Develop a system that ensures regular evaluation of student needs.

Rationale: This key issue is critical for the improvement of the school because student success is largely dependent on an institutional experience characterized by a concern for student access, progress, learning and success. An assessment of student support services using faculty, staff, and student input should be routinely performed in order to measure the effectiveness of these services.

Student Learner Outcome: (#1) Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment.

Criterion 7: Student support services address the identified needs of students and create a supportive learning environment.

Action Steps	Person(s) Responsible	Timeline for completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Implement Student Orientation	<ul style="list-style-type: none"> • APACS • Advisors 	Scheduled weekly	Time provided for this activity	ISP
Identify current students without a counseling file	<ul style="list-style-type: none"> • APACS • Advisors 	Spring 2018 Ongoing	Time provided for this activity	Complete ISP and include an educational pathway on form
Identify and gather multiple sources of student feedback and learning data	<ul style="list-style-type: none"> • Administration • Faculty • Advisors 	Fall 2018 Ongoing	Time provided for this activity; Student surveys and evaluations	Summarize student surveys ISP Leadership Team meetings
Disaggregate and analyze data	<ul style="list-style-type: none"> • Administration • Faculty • Advisors 	Fall 2018	Time provided for this activity	Organize a Data Group (Teachers)
Complete written report from	<ul style="list-style-type: none"> • Administration 	Spring 2019	Compiled notes	Report prepared by Data

Action Steps	Person(s) Responsible	Timeline for completion	Resources Needed	Methods to Access, Monitor, and Report Progress
analysis	<ul style="list-style-type: none"> • Faculty • Advisors 		from Data Group	Group
Prepare recommendations to respond to issues raised through the data analysis	<ul style="list-style-type: none"> • Administration • Faculty 	Spring 2019	Refer to Data Group Report	Prioritize recommendations
Implement system for regular student follow up	<ul style="list-style-type: none"> • Advisors 	Summer 2018 Ongoing	Time provided for this activity Prepare an eISP data base for ISPs	Coordinate schedules and assign student groups Input case notes on ISPs and update eISPs

ACTION ITEM #3

Key Issue: Enhance the school’s educational effectiveness with collaborative partnerships from industry and create an efficient system to track students placed into jobs.

Rationale: Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities. In addition, accurate job placement data adds credibility to our status of an employment preparation center.

Student Learner Outcome: (# 1) Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment.

Criterion 9: Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
Identify program completers qualified for employment	<ul style="list-style-type: none"> • Teachers • Advisors • Navigator • Job Developer 	Ongoing	<ul style="list-style-type: none"> • Contact Info • Program Certificate • License 	<ul style="list-style-type: none"> • Teacher Recommendation • ISP • SIS
Provide soft skills training; develop interview skills	<ul style="list-style-type: none"> • Teacher • Advisor • Navigator/Job Developer 	Ongoing	Sample Interview Questions	Student Feedback from Interviews
Research employers	<ul style="list-style-type: none"> • Teacher • Advisor • Navigator/Job Developer 	Ongoing	Computer with Online access	Review Student’s Record
Match student’s skills to job	<ul style="list-style-type: none"> • Teacher 	Ongoing	Computer with	Review Competency

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
qualifications	<ul style="list-style-type: none"> • Advisor • Navigator/Job Developer 		Online access	Checklist of course(s) completed
Assist students in preparing job resume, interest letter and application; submit documents	<ul style="list-style-type: none"> • Teacher • Advisor • Navigator/Job Developer 	Ongoing	Computer with MS Word; Online access	Student Feedback on Employers' Reaction
Notify MWEPC staff of job offer and acceptance	<ul style="list-style-type: none"> • Teacher • Advisor • Navigator/Job Developer 	Within 3 Months of Employment	Job Placement Record	Job Placement Record
Complete Job Placement form	<ul style="list-style-type: none"> • Teacher • Advisor • Navigator/Job Developer 	Upon Acceptance of Job	Obtain Job Placement Form	Document in School Records
Record in SIS	<ul style="list-style-type: none"> • ITTA Advisor • WIOA Staff • SIS Coordinator 	Upon Receipt of Job Placement Form	Obtain Completed Job Placement Form	Document in School Records

ACTION ITEM #4

Key Issue: Develop a student handbook for student enrolling in the school programs to include program pathways for student success, Integrated Education Training Programs, Description of Individual Student Plan, School Mission Statement and Schoolwide Learner Outcomes.

Rationale: This key issue is critical for assisting staff to achieve the goal of increasing clear and transparent communication with our students during their enrollment.

Criterion 7: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

Student Learner Outcome (#2): Demonstrate the ability to think critically and solve problems.

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Identify information students need to plan their successful outcome from this school	<ul style="list-style-type: none"> Administration Teacher Advisors Teachers Students 	Ongoing	Time provided for surveying new and incoming students to determine needs	<ul style="list-style-type: none"> DACE Outcome Data School Outcome Data
Prepare survey for newly enrolling students asking what information they think they need to plan for their successful transition to their planned educational or employment goal	<ul style="list-style-type: none"> Administration Teacher Advisors 	Spring 2018 Ongoing	Collaboration time to design, format, and produce the handbook	Survey students to determine usefulness of handbook
Analyze, sort, and Prioritize information and data gathered	<ul style="list-style-type: none"> Administration Teacher Advisors 	Fall 2018 Ongoing	<ul style="list-style-type: none"> Time provided for this activity; Student surveys and evaluations 	Summarize student surveys checking for successful communication of programs and services

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Research and determine best handbook format and delivery methods	<ul style="list-style-type: none"> • Administration • Teacher Advisors • Teachers 	Fall 2018	Time provided for this activity	Organize a committee to determine best format style and delivery methods.
Determine cost and payment options	<ul style="list-style-type: none"> • Administration 	Fall 2018 Ongoing	Compiled notes from Data Group	Financial allocations, Financial policies
Maintain and update handbook	<ul style="list-style-type: none"> • Administration • Teacher Advisors • Teachers 	Fall 2018 Ongoing	Time for Student Handbook Committee for ongoing updating	Student ISPs, Student surveys, increased clear communication

ACTION ITEM #5

Key Issue: Expand effective Professional Learning Communities (PLC) to all programs and departments.

Rationale: In 2016, Maxine Waters EPC began implementing PLCs in the ESL and Reading department with positive results. The school is committed to ensuring all students learn essential knowledge and skills. The collaborative work of the PLCs across all programs and departments will spring from this basic assumption.

Criterion 5: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve both Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

SLO: #1 Demonstrate the literacy and technical competencies necessary for success in higher education and sustainable employment.

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
Establish PLC planning meetings for CTE, ASE, and Math departments to introduce purpose, standard protocols and meeting norms	<ul style="list-style-type: none"> • Administrative Team • Teacher Advisors 	<ul style="list-style-type: none"> • Math 2018/2019 • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • CalPro training materials; • Current research/articles; • SIS data/baseline; • School calendar 	<ul style="list-style-type: none"> • Agendas • Dept. Meetings
Plan, schedule and hold PLC meetings by department	<ul style="list-style-type: none"> • Administrative Team • Teacher Advisors • PLC members 	<ul style="list-style-type: none"> • Math 2018/2019 • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • School calendar • Work schedules • Agenda template 	<ul style="list-style-type: none"> • Agendas • Dept. Meetings • Minutes
Gather evidence of current levels of student learning	<ul style="list-style-type: none"> • Administrative Team 	<ul style="list-style-type: none"> • Math 2018/2019 	<ul style="list-style-type: none"> • Meeting notes • Teacher feedback 	<ul style="list-style-type: none"> • Follow up staff meetings

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Access, Monitor, and Report Progress
	<ul style="list-style-type: none"> • Teacher Advisors • PLC members 	<ul style="list-style-type: none"> • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • Learning data (completers, certificates, promotional testing, HS grads) 	<ul style="list-style-type: none"> • Share results with PLCs
Develop and implement strategies to build on strengths & address weakness in that learning	<ul style="list-style-type: none"> • Teacher Advisors • PLC members 	<ul style="list-style-type: none"> • Math 2018/2019 • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • Teacher feedback 	<ul style="list-style-type: none"> • Agendas • Dept. Meetings Minutes
Identify quality indicators for student improvement	<ul style="list-style-type: none"> • Administrative Team • Teacher Advisors • PLC members 	<ul style="list-style-type: none"> • Math 2018/2019 • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • Teacher feedback • Learning data 	<ul style="list-style-type: none"> • Gains in student learner outcomes
Analyze and evaluate data to determine effectiveness of strategies recommended by PLC	<ul style="list-style-type: none"> • Administrative Team • Teacher Advisors • PLC members 	<ul style="list-style-type: none"> • Math 2018/2019 • ASE 2018/2019 • CTE 2018/2019 	<ul style="list-style-type: none"> • Data collection for analysis (completers, certificates, promotional testing, HS grads) 	<ul style="list-style-type: none"> • Compare pre and post data • Share findings

MAXINE WATERS

EMPLOYMENT PREPARATION CENTER

Glossary

GLOSSARY/ACRONYM LIST

AAALA	Associated Administrators of Los Angeles
ABE	Adult Basic Education
ACCT	Accelerated College and Career Transition
ACSA	Association of California School Administrators
ADA	Average Daily Attendance
AEBG	Adult Education Block Grant
AIS	Adult Independent Studies
APACS	Assistant Principal of Adult Counseling Services
APO	Assistant Principal of Operations
ASE	Adult Secondary Education
ASIS	Adult Student Information System
Aztec	Software for High School Equivalency Test Preparation
CAI	California Apprenticeship Initiative Grant
CALPRO	California Adult Literacy Professional Development Project
CAROCP	California Association of Regional Occupational Centers and Programs
CASAS	Comprehensive Adult Student Assessment System
CAS	Community Adult School
CBO	Community Based Organization Partner
CCAIE	California Council for Adult Education
CCRS	College and Career Readiness Standards
CCSS	Common Core State Standard
CDE	California Department of Education
CNA	Certified Nurse Assistant
COE	Council on Occupational Education
CTE	Career Technical Education
DACE	Division of Adult and Career Education

DSS	Disability Support Services
EBRI	Evidence Based Reading Instruction
EDD	Employment Development Department
ESL	English as a Second Language
HHA	Home Health Aide
HiSET	High School Equivalency Test
HIT	Health Information Technology
HR	Human Resources
HSE	High School Equivalency
HVAC	Heating, Ventilation and Air Conditioning
IEP	Individualized Education Plan
IET	Integrated Educational Training
II Lab	Individualized Instruction Lab
ISP	Individualized Student Plan
eISP	Electronic Individualized Student Plan
ITRAIN	Intra State Resource and Information Network
LACOE	Los Angeles County Office of Education
LARAEC	Los Angeles Regional Adult Education Consortium
LAUSD	Los Angeles Unified School District
LVN	Licensed Vocational Nurse
MWEPC	Maxine Waters Employment Preparation Center
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
Perkins	Federal Grant for CTE Programs
PLC	Professional Learning Community
SAA	School Administrative Assistant
Schoology	Internet School Groups Communication Site
Skills USA	SkillsUSA is a United States career and technical student organization
SLOs	School Learning Outcomes
SSO	School Safety Officer

Stull	Evaluation of Instructional Personnel
TAA/TRA	Trade Adjustment Assistance
TABE	Test of Adult Basic Education
TOPSPRO	Tracking of programs and Students
UTLA	United Teachers of Los Angeles
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
WASC	Western Association Schools and Colleges
WIB	Workforce Investment Board
WLCAC	Watts Labor Community Action Committee
WorkSource	Economic and Workforce Development Department

MAXINE WATERS

EMPLOYMENT PREPARATION CENTER

Appendix

Maxine Waters EPC Certificated Survey Results

What is your gender?

Response	Frequency	Percent	0	20	40	60	80	100
Male	21	39.6%						
Female	32	60.4%						

What is your age?

Response	Frequency	Percent	0	20	40	60	80	100
Under 25	0	0.0%						
25 - 54	28	52.8%						
55 +	25	47.2%						

What is your ethnicity?

Response	Frequency	Percent	0	20	40	60	80	100
African American / Black	10	19.2%						
Hispanic	20	38.5%						
White	15	28.8%						
Asian / Filipino	3	5.8%						
Other	4	7.7%						

What is your highest diploma/certificate or degree earned?

Response	Frequency	Percent	0	20	40	60	80	100
H.S. Diploma/GED/Professional Certificate	3	5.8%						
A.A. / A.S.	1	1.9%						
BA / BS	28	53.8%						
MA / MS	19	36.5%						
Ph. D. / E.D.D.	1	1.9%						

What is your teaching experience at the adult level?

Response	Frequency	Percent	0	20	40	60	80	100
Less than a year	3	5.7%						
1-3 years	2	3.8%						
4-10 years	5	9.4%						
10 + years	43	81.1%						

What type of credential do you have? Mark all that apply.

Response	Frequency	Percent	0	20	40	60	80	100
Designated Subjects Adult Ed. Teaching Credential	41	77.4%						
Designated Subjects CTE Teaching Credential	15	28.3%						
Elementary or Multiple Subject	9	17.0%						
Secondary or Single Subject	7	13.2%						
Administrative / Counseling	7	13.2%						

What is your number of years of service at MWEPCC?

Response	Frequency	Percent	0	20	40	60	80	100
Less than a year	7	13.5%						
1-3 years	13	25.0%						
4-10 years	23	44.2%						
10 + years	9	17.3%						

What is your number of years of service in the field of education?

Response	Frequency	Percent	0	20	40	60	80	100
Less than a year	2	3.7%						
1-3 years	0	0.0%						
4-10 years	1	1.9%						
10 + years	51	94.4%						

Do you have other employment?

Response	Frequency	Percent	0	20	40	60	80	100
Teacher K-12	3	5.7%						
Adult Education only	39	73.6%						
More than 1 Service Area	4	7.5%						
Other classification	1	1.9%						
Other profession	6	11.3%						

Have you participated in Professional Development in the last 3 years?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	52	98.1%						
No	1	1.9%						

How would you rate this school's effectiveness in providing information about Professional Development (workshops, in-services, seminars, department meetings, staff meetings)?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	44	83.0%						
Average	7	13.2%						
Below average	2	3.8%						

Are you fluent in more than 1 language?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	26	52.0%						
No	24	48.0%						

How many professional organizations are you member of?

Response	Frequency	Percent	0	20	40	60	80	100
One	22	42.3%						
Two	19	36.5%						
Three	3	5.8%						
Four	7	13.5%						
Five +	1	1.9%						

Have you been in leadership positions (committee members, officer, board member, etc.) in any professional or community-based organization in the last 3 years?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	21	41.2%						
No	30	58.8%						

Have you participated in any sensitive training program for cultural, racial, and individual differences?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	27	52.9%						
No	24	47.1%						

Have you taught any workshop / in-service or college classes in the last 3 years?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	15	28.8%						
No	37	71.2%						

How would you rate the security provided by the Security personnel?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	28	54.9%						
Average	22	43.1%						
Below average	1	2.0%						

How would you rate the safety of your work environment?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	35	68.6%						
Average	16	31.4%						
Below average	0	0.0%						

Does the classified staff provide you with friendly, courteous, and helpful service?

Response	Frequency	Percent	0	20	40	60	80	100
Strongly agree	38	74.5%						
Agree	12	23.5%						
Disagree	1	2.0%						

How would you rate the Emergency Preparedness drills / information?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	24	46.2%						
Average	26	50.0%						
Below average	2	3.8%						

Do you have sufficient opportunities to give input on decisions that affect your work?

Response	Frequency	Percent	0	20	40	60	80	100
Yes	45	90.0%						
No	5	10.0%						

Do you feel recognized and appreciated for your work?

Response	Frequency	Percent	0	20	40	60	80	100
Always	34	65.4%						
Sometimes	17	32.7%						
Never	1	1.9%						

How would you rate the school's technology resources (document cameras "ELMO", projectors, computers, etc.) for meeting instructional needs for the students?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	37	72.5%						
Average	12	23.5%						
Below average	2	3.9%						

How would you rate the school's instructional resources (audio/visual, textbooks, copy services, other classroom or equipment aids)?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	36	69.2%						
Average	15	28.8%						
Below average	1	1.9%						

What is your primary method of assessing student achievement? Mark one.

Response	Frequency	Percent	0	20	40	60	80	100
Written assessment with standardized tests	15	30.0%						
Written assessment with teacher's exams	5	10.0%						
Student performance / competencies on contracts	13	26.0%						
Completion of course requirements	17	34.0%						

How would you rate the school's administrative staff?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	45	88.2%						
Average	5	9.8%						
Below average	1	2.0%						

Are the counselors available when you need to discuss student issues?

Response	Frequency	Percent	0	20	40	60	80	100
Usually	47	90.4%						
Sometimes	4	7.7%						
Seldom	1	1.9%						

How would you rate the facilities at your school site or branch?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	33	66.0%						
Average	16	32.0%						
Below average	1	2.0%						



Maxine Waters EPC Classified Survey Results

What is your gender?

Response	Frequency	Percent	0	20	40	60	80	100
Male	3	13.6%						
Female	19	86.4%						

What is your age?

Response	Frequency	Percent	0	20	40	60	80	100
Under 25	1	4.5%						
25 - 54	13	59.1%						
55 +	8	36.4%						

What is your ethnicity?

Response	Frequency	Percent	0	20	40	60	80	100
African American / Black	10	45.5%						
Hispanic	7	31.8%						
White	1	4.5%						
Asian / Filipino	3	13.6%						
Other	1	4.5%						

What is your number of years of service at MWEPC?

Response	Frequency	Percent	0	20	40	60	80	100
Less than a year	1	4.5%						
Between 1-3 years	9	40.9%						
Between 4-10 years	7	31.8%						
More than 10 years	5	22.7%						

What is your highest level of education?

Response	Frequency	Percent	0	20	40	60	80	100
High School / GED	6	28.6%						
A.A. Degree or Vocational Certificate	13	61.9%						
Bachelors Degree	2	9.5%						
Master Degree or higher	0	0.0%						

What professional growth/development activities have you attended in the last 2 years?

Response	Frequency	Percent	0	20	40	60	80	100
Course work	3	15.0%						
Workshop / training session	10	50.0%						
Conference attendance	0	0.0%						
Other	7	35.0%						

What professional organizations are you a member?

Response	Frequency	Percent	0	20	40	60	80	100
CCAE	1	5.6%						
CAROC	0	0.0%						
CSEA	9	50.0%						
Women Educators	0	0.0%						
Other	8	44.4%						

What languages do you speak other than English?

Response	Frequency	Percent	0	20	40	60	80	100
Spanish	7	53.8%						
Tagalog	2	15.4%						
Japanese	0	0.0%						
Chinese	0	0.0%						
Other	5	38.5%						

How would you rate the school's administration?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	13	59.1%						
Average	8	36.4%						
Below average	1	4.5%						

Is your supervisor available to discuss your concerns?

Response	Frequency	Percent	0	20	40	60	80	100
Usually	18	81.8%						
Sometimes	4	18.2%						
Seldom	0	0.0%						

How would you rate the school's instructional staff?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	14	63.6%						
Average	8	36.4%						
Below average	0	0.0%						

How would you rate the school's clerical staff?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	12	54.5%						
Average	9	40.9%						
Below average	1	4.5%						

How would you rate the school's custodial staff?

Response	Frequency	Percent	0	20	40	60	80	100
Excellent	10	52.6%						
Average	8	42.1%						
Below average	1	5.3%						

How safe do you feel at your work location?

Response	Frequency	Percent	0	20	40	60	80	100
Very safe	8	40.0%						
Safe	10	50.0%						
Unsafe	2	10.0%						

Are you treated with respect by the administrative, instructional, and/or support staff?

Response	Frequency	Percent	0	20	40	60	80	100
Strongly agree	8	42.1%						
Agree	9	47.4%						
Disagree	2	10.5%						

MWEPC provides me with sufficient resources to do my job?

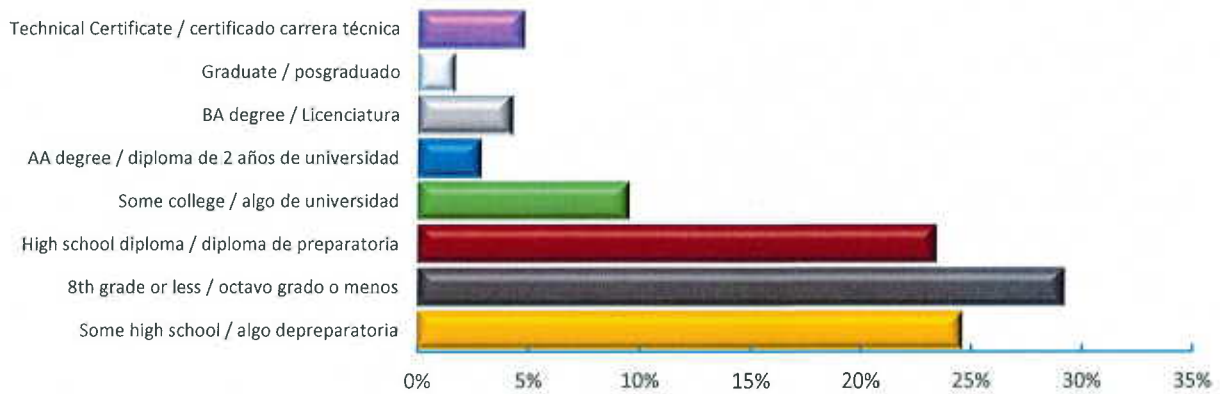
Response	Frequency	Percent	0	20	40	60	80	100
Strongly agree	9	45.0%						
Agree	9	45.0%						
Disagree	2	10.0%						

I understand how the resources are allocated at our school.

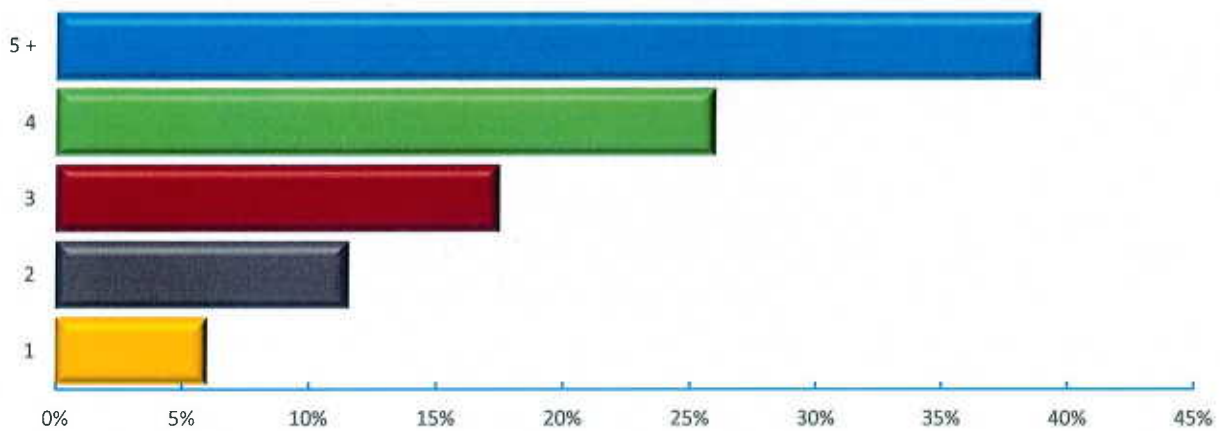
Response	Frequency	Percent	0	20	40	60	80	100
Yes	11	55.0%						
No	9	45.0%						

Maxine Waters EPC
 Student Survey Results
 January 2018

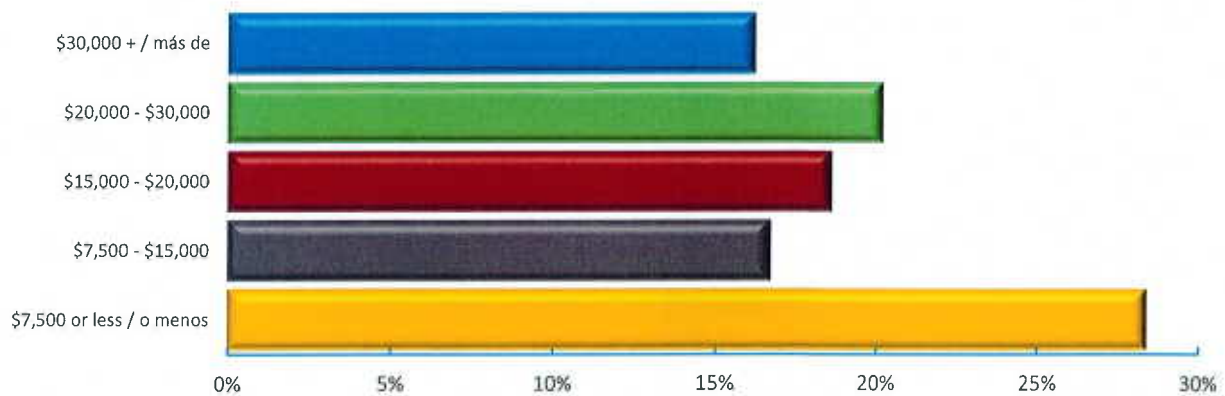
1. Level of Education in the US or outside. Cuál es su nivel de educación en Estados Unidos o afuera?



2. How many people live in your home? Cuántas personas viven en su hogar?

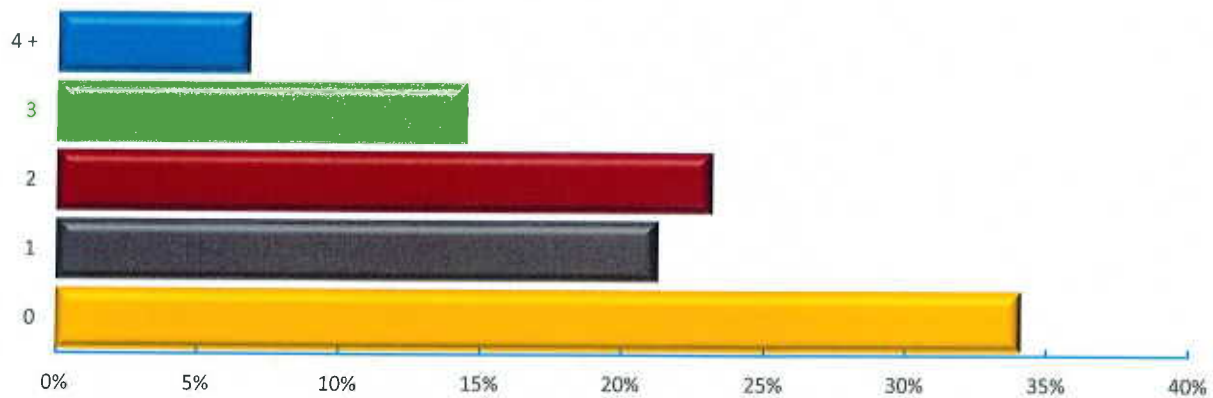


3. What is your yearly household income level? Cuál es el ingreso económico anual de su hogar?

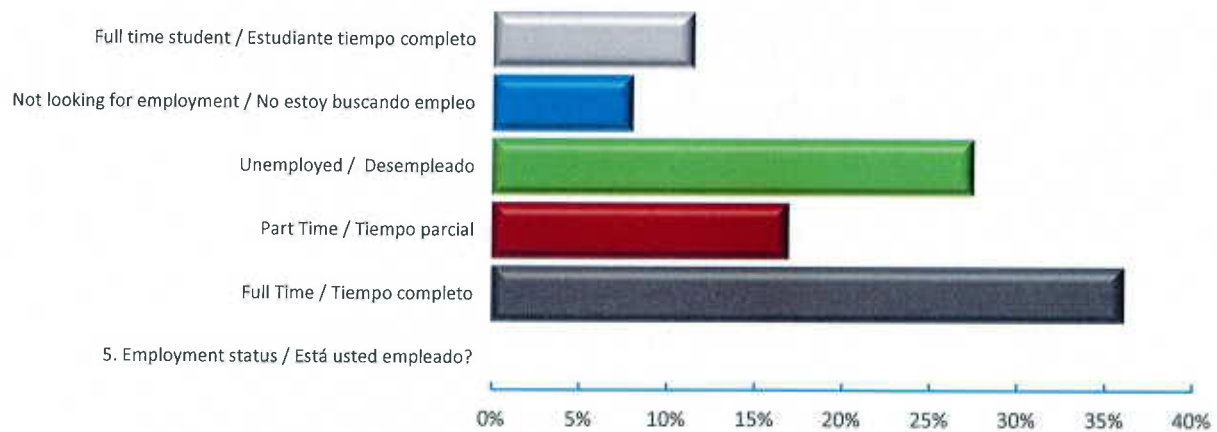


Maxine Waters EPC
 Student Survey Results
 January 2018

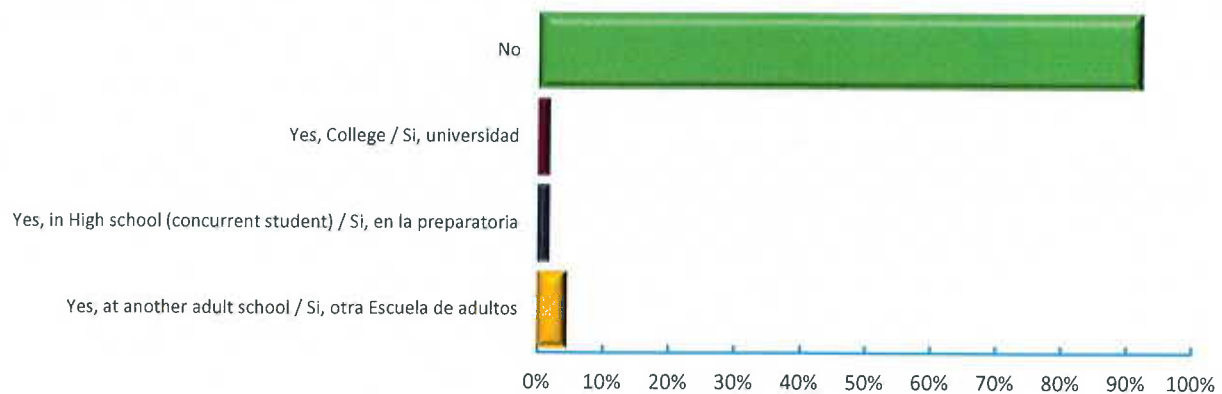
4. How many children under the age of 18 live in your home? Cuántos niños menores de 18 años viven en su hogar?



5. Employment status / Está usted empleado?

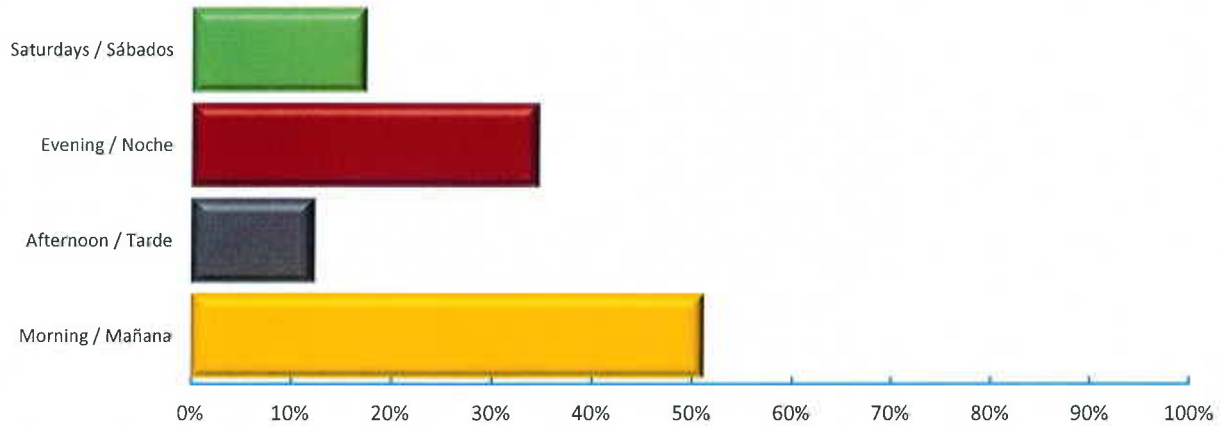


6. Are you enrolled in any school other than Maxine Waters? Va usted a otra escuela aparte de Maxine Waters EPC?

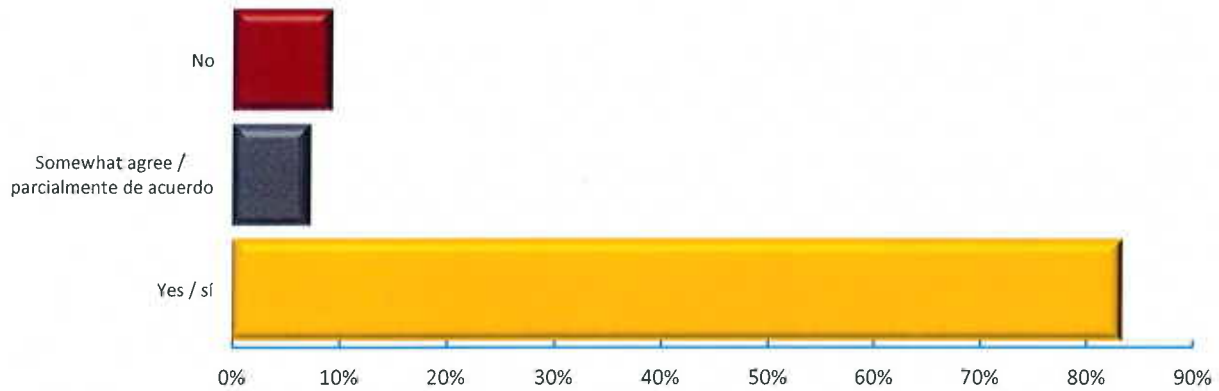


Maxine Waters EPC
Student Survey Results
January 2018

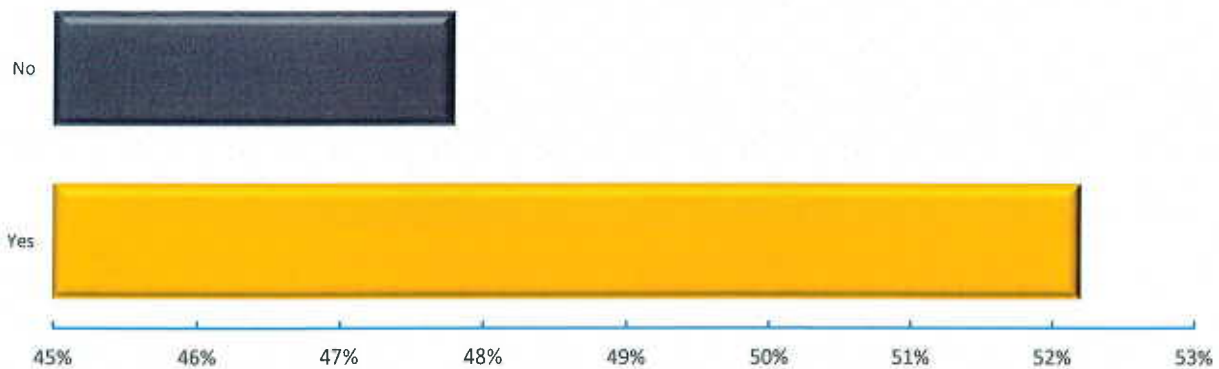
7. When do you attend classes? En que horario asiste a clases?



8. Do you know the requirements to complete your program or class? Se los requisitos para completar mi programa o clase?

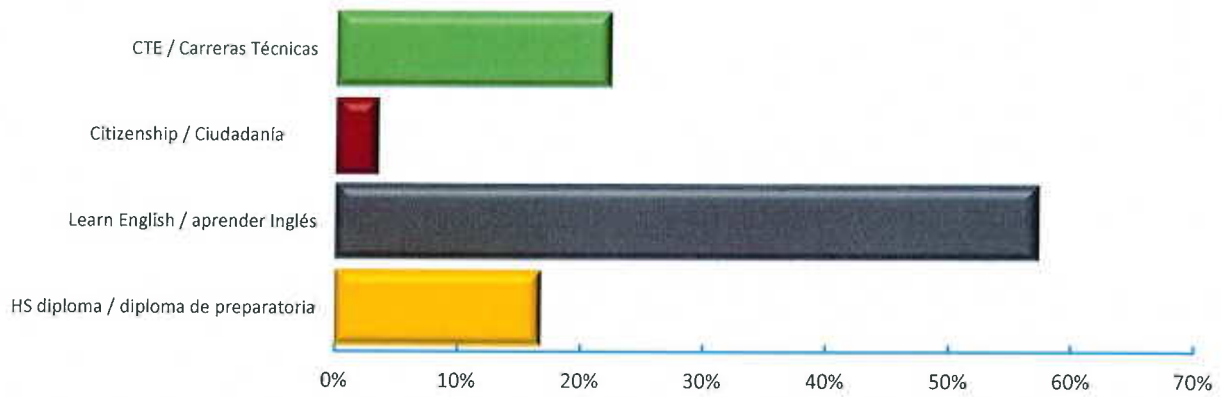


9. Did you receive counseling about your educational goal? Recibió consejería sobre su objetivo educacional?

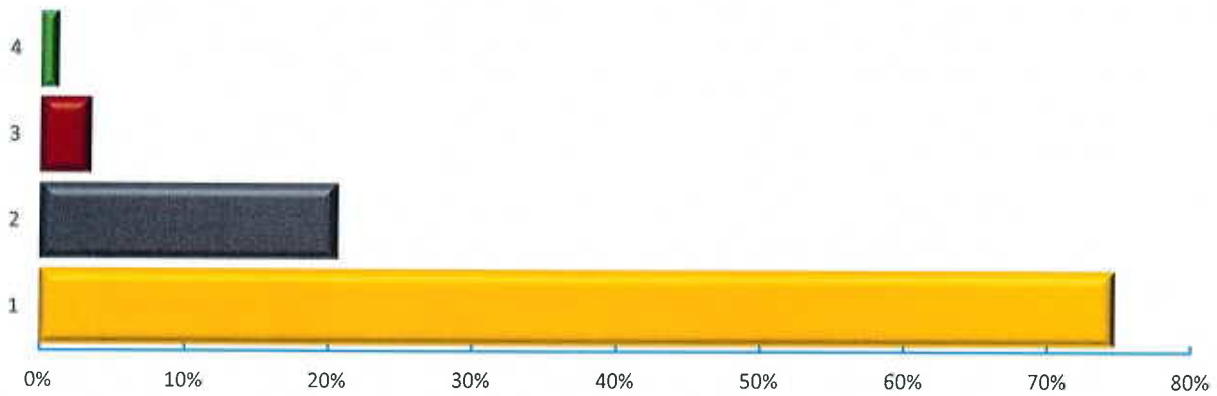


Maxine Waters EPC
 Student Survey Results
 January 2018

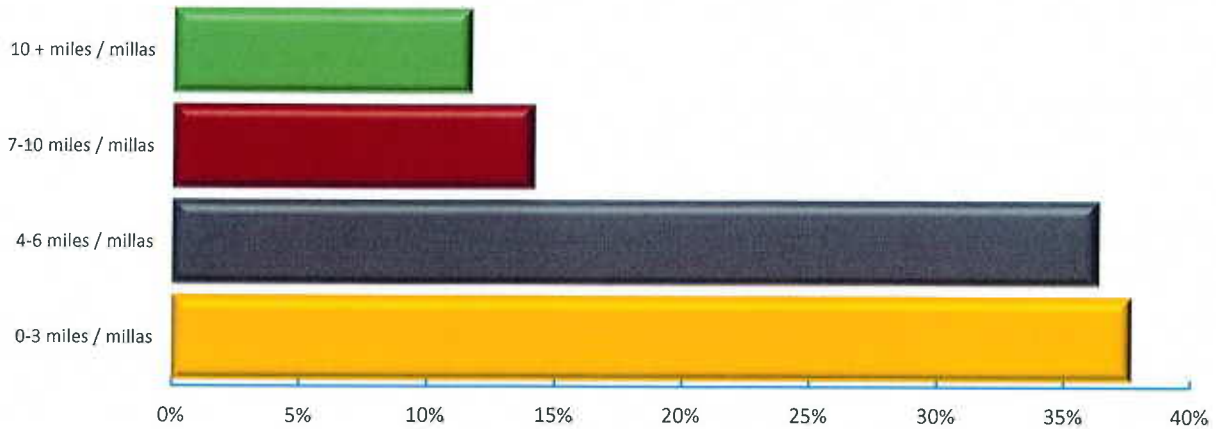
10. What is your main reason for attending MWEPC? Cuál es la razón principal por la que viene a MWEPC?



11. How many classes are you enrolled in at MWEPC? En cuántas clases esta usted inscrito en MWEPC?

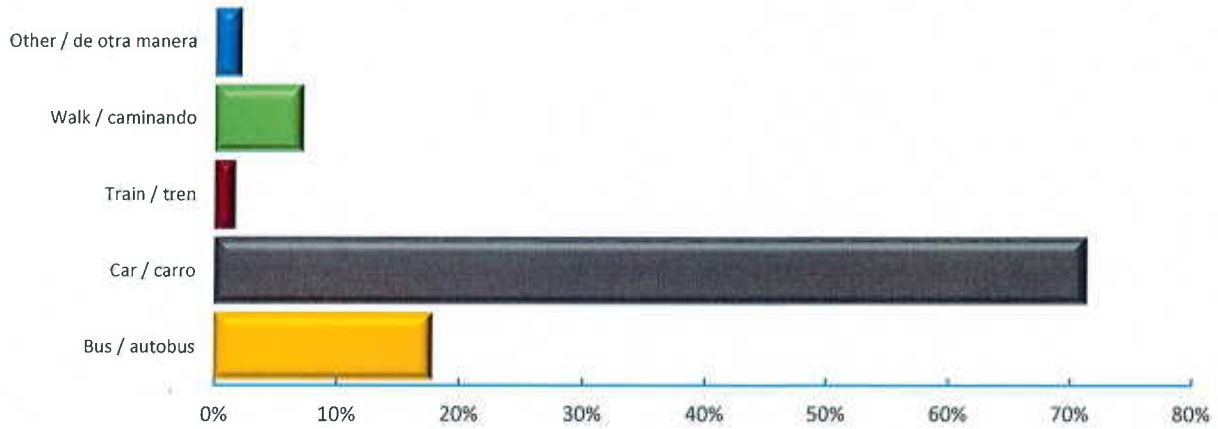


12. How far do you travel to school? Qué distancia recorre para llegar a la escuela?

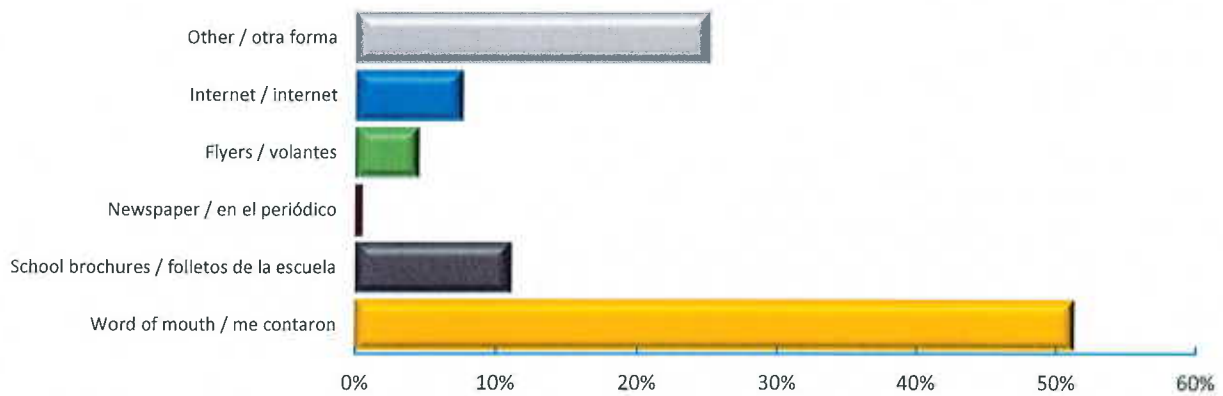


Maxine Waters EPC
 Student Survey Results
 January 2018

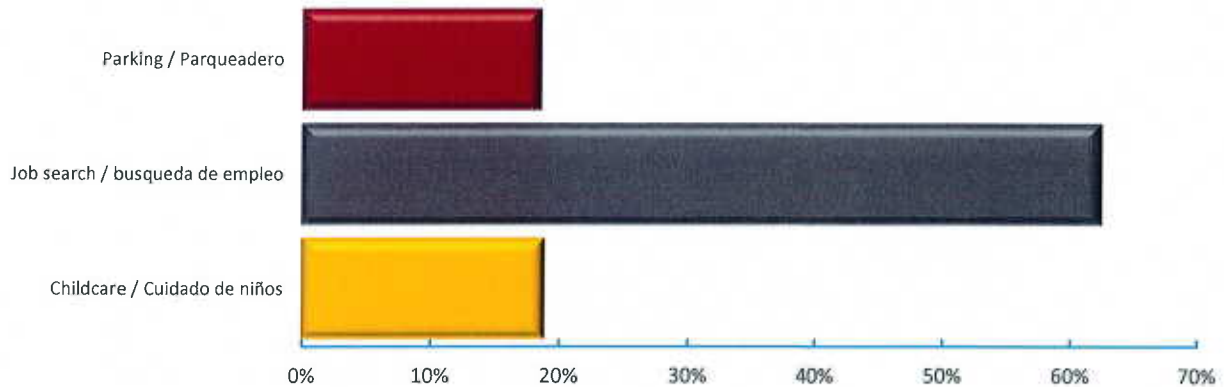
13. How do you get to school? Cómo viene a la escuela?



14. How did you learn about Maxine Waters EPC? Cómo se enteró de esta escuela?

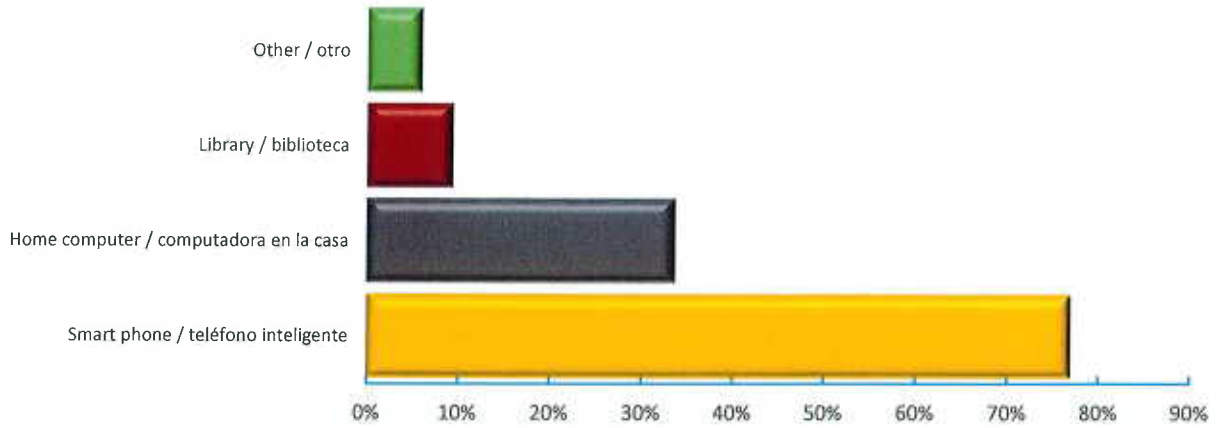


15. What other services would you like to have at MWEPC? Que otros servicios le gustaría tener en MWEPC?

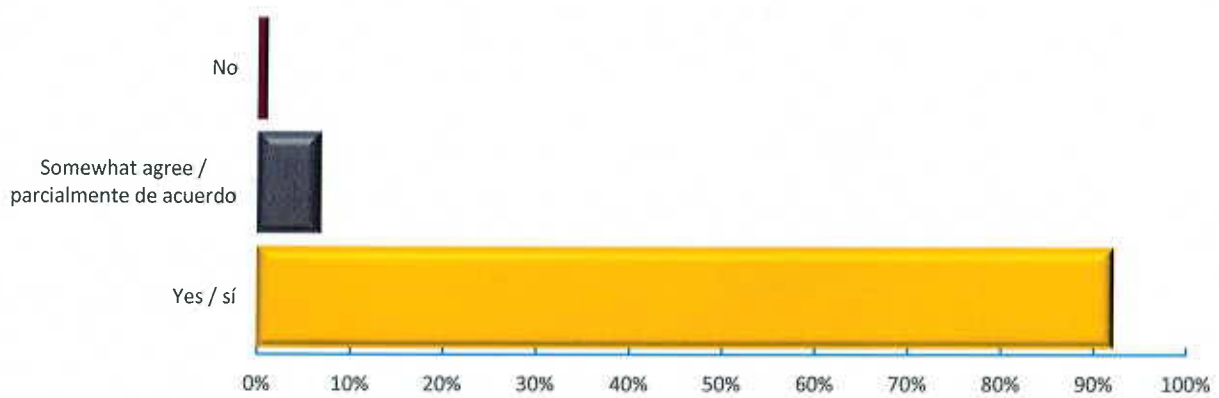


Maxine Waters EPC
Student Survey Results
January 2018

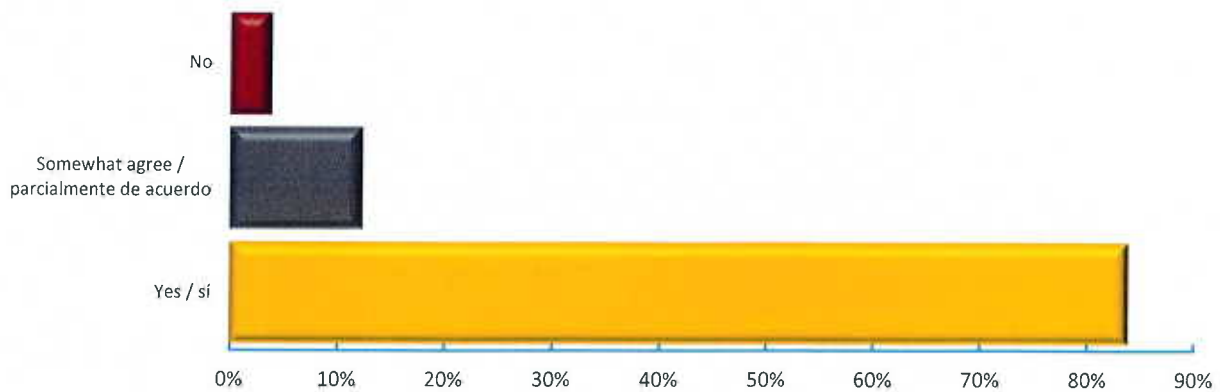
16. Where do you have access to the Internet? Dónde tiene acceso al Internet?



17. Are you satisfied with the quality of instruction you receive? Esta usted satisfecho con la calidad de educación que recibe?

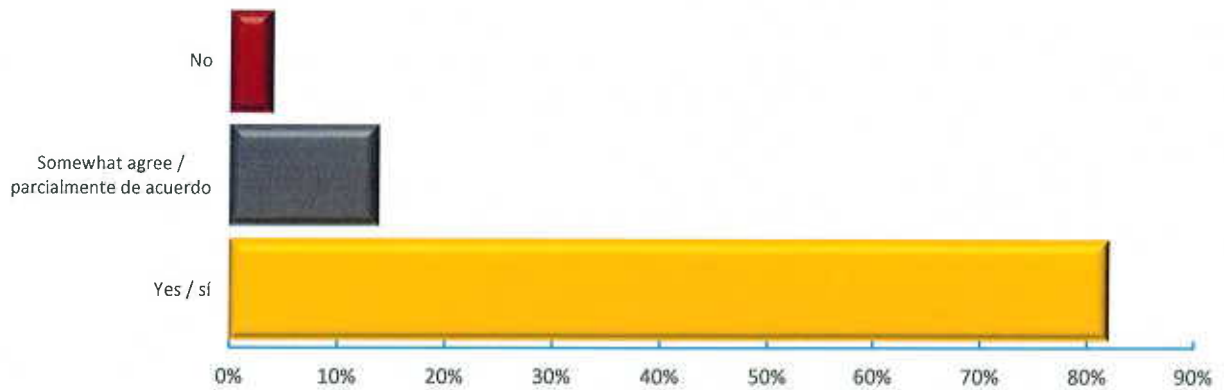


18. Is the administration available to discuss concerns? Está la administración disponible para contestar inquietudes?

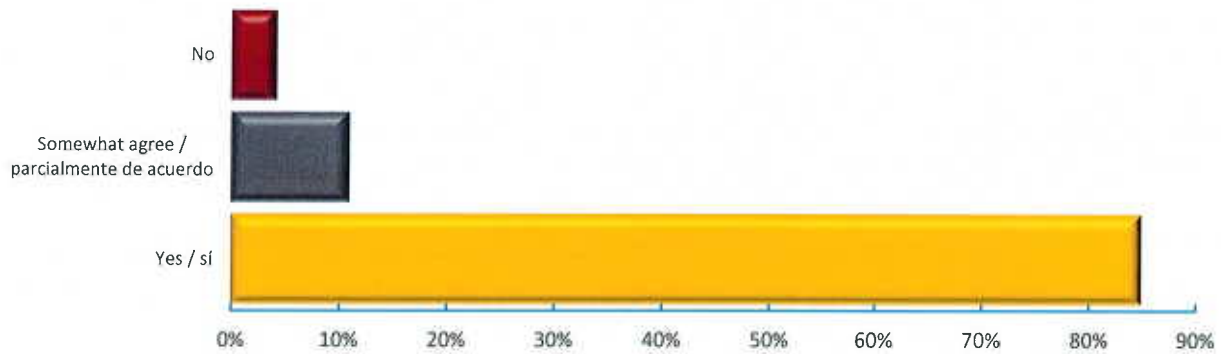


Maxine Waters EPC
Student Survey Results
January 2018

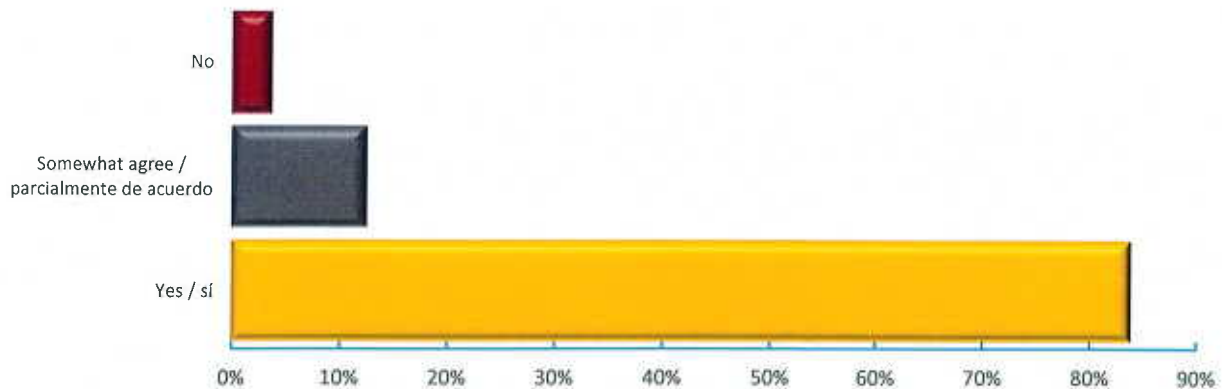
19. Are the technology resources at MWEPC adequate? Son los recursos de tecnología adecuados en MWEPC?



20. Is interacting with students of different backgrounds an important part of my education at MWEPC? Interactuar con estudiantes de diferentes grupos étnicos es una parte importante de mi educación en MWEPC?

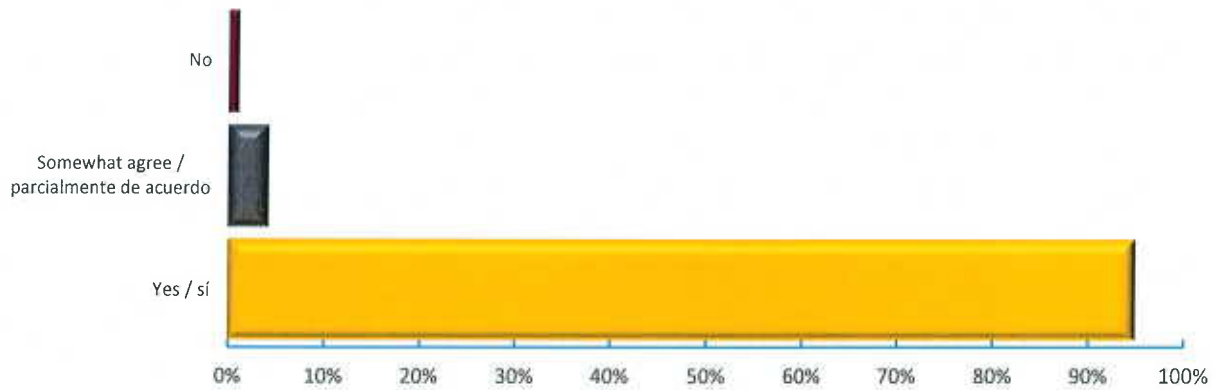


21. Is MWEPC preparing me to live in a multicultural society? MWEPC me está preparando para vivir en una sociedad multi-cultural?

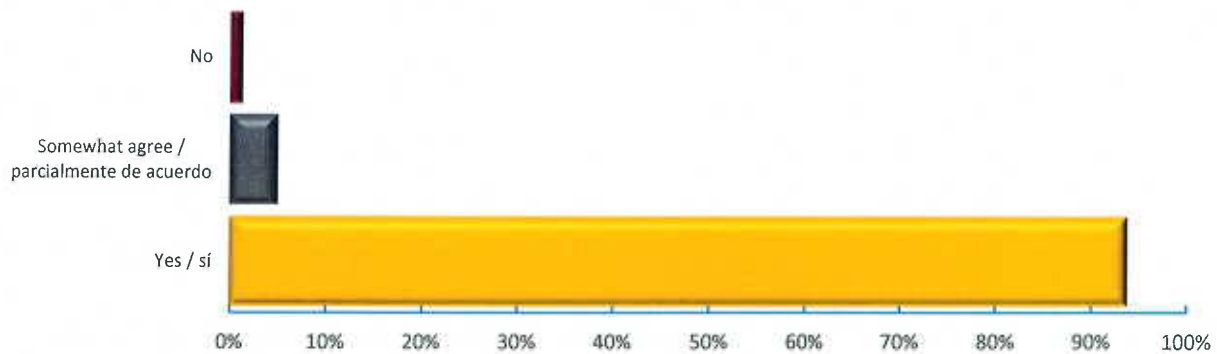


Maxine Waters EPC
Student Survey Results
January 2018

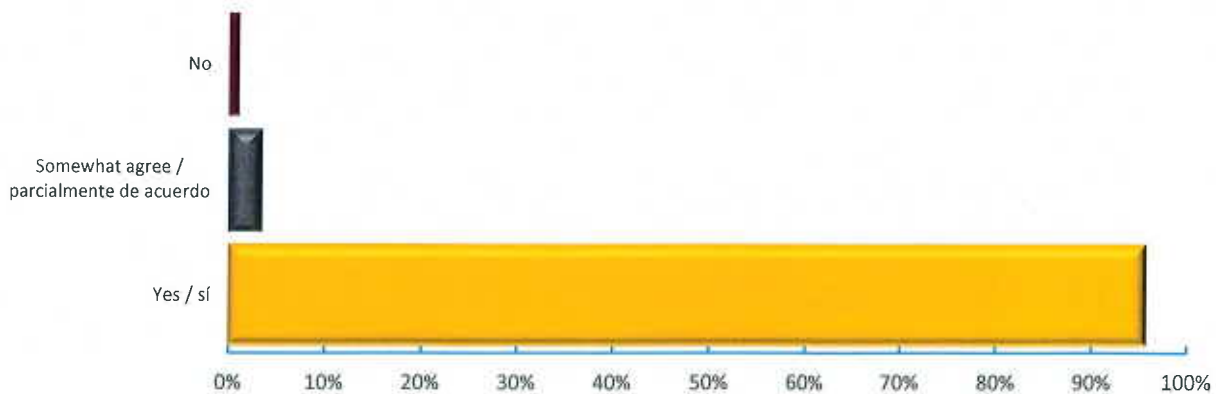
22. The faculty and staff at MWEPC are respectful of different races and cultures.
Los maestros y empleados de MWEPC respetan todas las razas y culturas.



23. Students of different racial and ethnic backgrounds participate equally in classroom discussions and learning. Los estudiantes de diferentes razas y grupos étnicos participan por igual en las conversaciones de aprendizaje de la clase.

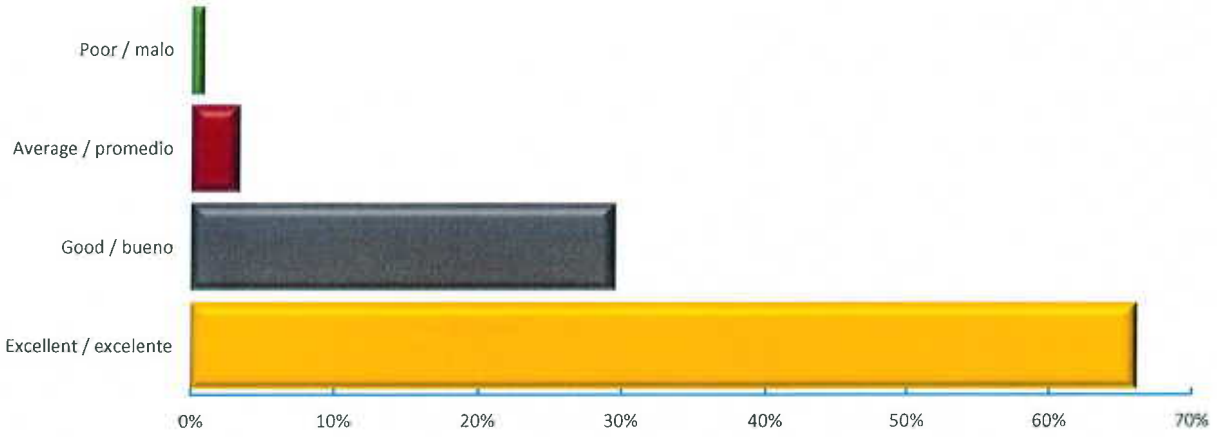


24. People of different races and cultures are accepted socially at MWEPC. Las personas de diferentes razas y culturas son socialmente aceptadas en MWEPC.

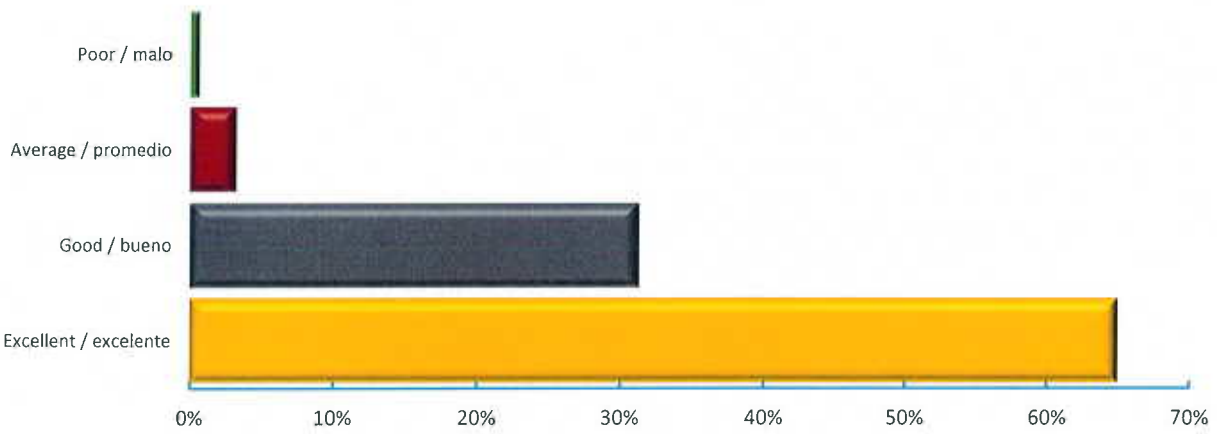


Maxine Waters EPC
Student Survey Results
January 2018

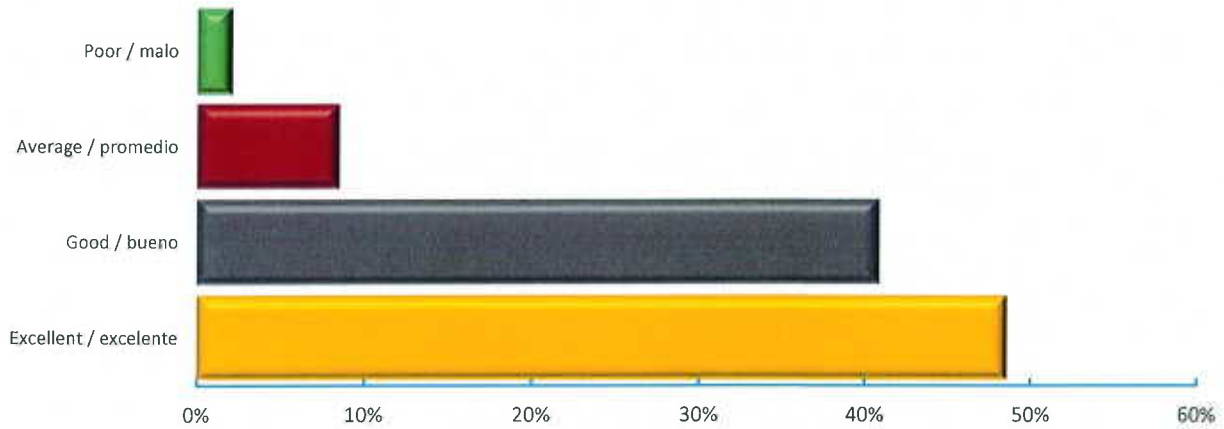
25. Enrollment / registration



26. Course options / opciones de clases

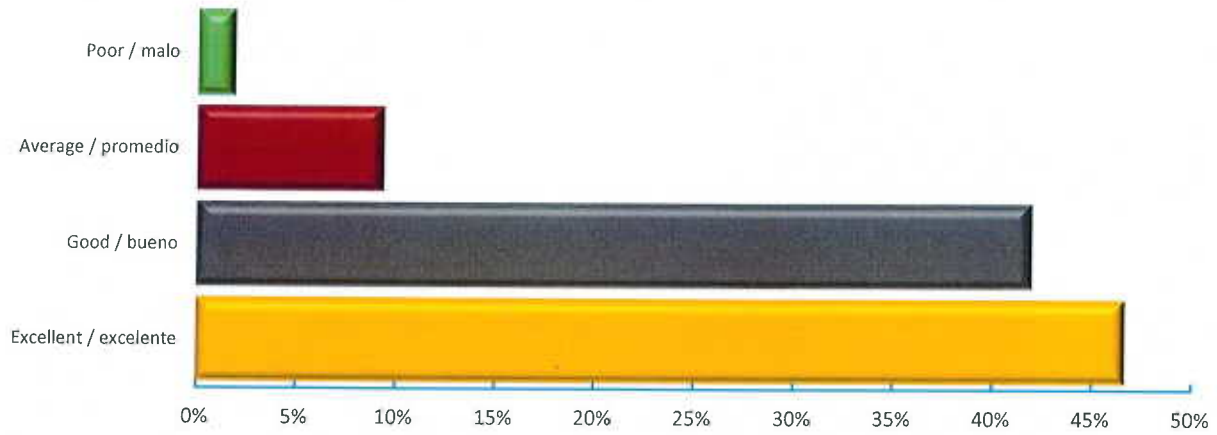


27. Academic Counseling / consejería academica

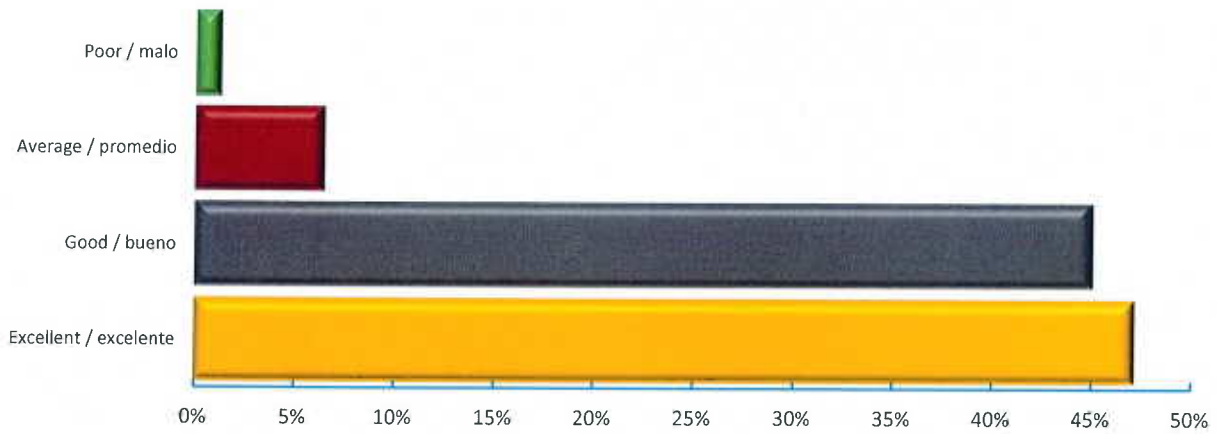


Maxine Waters EPC
Student Survey Results
January 2018

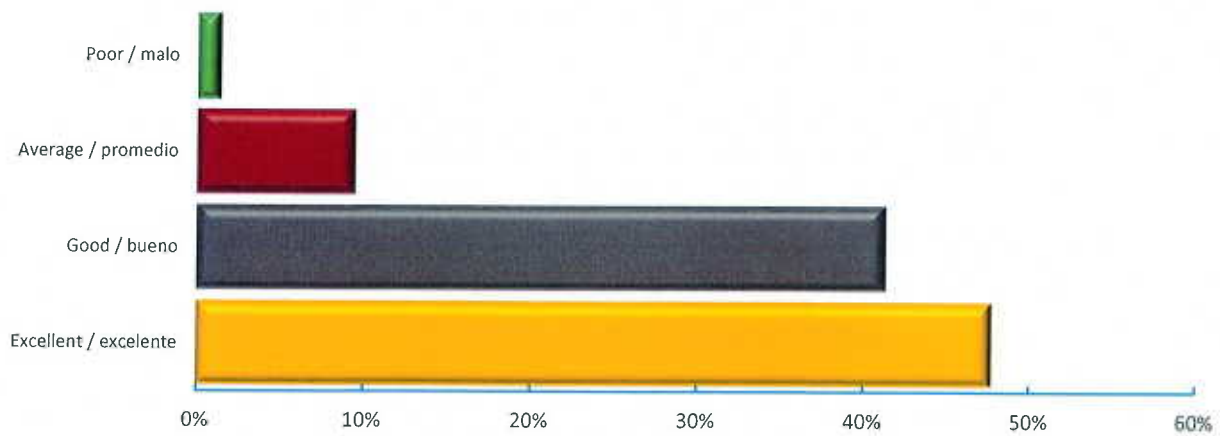
28. Career counseling / consejería de carreras



29. Disability support / apoyo de discapacitados

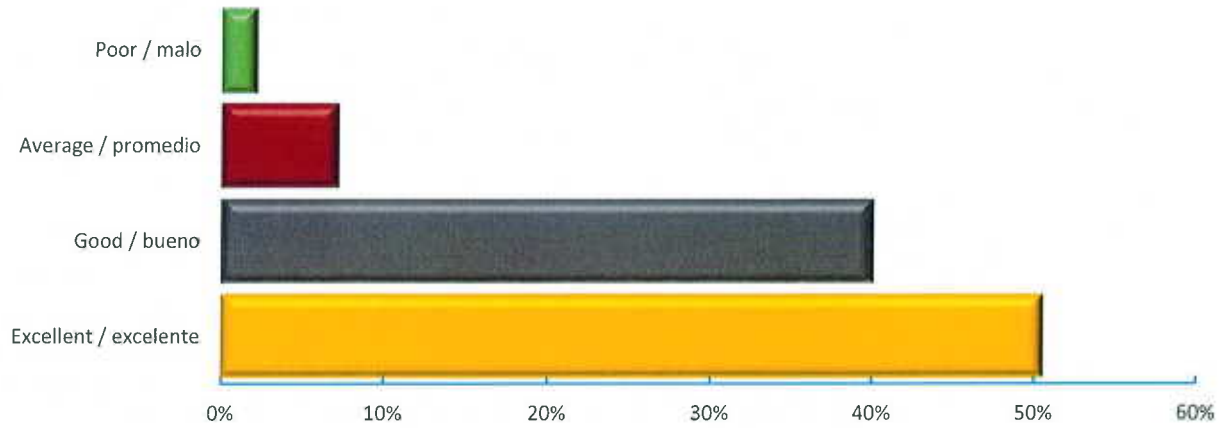


30. Bookstore / tienda de libros

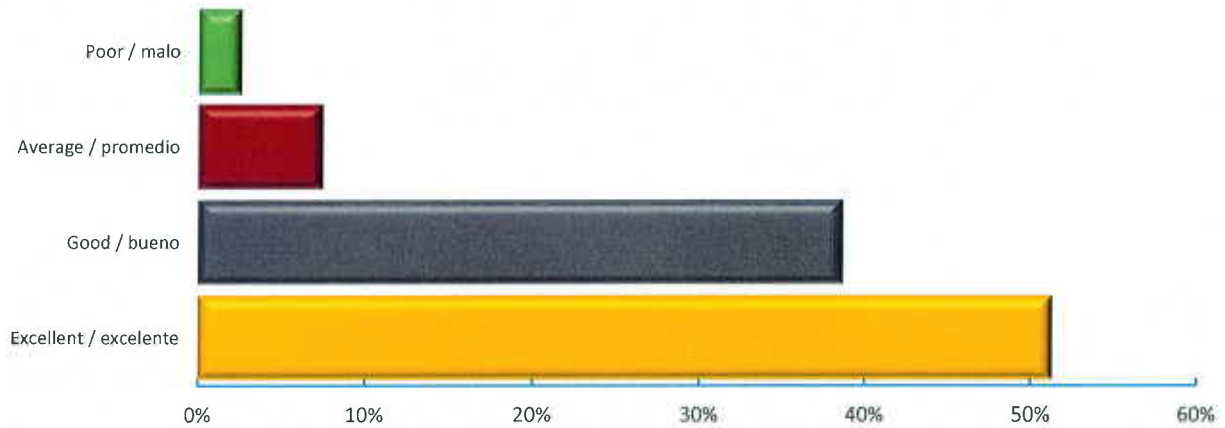


Maxine Waters EPC
Student Survey Results
January 2018

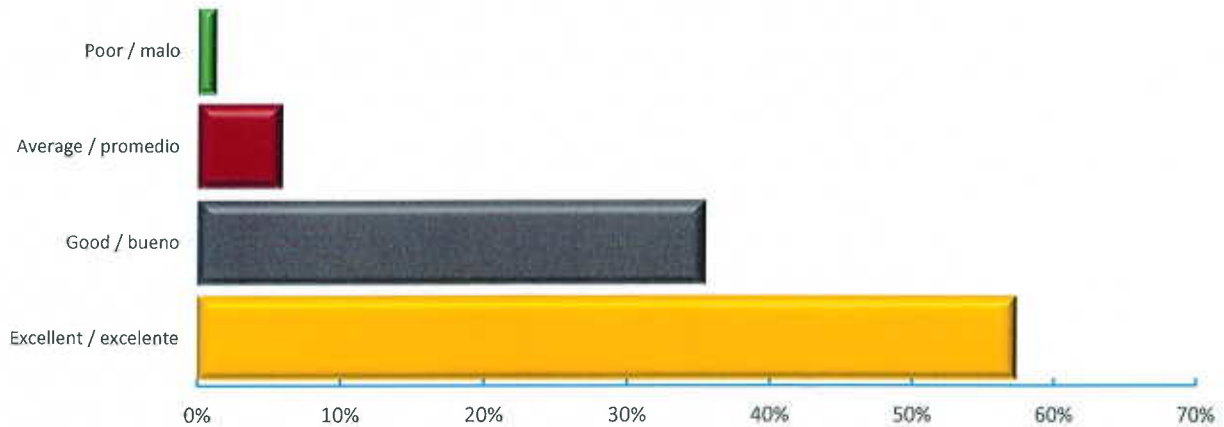
31. Customer service / servicio al cliente

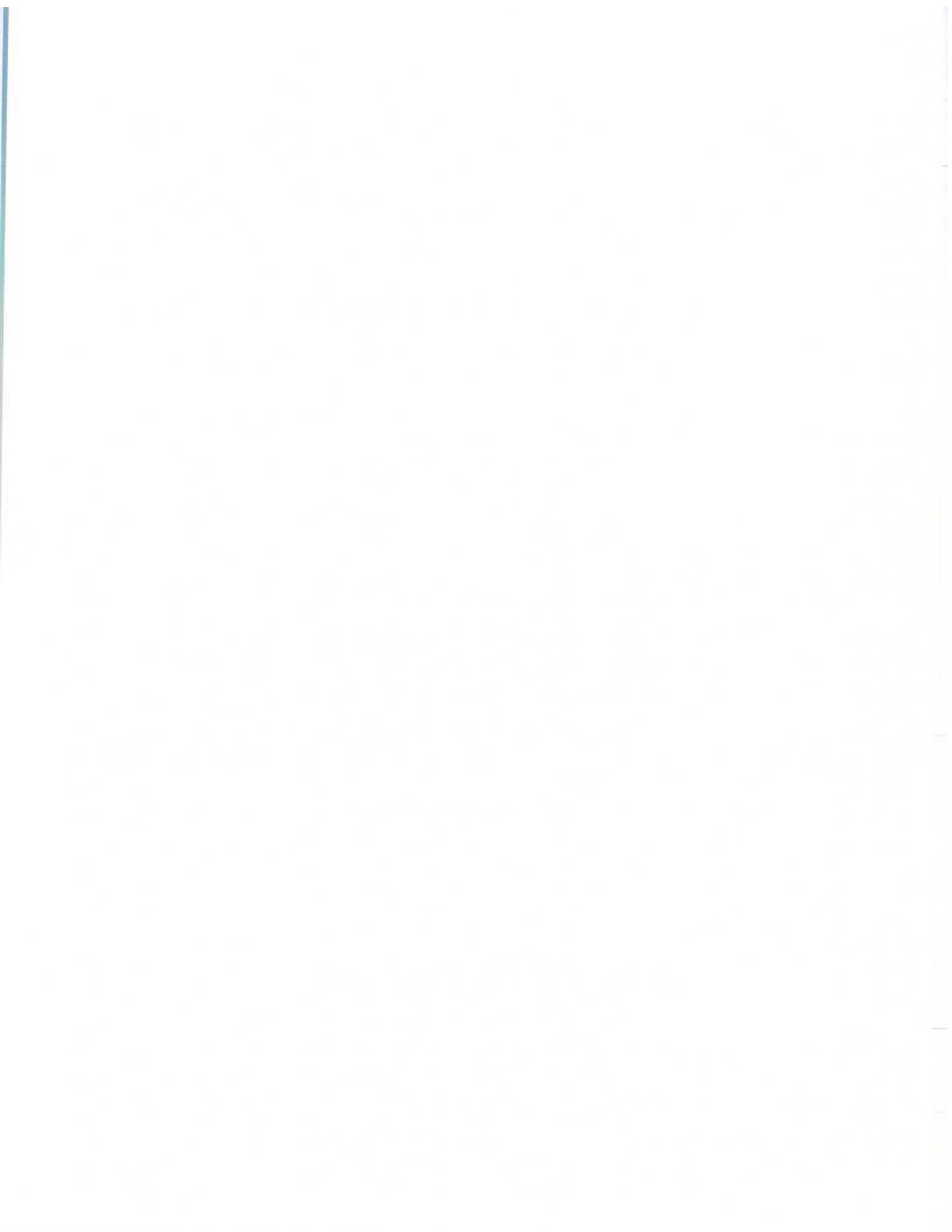


32. Campus cleanliness / limpieza del plantel



33. Campus safety / seguridad del plantel

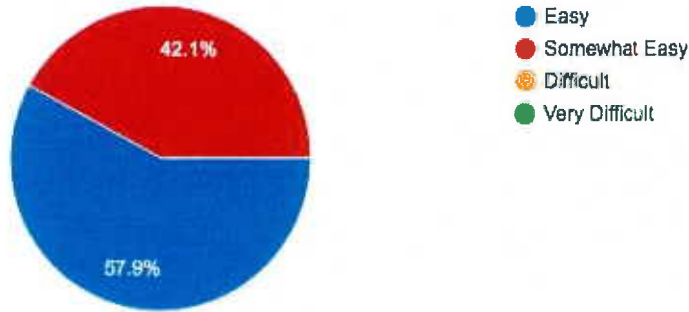




ACCT Parent's Survey

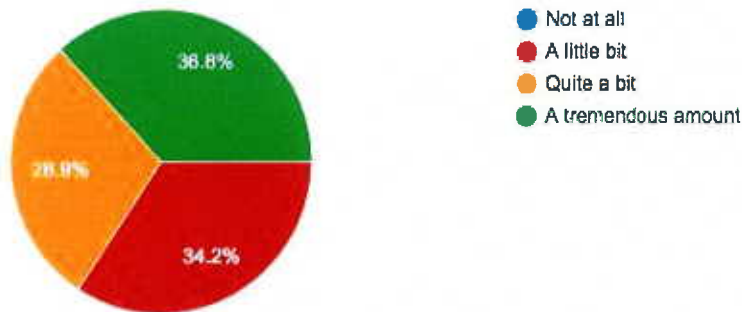
1. How did you find the process of enrolling your child into the ACCT Program?

38 responses



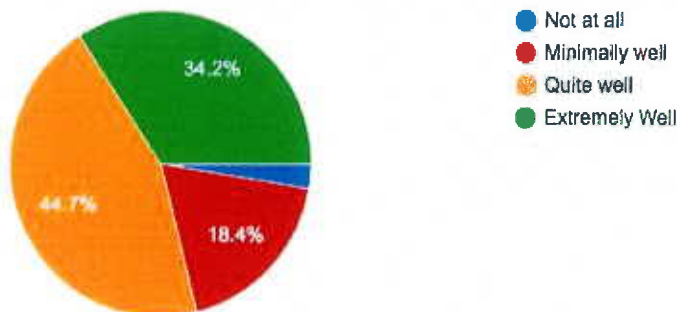
2. To what extent do you know how your child is doing academically at school?

38 responses



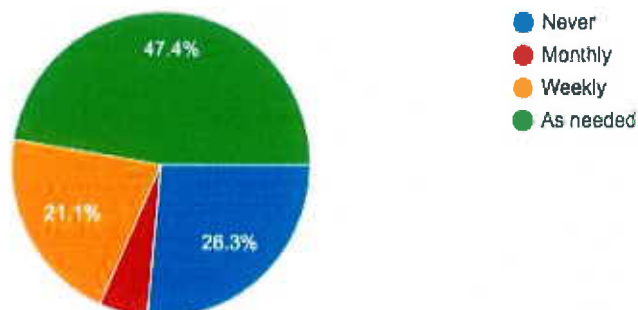
3. How well do you know what courses your child needs to graduate?

38 responses



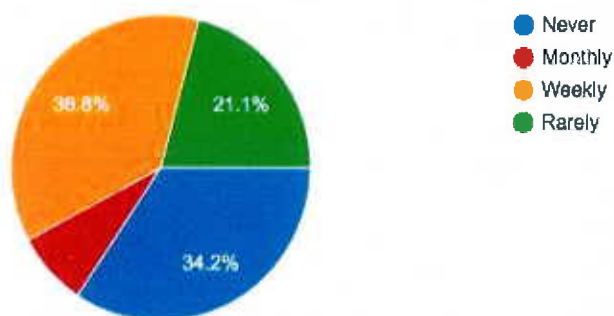
4. How often do you communicate with your child's teacher and/or program advisor?

38 responses



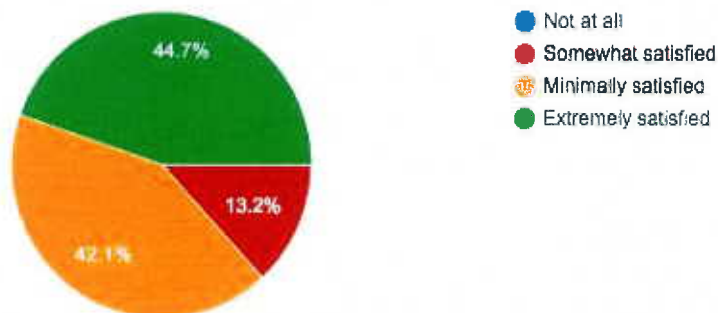
5. How often do you get updates from your child's teacher?

38 responses



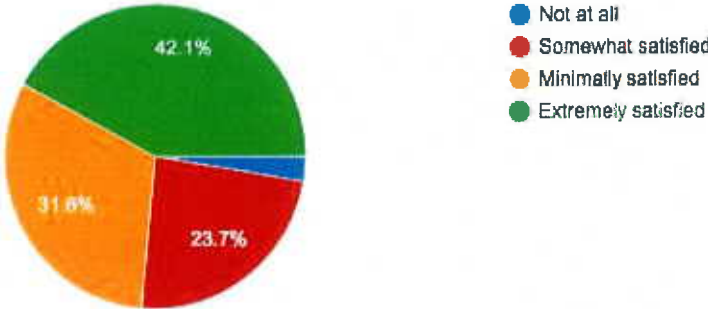
6. How satisfied are you with Maxine Waters in helping your child choose the next step in their college/job goals?

38 responses



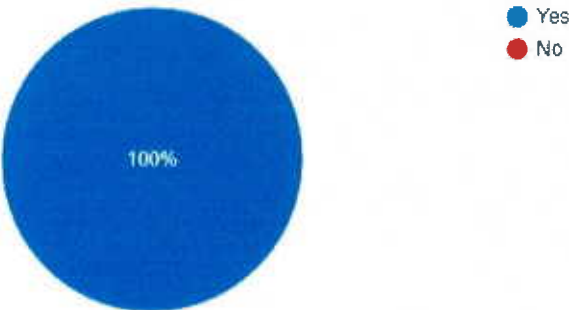
7. How satisfied are you with MWEPC in helping your child choose the next step in their college/job goals?

38 responses



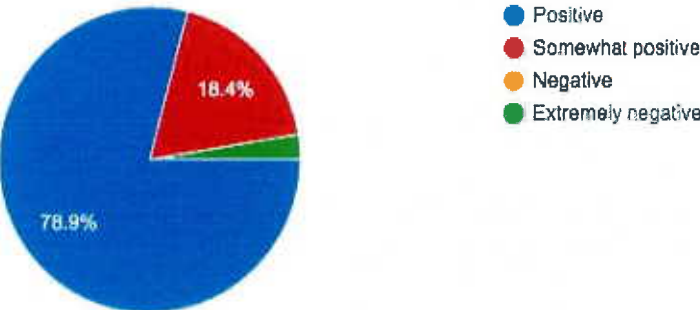
8. Would you recommend Maxine Waters' ACCT Program to other parents?

38 responses



9. How would you rate your overall experience at MWEPC

38 responses



Comments: 11 responses

10. How can we improve this program?

No improvement needed

It's already good

Its okay how it is now really. Just gotta get used to it but I'm already use to it your doing good

The only thing I can think of at this point in my experience with the program is just for an electronic opption for homework assignments and homework turn in to be implemented.

it's perfect

You can improve this program a little better by having more school events.

It's fine as is

Keep doing what you doing

To be honest I don't think any improvement is needed

keeping in contact with the parents.

Comments: 9 responses

10. How better could we have helped your child?

Already great

ya doing good job

Yall Did Well Fam

I have gotten the best help already. I'm good

The services you all provided were great!

by making sure he on task at school.

Exactly what you have done

You've helped immensely

call my parent when I'm doing good

Unduplicated Enrollment By Program

07/01/2014 - 06/30/2015

Provider Code 1685

	DIS	EBS	ESL	POA	SBS	VOC	Total
Adult	67	911	2,677	393	3,445	1,259	7,292
Concurrent	0	76	5	0	2,303	132	2,345
Grand Total	67	987	2,682	393	5,707	1,389	9,583

Unduplicated Enrollment By Program

07/01/2015 - 06/30/2016

Provider Code 1685

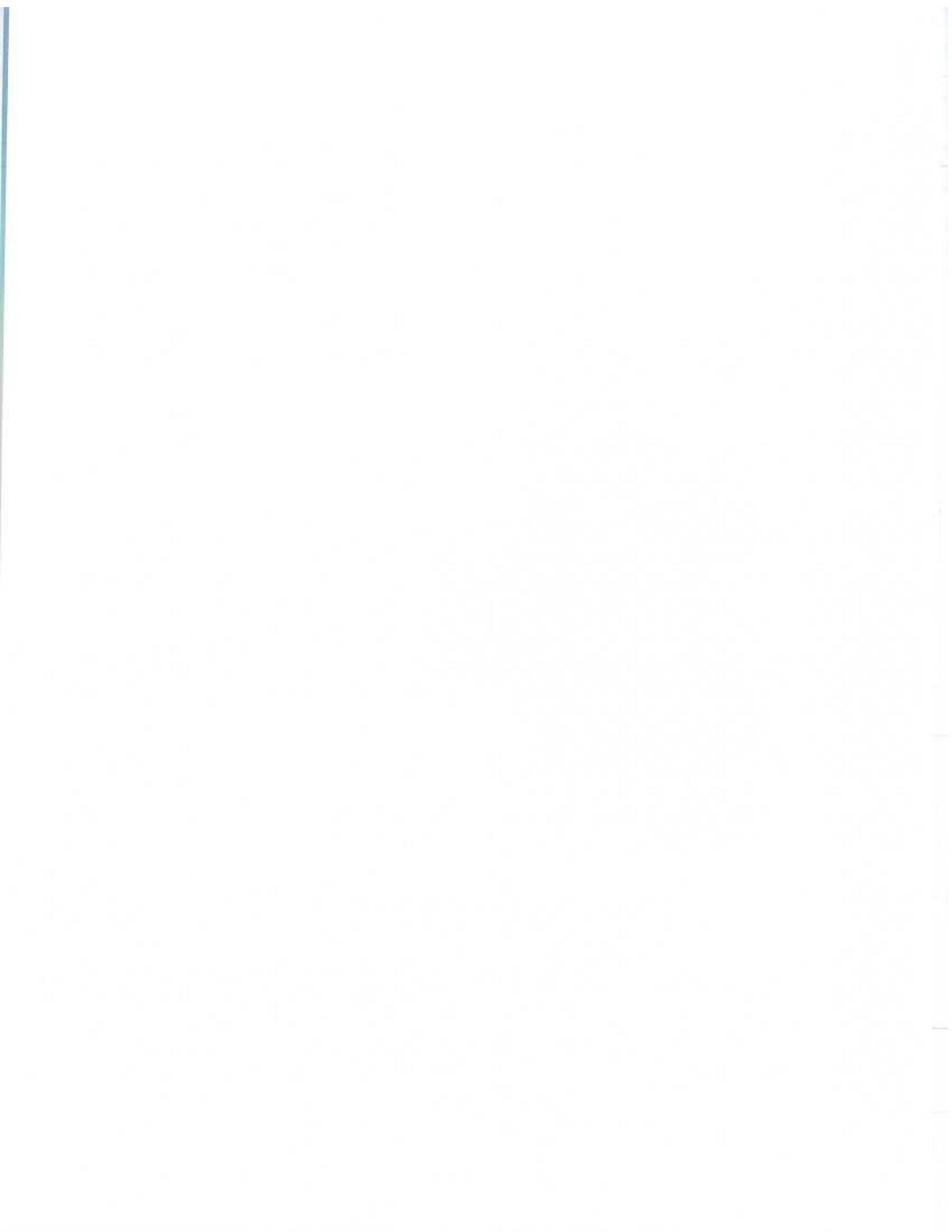
	EBS	ESL	SBS	VOC	Total
Adult	719	2,971	1,050	1,514	5,777
Concurrent	36	0	1,125	109	1,160
Grand Total	755	2,971	2,165	1,619	6,924

Unduplicated Enrollment By Program

07/01/2016 - 06/30/2017

Provider Code 1685

	EBS	ESL	SBS	VOC	Total
All Providers					
Adult	745	3,540	1,315	1,581	6,423
Concurrent	13	5	403	31	438
Grand Total	758	3,544	1,706	1,608	6,843



Maxine Waters Employment Prep Center
Los Angeles Unified School District

ADA by Ethnic and Gender

07/01/2014 - 06/30/2015

May 18, 2017

12:36:16PM

Provider Code 1685

PROVIDER	ETHNICITY	HOURS	ADA	STUDENT COUNTS***		
				MALE	FEMALE	ALL
Maxine Waters Employment Prep Cente	AFRICAN AMERICAN	177,081.25	337.30	895	1,375	2,270
	AMERICAN INDIAN	2,340.75	4.46	5	6	11
	ASIAN	47,252.50	90.00	86	249	335
	FILIPINO	5,423.00	10.33	31	32	63
	HISPANIC	794,505.75	1,513.34	3,032	3,680	6,712
	OTHER	151.00	0.29	1	1	2
	PACIFIC ISLANDER	3,012.50	5.74	13	26	39
	WHITE	19,404.25	36.96	70	81	151
Maxine Waters Employment Prep Ce		1,049,171.00	1,998.42	4,133	5,450	9,583
	Grand Totals	1,049,171.00	1,998.42	4,133	5,450	9,583

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id: KXW5282

ADA by Ethnic and Gender

07/01/2014 - 06/30/2015

May 18, 2017

12:25:29PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
Maxine Waters Employment Prep Cente	ADULTS WITH DISABILITIES						
		AFRICAN AMERICAN	1,914.00	3.65	8	16	24
		HISPANIC	3,209.50	6.11	21	22	43
	ADULTS WITH DISABILITIES		5,123.50	9.76	29	38	67

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

**ADA by Ethnic and Gender
07/01/2014 - 06/30/2015**

May 24, 2017

02:28:49PM

Program Code EBS; Provider Code 1685

<u>PROVIDER</u> <u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
				<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
Maxine Waters Employment Prep Cente						
ELEMENTARY BASIC SKILLS						
	AFRICAN AMERICAN	21,838.50	41.60	77	185	262
	AMERICAN INDIAN	30.00	0.06	1	0	1
	ASIAN	643.50	1.23	3	4	7
	FILIPINO	27.50	0.05	1	0	1
	HISPANIC	72,637.00	138.36	261	440	701
	OTHER	15.00	0.03	0	1	1
	PACIFIC ISLANDER	379.50	0.72	1	2	3
	WHITE	844.50	1.61	7	4	11
ELEMENTARY BASIC SKILLS		96,415.50	183.65	351	636	987
Maxine Waters Employment Prep Ce		96,415.50	183.65	351	636	987
	Grand Totals	96,415.50	183.65	351	636	987

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

ADA by Ethnic and Gender
07/01/2014 - 06/30/2015

May 18, 2017

12:25:29PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	ENGLISH AS A SEC LANG.						
		AFRICAN AMERICAN	4,221.50	8.04	13	14	27
		AMERICAN INDIAN	828.50	1.58	0	3	3
		ASIAN	8,065.50	15.36	26	47	73
		FILIPINO	102.50	0.20	0	2	2
		HISPANIC	396,958.75	756.11	1,018	1,545	2,563
		PACIFIC ISLANDER	68.50	0.13	1	1	2
		WHITE	1,150.00	2.19	6	6	12
	ENGLISH AS A SEC LANG.		411,395.25	783.61	1,064	1,618	2,682

ADA by Ethnic and Gender
07/01/2014 - 06/30/2015

May 18, 2017

12:25:29PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
PROGRAMS FOR OLDER ADULTS							
		AFRICAN AMERICAN	10,000.00	19.05	13	53	66
		ASIAN	32,951.00	62.76	30	181	211
		FILIPINO	2,328.00	4.43	3	8	11
		HISPANIC	6,395.00	12.18	12	31	43
		PACIFIC ISLANDER	678.00	1.29	2	2	4
		WHITE	7,637.50	14.55	16	42	58
	PROGRAMS FOR OLDER ADUL		59,989.50	114.27	76	317	393

ADA by Ethnic and Gender
07/01/2014 - 06/30/2015

May 18, 2017

12:25:29PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
SECONDARY BASIC SKILLS		AFRICAN AMERICAN	59,181.50	112.73	768	1,083	1,851
		AMERICAN INDIAN	60.50	0.12	3	2	5
		ASIAN	3,578.00	6.82	31	22	53
		FILIPINO	1,436.50	2.74	27	19	46
		HISPANIC	213,821.00	407.28	1,813	1,843	3,656
		OTHER	136.00	0.26	1	0	1
		PACIFIC ISLANDER	1,591.50	3.03	10	21	31
		WHITE	3,208.00	6.11	40	24	64
SECONDARY BASIC SKILLS			283,013.00	539.07	2,693	3,014	5,707

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

ADA by Ethnic and Gender
07/01/2014 - 06/30/2015

May 18, 2017

12:25:29PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	VOCATIONAL						
		AFRICAN AMERICAN	79,925.75	152.24	262	375	637
		AMERICAN INDIAN	1,421.75	2.71	2	1	3
		ASIAN	2,014.50	3.84	5	4	9
		FILIPINO	1,528.50	2.91	2	3	5
		HISPANIC	101,484.50	193.30	359	346	705
		PACIFIC ISLANDER	295.00	0.56	1	3	4
		WHITE	6,564.25	12.50	16	10	26
	VOCATIONAL		193,234.25	368.07	647	742	1,389
Maxine Waters Employment Prep Ce			1,049,171.00	1,998.42	4,133	5,450	9,583
		Grand Totals	1,049,171.00	1,998.42	4,133	5,450	9,583

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : **IXW5282**

Maxine Waters Employment Prep Center
Los Angeles Unified School District

ADA by Ethnic and Gender
07/01/2015 - 06/30/2016

May 24, 2017

02:21:05PM

Program Code EBS; Provider Code 1685

<u>PROVIDER</u> <u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
				<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
Maxine Waters Employment Prep Cente						
ELEMENTARY BASIC SKILLS						
	AFRICAN AMERICAN	20,162.00	38.40	71	165	236
	ASIAN	644.00	1.23	3	4	7
	FILIPINO	37.50	0.07	3	0	3
	HISPANIC	47,235.50	89.97	189	310	499
	PACIFIC ISLANDER	48.50	0.09	1	1	2
	WHITE	482.00	0.92	2	6	8
	ELEMENTARY BASIC SKILLS	68,609.50	130.68	269	486	755
Maxine Waters Employment Prep Ce		68,609.50	130.68	269	486	755
	Grand Totals	68,609.50	130.68	269	486	755

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

ADA by Ethnic and Gender
07/01/2015 - 06/30/2016

May 18, 2017

12:29:03PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	ENGLISH AS A SEC LANG.						
		AFRICAN AMERICAN	3,125.50	5.95	12	12	24
		AMERICAN INDIAN	320.50	0.61	1	1	2
		ASIAN	4,550.00	8.67	28	41	69
		FILIPINO	28.00	0.05	0	1	1
		HISPANIC	385,458.50	734.21	1,204	1,665	2,869
		WHITE	679.50	1.29	2	4	6
	ENGLISH AS A SEC LANG.		394,162.00	750.78	1,247	1,724	2,971

ADA by Ethnic and Gender
07/01/2015 - 06/30/2016

May 18, 2017

12:29:03PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	SECONDARY BASIC SKILLS						
		AFRICAN AMERICAN	43,778.00	83.39	199	293	492
		AMERICAN INDIAN	44.00	0.08	0	1	1
		ASIAN	1,717.50	3.27	13	7	20
		FILIPINO	3,080.50	5.87	17	14	31
		HISPANIC	157,942.00	300.84	762	822	1,584
		OTHER	638.50	1.22	3	0	3
		PACIFIC ISLANDER	1,342.00	2.56	7	7	14
		WHITE	1,921.00	3.66	10	10	20
	SECONDARY BASIC SKILLS		210,463.50	400.88	1,011	1,154	2,165

Maxine Waters Employment Prep Center
Los Angeles Unified School District

ADA by Ethnic and Gender
07/01/2015 - 06/30/2016

May 18, 2017

12:29:03PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	VOCATIONAL						
		AFRICAN AMERICAN	82,930.00	157.96	307	323	630
		AMERICAN INDIAN	858.50	1.64	1	1	2
		ASIAN	2,926.00	5.57	5	5	10
		FILIPINO	376.50	0.72	1	4	5
		HISPANIC	121,830.00	232.06	471	466	937
		OTHER	59.00	0.11	1	0	1
		PACIFIC ISLANDER	63.00	0.12	1	0	1
		WHITE	6,969.00	13.27	19	14	33
	VOCATIONAL		216,012.00	411.45	806	813	1,619
Maxine Waters Employment Prep Ce			889,247.00	1,693.80	3,149	3,775	6,924
		Grand Totals	889,247.00	1,693.80	3,149	3,775	6,924

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

Maxine Waters Employment Prep Center
Los Angeles Unified School District

ADA by Ethnic and Gender

07/01/2016 - 06/30/2017

May 18, 2017

12:34:00PM

Provider Code 1685

PROVIDER	ETHNICITY	HOURS	ADA	STUDENT COUNTS***		
				MALE	FEMALE	ALL
Maxine Waters Employment Prep Cente						
	AFRICAN AMERICAN	115,126.50	219.29	462	601	1,063
	AMERICAN INDIAN	1,158.50	2.21	0	3	3
	ASIAN	11,207.00	21.35	35	51	86
	FILIPINO	3,808.00	7.25	18	15	33
	HISPANIC	760,893.00	1,449.32	2,515	3,068	5,583
	OTHER	52.50	0.10	1	2	3
	PACIFIC ISLANDER	815.00	1.55	7	5	12
	WHITE	8,877.50	16.91	33	26	59
Maxine Waters Employment Prep Ce		901,938.00	1,717.98	3,071	3,771	6,842
	Grand Totals	901,938.00	1,717.98	3,071	3,771	6,842

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

ADA by Ethnic and Gender
07/01/2016 - 06/30/2017

May 25, 2017

01:20:26PM

Program Code DIS; Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>

Grand Totals

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

ADA by Ethnic and Gender
07/01/2016 - 06/30/2017

May 18, 2017

12:32:20PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	ENGLISH AS A SEC LANG.						
		AFRICAN AMERICAN	2,725.50	5.19	12	11	23
		AMERICAN INDIAN	439.00	0.84	0	1	1
		ASIAN	5,408.00	10.30	19	40	59
		FILIPINO	153.50	0.29	2	1	3
		HISPANIC	468,347.00	892.09	1,420	2,031	3,451
		WHITE	825.50	1.57	3	4	7
	ENGLISH AS A SEC LANG.		477,898.50	910.28	1,456	2,088	3,544

ADA by Ethnic and Gender
07/01/2016 - 06/30/2017

May 18, 2017

12:32:20PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
SECONDARY BASIC SKILLS							
		AFRICAN AMERICAN	31,807.00	60.58	146	278	424
		AMERICAN INDIAN	75.00	0.14	0	1	1
		ASIAN	834.50	1.59	5	6	11
		FILIPINO	1,273.50	2.43	9	11	20
		HISPANIC	99,429.50	189.39	552	668	1,220
		OTHER	30.00	0.06	1	0	1
		PACIFIC ISLANDER	500.00	0.95	5	4	9
		WHITE	1,403.50	2.67	6	13	19
	SECONDARY BASIC SKILLS		135,353.00	257.82	724	981	1,705

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

**ADA by Ethnic and Gender
07/01/2016 - 06/30/2017**

May 18, 2017

12:32:20PM

Provider Code 1685

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>ETHNICITY</u>	<u>HOURS</u>	<u>ADA</u>	<u>STUDENT COUNTS***</u>		
					<u>MALE</u>	<u>FEMALE</u>	<u>ALL</u>
	VOCATIONAL						
		AFRICAN AMERICAN	63,375.50	120.72	283	259	542
		AMERICAN INDIAN	644.50	1.23	0	2	2
		ASIAN	4,722.00	8.99	12	7	19
		FILIPINO	1,778.50	3.39	5	1	6
		HISPANIC	148,345.00	282.56	545	462	1,007
		PACIFIC ISLANDER	307.50	0.59	2	1	3
		WHITE	5,952.00	11.34	21	8	29
	VOCATIONAL		225,125.00	428.81	868	740	1,608
Maxine Waters Employment Prep Ce			901,938.00	1,717.98	3,071	3,771	6,842
		Grand Totals	901,938.00	1,717.98	3,071	3,771	6,842

*** Unduplicated (distinct) counts. Unduplicated at each level.
Class records with no attendance are excluded.

User Id : KXW5282

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01,2018

Course Completer Ratio By Program

03:13:37PM

07/01/2014 - 06/30/2015

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
ADULTS WITH DISABILITIES					
	430950	FUNCTIONAL LITERACY	66	14	21%
ADULTS WITH DISABILITIES			66	14	21%
ELEMENTARY BASIC SKILLS					
	310270	ALGEBRA 1/A	4	1	25%
	530364	READING 1	140	30	21%
	530365	READING 2	299	57	19%
	530366	READING 3	109	34	31%
	530375	MATH 1	381	39	10%
	530376	MATH 2	105	13	12%
	530377	MATH 3	20	4	20%
	530381	BASIC LANGUAGE ARTS - BEGI	96	39	41%
	530382	BASIC LANGUAGE ARTS - INTE	52	13	25%
	530383	BASIC LANGUAGE ARTS - ADVA	22	3	14%
ELEMENTARY BASIC SKILLS			1,228	233	19%
ENGLISH AS A SEC LANG.					
	500150	ESL MULTI-LEVEL/EDUCATION A	185	0	0%
	500154	ESL INTERMEDIATE HIGH/A	221	77	35%
	500155	ESL INTERMEDIATE HIGH/B	149	81	54%
	500156	ESL ADVANCED LOW	95	55	58%
	500158	ESL BEGINNING LITERACY	154	36	23%
	500170	ESL/CITIZENSHIP	74	43	58%
	500182	ESL BEGINNING LOW/A	957	344	36%
	500183	ESL BEGINNING LOW/B	677	363	54%
	500184	ESL BEGINNING HIGH/A	517	259	50%
	500185	ESL BEGINNING HIGH/B	340	155	46%
	500186	ESL INTERMEDIATE LOW/A	313	157	50%
	500187	ESL INTERMEDIATE LOW/B	165	99	60%
	500191	ESL BEGINNING LOW	19	1	5%
	500192	ESL BEGINNING HIGH	5	1	20%
	500193	ESL INTERMEDIATE LOW	6	0	0%
	500194	ESL INTERMEDIATE HIGH/A	3	0	0%
	500196	ESL BEGINNING LOW	5	1	20%
	500451	ESL INTERM./LEARNING TO CO	75	18	24%
	500452	ESL MULTI-LEVEL/PRONUNCIA	150	56	37%
	500453	ESL INTERMEDIATE/ENGLISH V	49	13	27%
	500454	ESL MULTI LEV./USING COMPUT	12	4	33%
	500457	ESL MULTI-LEVEL/COMMUNICA	44	0	0%
ENGLISH AS A SEC LANG.			4,215	1,763	42%
SECONDARY BASIC SKILLS					
	200952	FINE ARTS/THE VISUAL ARTS	8	6	75%
	230551	TEST PREPARATION/ESSENTIA	9	1	11%
	230971	ENGLISH 1	33	15	45%
	230972	ENGLISH 2	26	12	46%
	231073	ENGLISH 3	25	10	40%
	231074	ENGLISH 4	86	22	26%
	231175	ENGLISH COMPOSITION/CONTE	49	22	45%

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01,2018

Course Completer Ratio By Program

03:13:37PM

07/01/2014 - 06/30/2015

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
SECONDARY BASIC SKILLS					
	231176	LITERATURE/AMERICAN	57	23	40%
	231277	ENGLISH COMPOSITION/EXPOS	162	47	29%
	231278	LITERATURE/MODERN	92	43	47%
	305071	GED TEST PREPARATION/TES	211	9	4%
	305074	ADULT SECONDARY EDUCATIO	3,057	0	0%
	310165	TEST PREPARATION/ESSENTIA	6	0	0%
	310270	ALGEBRA 1/A	33	9	27%
	310271	ALGEBRA 1/B	23	14	61%
	310371	GEOMETRY 1/A	16	8	50%
	310372	GEOMETRY 1/B	14	11	79%
	360574	HEALTH	110	36	33%
	360951	GENERAL SCIENCE/INTEGRATE	13	8	62%
	360952	GENERAL SCIENCE/INTEGRATE	11	6	55%
	360971	BIOLOGY/1	1	1	100%
	360973	BIOLOGY/1/LIFE SCIENCE	1	0	0%
	360974	BIOLOGY/2/LIFE SCIENCE	6	6	100%
	361053	GENERAL SCIENCE/INTEGRATE	4	2	50%
	361054	GENERAL SCIENCE/INTEGRATE	7	6	86%
	370170	U. S. HISTORY/1	79	28	35%
	370171	U. S. HISTORY/2	51	24	47%
	370271	WORLD HISTORY/1	8	4	50%
	370272	WORLD HISTORY/2	18	10	56%
	370474	PSYCHOLOGY	18	5	28%
	370477	LIFE SKILLS	35	11	31%
	370478	PARENT EDUCATION	42	17	40%
	370670	U. S. GOVERNMENT	120	36	30%
	370971	ECONOMICS	82	37	45%
	SECONDARY BASIC SKILLS		4,277	401	9%
Maxine Waters Employment Prep Center	Totals		10,022	2,499	25%
	Grand Totals		10,022	2,499	25%

Total Unduplicated Enrollment: 6,361

User Id : JLM7577

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01, 2018

Course Completer Ratio By Program

03:17:09PM

07/01/2015 - 06/30/2016

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
ELEMENTARY BASIC SKILLS					
		530364 READING 1	100	13	13%
		530365 READING 2	336	39	12%
		530366 READING 3	98	27	28%
		530375 MATH 1	228	14	6%
		530376 MATH 2	81	8	10%
		530377 MATH 3	14	4	29%
		530381 BASIC LANGUAGE ARTS - BEGI	24	6	25%
		530382 BASIC LANGUAGE ARTS - INTE	46	13	28%
		530383 BASIC LANGUAGE ARTS - ADVA	15	10	67%
		ELEMENTARY BASIC SKILLS	942	134	14%
ENGLISH AS A SEC LANG.					
		500154 ESL INTERMEDIATE HIGH/A	214	111	52%
		500155 ESL INTERMEDIATE HIGH/B	127	81	64%
		500156 ESL ADVANCED LOW	112	55	49%
		500158 ESL BEGINNING LITERACY	130	30	23%
		500159 ESL BEGINNING LITERACY/A	19	6	32%
		500170 ESL/CITIZENSHIP	152	20	13%
		500182 ESL BEGINNING LOW/A	1,178	521	44%
		500183 ESL BEGINNING LOW/B	819	425	52%
		500184 ESL BEGINNING HIGH/A	670	353	53%
		500185 ESL BEGINNING HIGH/B	569	271	48%
		500186 ESL INTERMEDIATE LOW/A	439	238	54%
		500187 ESL INTERMEDIATE LOW/B	304	175	58%
		ENGLISH AS A SEC LANG.	4,733	2,286	48%
SECONDARY BASIC SKILLS					
		200952 FINE ARTS/THE VISUAL ARTS	2	1	50%
		230551 TEST PREPARATION/ESSENTIA	31	2	6%
		230971 ENGLISH 1	38	12	32%
		230972 ENGLISH 2	31	14	45%
		231073 ENGLISH 3	21	9	43%
		231074 ENGLISH 4	113	36	32%
		231175 ENGLISH COMPOSITION/CONTE	56	14	25%
		231176 LITERATURE/AMERICAN	46	12	26%
		231277 ENGLISH COMPOSITION/EXPOS	254	92	36%
		231278 LITERATURE/MODERN	105	45	43%
		305075 HIGH SHOOOL EQUIVALENCY TE	199	13	7%
		310165 TEST PREPARATION/ESSENTIA	1	0	0%
		310270 ALGEBRA 1/A	62	19	31%
		310271 ALGEBRA 1/B	32	16	50%
		310371 GEOMETRY 1/A	16	9	56%
		310372 GEOMETRY 1/B	11	4	36%
		360574 HEALTH	94	37	39%
		360951 GENERAL SCIENCE/INTEGRATE	14	5	36%
		360952 GENERAL SCIENCE/INTEGRATE	15	10	67%
		360971 BIOLOGY/1	1	0	0%
		360972 BIOLOGY/2	1	1	100%

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01,2018

Course Completer Ratio By Program

03:17:09PM

07/01/2015 - 06/30/2016

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
SECONDARY BASIC SKILLS					
		360973 BIOLOGY/1/LIFE SCIENCE	7	3	43%
		360974 BIOLOGY/2/LIFE SCIENCE	7	4	57%
		361053 GENERAL SCIENCE/INTEGRATE	3	2	67%
		361054 GENERAL SCIENCE/INTEGRATE	7	6	86%
		370170 U. S. HISTORY/1	102	33	32%
		370171 U. S. HISTORY/2	86	38	44%
		370271 WORLD HISTORY/1	17	10	59%
		370272 WORLD HISTORY/2	23	10	43%
		370474 PSYCHOLOGY	25	5	20%
		370477 LIFE SKILLS	43	17	40%
		370478 PARENT EDUCATION	77	37	48%
		370670 U. S. GOVERNMENT	169	63	37%
		370971 ECONOMICS	75	30	40%
		530375 MATH 1	41	4	10%
		530376 MATH 2	18	5	28%
		530377 MATH 3	6	1	17%
		SECONDARY BASIC SKILLS	706	268	38%
Maxine Waters Employment Prep Center		Totals	7,524	3,039	40%
		Grand Totals	7,524	3,039	40%

Total Unduplicated Enrollment: 4,528

User Id : JLM7577

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01,2018

Course Completer Ratio By Program

03:20:25PM

07/01/2016 - 06/30/2017

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
ELEMENTARY BASIC SKILLS					
		230972 ENGLISH 2	0	0	0%
		231074 ENGLISH 4	1	1	100%
		231277 ENGLISH COMPOSITION/EXPOS	2	1	50%
		305075 HIGH SCHOOL EQUIVAL. TEST P	98	12	12%
		310270 ALGEBRA 1/A	9	6	67%
		360574 HEALTH	13	7	54%
		360973 BIOLOGY/1/LIFE SCIENCE	2	1	50%
		361053 GENERAL SCIENCE/INTEGRATE	1	0	0%
		370170 U. S. HISTORY/1	11	6	55%
		370171 U. S. HISTORY/2	11	7	64%
		370272 WORLD HISTORY/2	1	1	100%
		370477 LIFE SKILLS	6	5	83%
		370478 PARENT EDUCATION	13	7	54%
		370670 U. S. GOVERNMENT	10	2	20%
		370971 ECONOMICS	7	4	57%
		530364 READING 1	113	13	12%
		530365 READING 2	364	87	24%
		530366 READING 3	97	37	38%
		530375 MATH 1	186	17	9%
		530376 MATH 2	27	6	22%
		530377 MATH 3	7	3	43%
		530381 BASIC LANGUAGE ARTS - BEGI	11	5	45%
		530382 BASIC LANGUAGE ARTS - INTE	26	11	42%
		530383 BASIC LANGUAGE ARTS - ADVA	14	3	21%
		530451 VABE/MATH/PHOTOVOLTAICS	45	5	11%
		ELEMENTARY BASIC SKILLS	1,075	247	23%
		ENGLISH AS A SEC LANG.			
		500154 ESL INTERMEDIATE HIGH/A	271	152	56%
		500155 ESL INTERMEDIATE HIGH/B	155	98	63%
		500156 ESL ADVANCED LOW	123	65	53%
		500159 ESL BEGINNING LITERACY/A	112	47	42%
		500160 ESL BEGINNING LITERACY/B	17	11	65%
		500161 VESL BEGINNING LOW-BEGINN	12	2	17%
		500164 VESL/HEALTH CAREERS	27	7	26%
		500170 ESL/CITIZENSHIP	303	55	18%
		500182 ESL BEGINNING LOW/A	1,598	680	43%
		500183 ESL BEGINNING LOW/B	1,080	519	48%
		500184 ESL BEGINNING HIGH/A	871	478	55%
		500185 ESL BEGINNING HIGH/B	713	402	56%
		500186 ESL INTERMEDIATE LOW/A	514	316	61%
		500187 ESL INTERMEDIATE LOW/B	415	258	62%
		500451 ESL INTERM./LEARNING TO CO	210	147	70%
		500452 ESL MULTI-LEVEL/PRONUNCIA	136	102	75%
		500453 ESL INTERMEDIATE/ENGLISH V	51	30	59%
		500454 ESL MULTI LEV./USING COMPUT	7	7	100%
		ENGLISH AS A SEC LANG.	6,615	3,376	51%

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

March 01,2018

Course Completer Ratio By Program

03:20:25PM

07/01/2016 - 06/30/2017

Program Code: DIS,EBS,ESL,SBS; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
SECONDARY BASIC SKILLS					
	200952	FINE ARTS/THE VISUAL ARTS	3	2	67%
	230971	ENGLISH 1	54	10	19%
	230972	ENGLISH 2	26	13	50%
	231073	ENGLISH 3	28	12	43%
	231074	ENGLISH 4	132	48	36%
	231175	ENGLISH COMPOSITION/CONTE	68	30	44%
	231176	LITERATURE/AMERICAN	68	31	46%
	231277	ENGLISH COMPOSITION/EXPOS	383	172	45%
	231278	LITERATURE/MODERN	135	65	48%
	305075	HIGH SCHOOL EQUIVAL. TEST P	320	13	4%
	305094	HIGH SCHOOL EQUIVALENCY T	72	0	0%
	310270	ALGEBRA 1/A	95	45	47%
	310271	ALGEBRA 1/B	77	46	60%
	310371	GEOMETRY 1/A	29	16	55%
	310372	GEOMETRY 1/B	24	16	67%
	360574	HEALTH	153	67	44%
	360951	GENERAL SCIENCE/INTEGRATE	19	9	47%
	360952	GENERAL SCIENCE/INTEGRATE	22	16	73%
	360971	BIOLOGY/1	2	1	50%
	360973	BIOLOGY/1/LIFE SCIENCE	5	3	60%
	360974	BIOLOGY/2/LIFE SCIENCE	9	7	78%
	361053	GENERAL SCIENCE/INTEGRATE	6	5	83%
	361054	GENERAL SCIENCE/INTEGRATE	8	8	100%
	370170	U. S. HISTORY/1	156	68	44%
	370171	U. S. HISTORY/2	172	84	49%
	370271	WORLD HISTORY/1	13	5	38%
	370272	WORLD HISTORY/2	21	10	48%
	370474	PSYCHOLOGY	31	15	48%
	370477	LIFE SKILLS	104	50	48%
	370478	PARENT EDUCATION	76	42	55%
	370670	U. S. GOVERNMENT	306	119	39%
	370971	ECONOMICS	83	49	59%
	530375	MATH 1	50	18	36%
	530376	MATH 2	13	2	15%
	530377	MATH 3	2	1	50%
	SECONDARY BASIC SKILLS		2,765	1,098	40%
Maxine Waters Employment Prep Center	Totals		10,455	4,721	45%
	Grand Totals		10,455	4,721	45%

Total Unduplicated Enrollment: 5,635

User Id : JLM7577

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

October 02, 2017

Course Completer Ratio By Program

01:29:02PM

" 7/ 1/2014" - " 6/30/2015"

Program Code VOC; Provider Code 1685

(ADULTS ONLY)

PROVIDER PROGRAM COURSE

ENROLLED COMPLETERS* COMPLETER RATIO

**Maxine Waters Employment Prep Center
VOCATIONAL**

702570	LANDSCAPING/1	30	23	77%
713550	CONSTRUCTION WORK/1	29	19	66%
713560	CONSTRUCTION WORK/2	25	19	76%
713570	CONSTRUCTION WORK/3	9	6	67%
715084	TYPIST: KEYBOARDING/1	206	92	45%
715086	TYPIST: KEYBOARDING/2	22	14	64%
753550	ADMINISTRATIVE ASSISTANT/	22	20	91%
753560	ADMINISTRATIVE ASSISTANT/	28	25	89%
753570	ADMINISTRATIVE ASSISTANT/	34	33	97%
753580	COMPUTER OPERATION/1: FO	173	106	61%
753590	COMPUTER OPERATION/2: AP	101	58	57%
754550	COMPUTER OPERATION/3: DA	21	13	62%
754560	COMPUTER OPERATION/4: PR	67	49	73%
761550	HEALTH INFORMATION TECH/	35	24	69%
761560	HEALTH INFORMATION TECH/	25	19	76%
761570	HEALTH INFORMATION TECH/	20	17	85%
761580	HEALTH INFORMATION TECH/	21	17	81%
761590	HEALTH INFORMATION TECH/	18	16	89%
762570	MEDICAL TERMINOLOGY	10	0	0%
775075	NURSING ASSISTANT: LONG-T	109	95	87%
776060	VOCATIONAL NURSE	27	10	37%
778070	HOME HEALTH AIDE (SUPPLE	98	82	84%
779550	WELDING/1	77	52	68%
779560	WELDING/2	65	56	86%
779570	WELDING/3	43	34	79%
783550	CUSTOMER SERVICE	23	18	78%
785050	BAKER (FUNDAMENTALS)	13	5	38%
785080	CHEF ASSISTANT	29	23	79%
797550	BUILDING & GROUNDS WORKE	305	284	93%
797580	MAINTENANCE SUPERVISOR: S	40	34	85%
797585	MAINTENANCE SUPERVISOR: S	29	27	93%
799053	AUTO TECH: BRAKES	45	22	49%
799061	AUTO TECH: ELECTRICAL AND I	6	5	83%
799069	AUTO TECH: ENGINE PERFORM	42	21	50%
799071	AUTO TECH: ENGINE PERFORM	25	12	48%
799073	AUTO TECH: ENGINE REPAIR	29	15	52%
799079	AUTO TECH: SUSPENSION AND	12	8	67%

VOCATIONAL

1,913 1,373 72%

Maxine Waters Employment Prep Center

Totals

1,913 1,373 72%

Grand Totals

1,913 1,373 72%

Total Unduplicated Enrollment: 1,259

User Id : JLM7577

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

October 02,2017

Course Completer Ratio By Program

01:30:32PM

" 7/ 1/2015" - " 6/30/2016"
Program Code VOC; Provider Code 1685
(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center	VOCATIONAL				
		715084 TYPIST: KEYBOARDING/1	155	74	48%
		715086 TYPIST: KEYBOARDING/2	40	24	60%
		727550 ELECTRICIAN/1: FUNDAMENTAL	39	28	72%
		727555 ELECTRICIAN/2: WIRING AND C	45	33	73%
		727560 ELECTRICIAN/3: WIRING TECHN	27	20	74%
		753550 ADMINISTRATIVE ASSISTANT/	36	33	92%
		753560 ADMINISTRATIVE ASSISTANT/	35	30	86%
		753570 ADMINISTRATIVE ASSISTANT/	26	24	92%
		753580 COMPUTER OPERATION/1: FO	173	107	62%
		753590 COMPUTER OPERATION/2: AP	94	73	78%
		754550 COMPUTER OPERATION/3: DA	34	26	76%
		754560 COMPUTER OPERATION/4: PR	228	127	56%
		761550 HEALTH INFORMATION TECH/	53	16	30%
		761560 HEALTH INFORMATION TECH/	21	9	43%
		761570 HEALTH INFORMATION TECH/	17	12	71%
		761580 HEALTH INFORMATION TECH/	15	13	87%
		761590 HEALTH INFORMATION TECH/	13	10	77%
		762570 MEDICAL TERMINOLOGY	89	23	26%
		775075 NURSING ASSISTANT: LONG-T	39	36	92%
		776060 VOCATIONAL NURSE	37	11	30%
		778070 HOME HEALTH AIDE (SUPPLE	36	36	100%
		779550 WELDING/1	124	99	80%
		779560 WELDING/2	75	69	92%
		779570 WELDING/3	80	50	63%
		783550 CUSTOMER SERVICE	39	35	90%
		785050 BAKER (FUNDAMENTALS)	38	27	71%
		785080 CHEF ASSISTANT	39	26	67%
		797550 BUILDING & GROUNDS WORKE	411	381	93%
		797575 MAINTENANCE SUPERVISOR: H	56	48	86%
		797580 MAINTENANCE SUPERVISOR: S	58	47	81%
		797585 MAINTENANCE SUPERVISOR: S	60	52	87%
		799053 AUTO TECH: BRAKES	50	38	76%
		799061 AUTO TECH: ELECTRICAL AND I	10	9	90%
		799063 AUTO TECH: ELECTRICAL AND I	10	9	90%
		799069 AUTO TECH: ENGINE PERFORM	17	15	88%
		799071 AUTO TECH: ENGINE PERFORM	18	15	83%
		799073 AUTO TECH: ENGINE REPAIR	6	4	67%
		799079 AUTO TECH: SUSPENSION AND	15	14	93%
		799085 TECHNOLOGY/2: AUTOMOTIVE	26	22	85%
	VOCATIONAL		2,384	1,725	72%
Maxine Waters Employment Prep Center		Totals	2,384	1,725	72%
		Grand Totals	2,384	1,725	72%

Total Unduplicated Enrollment: 1,514

User Id : JLM7577

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

October 02, 2017

Course Completer Ratio By Program

01:31:10PM

" 7/ 1/2016" - " 6/30/2017"

Program Code VOC; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center	VOCATIONAL				
		714570 PLUMBING/1	19	14	74%
		714580 PLUMBING/2	10	0	0%
		715084 TYPIST: KEYBOARDING/1	114	52	46%
		715086 TYPIST: KEYBOARDING/2	35	17	49%
		727550 ELECTRICIAN/1: FUNDAMENTAL	76	57	75%
		727555 ELECTRICIAN/2: WIRING AND C	74	56	76%
		727560 ELECTRICIAN/3: WIRING TECHN	74	54	73%
		727565 ELECTRICIAN/4: INDUSTRIAL	36	13	36%
		727570 ELECTRIC MOTOR CONTROLS	6	0	0%
		728560 HVAC/1	36	16	44%
		728565 HVAC/2	25	20	80%
		728570 HVAC/3	21	14	67%
		753550 ADMINISTRATIVE ASSISTANT/	24	14	58%
		753560 ADMINISTRATIVE ASSISTANT/	1	1	100%
		753570 ADMINISTRATIVE ASSISTANT/	19	14	74%
		753580 COMPUTER OPERATION/1: FO	185	90	49%
		753590 COMPUTER OPERATION/2: AP	66	46	70%
		754550 COMPUTER OPERATION/3: DA	24	21	88%
		754560 COMPUTER OPERATION/4: PR	254	145	57%
		761550 HEALTH INFORMATION TECH/	85	53	62%
		761560 HEALTH INFORMATION TECH/	18	8	44%
		761570 HEALTH INFORMATION TECH/	13	8	62%
		761580 HEALTH INFORMATION TECH/	13	8	62%
		761590 HEALTH INFORMATION TECH/	18	11	61%
		762570 MEDICAL TERMINOLOGY	91	52	57%
		771580 CULINARY ARTS: CATERING	26	12	46%
		774050 MEDICAL ASSISTANT	52	22	42%
		775075 NURSING ASSISTANT: LONG-T	73	63	86%
		776060 VOCATIONAL NURSE	9	8	89%
		778070 HOME HEALTH AIDE (SUPPLE	13	9	69%
		779060 PHARMACY TECHNICIAN	26	6	23%
		779550 WELDING/1	155	88	57%
		779560 WELDING/2	92	76	83%
		779570 WELDING/3	101	66	65%
		783550 CUSTOMER SERVICE	15	13	87%
		785050 BAKER (FUNDAMENTALS)	51	33	65%
		785080 CHEF ASSISTANT	47	33	70%
		797550 BUILDING & GROUNDS WORKE	267	239	90%
		797575 MAINTENANCE SUPERVISOR: H	40	33	83%
		797580 MAINTENANCE SUPERVISOR: S	77	58	75%
		797585 MAINTENANCE SUPERVISOR: S	32	28	88%
		799053 AUTO TECH: BRAKES	35	17	49%
		799061 AUTO TECH: ELECTRICAL AND I	12	10	83%
		799063 AUTO TECH: ELECTRICAL AND I	5	4	80%
		799069 AUTO TECH: ENGINE PERFORM	22	22	100%
		799071 AUTO TECH: ENGINE PERFORM	12	11	92%

**Maxine Waters Employment Prep Center
Los Angeles Unified School District**

October 02,2017

Course Completer Ratio By Program

01:31:10PM

" 7/ 1/2016" - " 6/30/2017"

Program Code VOC; Provider Code 1685

(ADULTS ONLY)

<u>PROVIDER</u>	<u>PROGRAM</u>	<u>COURSE</u>	<u>ENROLLED</u>	<u>COMPLETERS*</u>	<u>COMPLETER RATIO</u>
Maxine Waters Employment Prep Center					
VOCATIONAL					
	799073	AUTO TECH: ENGINE REPAIR	31	18	58%
	799079	AUTO TECH: SUSPENSION AND	24	15	63%
	799083	TECHNOLOGY/1: AUTOMOTIVE	61	8	13%
	799085	TECHNOLOGY/2: AUTOMOTIVE	38	26	68%
	VOCATIONAL		154	67	44%
Maxine Waters Employment Prep Center	Totals		2,653	1,702	64%
	Grand Totals		2,653	1,702	64%

Total Unduplicated Enrollment: 1,704

User Id : JLM7577



03/01/2018
09:02:01

Payment Points Summary 2017

Page 1 of 2
PPSR17

Agency: 1180 - Los Angeles Unified School District (LAUSD)
Program Year: 2016-2017

Funding: 225 Funding 231 Funding
 Civic Participation Citizenship Preparation 243 IELCE

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall paired scores	Payment Points															
				Completed NRS Educational Level			Received a HSE Certificate			Received a High School Diploma			Passed Citizenship Interview Test			Passed Government & History Test			
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
				Total			Total			Total			Total			Total			
225/231	Basic Skills (ABE)	508	259	146	28.7	0	0.0	0	0.0	0	0.0							146	
	ESL	3,650	2,287	1,511	41.4	25	0.7	1	0.0									1,537	
EL Civics (231)	Adult Secondary Education	955	381	284	29.7	27	2.8	132	13.8									443	
	Civic Participation	2,579	1,770															1,677	
EL Civics (243)	Citizenship Preparation	2,527	1,850																
	Integrated EL Civics (IELCE)	10,219	6,547	1,941	19.0	52	0.5	133	1.3	1,275	49.4	322	12.5	80	3.1	1,148	45.4	1,896	
Totals:										2,423	23.7	874	8.6	276	2.7	2,423	23.7	5,699	

Number of unduplicated learners: 5,113

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

Not Applicable



03/01/2018
08:14:12

Payment Points Summary 2017

Agency: 1180 - Los Angeles Unified School District (LAUSD)
Program Year: 2017-2018

Funding: 225 Funding 231 Funding
 Civic Participation Citizenship Preparation 243 IELCE

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall paired scores	Payment Points												Total PP					
				Completed NRS Educational Level			Received a HSE Certificate			Received a High School Diploma			Passed Citizenship Interview Test				Passed Government & History Test				
				N	%	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N
225/231	Basic Skills (ABE) ESL	353 2,866	208 1,964	110 1,260	31.2 44.0	3 10	0.8 0.3	0 4	0.0 0.1	0 4	0.0 0.1	0 4	0.0 0.1	0 4	0.0 0.1	0 4	0.0 0.1	0 4	0.0 0.1	113 1,274	
EL Civics (231)	Adult Secondary Education Civic Participation	843 2,501	409 1,858	197 1,858	23.4 74.6	5 39	0.6 2.1	8 39	0.9 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	210 3,010	
EL Civics (243)	Citizenship Preparation Integrated EL Civics (IELCE)	52 1,901	39 1,417	0 1,417	0.0 74.6	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	0 39	0.0 2.1	14 1,550	
Totals:		8,516	5,895	1,567	18.4	18	0.2	12	0.1	14	0.2	0	0.0	14	0.2	1,567	30.2	1,500	17.6	492	5.8

Number of unduplicated learners: 4,062

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.

Not Applicable



03/01/2018
08:56:20

AEBG Summary

Page 1 of 2
AEBG2017S

Agency: 1180 - Los Angeles Unified School District (LAUSD)

Program Year: 2016-2017

Member: 259 - Los Angeles Unified School District

Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)				AEBG Outcomes										Services					
	Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Literacy Gains self- reported (F)	Self-reported student outcomes										Enrollees (L)	Supportive Services Received (M)	Training Services Received (N)	Transition Services Received (O)	Career Services Received (P)
						HSD/HSE Achieved (G)	Post- Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)										
English Language Learner (ESL/ELL)	3,162	2,314	1,526	3,767	1,589	60	10	729	60	51	4,385	117	91	54	68					
Basic Skills (ABE)	643	438	245	783	197	24	3	45	24	9	979	9	5	2	12					
High School Diploma (HSD)	1,041	591	311	1,336	358	165	5	84	165	18	2,046	63	21	6	29					
High School Equivalency (HSE)	127	81	41	129	50	24	0	15	24	9	149	30	8	0	17					
Career and Technical Education (CTE)	374	272	173	1,378	367	53	45	136	53	40	1,739	31	100	7	32					
Programs for Adults with Disabilities	51	41	20	105	24	2	3	8	2	2	129	1	7	0	1					
Adults Training for Child School Success	531	434	307	594	308	21	2	120	21	16	668	77	73	2	53					
Workforce (Re)Entry	352	254	154	515	153	2	4	64	2	6	592	18	17	8	12					
Pre-Apprenticeship	11	5	4	99	14	5	1	2	5	4	116	0	1	0	0					
No Designated Program											259	0	0	0	0					
Total	6,292	4,430	2,781	8,706	3,060	356	73	1,203	356	155	11,062	346	323	79	224					
Students in Two or more Programs	1,589	1,157	732	2,100	781	95	16	269	95	41	2,425	107	102	16	72					
Total Unduplicated Students	4,196	2,881	1,814	5,996	1,965	204	50	851	204	77	7,972	171	180	54	93					

*All learners in multiple programs are counted in each program in which they are enrolled.

***Includes learning gains from pre/post testing



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AEBG Summary

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AEBG2017S

Agency: 1180 - Los Angeles Unified School District (LAUSD)
Member: 259 - Los Angeles Unified School District

Program Year: 2017-2018
Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)				AEBG Outcomes										
	Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Self-reported student outcomes										
					Literacy Gains self-reported (F)	HSD/HSE Achieved (G)	Post-Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)	Supportive Services Received (M)	Training Services Received (N)	Transition Services Received (O)	Career Services Received (P)
English Language Learner (ESL/ELL)	2,521	1,927	1,256	2,878	941	17	12	438	17	69	3,502	1,269	124	156	60
Basic Skills (ABE)	372	244	118	411	94	10	9	81	10	46	592	114	76	32	9
High School Diploma (HSD)	920	549	269	1,059	221	20	20	180	20	86	2,104	480	202	130	71
High School Equivalency (HSE)	113	77	37	113	38	6	3	30	6	9	128	64	24	16	4
Career and Technical Education (CTE)	266	192	108	1,092	420	43	55	181	43	209	1,405	400	422	227	84
Programs for Adults with Disabilities	38	32	20	78	36	2	5	12	2	16	85	38	32	13	4
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce (Re)Entry	343	265	183	467	149	3	7	62	3	29	561	187	55	40	14
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program															
Total	4,573	3,286	1,991	6,098	1,899	101	111	984	101	464	8,749	2,577	943	621	246
Students in Two or more Programs	846	632	379	1,079	403	24	24	184	24	130	1,375	503	260	163	37
Total Unduplicated Students	3,558	2,508	1,534	4,828	1,392	68	81	756	68	290	7,169	1,960	610	418	207

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing