



**Maxine Waters  
Employment Preparation Center  
SELF-STUDY REPORT**

**[mwepc.org](http://mwepc.org)**

**10925 SOUTH CENTRAL AVENUE  
LOS ANGELES, CA 90059**

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
DIVISION OF ADULT AND CAREER EDUCATION**

**MARCH 18 - 20, 2024**

**ACS WASC Adult School/ROCP  
Focus on Learning Continuous Improvement  
Guideline Edition 2022**

## CONTENTS

School Board of Directors and Superintendent	
Division of Adult and Career Education	
Executive Director	
Regional Directors	
Maxine Waters Employment Preparation Center Administrators	
WASC Visiting Committee Members	
Self-Study Leadership Team and Focus Group Members	
Introduction	1
Chapter 1: Progress Report	3
Chapter 2: Student Profile and Supporting Data and Findings	8
Chapter 3: Self-Study Findings	18
1. School Mission, Culture, and Schoolwide Learner Outcomes	18
2. Governance, Organizational Structure, and Leadership	24
3. Faculty and Staff	30
4. Curriculum	35
5. Teaching and Learning	42
6. Assessment and Accountability	46
7. Student Support Services	50
8. Resource Management	56
9. Community/Educational Partnerships	60
Chapter 4: Summary from Analysis of Identified Major Student Learner Needs	63
Chapter 5: Schoolwide Action Plan	64
Glossary	68
Appendices	68

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### Board of Directors

Dr. George McKenna, III, District 1  
Dr. Rocio Rivas, District 2  
Scott Schmerelson, Vice President, District 3  
Nick Melvoin, District 4  
Jackie Goldberg, President, District 5  
Kelly Gonez, District 6  
Tanya Ortiz-Franklin, District 7  
Nathaniel Shin, Student Board Member

### Superintendent of Schools

Alberto M. Carvalho

### Division of Adult and Career Education

Renny L. Neyra, Executive Director  
Dora Pimentel-Baxter, Regional Director  
Matthew Oberlander, Regional Director  
Vladimir Tigno, Regional Director

## **MAXINE WATERS EMPLOYMENT PREPARATION CENTER**

### Administrators

Anna Elsa Madrid, Principal  
Jose L. Alcazar, Assistant Principal Operations  
Dianne C. Jackson, Assistant Principal Adult Counseling Services  
Eddy R. Carias, Assistant Principal Operations  
Julio A. Melara, Assistant Principal Operations

Western Association of Schools and Colleges Accrediting Commission for Schools

### Visiting Committee Members

Melissa Dix, Chair

Casey Riggs

Christine Demetrion-Hodges

Estella Banks

Sage Overoye

Mark W. Tremper

Deidra Puentes

## **SELF-STUDY COMMITTEE MEMBERS**

### **Leadership Team**

Anna Elsa Madrid, Principal  
Dianne Jackson, Assistant Principal Adult Counseling Services, WASC Chair  
Eddy Carias, Assistant Principal Operations, WASC Co-Chair  
Jose Alcazar, Assistant Principal Operations  
Julio Melara, Assistant Principal Operations  
Rocio Garcia, School Administrative Assistant  
Adrienne Hutchinson, Career Technical Education Advisor  
Carlos Palma, Academic Advisor  
Marisa Rodriguez, English as a Second Language Advisor  
Mary Cohens, DACE-SIS Coordinator  
Sharon Coles, Senior Office Technician  
Cecile Roque, Financial Manager  
Luciano Camacho, Plant Manager  
Devang Thaker, School Safety Officer

### **Survey Coordinator & Facilitators**

Jonathan Rodriguez, Instructional Technology Teacher Advisor  
Lidia Guzman, Teacher Counselor  
Angel Esquivel, Office Technician  
Nancy Rodriguez, Accelerated College & Career Transition Advisor

### **Technical Support**

Jonathan Rodriguez, Instructional Technology Teacher Advisor  
Jimmy Wilson, Information Technology Support Technician

### **FOCUS GROUP LEADERS**

Brent Aoki	Kevin Jordan
Luis Ayala	Hilda Nunez
Deborah Brown	Juan Carlos Ramirez
Benoy Eapen	David Reinaga
Robert Glynn	Debbie Torres
Adrienne Hutchinson	Silvia Villanueva
Adelaida Jimenez	Denise Yap
Rory Johnson	Bertha Zamora

### **Focus Groups**

#### **Curriculum**

Cynthia Aguilar (AIS)  
Luis Ayala (ESL) Team Leader  
Yolanda Borja (ESL)  
Geoffrey Bowyer (ESL)  
Deborah Brown (ABE) Team Leader  
Eddy Carias (Admin)  
Sousanna Chtchian (ABE/ASE)  
Rodrick Davis (ABE/ASE)  
Felino Elauria (CTE)  
Jennifer Flores Asturias (CTE)  
Ana Herrera (ESL Advisor)  
Stella Kabelitz (ABE)  
Kim Martin (ESL)  
Alma Mendez (SBW)  
Brandon Miller (ASE)  
Ian Sijder (ABE)  
Merlyn Vinzon (CTE)  
Denise Yap (CTE) Team Leader

#### **Teaching and Learning**

Hector Arreola (ESL)  
Sheryl Bowman (ESL)  
Benoy Eapen (CTE) Team Leader  
Rocio Calvillo (ESL)  
Cristoval Contreras (CTE)  
David Reinaga (ESL) Team Leader  
Alfred Duncan (CTE)  
Carlos Fraire (ASE) Team Leader  
Simon Harrison (CTE)  
Carlos Macias (CTE)  
Julio Melara (Admin)  
Armando Salazar (ESL)  
Silvia Villanueva (AIS)  
TeamLeader  
Bryon Taylor (AIS/ASE)  
Patrick Torres (CTE)  
Concepcion Velazquez (ESL)

### Focus Groups

#### Assessment and Accountability

Jose Alcazar (Admin)  
Brent Aoki (ASE Advisor) Team Leader  
Constance Brigham (ESL)  
Donald Edwards (ESL)  
Christopher Hellmold (ASE)  
Marie Hernandez (Office Tech)  
Rory Johnson (CTE) Team Leader  
Kevin Jordan (ESL) Team Leader  
Angelica Juarez (PPTA)  
Rocio Lopez (ESL)  
Ana Martinez (ESL)  
Wendy Mendez (Office Tech)  
Miguel Navarro (ESL)  
Carlos Palma (ASE Advisor)  
Elio Pimentel (ESL)  
Rebeca Prado(PPTA)  
Alfredo Ramirez (AIS/ASE)  
Morel Ramirez (ESL)  
Mayra Rios (ESL)  
Grelia Vegas (ESL)

#### Student Support Services

Celia Arellano (AIS/ASE)  
Florence Bailey (Office Tech)  
Mauro Bolivar (Bookstore Manager)  
Maria Campos (ESL)  
Mary Cohens (DACE-SIS Coordinator)  
Sharon Coles (Senior Office Tech)  
Tammie Elam (ASE)  
Ana Flores (Ed Aide)  
Robert Glynn, (ESL) Team Leader  
Jacqueline Hemphill (Office Tech)  
Dianne Jackson (Admin)  
Vidhya Kanagavel (CTE)  
Paula Katal,(ESL)  
John Liddle (ESL)  
Julia Macias (Campus Aide)  
Hilda Nunez (DSS) Team Leader  
Juan Carlos Ramirez (CTE) Team Leader  
Devang Thaker (SSO)  
Grace Warren (TA)  
Bertha Zamora (TC) Team Leader

## INTRODUCTION

Maxine Waters Employment Preparation Center's history covers 58 years dating back to the 1965 Watts Riots. At that time, the school was established as the Watts Skills Center, located at 840 East 111<sup>th</sup> Place, Los Angeles. The school was viewed by locals as a beacon of hope in the community. In 1987, the school relocated to 10925 South Central Avenue, Los Angeles. This is currently our main campus, which is located in the Watts section of South Los Angeles formerly known as South-Central Los Angeles. In 1992, the skills center was proudly renamed Maxine Waters Employment Preparation Center (MWEPC) after local Congresswoman Maxine Waters, honoring her for years of service to the community.

The school is one of 11 Adult Schools within the Los Angeles Unified School District's (LAUSD) Division of Adult and Career Education (DACE). The school is composed of a main campus, three branch locations, and four satellite locations. The branch sites include 66th Street, George Kiriya, and Flournoy Adult Learning Centers; and the satellite sites include Charles Drew Middle School, and Gardena, 93rd Street, and Miramonte Elementary Schools.

The instructional programs at Maxine Waters EPC are organized into three main departments: Academic (ABE/ASE), Career Technical Education (CTE), and English as a Second Language (ESL). A concise description of the programs offered in each department is as follows:

The Academic Program encompasses Adult Basic Education (ABE) and Adult Secondary Education (ASE). ABE offers elementary courses for Reading, Math, and Basic Language Arts. ASE offers high school level programs, which includes the Accelerated College and Career Transition (ACCT) Program for youth ages 16-24, the Individualized Instruction Labs (II Lab), Adult Independent Studies (AIS), and the High School Equivalency Program (HiSET).

The school offers eight of the 15 industry sectors for California's Career Technical Education Programs (CTE). Currently, we have five Allied Health programs under the sector of Health Science and Medical Technology, which are Medical Assistant (MA), Certified Nursing Assistant (CNA), Personal Care Aide (PCA), Pharmacy Technician (Pharm Tech), and Licensed Vocational Nurse (LVN). Phlebotomy is a new program and is expected to open for enrollment in March 2024. Other CTE programs of study include Automotive Technician, Building and Grounds Worker, Child Development (Teacher Assistant), Computer Operations, Culinary Arts, Electrician Program, Facilities Maintenance, Multi-Craft Core Curriculum (MC3) for Building and Construction Trades, Office Technician, and Welding. The CTE courses are competency-based pathways that prepare students for entry-level employment, career advancement, and industry certification.

The ESL Program offers classes for beginning Literacy through ESL Advanced Low study. Courses for ESL Conversation, Pronunciation, Vocabulary and Idioms, and Citizenship are also available. The Family Success Initiative (FSI) is a project-based community engagement program with district-specific parent education modules. It is a unique ESL program implemented at elementary and middle schools throughout LAUSD to provide support for the success of all students. The Integrated Education and Training (IET) is also a district-sponsored ESL program.

In addition to the programs described above, MWEPC strategizes to offer:

- Access to All-Gender Restroom
- Computer devices with internet service for students to use at home and at school
- Counseling office for one-on-one academic and career guidance assistance
- Disability Support Services
- Free Parking Permit (\$5 Refundable Deposit)
- High School Equivalency Test Center
- Metro TAP Card for unlimited use of the public transportation system
- Specially Funded Programs to subsidize the cost of CTE Training
- Student Center equipped with desktop computers, microwaves, and vending machines
- Student Council Representation (Day and Night), and at branch locations

MWEPC offers inclusive educational programs to prepare adult students with the essential knowledge and competencies needed to successfully plan and achieve their personal and professional goals. To meet the student's need for a flexible schedule, classes are available weekly in the morning, afternoon, evening, and on Saturday. Our programs are focused on meeting the needs of the students and the community. For instance, the ESL Program affords English language learners the opportunity to develop proficiencies in listening, speaking, reading, writing, study skills, and content vocabulary. The ABE Program offers teacher-directed instruction that lead students to secondary educational courses for high school graduation and career training options for sustainable employment. The CTE Program assesses and accelerates the students' technical aptitudes for career readiness competencies to overcome the challenges of an ever-changing global workforce. Each program offering is designed to address the distinctive and growing needs of individuals and communities for educational advancement to become effective citizens, workers, and productive community members.

The MWEPC Accreditation Self-Study is an evolving process of collaboration among all school community stakeholders. The Leadership Team ensured that every effort was made to include all stakeholders in the self-study process by forming and meeting with Focus Groups and Home Groups of certificated staff, classified staff, and educational partners. Each instructional department including ABE, ASE, CTE, and ESL were entrenched in the work of evaluating the school's effectiveness and impact on learning. All stakeholders had an opportunity to engage in this process through their participation in faculty and staff meetings, professional learning Communities, departmental meetings, student council assemblies, surveys, as well as community partner meetings. The result of this accreditation process is that stakeholders have a deeper understanding of our programs and services, our strengths, and areas of growth. With a focus on our vision, mission, and Schoolwide Learner Outcomes (SLOs), MWEPC is committed to providing quality educational programs for all students to achieve academic excellence and career success. Therefore, our SLOs revolve around our vision and mission and were developed for the attainment of our students. Leveraging community partnerships helps us to obtain the needed resources to strengthen the effectiveness of our programs.



## CHAPTER 1: PROGRESS REPORT

### **SIGNIFICANT DEVELOPMENTS**

Since the MWEPC's self-study and visit in 2018 and the mid-cycle update in 2021, the proceeding significant developments have impacted school programs and student services. Click [here](#) for additional school developments.

**AB 104 High School Diploma Requirements.** The state of California adopted an "urgency" clause in Assembly Bill 104 to support students who were negatively affected by COVID-19. AB 104 was in effect for two school years 2021-2023. MWEPC graduated 102 students who completed their high school diploma using the minimum state requirements, per Education Code Section 512225.3.

**Adult Education Virtual Academy.** AEVA is the newest adult school in DACE. AEVA is a completely digital campus as a direct result of the pandemic. This virtual school is tuition-free and functions entirely online for students learning English, earning a high school diploma, and training for careers.

**Career Empowerment Academy.** This MWEPC partnership was formed in September 2023. The purpose is to grant LAUSD Region South high school students opportunities to explore, engage, and connect with various CTE pathways that lead to post-secondary careers.

**Climate Literacy Champion.** This year, DACE is included in the Climate Literacy Champions (CLC) initiative. In accordance with Board Resolution (Res-016-21/22) which commits to developing climate change education across LAUSD, a CLC was designated at MWEPC in November 2023. The CLC's main responsibility will be to support the integration of climate literacy into all core subject areas and report on school site efforts towards this goal. The CLC staff will receive a stipend for 15 hours of verified work completed outside of any district paid time.

**Community School Partnership.** Since 2022, MWEPC has participated in the DACE Community of Schools Partnership, which is included in the LAUSD Strategic Plan. Establishing and expanding Community Schools is a top priority at the federal, state, and local levels to offer ESL classes. This is an opportunity to expand access to our programs and services by bringing classes to underserved neighborhoods.

**Computer Device Distribution.** In May 2020, due to the pandemic, MWEPC established (Grab and Go) procedures for teachers to retrieve equipment and materials from the school for remote instruction. Guidelines were also developed for students to check-out computer devices and textbooks, pick up certificates, and diplomas. In August 2022, MWEPC we resumed partial in-person instruction and students were allowed to come into the office to claim their documents as they did before the pandemic. As students return the loaner computer devices, the devices are then redistributed to other students to use at home for instructional purposes.

**COVID-19 School Closure.** On March 13, 2020, all LAUSD schools shut down, per state and city guidelines, due to the pandemic. We were under the assumption that classes would resume in about two weeks; unfortunately, this did not happen. March 27, 2020, the pandemic was

earmarked as a worldwide pandemic resulting in a temporary closure for all LAUSD schools. DACE administrators provided schools with the guidelines to establish a COVID-19 Task Force. The task force committee at MWEPC consisted of the school's five administrators, SSA, medical director, and the UTLA chair. The committee met weekly on Zoom to review changes in procedures and protocols for campus safety during the pandemic.

**Family Success Initiative.** FSI reflects LAUSD's commitment to working together with families to support the success of all students. The program provides ESL classes to parents of LAUSD students and it blends the DACE ESL curriculum with District-specific parent education modules. The implementation of the program has resulted in more community collaboration with the local schools to address the District's goal of helping parents learn the skills to understand and be able to help their children with homework to support the student's overall success in school.

**Flourney and Kiriama Adult Learning Centers Closed.** These learning centers were temporarily discontinued due to pandemic closures and restrictions. Kiriama did reopen with a few classes for the ACCT Program in August 2021 and has continued to grow. Flourney is scheduled to reopen in the spring of 2024 for IET/CTE training classes.

**Instructional Rounds.** This is an inquiry-driven process for building teacher capacity and improving instruction. Instructional rounds are designed to support program improvement by raising questions, eliciting predictions, revealing patterns, facilitating dialogue, and catalyzing changes in teacher practice and student learning. During instructional rounds, school and CO staff visit classes, observe interactions, and analyze observations together to identify promising practices.

**Integrated Education and Training.** MWEPC began implementing the IET program in 2018. IET is a term used to describe a program that combines ESL education with job skills training in a single, integrated curriculum by having a CTE and ESL instructor co-teach. IET Programs that have been implemented at MWEPC include Building and Grounds, Child Development Program, Computer Technology, Culinary Arts, Medical Office Administration, and Personal Care Aide.

**Minor Students.** In November 2022, all DACE schools were prohibited from enrolling minors in adult programs due to CAEP funding restrictions. This directive directly impacted the ACCT program, which enrolls 16 and 17-year-old youth. In October 2023, a funding stream was secured that allows DACE to resume serving minors. DACE teachers who provide credit recovery services to minors must now have an English learner authorization on their credential, which is a District requirement. Minor students are not allowed to enroll in CTE or ESL classes at this time.

**Online Learning.** On March 27, 2020, the district provided a "Continuity of Learning" training day for all certificated staff to learn how to implement online instruction for the students. Subsequently, the week of March 30-April 2 was dedicated to mandated Professional Development for all school staff to engage in training remotely. DACE directed staff to complete one 2-hour PD session per day for the week. The training areas of focus were on how to use Schoology to guide asynchronous instruction and Zoom to facilitate synchronous instruction. Teachers were expected to create their online classrooms and upload content for students to study virtually from home. Teachers were then given time to create their online classrooms and upload content so students could resume their studies from home. Online learning continued for

the duration of 2019-2020, 2020-2021, and 2021-2022 school years. MWEPC returned to offering classes exclusively for in person instruction. Students who want online classes are referred to AEVA.

**Professional Development.** MWEPC receives a yearly allocation to fund site-based professional development. These funds can be used to offer PD opportunities to benefit the faculty to improve the school's instructional programs. The ITTA provides PDs on all District-approved learning platforms, including Zoom, Burlington English, Reading Horizons, Google Workspace for Education, and Schoology.

**School Administration Changes.** In April 2018, an APO resigned to accept a position at a charter school. An APO from Harbor Occupational Center (HOC) was transferred to MWEPC. In the same year, an APACS was promoted to principal at the Los Angeles Technology Center. An APACS from Slawson Southeast Occupational Center (SSOC) was transferred to MWEPC. In June 2020, an APACS retired and a Teacher Counselor at MWEPC was promoted to the APACS position. In December 2022, the APO who transferred from HOC retired; and an Academic Pathways Advisor from Abram Friedman Occupational Center (AFOC) was promoted to this APO position. In February 2023, the APACS from SSOC was promoted to principal at AFOC. This APACS position was converted to an APO because MWEPC needed an administrator to supervise its Industrial Program. A new APO was hired in May 2023 and soon transferred to AFOC. This Division-initiated change resulted in the relocation of an AFOC APO to MWEPC.

**Student Information System.** In July 2019, DACE introduced its new Adult Student Information System (DACE-SIS). This system provides MWEPC with a platform that allows the school to generate various student data for more informed decisions. DACE-SIS customizes and generates school reports for student learning outcomes, expands the scope of data collection, and improves compatibility with WIOA Title II data collection requirements. It offers instruments for Individualized Student Plans (ISPs), a student portal, and dashboard enhancements.

**Student Tools for Educational Pathways (STEP).** In the summer of 2021, DACE implemented a required orientation course for all new students. STEP provides students with a Single-Sign-On (SSO) account and introduces them to the District's official learning management system, Schoology. STEP is designed to onboard students and provide them with helpful information to start school, whether online, hybrid, or in-person. Students also learn about COVID-19 protocols and CASAS assessments for reading and math. Students then meet with an advisor to discuss their Individualized Student Plan (ISP) and to register for classes.

**Teacher Preparation Time.** Per the new LAUSD-UTLA collective bargaining agreement, DACE teachers are entitled to class preparation time. For every five hours, teachers receive one hour of preparation time. This change was effective in August 2023 and is consistently applied throughout the DACE schools.

**Welcome Centers.** As an outcome of the pandemic, in August 2021, welcome centers were established at each of the three parking entrances to the main campus and the 66th Street and Kiriya campuses. The centers supported the staff and students safe return to school during the pandemic. The school provided canopies, tables, chairs, fans, heaters, directional signs, and water at each center. The centers distributed COVID-19 testing kits and personal protective

equipment. Every person was required to sign-in and display their daily pass to enter the campus. Today, due to the success of the welcome centers in improving overall customer service and safety, the campus aides continue to welcome staff, students, and visitors. They canvass and monitor the campus, classroom buildings, and offices to ensure that students and others observe the school rules and adhere to safe conditions on campus at all times.

### **SCHOOLWIDE ACTION PLAN**

The MWEPC progress report includes the process for implementing and monitoring the schoolwide action plan. Since the plan was developed in 2018, the leadership team began to align the school's goals for improvement with the growth areas identified by the WASC committee during their last visit. The following is a summary of MWEPC's strengths to address the major student learner needs, school needs, and areas for growth:

Implementing and monitoring the action plan is a regular activity for school administrators who consider it a living document. In the beginning of the school year, the action plan is presented at the Back-to-School meeting. Stakeholders have an opportunity to reflect upon data that relates to the key issues outlined and comment on evidence of progress. For example, Action Item #1 from the 2018 WASC visit was to *Develop and Implement Various Integrated Education Training Models*, e.g. IET, which accelerates ESL students' learning toward entering the workforce for gainful employment. Staff analyzed data collected from CASAS Tracking of Programs (TOPs) and Students Entry Forms using DACE-SIS, which confirmed that students primarily attend school for the following reasons:

- Improve English skills and basic skills
- Gain employability skills
- Earn High School Diploma/Equivalency
- Enter job training for a career/employment

This engaging process informs staff of important student learner needs and addresses the school's need to focus on the key issues for improvement and clarify action steps to update the plan. All stakeholders can find the action plan posted on the [mwepc.org](http://mwepc.org) website.

### **Growth Areas**

In this section of the Self-Study, we summarize progress on the 2021 schoolwide action plan, which refines growth areas for continuous improvement since the 2018 WASC committee visit. The refinements are aligned with the DACE priorities for expanded bridges and pathways and transitions, and continued student supports:

**Action Plan Item 1:** Develop and provide equitable and accessible post-secondary transitions for students who have achieved their high school diploma or equivalency. We are committed to providing comprehensive student support, which is a critical area for students to demonstrate and achieve the Schoolwide Learner Outcomes. This process involves the student's interaction with the advisor/counselor and teacher. Read the [story of four students](#) who represent the school's successful growth toward post-secondary transitions. A summary of progress is posted at this link: [Action Plan](#).

**Action Plan Item 2:** Research and refine remote learning models and instructional tools. DACE Administrators deemed this a critical area for the continuity of learning during the pandemic. In

2018, the visiting committee identified a related key issue, *“Implement online courses to meet student needs and serve more of the local population.”* All action steps for this plan were addressed. In 2022, MWEPC’s administration decided that students would attend in-person classes on campus and online classes at AEVA. A summary of progress is posted at this link: [Action Plan 2.](#)

**Action Plan Item 3:** Utilize marketing strategies to promote school programs. Currently, MWEPC has established a presence on FaceBook (MaxineWatersPreparationCenter), Instagram (@Maxine\_Waters\_Prep\_Center), and TicTok. In addition, DACE marketing team has provided MWEPC with flyers and mailers that were specifically prepared and branded for LAUSD adult schools. A summary of progress is posted at this link: [Action Plan 3.](#)

As we evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed, MWEPC has made positive strides. DACE-SIS reports evidenced that students are returning to face-to-face instruction for all programs. Data shows that more than half of the students attend classes regularly and persist in school to achieve course completion. The programs and enrollment continue to flourish through our marketing outreach efforts to attract new students to each of our campus locations.

The use of prior accreditation findings and other pertinent data are driving the school’s improvement to better success for all students. The Action Plan is published on the <https://mwepc.org/> website for stakeholders to view and recommend changes for revisions they feel should be addressed. The key issues presented in the 2018 WASC Visiting Committee’s [Follow-up Report](#) are linked to the school’s progress and continuous improvement as the leadership team focuses on diversity, equity, and inclusion for the success of all students.

Finally, five of the eight growth areas for continuous improvement have been addressed and, therefore, are not in the 2021 schoolwide action plan. The description and explanation of the key issues identified in 2018 can be viewed at this link: [Major Key Issues](#). Use the link to view the full summary of progress for the [2018 Action Plan](#).

## **CHAPTER 2: STUDENT PROFILE AND SUPPORTING DATA AND FINDINGS**

MWEPC is one of 11 schools within LAUSD-DACE. MWEPC is located in 2.2 square miles of the City of Los Angeles or the area of Watts, in one of the highest poverty areas in the United States. Having first been located on 111<sup>th</sup> Street, it was relocated to the current address in 1987. In 2012, MWEPC gained three campuses—66th Street, Flournoy, and Kiriyaama Adult Learning Centers. There are about 12 miles between the main campus and our branch locations. The student demographics between these schools vary from Hispanic, Black, and Asian among other ethnicities. MWEPC continues to make positive advancements in meeting the unique needs of the high poverty, low education, and high unemployment toward sustainable areas of employment.

MWEPC first opened in 1966 and moved to its current location in 1987. MWEPC offers morning, afternoon, evening, and Saturday classes to serve a large percentage of the area's adult population who lack English skills, a high school diploma or equivalent, and a career pathway to sustainable employment. MWEPC serves the communities of South Los Angeles, Watts, Gardena, Compton, Lynwood, and South Gate as well as portions of other surrounding communities.

MWEPC is committed to providing our staff and students with a safe, welcoming learning environment with secure parking and property protection. All of MWEPC sites, except Kiriyaama, are located in South Los Angeles, and according to LAPD statistics, the area contains four of the country's largest housing projects and the highest crime statistics for an area of its size. Fortunately, the three campuses we have in South Los Angeles/Watts rarely have any dangerous, student-centered situations occurring. MWEPC has minimal property damage, minimal graffiti within the school grounds, and minimal thefts occurring on the campus. MWEPC 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 our safety officer to patrol regularly and quickly.

The center employs 5 administrators, 2 teacher counselors, 14 teacher advisors, 1 Vocational Nurse Director, 1 Nurse Assistant Director, 58 teachers, 3 classroom assistants, 26 classified employees, 2 student body workers, 9 Campus Aides, and 1 School Security Officer.

### **ENROLLMENT DATA**

#### **Current Data Trends**

Overall enrollment is trending up at MWEPC. We have been able to meet and surpass the enrollment trends of pre-pandemic years. Based on DACE-SIS reports, our student enrollment is diverse with over 8,000 students during the 2022-23 school year, and current enrollment of 7,000 students for the 2023-2024 school year. In 2022-2023, DACE-SIS identified most students attending as Hispanic, followed by Black, White, and Asian among others.




**Ethnicity/Race, 2022-2023**

ETHNICITY/RACE	ENROLLED	PERCENTAGE
HISPANIC	6,652	81.5%
BLACK/AFRICAN AMERICAN	1,283	15.7%
WHITE	119	0.01%
ASIAN	57	0.007%
OTHER*	47	0.006%

\*Alaskan Native, American Indian, Filipino, and Hawaiian

Since the 2019-2020 school year MWEPC has only seen enrollment gains, except the year we initiated COVID-19 protocols.

**Enrollment Patterns**

SCHOOL YEAR	ENROLLMENT COUNT
2022-2023	8,050 
2021-2022	5,652 
2020-2021	4,128 
2019-2020	5,610

\*As of January 9, 2024

MWEPC's main campus is located near notable landmarks like the Watts Towers, Watts Towers Art Center, and Cultural Crescent Amphitheater. MWEPC incorporates the main adult school campus and the three branch locations below:

MWEPC is open from 7:30 am to 9:00 pm, Monday through Thursday, 7:30 am to 4:00 pm Friday, and 7:00 am to 2:00 pm Saturday. All major programs are offered at our main campus.

- **Maxine Waters Employment Preparation Center**  
10925 South Central Avenue, Los Angeles, CA 90059

The 66<sup>th</sup> Street campus, in South Los Angeles, is approximately five miles from the main campus. Classes are offered Monday through Friday, 7:30 am to 2:15 pm for English as a Second Language classes and an academic youth program.

- **66th Street Adult Learning Center**  
501 East 66th Street, Los Angeles, CA 90003

Kiryama, in the city of Gardena, is approximately eight miles from the main campus. An academic youth program is offered Monday through Friday, 7:30 am to 2:15 pm, while our English as a Second Language and academic classes are offered Monday through Thursday, 6:00 pm to 8:45 pm.

- **George Kiriyaama Adult Learning Center**  
18120 Normandie Avenue, Gardena, CA 90248

The Flournoy campus will open again for our CTE programs in 2024. MWEPC will focus on IET course offerings to meet the high demand from the community and student interest in job training programs. Classes will be offered Monday through Friday, 8:00 am to 2:45 pm.

- **Flournoy Adult Learning Center**  
1625 East 112th Street, Los Angeles, CA 90059

### **Educational Programs**

MWEPC offers courses in ABE, ASE, ESL, CTE, and Citizenship. Qualified credentialed teachers teach all courses. CTE courses offer theory, hands-on training, some third-party certification, and externships. Certificates of completion are issued when students master competencies in each course component.

The Adult Basic Education 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. See basic reading, language, and math levels:

READING	LANGUAGE ARTS	MATHEMATICS
1	Beginning	1
2	Intermediate	2
3	Advanced	3

Adult Secondary Education 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.

Adult Independent Study is under the ASE program, which allows adult learners to earn high school credits at home on coursework by turning in weekly assignments to the instructor.



Accelerated College and Career Transition Program

ACCT is an individualized instruction program for at-risk youth and young adults ages 16 to 24. ACCT students have an opportunity to earn a high school diploma or High School Equivalency Certificate. The types of ASE classes offered are listed below.

Algebra 1A/1B	Life Science/Biology 1-2 (Non A-G)
Economics	Life Skills (Non A-G)
English 1-4	Literature/American
English Composition/Contemporary	Literature/Modern
English Composition/Expository	Parent Education (Non A-G)
Geometry 1A/1B	Psychology
Health	US Government
HiSET Preparation (Non A-G)	US History 1-2
Integrated Science 1-4	World History 1-2

English as a Second Language/Citizenship Program

ESL has the highest annual enrollment with over 4,500 students currently enrolled. The ESL Program at MWEPC has ten levels. ESL Beginning Literacy through ESL Advanced Low. Conversation, pronunciation, vocabulary, idioms, and citizenship classes are also offered. Classes meet morning, afternoon, evening, and Saturday. ESL instructional levels are listed below:

ESL Literacy	ESL Intermediate High B
ESL Beginning Low	ESL Advanced Low
ESL Beginning High	Conversation/Pronunciation
ESL Intermediate Low	Vocabulary & Idioms
ESL Intermediate High A	Citizenship

The Family Success Initiative 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 FSI program is offered are at the following locations:

**93rd Street Elementary School**  
**330 East 93rd Street, Los Angeles, CA 90003**

**Gardena Elementary School**  
**647 West Gardena Blvd, Gardena, CA 90247**

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

**Miramonte Elementary School**  
**1400 East 86th Street, Los Angeles, CA 90001**

Integrated Education and Training is an approach to teaching and learning that helps ESL and ABE students accelerate along their career pathways. IET programs use contextualized basic skills instruction to help students gain basic skills, job skills, and soft skills at the same time. IET teachers work collaboratively with a CTE teaching partner to co-plan and co-teach classes in the same room.

Career Technical Education

All of our CTE instructors have industry experience. All courses are based on state-approved course outlines, are competency-based, are aligned to College and Career Readiness Standards (CCRS), and include hands-on training. The table below displays our list of CTE programs/courses offerings for the previous five years.

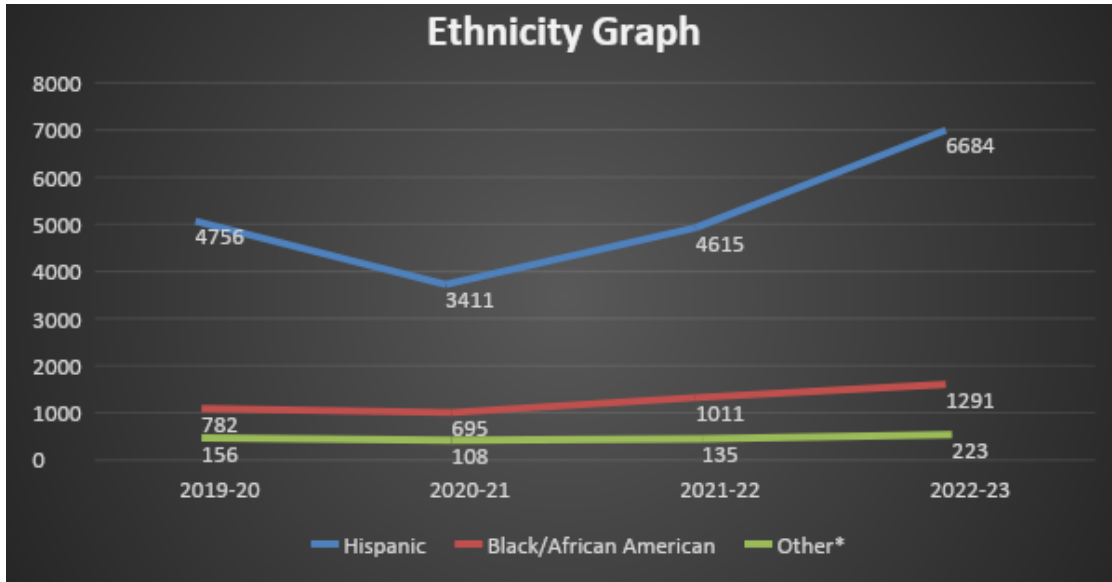
COURSES	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Administrative Assistant	✓	✓	✓	✓	
Automotive	✓	✓	✓	✓	✓
Building and Grounds	✓	✓	✓	✓	✓
Campus Aide Security Training				✓	
Child Development	✓	✓	✓	✓	✓
Computer Essentials				✓	✓
Computer Operator	✓	✓	✓	✓	✓
Culinary Arts	✓	✓	✓	✓	✓
Electrician	✓	✓	✓	✓	✓
Vocational Nurse	✓	✓	✓	✓	✓
Maintenance Supervisor	✓	✓	✓	✓	✓
MC3 Construction Trades		✓		✓	✓
Medical Assistant	✓	✓	✓	✓	✓
Medical Terminology		✓	✓	✓	✓
Nursing Assistant	✓	✓		✓	✓
Office Technician*					✓
Personal Care Aide			✓	✓	✓
Pharmacy Technician	✓	✓	✓	✓	✓
Plumbing		✓			
Security Officer Trainee	✓	✓	✓	✓	✓
Welding	✓	✓	✓	✓	✓

\*Office Technician replaced Administrative Assistant

### Student Learning Analysis

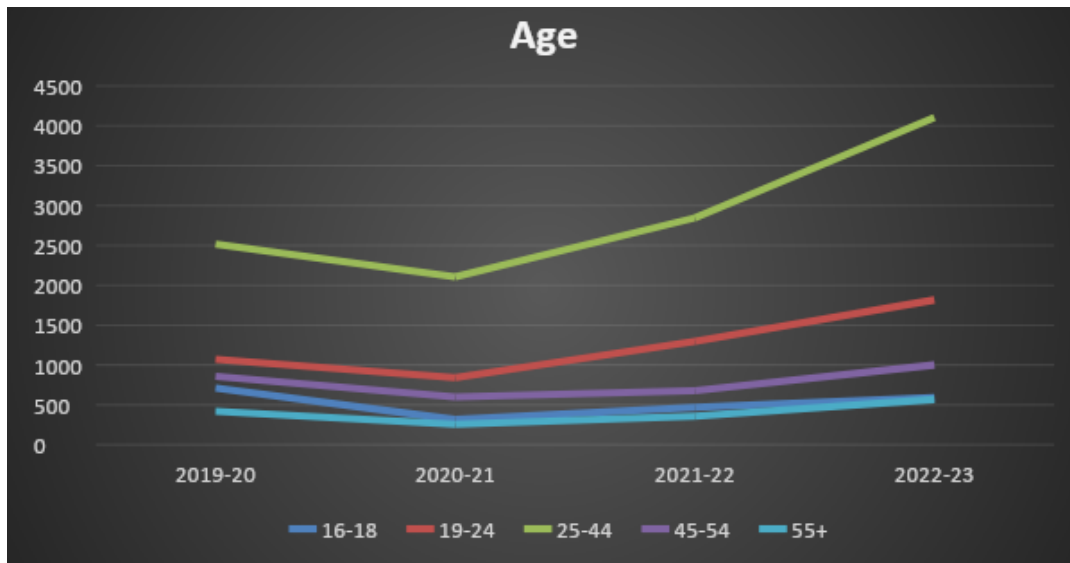
Since the end of 2023, we have seen an increase in ESL and CTE, as evidenced in the interest lists. The STEP class may have up to five weeks of waiting time.

Enrollment by ethnicity has remained relatively constant over the past school years as shown:

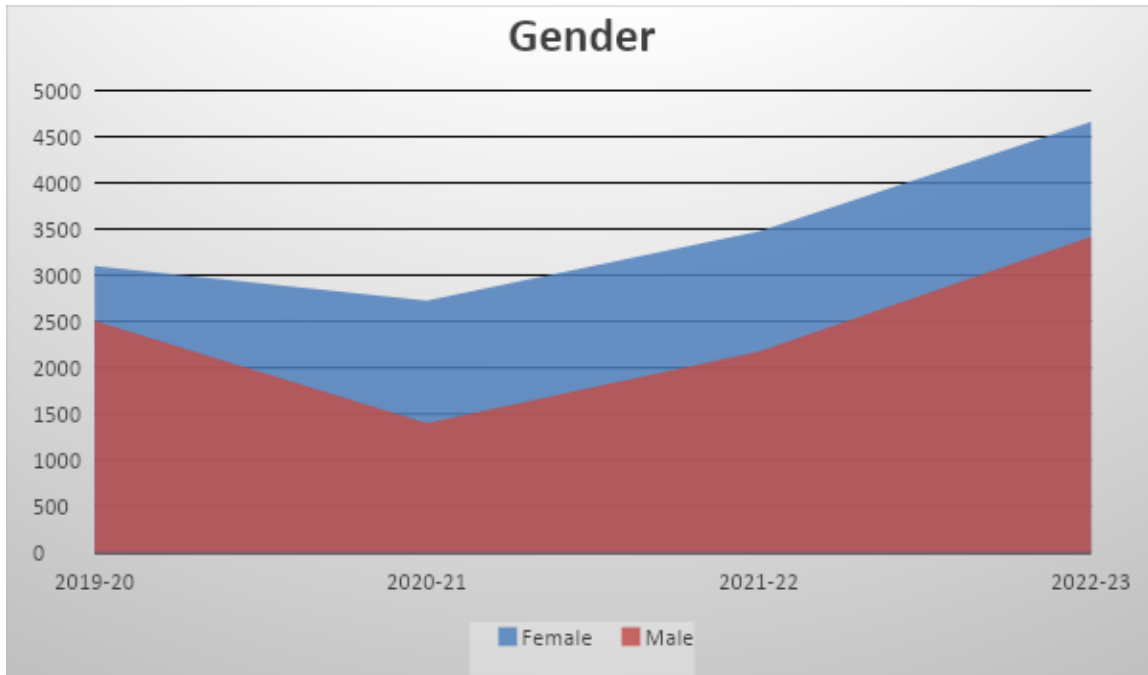


\*Alaskan Native, American Indian, Asian, Filipino, Hawaiian, and White

Age demographics show that we service more students between the ages of 25 to 44.



We serve a higher percentage of female students relative to male students.



Post-pandemic, we are seeing an increase this year in students with special needs. These students are referred through the Department of Rehabilitation, EDD, and Worker’s Compensation agencies.

Financial assistance has increased for many of our students. Agencies assisting our school are the local work source centers, department of rehabilitation, workers compensation agencies, and The Family Source Center.

Our analysis suggests we will continue to increase and grow in enrollment as we have for the past six years, excluding the pandemic years. The cohort and STEP class interest lists will continue to grow. As a result, we will open new ESL classes, especially in the evening and Saturday at the main campus and the Kiriya campus. Flournoy Adult Learning Center is scheduled to reopen in spring. ESL students will benefit through IET training in Electrician, Plumbing, and HVAC.

MWEPC gradually discontinued classes held remotely on Zoom upon returning to in-person instruction in August 2021. Students interested only in online instruction are referred to the Adult Education Virtual Academy.

**Student Performance Data**

In DACE, there are various achievement data collected and analyzed to understand student academic, language acquisition, and employment trends in both school and Division-wide. The data collected includes the following reports:

CASAS Educational Functioning Levels (EFL): Student performance outcomes

SCHOOL YEAR	EFL GAINS
2022-2023	2,364
2021-2022	1,318
2020-2021	737
2019-2020	1,688

Integrated English Literacy and Civics Education (EL Civics): English Basic and Advanced Skills Outcomes

SCHOOL YEAR	PAYMENT POINTS
2022-2023	3,627
2021-2022	927
2020-2021	424
2019-2020	4,485

Job Placement Data (E2 Report)

SCHOOL YEAR	COMPLETER	IN THE WORKFORCE	CONTINUED EDUCATION
2021-2022	585	381	28
2020-2021	453	388	20
2019-2020	330	203	166

High School Diploma/High School Equivalency Achievers

SCHOOL YEAR	HSD	HSE
2022-2023	94	45
2021-2022	68	46
2020-2021	72	19
2019-2020	32	34

The leadership teams at MWEPC regularly review this data at monthly and weekly department meetings to address positive changes and areas for development. In addition, any Central Office changes to curriculum, safety, or policy process are addressed. Requests for special services to meet student needs are also discussed.

MWEPC offers CTE courses in the following industry sectors: Building and Construction Trades, Business and Finance, Education, Child Development and Family Services, Energy, Environment and Utilities, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Marketing, Sales and Service, and Transportation.

Students enroll seeking state issued licenses, industry certifications and school certificates that assist with their transition to the workplace. Overall, the CTE completion rate has been increasing by 44% since the 2019-2020 school year.

**CTE Completers & Attendance Persistence**

SCHOOL YEAR	COMPLETERS	PERSISTERS
2022-2023	1,842	65.7%
2021-2022	1,399	53.6%
2020-2021	810	73.5%
2019-2020	636	90.5%

Below you will also find the completer and persistence data for the Academic and ESL programs.

**ABE/ASE Completers & Attendance Persistence**

SCHOOL YEAR	COMPLETERS	PERSISTERS
2022-2023	1,527	53.5%
2021-2022	1,003	55.2%
2020-2021	552	65.2%
2019-2020	881	67.7%

**ESL Completers & Attendance Persistence**

SCHOOL YEAR	COMPLETERS	PERSISTERS
2022-2023	4,454	75.8%
2021-2022	1,560	52.0%
2020-2021	1,139	59.9%
2019-2020	1,361	74.1%

Persistence data is used to measure the student’s activity and engagement. Student retention is what our division and institution do to move the student closer to program completion (English language acquisition, graduation, and/or career readiness).

**Analysis**

Student performance data illustrates a need for consistent one-on-one counseling to keep in close touch with student needs and to anticipate possible concerns. The student surveys taken at least three times per year indicate that our students are very happy to be a part of MWEPC’s student body.

**High School Graduation Report**

SCHOOL YEAR	TOTAL
2022-2023	139 ↑
2021-2022	114 ↑
2020-2021	91 ↑
2019-2020	66

**School Climate**

According to the last two student surveys in the summer of 2023 and fall of 2023, 53% knew where to go for counseling support. Thirty-three percent knew where to go for career planning and preparation for academic, CTE, and ESL guidance. Upon returning to in-person instruction in August of 2021, 90% of our students were enthusiastic and ready to receive in-person instruction and hands-on training.

**Analysis**

The 100% usage of all parking lots reflects the impacted nature of our programs, reflected in student satisfaction for the morning, evening, and Saturday classes. Our students are very pleased to be receiving instruction and training at MWEPC. We were surprised that we did not take a dip in student attendance during the 2023 holidays. Instead, the parking lots remained full until the last day before vacation and were full upon returning in January 2024.

Students attend MWEPC to improve their English communication skills, earn a high school diploma/equivalency certificate, and to gain employability skills and training for a viable career in the workforce. These are the school’s identified major student learner needs, which are aligned with the vision, mission, and student learner outcomes. ESL students want to practice speaking and writing in the English language. Native English speakers in ABE classes want to enhance their reading and math comprehension ability to advance to the ASE and CTE programs. ASE students want to graduate from high school. Lastly, CTE students want to develop job training and soft skills that will lead them to successful pathways for career opportunities. According to DACE data, MWEPC emerges as a school reflective of its community, clear in its vision, and capable of fulfilling its mandate to prepare students for success in the global workforce career-ready.

**EVIDENCE**

Chapter 2 Evidence Folder:

[https://drive.google.com/drive/folders/1c\\_H3rTVYNCIP\\_Zm6fV5lr1YRfMTyMSqs](https://drive.google.com/drive/folders/1c_H3rTVYNCIP_Zm6fV5lr1YRfMTyMSqs)

## CHAPTER 3: SELF-STUDY FINDINGS

### **CRITERION 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile**

*The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes/completion profile 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.**

MWECP's vision and mission statements reflect our commitment to student learning by instituting a clear statement of purpose for the school's values. Our primary goal is to ensure students are prepared for the transition to postsecondary education and employment. STEP introduces the school's comprehensive programs for English language development, basic skills, high school graduation, and CTE. All of our courses are student-centered and competency-based with objectives for students to receive the educational and training opportunities that will provide them with skills to participate more effectively with their families, at work, and in the community.

MWEPC is proud of its vision to serve a diverse student population, which includes equity for the unhoused, disabled, justice-challenged, veterans, at-risk youth, and foster youth. The programs and services offered are established according to the school's culture, and the needs of the students and community. Data is collected for class attendance, course/program completion, interest lists, employment attainment, and industry trends to ensure the relevancy of course offerings. The mantra of the school's vision and mission statement is for students to gain a quality and equitable education to succeed in the workplace.

By leveraging community partnerships and advocating for the students, MWEPC is preparing adult learners to achieve academic excellence and career success. Our goal is to provide affordable programs and services that students need. The local city agencies are available to assist with our mission. Working alongside the work source centers, we can offer financial assistance for class textbooks, materials, and other course consumables. They also provide soft skills training clinics and job placement opportunities for the students.



According to the California Department of Education code 52507, the governing LAUSD School Board legally authorizes MWEPC 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 school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The development of the school's new vision statement and revised mission statement was to connect MWEPC's need to provide a diverse, equitable, and inclusive educational environment with the current learning needs of students. The leadership team wanted a concise vision statement to describe the school's purpose and enhance the mission statement. As a result, below is the school's new vision statement, which was the consensus from all stakeholders:

***The vision of Maxine Waters Employment Preparation Center is to provide quality educational programs for a diverse student population to succeed in the global workforce.***

All stakeholders were involved in the selection process. Emails were circulated at large, sample statements were distributed to teachers for them to review with their students, the student council offered feedback, classified staff and campus aides participated, and our Net@Work community partners also had input. Some teachers made entire lessons to create a new statement while others had their students make a selection from the samples. The statements were compiled and the leadership team narrowed the suggestions down to three statements that were redistributed for a schoolwide vote. The process was truly collaborative and the revised mission statement is as follows:

***Our mission is to educate and prepare adult learners to achieve academic excellence and career success by leveraging community partnerships.***

The vision and mission statement reflect MWEPC's core values and they emphasize student achievement in all programs. These statements are displayed on posters in the classroom; teachers' lessons and activities; the weekly Waters Gazette; the school schedule; and on the school's website. Stakeholders review the MWEPC's mission statement annually and any changes are considered at that time.

**Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.**

The school leadership and staff create a collaborative school culture with an emphasis on the development of an Individualized Student Plan. The students are introduced to the ISP in the STEP class. Once students finish the STEP class, they are ready to meet with an advisor or counselor to map a course of study while enrolled at MWEPC.

Counseling services are provided to all students during their program of study to help them progress and persist in reaching their educational goals. To support student persistence DACE utilizes the ISP. It contains information on the student's demographic, education status, employment barriers/status, CASAS assessments, career interests, and course summary. This personal plan engages the student in the learning process and creates a collaborative school culture.

Further, the ISP is a student-directed planning tool that maps academic and career plans and shows students' interests, needs, learning goals, and graduation requirements. The purpose of the ISP is to provide all students with comprehensive student support that tracks their personal goals, progress, and achievement. Advisors discuss the course completer reports with teachers to explore strategies for improving the student's overall performance. This process engages teachers in decision-making that promotes lifelong learning by:

- Identifying current and future goals
- Determining motivation
- Outlining action steps
- Adopting a growth mindset attitude
- Practicing discipline and time management skills

In developing the ISP, students should have an understanding of their selected program in order to set realistic expectations and learning goals.

**Indicator 1.4: The school establishes schoolwide learner outcomes/completion profile that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.**

The process for developing and revising the SLOs involves all the school's stakeholders. We aimed for broad, global goals for all students based on current and future student learning

needs and present, research-based concepts. The leadership team targeted the skills our students need to succeed in the global workforce. The teachers were presented with a condensed list of proficiencies at a schoolwide accreditation meeting. To lead the discussion, we asked teachers to compare the list with the existing SLOs and to make any changes. Staff created a survey that combined most of the ideas and that survey was distributed schoolwide. As a result, MWEPC has adopted the following SLOs:

- Demonstrate the literary, academic, and technical competencies to persist in educational and career goals.
- Demonstrate the ability to solve problems independently and collaboratively.
- Demonstrate multicultural awareness, respect, and sensitivity for individual differences

MWEPC's instructional staff is committed to engaging students at the highest level of learning with regular opportunities to practice the skills outlined in our SLOs. Teachers use a variety of methods to integrate the SLOs into lessons. The SLOs are posted on the school's website ([mwepc.org](http://mwepc.org)), and featured in the weekly Waters Gazette.

Administrators regularly meet to review and analyze student learning data results such as completer reports, enrollment trends, licensing exam pass rates, and job placement data. Administrator, departmental, student council, and Professional Learning Communities (PLCs) meetings are the most common means for teachers, staff, and students to share ideas based on this data. Teachers develop plans for implementing new practices and/or instructional strategies.

The leadership team keeps in mind our desired SLOs in light of current research based on the teachers' Community of Practice (CoP) and PLC collaborations. Student profile data such as CASAS results, promotional testing, and student completion rates are used for program planning. It helps the teachers to align research in their instructional practice. As part of the MWEPC schoolwide action plan, administration and faculty regularly participate in staff meetings to discuss student performance and share best practices. SLOs are embedded in the MWEPC Action Plan, which ensures that student needs remain a priority.

All course offerings from the DACE Catalog of Authorized Adult Education and CTE Courses, comply 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.

MWEPC follows DACE guidance concerning changes in program implementation. Central Office employs curriculum specialists who conduct andragogical 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 MWEPC are evaluated throughout the school year. Administrators review student performance data to determine the effectiveness of each program and identify student needs. Promotional data and student interest lists are used to determine which classes will be offered. In the academic program, DACE-SIS 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.

Research shows that an education promoting Social Emotional Learning (SEL) has a positive impact on a wide range of outcomes such as academic performance, workplace readiness, healthier living, wholesome relationships, and mental wellness. Therefore, MWEPC has embedded the SEL qualities below into the SLOs:

- communicate and collaborate effectively
- cultivate relationships
- be mentally and physically healthy
- develop and sustain a sense of purpose and belonging
- be civically engaged and culturally responsive

Following the District's vision for the students' holistic success, the SLOs include the development of students' intrapersonal and interpersonal skills to prepare them to thrive in the world. Coupled with academic knowledge, training, and professional credentials, these qualities support well-being and contribute to students' future success in their careers, their communities, and their personal lives.

Along with student profile data, administrators consider current student requests for classes, interest list statistics, and community partner requests to determine the demand for programs. This information must be balanced with budget, space, and staffing availability to offer programs that meet the local community's needs.

The school's strength and growth areas for our vision, mission, and SLOs:

### **Areas of Strength**

1. The adoption of the new vision statement and school-wide learner outcomes was a collaborative process with stakeholders
2. The student's ISP is created during the matriculation process
3. Social Emotional Learning is embedded in the SLOs

### **Areas of Growth**

1. Display posters in all classrooms with the new MWEPC Vision, Mission, and SLOs
2. Integrate the new MWEPC vision, mission, and SLOs into Schoology
3. Establish a system to follow up with ISPs

### **EVIDENCE**

- [Self-Study Meeting Agendas](#)
- [Schedule of Classes](#)
- [The Waters Gazette](#)
- [Counseling Handbook](#)
- [DACE Catalog of Courses](#)
- [Vision, Mission, SLOs Poster](#)

## **CRITERION 2: Governance, Organizational Infrastructure, and School Leadership**

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

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

Superintendent Alberto M. Carvalho delegates authority and responsibility for the effective operation of all schools in LAUSD. A newly created Chief of Transitional Programs, Dr. Michael Romero, oversees early education, adult education, options and virtual academies. The DACE Executive Director, Renny Neyra, oversees and supervises all 11 schools with the help of the DACE Executive Team. The 11 school principals manage and supervise the daily running of the schools with help from Assistant Principals of Operations and Assistant Principals of Adult Counseling Services.

This system of governance promotes accountability and transparency in LAUSD and DACE. The Superintendent sets the vision and mission for student achievement in LAUSD. The DACE Executive Director and all DACE Administrators, support the Superintendent's vision, which has also been integrated into the mission, vision, and blueprint of DACE.

The DACE executive team provides professional development for school administrators, preparing them to develop processes and procedures at their school sites, which are aligned with the Superintendent's LAUSD [Strategic Plan](#), [DACE Blueprint](#), and the [MWEPC School Plan](#). Personal development is then offered to staff members, so they can implement the process, procedures and curricular goals.

The governing body requires that all adult school employees meet the hiring criteria as posted on the LAUSD and DACE websites. Certificated employees must possess all appropriate credentials and clearances from the state and complete an intensive screening process; classified staff must meet written and oral exam criteria for eligibility in their specified jobs.

The seven (7) elected members of the LAUSD Board of Education adopt policies consistent with federal and state mandates that are compliant with the California Education Code. The board further authorizes the LAUSD Superintendent of Schools to establish an administrative body that implements effective instructional programs and oversees district operations and support services. The state, district, and division policies are implemented through memoranda, subject-area meetings, and in-service training with the administrative staff. Instructional policies are established in a similar manner.

Since DACE policies are established and implemented at the District level, the MWEPC principal can focus on overseeing the day-to-day operations of the educational institution. The principal ensures that District policies and guidelines are implemented and followed at MWEPC so that the needs of stakeholders are being met.

DACE Central Office administrators hold their school-based administrators accountable for providing them with program-specific data for review and analysis. Based on this data, DACE determines the overall program areas of focus for improvement, allowing school site administrators to identify how they will approach the issues at their school. Follow-up meetings are held with the instructional staff, usually at the monthly department meetings, for further analysis and determination of goal attainment. MWEPC administrators review the data and discuss ideas on what approaches can be taken for maximum improvement and attainment of set goals. Policies and procedures are also implemented in the same manner.

DACE principals are formally evaluated by their Regional Director every other year while the assistant principals are evaluated by the principal. Overall effectiveness is determined by the outcomes produced in program areas, management of budgeted hours, and staff relations.

To be transparent, school principals share information and data provided by the DACE Central Office. This information is relayed to faculty and staff through various avenues including departmental meetings, faculty meetings, and the Weekly Gazette. Students and community partners receive information from school personnel in the main and counseling offices, through the website ([mwepc.org](http://mwepc.org)), and through referrals to community agencies such as vocational rehabilitation offices and Los Angeles Southwest Community College. Community members, students, and staff also use the school website as a resource.

The MWEPC administrative team members each have specific responsibilities to meet with the various stakeholders, to share and implement policies and procedures based on the programs they directly support. Communication with stakeholders is primarily done through weekly administrative team meetings, departmental meetings, PLC, CoP, regular counseling/support staff meetings, weekly bulletin, and an open door policy.

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

The MWEPC school community (students, staff, leadership, and community members) continue to collaborate to maintain services and thrive as evidenced in student learning gains (WIOA), completion rates (ESL/CTE), and ongoing community relationships. A recent school survey showed that 88% of certificated staff agreed they have sufficient opportunities to give input on decisions that affect their work. In addition, the Net@Work community partnership committee (WorkSource, EDD, Job Corp, AJCC, and YouthSource) meets quarterly to discuss the school's programs and services. Program data is shared during DACE school site administrative meetings and DACE Data Digs. The Data Digs are sessions held by DACE Regional Directors with the

principals to discuss data for student enrollment and persistence at the respective school sites. Program advisors/specialists from the central office present a DACE perspective on how effectively schools are performing compared to state and district standards. The principal and administrative team evaluate their respective school program data and together determine where improvements have occurred and where adjustments are needed.

Data is the basis for evaluation and decision-making procedures. Data sources include course completion statistics, persistence statistics, promotion statistics, graduation rates, and CTE certificates of completion. HiSET, CASAS, promotional test results, and state certification exams for CTE students are also considered indicators of effectiveness. Faculty, out-of-classroom support, and administrators are all evaluated, to a degree, based on data generated at MWEPC.

The administration conducts formal faculty evaluations biannually using the Educator Development and Support “Teaching and Learning Framework” LAUSD evaluation process to measure effectiveness. This includes the use of student outcome data, students gaining employment, college transfer rates, and class attendance.

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

All Board policies are included within reference guides, bulletins, and memoranda issued by LAUSD. Collective bargaining agreements include information about all unions representing employees with LAUSD. Various other policies and procedures are included in the subject-specific manuals for counseling services, financial management, safe school plans, ESL instruction, the I.I. lab, AIS, and classified staff.

For the 2023-2024 school year, the re-establishment of the Local School Leadership Council (LSLC) is underway at MWEPC. This shared decision-making committee consists of the principal, UTLA chapter chair, UTLA members, classified staff, a student representative, and community members. LSLC provides input to the topics and schedules PD activities, student discipline guidelines, code of student conduct, and schedule of school events. In addition, LSLC provides recommendations in the development of guidelines for using school equipment, decides the expenditures from the Instructional Material Account and other local budgetary matters listed in Article XXVII Section 2.4 of the [UTLA Contract](#), and carries out duties assigned to the LSLC under Article XXVII of the Collective Bargaining Agreement.

Counseling and guidance policies and procedures are provided in the counseling handbook. This includes behavioral guidelines and the counseling referral process. LAUSD has a comprehensive Student Behavior Support Program that addresses behaviors considered zero tolerance, and guidelines on how to handle minors whose conduct is deemed unacceptable behaviors in an adult school environment.



Graduation policies are approved by the LAUSD school board and by the CDE. Additionally, ESL and CTE instructional policies and competencies are outlined in state-approved course outlines, DACE guidelines, and bulletins related to these programs. LAUSD employee unions (CSEA, SEIU, Local 99, UTLA, AALA, and Teamsters) have negotiated agreements, including personnel policies and procedures as covered by each group's union contracts. Financial policies related to student body accounts are addressed in [Publication 469](#).

Administrative decisions are guided by the guidelines and policies referenced above. The administration adheres to these policies when making decisions that affect the students and school community. If there is no clear written policy, administrators gather information, consult with DACE Central Office leadership, and collaborate with stakeholders to make informed decisions about implementing a policy or strategy.

LAUSD leadership assists DACE in preserving the basic infrastructure that supports student achievement of SLOs. The LAUSD leadership team provides support for the ongoing work of DACE within the district. DACE continues to be an integral part of the overall organizational structure of LAUSD.

The organizational structure of MWEPC supports all adult education programs, activities, and events provided to all branch sites as well as the main campus. This includes distributing administration services and coordination of advisory duty services. Staff members are assigned to supervise, coordinate, and support the programs based on their training, experience, and areas of expertise. MWEPC is organized both instructionally and functionally so that all programs, activities, and events are supported to achieve maximum success in the achievement of the SLOs at MWEPC main and branch sites. Instructional programs incorporate opportunities for students to develop effective reading, writing, listening, speaking, and digital literacy skills; utilize current technology and/or online resources to enhance subject area learning for education and training; demonstrate the ability to solve problems independently and collaboratively; and demonstrate multicultural awareness, respect, and sensitivity for individual differences.

MWEPC faculty and staff are made aware of District changes to program guidelines and DACE memoranda. This ensures that all documents are made available and are easily accessible for reference and viewing in program department meetings, LAUSD and DACE websites, and the MWEPC websites. Hard copies of this information are available in our offices.

The primary student forum in which students propose a change to instructional practice is via the student council, which resumed this year due to COVID-19 meeting restrictions. Student council provides students leadership opportunities to function as communication liaisons between their classes and school administration. MWEPC has an active student council at the main campus, and we are working on bringing back the student council at the branch sites.

In addition to student feedback, faculty, and support staff also discuss instructional issues in department meetings and faculty meetings. Instructors use the PLC and department meetings

to discuss and reach a consensus on instructional changes that need to be implemented in their programs to improve student learning gains. Assistant principals support programs, report progress to the principal, and consult for approval of instructional methods and delivery changes. The certificated survey reported that 94% of the faculty agreed the school has adequate guidelines, procedures, and schedules to support their work.

The development of new policies is driven by political, legal, and fiscal influences at the district and division levels. Input from administrative field staff also drives the creation of new policies and/or revision of existing policies. DACE principals and union representatives regularly participate in division level policy development. These field staff work with central office staff, DACE advisors, and administrative staff to collaborate on policy revision and development.

**Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.**

The school leadership team, under the direction of the principal, effectively works with financial, facilities, support staff supervisors, program coordinators, pathway advisors, UTLA representatives, community partners, faculty, and student groups to move MWEPC towards continuous improvements in instruction, learning gains, and operational areas. Ongoing open communication and transparent two-way discussions provide a collaborative environment between all stakeholders that further facilitates operational and academic improvements. The focus is on systemizing the implementation of policy and procedures that lead to better instructional practice, increased learning gains, and more effective service area operations.

A trusting and professional relationship between school leadership and stakeholders is demonstrated at MWEPC in several ways. Regular department meetings with faculty, students, and support staff show documentation of collaborative working relationships with school leaders. In addition, regular bi-weekly meetings with UTLA school site representatives are scheduled. Results from these meetings indicate the faculty and support staff, and students desire to move forward by making positive and impactful changes to overall school instruction and operations. The results of the hours of planning, implementation, and evaluation of decisions made in collaborative meetings speak strongly to the relationship of trust and collegiality that exists among stakeholders within MWEPC.

Administration makes every effort to address the needs of staff, students, and community in a timely and professional manner. Any questions, concerns, and suggestions are shared among stakeholders as appropriate. The results/changes are also communicated with the stakeholders to follow up on the issue(s). Eighty-five percent of certificated staff surveyed said that the school's leadership communicates effectively with staff and students through email, 60% said meetings, 74% said the school newsletter, 19% said phone, and 2% said the Remind text messaging App. The classified survey showed that 55% receive information about the school and DACE through a combination of email, meetings, school newsletter, and school website.

They receive 43% of the school's information by email. The classified staff surveyed also reported that email is the most effective internal communication.

Assistant principals and advisors function as liaisons between MWEPC and the community. Their role involves listening to and eliciting a dialogue between stakeholders and MWEPC, reporting information back to the principal, making appropriate recommendations, and seeing that instructional and operational needs are being addressed fairly and equitably. MWEPC promotes and maintains a school culture of safety and trust with its stakeholders by following through on presented ideas, questions, and concerns. Instilling this "good customer service" approach provides evidence of the trusting relationship that has developed between leadership and stakeholders.

MWEPC faculty and staff actively participate in professional development opportunities provided by LAUSD and DACE to collaborate toward the goals of improving professional practice, increasing student learning gains, and overall school improvement. The staff looks forward to these collaborative meetings in which they have the opportunities to speak to each other, share best practices, implement new strategies, and review data for analysis in consideration of program and operational improvements.

The school's strength and growth areas for school leadership:

### **Areas of Strength**

1. Administration provides thorough information to staff
2. PLC meetings are available and supported for all MWEPC departments to collaborate on improving students' learning
3. The MWEPC technology staff is available day, evening, and Saturdays to staff for tech support and to improve student support

### **Areas of Growth**

1. Increase parking for staff and students
2. Develop a master schedule for MWEPC activities
3. Implement marketing strategies to promote school programs and increase enrollment
4. Increase bandwidth on WiFi support for all classrooms and offices
5. Re-establish the LSLC governance structure

### **EVIDENCE**

- [MWEPC Organizational Chart](#)
- [LAUSD Mission and Vision](#)
- [DACE Mission and Vision](#)
- [DACE Blueprint](#)
- [LAUSD Strategic Plan](#)
- [MWEPC School Plan](#)
- [UTLA Contract Publication 469](#)
- [Certificated and Classified Surveys](#)
- [LSLC Bylaws](#)
- [LSLC Proposed Committee and Letter](#)
- [DACE PD](#)

### **CRITERION 3: Faculty and Staff**

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

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

MWEPC faculty and support staff meet all state and district guidelines related to appropriate qualifications and/or credentialing for employment in their respective assignments. Moreover, all instructional staff are pre-screened and the interview entails an extensive evaluation of their qualifications and experience. The DACE Teacher Selection Guide outlines policy and procedures related to hiring qualified teaching staff for instructional programs. Instructors often take supplemental coursework to clear their credentials, obtain advanced degrees, and maintain relevant teaching practices by participating in professional development training.

Most certificated employees have passed the California Basic Educational Skills Test, and they must hold a current and valid California credential with the subject area specific to the class taught. For adult education positions, qualifying credentials are single, multiple, Ryan Designated Subject, and CTE. The California Commission on Teacher Credentialing notifies certificated staff of their credential expiration date to alert them that the credential must be renewed. Newly hired teachers are vetted through the District's standardized employment process to ensure they satisfy job requirements and possess desired qualifications. Once hired, an administrator staff member conducts formal and informal evaluations and offers assistance and guidance as necessary.

Statistics from the recent MWEPC certificated staff survey indicate that 40% of our teachers have 20 or more years of adult teaching experience, 25% have 16-19 years of experience, 10% have 11-15 years of experience, and 15% have 6-10 years of experience. Less than 10% of certificated staff have worked with adults for under a year. Further, the data shows that 10% of the school's teaching staff was recently hired; however, the majority of teachers have worked at the school for over 10 years. Forty-two percent of the teachers possess a graduate degree and 51% hold a Bachelor's degree.

The data below displays the type of California-issued teaching credential that MWEPC teachers hold:

<b>Type of Credential</b>	<b>Percent of Teachers Credentialed</b>
Designated Subjects Adult Ed	87%
Designated Subjects CTE	23%
Elementary or Multiple Subject	11%
Secondary or Single Subject	4%
Administrative/Counseling	19%

MWEPC classified staff must meet the qualifications for their positions per corresponding LAUSD job classifications and district assessments. The school follows LAUSD policies and procedures in the hiring process. Staff receive appropriate on-the-job training, feedback, and professional growth opportunities, throughout their employment at MWEPC and are evaluated annually.

The classified staff survey in summer of 2023 indicated that 43% of our staff have worked for the district for 16 or more years; 17% of the staff have worked 1-15 years. Working in DACE, 19% of employees have worked 16 or more years, 10% have worked 11-15 years, 34% have worked 1-5 years, and 31% have worked less than 1 year. Thirty-six percent have worked for MWEPC 5 years or more, 22% have worked 4 years, 12% worked 3 years, and 24% have worked 1 year or less. The survey tells us that 24% of our classified staff hold an AA degree, 7% hold a BA/BS, and 62% hold a high school diploma/equivalency.

DACE Central Office determines the number of faculty and staff positions at MWEPC based on enrollment. The principal may open or close classes during the school year according to students' demand or lack of demand for particular classes. Tenured teachers are assigned the required hours as per Ed Code. Non-tenured teachers may be re-assigned or lose their position depending on the demand for personnel.

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

**Personnel Policies and Procedures.** LAUSD Human Resources (HR) Department develops all personnel policies and procedures and posts them on its website. MWEPC communicates these policies and procedures in back-to-school presentations, in the faculty handbook, and on our website. We have also made these resources available for teachers at the [bit.ly/mwteacher](https://bit.ly/mwteacher) schoolwide website. In addition, the school administrators often provide assistance and guidance with communicating personnel policies and procedures to all employees.

Implementing personnel policies and procedures involves consideration of the collective bargaining agreements that are also available online for both certificated and classified

personnel. Hiring practices are addressed by referencing LAUSD personnel and union contracts. The union representatives provide members with updated information on their respective websites, in union meetings, and through email correspondence. Every employee is entitled to union representation for support and guidance to ensure consistency and equity in the implementation of personnel policies and procedures.

In summary, all MWEPC employees are expected to adhere to the LAUSD personnel procedures and policies publicized schoolwide. These directives are aligned with state and federal mandates and the Collective Bargaining Agreement.

**The Hiring Process.** MWEPC submits the request for certificated job postings to the DACE school support team's (SST) regional director when a job opening occurs. Once approved, teaching jobs for MWEPC are posted on the LAUSD Adult Education Employment Opportunities website to begin the hiring process. The job posting is available publically and it includes the job description, expected job skills, and application procedures for all candidates. The SST oversees the hiring process for all centrally located certificated positions for the out-of-classroom advisor staff. The principal oversees the hiring process for all teaching staff positions, implementing the following steps:

- preparing an applicant roster listing the top three candidates to submit to HR for verification of job eligibility
- conducting the pre-screening and reference check upon return of the applicant roster
- establishing an interview panel of an administrator, advisor, and classified staff
- scheduling the interview
- informing HR of the top-ranked candidate for approval with a hire date
- Notifying selected/non-selected candidates
- finalizing HR employee documents
- scheduling the employee's orientation and training for the assignment

The principal also oversees the hiring process for all non-teaching or classified support staff. The LAUSD Classified Employment Services Department recruits for all support staff positions, HR vets the applicants, and an eligibility list of applicants is created. MWEPC may request funding to hire classified staff for openings at the school. Upon approval, the principal or designee proceeds with the process to interview and fill the position.

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

LAUSD HR Division of Educator Development and Support (EDS) provides the online platform with guidelines for evaluating the performance and participation of all personnel at MWEPC. Accordingly, procedures outlined within the contractual agreement of representative unions are the basis for staff evaluations in the EDS system. Certificated evaluations are completed through the My Professional Growth System called [MyPGS](#), using the District's Teaching and Learning

Framework (TLF) Focus Elements. Employee ratings are based on the TLF rubric for seven teacher-selected focus elements. Teachers achieve ratings of Effective, Developing, Needs Improvement on their evaluation. The evaluation process requires that an administrator provide specific assistance and guidance for any areas marked as needing improvement to help the employee improve their professional practice. Typically, administrators conduct regular, formal/informal observations of the employee's performance, and follow up with conferences to discuss the results.

MyPGS schedules all certificated employees for an evaluation every other year once the employee achieves positive evaluations throughout his/her two-year probationary period. Certificated employees are notified in June if they will be evaluated during the upcoming school year.

All MWEPC's Classified employees are evaluated annually through the online Classified Employee Evaluation System by their immediate supervisor such as the School Administrative Assistant, the Plant Manager, or administrator who works with them directly. Assistance and guidance are provided in the areas of attendance and punctuality, work quality, quantity of work produced, and interactions with other staff, students, and the public.

Overall, MWEPC administrators manage personnel evaluations. The evaluation process is an opportunity to emphasize the employee's strengths and positive contributions and to address performance areas for professional growth.

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

DACE provides us with PD and the central office publicizes all of the PD opportunities. The school's administrative staff receives the weekly [Administrator Update](#) and monthly [AT-A-Glance](#) PD schedules to support the school's programs. The PD information is shared with MWEPC faculty and staff who are encouraged to participate. DACE offers continuous training for PD to improve instructional practices and increase student achievement division-wide.

MWEPC offers PD for teachers using technology and online software such as Burlington English for ESL and ABE students and Apex for ASE students. In addition, the ABE teachers participate in a monthly PLC. The impact of PD training is measured by the students' improved class attendance and participation in school, the course completer report, and the CASAS gains report.

The school's strength and growth areas for faculty and staff:

**Areas of Strength**

1. Administration is available to faculty and staff to discuss concerns (Surveys 2023)
2. LAUSD Personnel Evaluation System provides online support for all employees
3. Teachers are paid their regular rate to participate in the District's professional development opportunities

**Areas of Growth**

1. Re-establish monthly meetings with counseling office staff for updates and procedural changes/suggestions
2. Update the schoolwide surveys for certificated and classified staff

**EVIDENCE**

- [LAUSD Job Postings](#)
- [Faculty Handbook](#)
- [EDS Frameworks](#)
- [Certificated Survey](#)
- [Classified Survey](#)
- [Back-to-School Meeting Agenda](#)
- [Waters Gazette Newsletter](#)
- [At-A-Glance](#)
- [Administrator Update](#)



#### **CRITERION 4: Curriculum**

*The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.*

MWEPC demonstrates its support of student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach SLOs. The school's curriculum reflects its vision, mission and SLOs and connects directly to student learning needs. Our teachers maintain current, research-based curriculum development information to keep programs relevant and effective.

The comprehensive guiding curriculum includes programs for students enrolled in courses for ABE, ASE, CTE, and ESL. Accordingly, there are [course outlines](#) developed by DACE for each program offered.

The ASE program also encompasses the 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 that impede educational success.

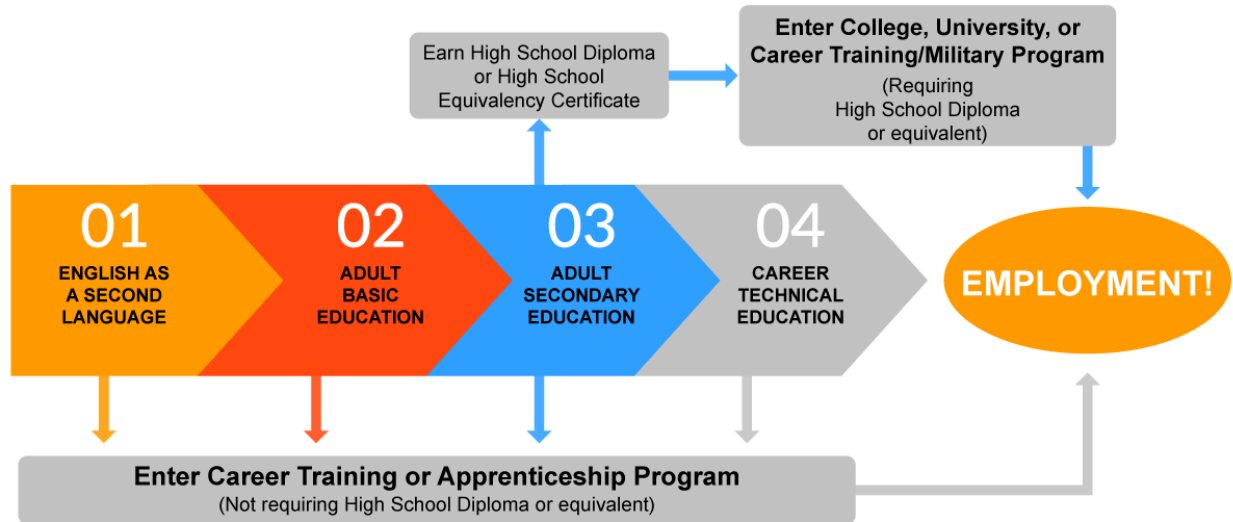
Our school identifies eligible students to participate in ACCT courses and provides a curriculum to re-engage these youth within an educational setting. The main objectives are to support youth in obtaining their high school diploma or high school equivalency certificate and to prepare them for college and career transitions, which aligns with the district's strategic plan.

Each course outline supports the school's mission to prepare adult learners to achieve academic excellence and career success by leveraging community partnerships. The curricula are also aligned with the SLOs for all students to demonstrate, 1) literary, academic, and technical competencies to persist in their educational and career goals, 2) the ability to solve problems independently and collaboratively, and 3) demonstrate multicultural awareness, respect, and sensitivity for individual differences.

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

DACE education and career pathways are made explicit during initial intake and subsequent counseling sessions. DACE pathways provides a clearly defined framework for the courses offered at MWEPC. The District has designed uniform course outlines to ensure that all ABE, ASE, CTE, and ESL programs delivered at its schools comply with quality practices and alignment with the CDE Standards.

The pathway – *ESL* → *ABE / ASE* → *CTE or College* – is clear.



Teachers use competencies to monitor learning objectives in the CTE program. As a part of the class orientation, CTE teachers describe licensure requirements.

Our list of courses is available online at [mwepc.org](http://mwepc.org), in the school brochure, catalog of classes, schedule of classes, flyers, and pamphlets distributed throughout the campus and at branch sites. The school marquee displays school information, programs offered, and current events. Stakeholders and anyone else can access the course outline information at DACE website: [lausdadulted.org](http://lausdadulted.org).

Course outlines contain pre-requisite 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 an allocation from DACE, grant awards, including Perkins and WIOA, which provide funds for textbooks and technology to help students succeed. The curriculum has steadily incorporated more technology as the schools have received more resources for digital training.

CTE discretionary allocations are determined by DACE. Student consumable fees, determined by DACE, allow for the purchase of consumable materials and supplies in CTE classrooms. The Carl D. Perkins Grant is available through DACE to fund requests for classroom upgrades in tools and equipment, in CTE programs to advance the learning and achievement of SLOs. For example, MWEPC received Perkins' funds to update workforce equipment for Welding Technician, Electrician, Vocational Nurse, Office Technician, and Auto Technician courses.

WIOA funds have been used to purchase school supplies and Chromebooks that increase student access to online learning materials such as Burlington Software, Read Theory, APEX Learning, and Schoology.

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

In addition to AEVA, all MWEPC departments offer online curriculum, which is either web-based or embedded within the Schoology LMS as described below:

<u>School Program</u>	<u>Online Curriculum</u>
ASE/AIS	The <i>Apex Learning</i> curriculum is offered in the MWEPC high school programs. Apex courses incorporate multimedia lessons, constructive practice, feedback and assessments to check the student’s understanding. The courses offered are listed at this <a href="#">APEX</a> link.
ASE/HSE	<i>Aztec</i> is computer-based software used in the HSE Spanish program to prepare students for the HiSET exam.
CTE/Pharmacy Technician	<i>MyDispense</i> is an online pharmacy simulation that allows you to develop and practice your dispensing skills.
CTE/Vocational Nurse	<i>ATI Nursing Education’s</i> learning systems prepare the VN students for the National Council Licensure Exam for Registered Nurses.
ESL/ABE	<ul style="list-style-type: none"> <li>· <i>Burlington English</i> is a standards-based blended curriculum for academic and career success.</li> <li>· <i>Read Theory</i> offers online reading activities.</li> <li>· <i>Newsela</i> is an online database of news articles from current events to myths and legends and from literature to science.</li> <li>· <i>Quizlet</i> is a web tool and mobile app that uses flashcards and game-based quizzes to help students learn.</li> </ul>
Schoology	<a href="#">ABE, ASE, CTE, and ESL</a>

**Indicator 4.1b: The school assesses the online curriculum and its rigor, relevancy and coherency by analyzing Course completion, credits, grading policies, homework, and use of Technology.**

With input from faculty, the online curriculum is assessed by the school's leadership staff for rigor, relevancy, and accessibility. Teachers use a combination of online quizzes and assessment tools to test the student's ability to connect information and apply knowledge to solve practical problems. Another common practice is to engage the student in online polls to capture instant feedback about their learning experience. Assessment data is compiled from generated progress reports of the student's activities and courses completed online.

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

All programs conduct departmental meetings with their faculty 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 ABE PLC, reading teachers have established an ongoing collaborative effort to review the relevancy of lesson plans and best practices both district-wide and at our school. The ESL department has also met to strategize and plan meaningful hands-on activities targeted at developing students reading, writing, listening, and speaking skills. Students participate through satisfaction surveys that teachers do independently and "vote with their feet."

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 that 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
- Introducing 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 CAEP funding requirements for ABE, ASE, CTE, and ESL guide program allocation, which depends on outcomes. For example, the written statements must identify student-learning gains that will be included in the curriculum, i.e., English Functional Level gain, job training attainment, or employment success.

Teachers in ABE and ASE work together to ensure that learning materials provide accurate and up-to-date information to students through web-based programs, project-based assignments, student evaluations, tracking of both High School Diploma credits and High School Equivalency test results, and completion rates. Reading teachers utilize the CASAS Goals assessment tool and EBRI, class participation, writing samples, and formative and summative tests.

CTE instructors have developed learning materials based on current practices, procedures, and policies in their industries. Current workforce practice is discussed at the central office with all career-specific instructors to maintain accuracy. In addition, these instructors regularly visit the workplace so they can keep their curriculum content current.

Our curriculum reflects our vision, mission, and SLOs. Students must gain literary skills to advance up the curricular pathway. Class exercises repeatedly ask students to solve problems, such as when an electrician connects wires to form electrical circuits, or a vocational nurse learns to confidently take and chart the patient's vital signs while at the externship site. ESL students work in pairs and groups to solve language problems.

Learning materials for ESL students are created by central office staff specialists and distributed throughout the school year for use in the EL Civics program. Students learn and demonstrate the ability to participate in their communities and perform work-related tasks including filling out job applications, understanding the use of soft skills in the workplace, and demonstrating the ability to use technology. Teachers learn to use these materials through PD training. The lessons are research-based and require explicit teaching methods to convey the program materials.

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 the curriculum is evaluated. For example, more students are looking for Spanish classes, so we are adding the *Spanish for the Workplace* class to our Saturday program. In addition, we are expanding our medical courses by adding a Phlebotomy class. Student information is collected from DACE-SIS reports, HiSET testing center, ESL advanced placement profiles, CTE course completer, and performance indicators.

The 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. MWEPC offers IET for Building and Grounds Workers, Culinary Arts, Computer Operations, Child Development, Medical Terminology, and Personal Care Aide.

Curriculum relevance for CTE trends is regularly reviewed through labor market statistics, trade advisories, and at planning meetings with employers for the school's job fairs/hiring events. Our stakeholders' constant input in this area is crucial to developing, improving, and offering relevant curriculum that meets the demands of our diverse student population and the communities we serve.

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

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

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 to support student learning with hands-on activities and projects. ESL classrooms incorporate teacher-created materials such as flashcards, activity boards, calendars, and other practical instruments designed to boost student learning.

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

- ABE classrooms have computers and resources for vocabulary building. In addition, the Read Theory program assists students with thousands of skill-building exercises.
- The academic study labs are equipped with computers that allow students to research topics, complete online assignments, and study for HiSET using the APEX Learning software.
- Shared computer carts with Chromebooks are available for student use in the classrooms.
- CTE classrooms are furnished with computer/printer workstations for students to access software to prepare documents, spreadsheets, database records, and presentations.
- The student lounge is equipped with computer workstations where students can prepare classwork assignments, resumes, and have access to complete online job applications.

Furthermore, students can check out District laptops as they become available at the main campus. This provides an opportunity for students to study at home using Schoology.

The school's strength and growth areas for the curriculum:

### **Areas of Strength**

1. Active Reading PLC has strengthened the school's ABE department
2. Comprehensive support provided to students with IET classes
3. ISPs are utilized to monitor and guide student pathways
4. ACCT High School program offers continuing education options for youth and young adults
5. Apex and Aztec software is available to prepare students for HSE certification
6. Employability skills integrated into course outlines
7. Student have access to externships and third-party certifications in CTE programs
8. The Burlington Reading Software is utilized to develop literacy gains

### **Areas of Growth**

1. Expand the IET course offerings
2. Add HiSET Prep Spanish class in the morning during the week
3. Expand CTE to offer HVAC and Plumbing programs

### **EVIDENCE**

- [Class Schedules](#)
- [Reading PLC Meeting Agendas/Minutes](#)
- [DACE Course Outlines](#)
- [CASAS Testing Schedule](#)
- [Perkins Eligibility](#)
- [HiSET Testing Schedule](#)
- [Spanish for the Workplace Flyer](#)
- [Program Flyers \(2024\)](#)

## **CRITERION 5 – Teaching and Learning**

*The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, school wide learner outcomes/completion profile, and course objectives.*

**Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.**

MWEPC instructional team participates in and implements research-based instructional strategies in all our instructional practices. Our programs adhere to the standards prescribed by the Ed Code guidelines and by DACE.

The programs for ABE, ASE, CTE, and ESL all adhere to either the College and Career Readiness Standards (CCRS), or the English Language Proficiency Standards for Adult Education (ELPS) as mandated by Ed Code guidelines and by DACE.

To guide their planning and instruction, ESL instructors use DACE course outlines to teach language skills, proficiencies, competencies, and grammar structures for each level. In addition, supplemental materials from WIOA/CASAS assist instructors in preparing lessons for rigorously formatted EL Civics materials that are aligned with the state curriculum model standards.

One factor that is now assisting instructors to deliver quality instruction, by improving their lesson planning, is the recent provision of teachers' preparation time. In August 2023, MWEPC implemented DACE's directive to include preparation time within the teachers' regular work schedule per the UTLA-negotiated contract.

All programs meet content and skill competencies and offer hands-on training by qualified credentialed instructors. ESL instructors use materials and textbooks that are aligned to model standards, including CASAS and EL Civics materials; with other supplemental material developed by teachers to meet the rigor and sequencing of each course.

MWEPC monitors the quality of instruction through the use of formative and summative assessments in each of the programs offered. Teachers revise their instruction by analyzing CASAS pretest and posttest results to address areas that need improvement. Teachers also use a variety of evidence-based class projects, third-party certifications, industry-based projects, as well as industry job placement requirements to address the needs of instructional and curriculum change.



**Indicator 5.2: School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.**

Each program holds department meetings throughout the year. Best practices are shared and successful instructional strategies and projects are presented at the next meeting. The goal is to progressively transition to professional learning communities to maintain a rigorous holistic approach to research-based learning.

MWEPC instructors attend professional development workshops offered by the district and educational conferences to gain new up-to-date instructional methodologies. ESL teachers bring to the classroom cooperative learning strategies like think-pair-share. Teachers in the ABE/ASE and CTE programs also use constructive approaches to engage students in their learning process, where previous background knowledge is used to build on the skills that students have gained.

Student-centered instructional strategies are shared and discussed during departmental meetings and individual program articulation meetings. Students' work is discussed and analyzed using common methods applicable to each level and course of study. Included in the school's efforts is the support given by each administrator who oversees the program.

**Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.**

MWEPC teachers use a variety of techniques aimed at addressing varied students' learning styles, educational levels, and demographic and cultural backgrounds. All programs use up-to-date textbooks for the traditional visual learner, along with program rubrics that match students' skill levels.

In the ESL program, kinesthetic learners are presented with a variety of projects to support their transition to the next level. However, as the lesson's objective is presented, teachers make sure auditory learners are also included in the process. This becomes more effective as teachers learn about their students' individual and personal needs and can address strengths and developmental areas among them.

In the CTE program, teachers respond to the needs of their students by identifying their background knowledge of the subject. Students with prior knowledge in the field become

assets to the instructor in the form of leaders of small cooperative learning groups to tackle specific projects designed to learn and master a new competency.

The ABE/ASE programs face more traditional challenges in that the ability of the teacher to introduce differentiated instruction depends on whether the class is teacher-directed or individualized instruction. In a multi-course laboratory, the effectiveness of mini presentations of specific topics is one where traditional differentiation techniques are highly successful. Tailoring lessons to each student can be accomplished and evidenced by the use of written reports, graphic organizers for visual learners, and oral reports for auditory students.

**Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.**

As part of the District and DACE efforts to provide technical devices, many students in the MWEPC programs have a school-issued Chromebook, tablet, or laptop. The use of tablets and smartphones has increased considerably in the classroom.

In 2019-2020, as part of the District's efforts to equip teachers with the technological tools and knowledge needed to face the required online instruction, teachers in the district underwent training to become technology-ready. Consequently, educational software is used in all MWEPC departments. The use of technological hardware in the classroom is supported by an ITTA and ITST.

IET classes combined with selected CTE programs, make the integration of technology possible and provide ESL students the opportunity to be exposed to different careers at an early stage in their educational pathway.

With Schoology, ESL students can post assignments online and some can create digital content. They also use Burlington English to assist them in improving CASAS scores and thus be able to achieve learning outcomes. ABE/ASE students use software designed to help them prepare to pass the High School Equivalency Test.

Teachers can track students' progress using the Schoology learning management system. By continuously assessing students and tracking their progress, teachers can easily determine the student's mastery of skills and competencies. The range of technology knowledge and the use of digital tools among teachers in all programs continues to increase.

**Indicator 5.5: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.**

Andragogy in our programs responds to changes in technology and it responds to changes in the industry as is the case in our CTE programs. In some cases, students in the ESL, ABE/ASE programs can complete a project independently or work collaboratively in a small group to complete the task at hand. This is also part of the differentiation strategies outlined in indicator 5.3, which in conjunction with a range of materials and manipulatives, as is the case in ESL classes, provides students with options to master the curriculum.

DACE offers a virtual academy program called AEVA for students unable to attend classes in person. CTE programs maintain a necessary hands-on component and instruction is in-person. MWEPC offers a number of IET classes that provide a different personalized opportunity for ESL learners. This dual-teacher setting provides students with the training that prepares them to obtain high-paying jobs. Potential IET teachers receive IET instructional PD directly from central office.

The school's strength and growth areas for teaching and learning:

**Areas of Strength**

1. Teachers regularly differentiate instruction based on the various student needs
2. The teacher advisors demonstrate teamwork across all departments
3. Dedicated administrative support through the Educator Development and Support online platform for classroom and non-classroom teachers
4. Communities of Practice and Professional Learning Communities projects
5. PPTA staff provides data analysis and remediation materials for CASAS and EI Civics

**Areas of Growth**

1. Ongoing updating of technology for both software and hardware
2. Increase the CTE/IET course offerings for ESL students
3. Completion of daily to weekly to trimester/semester lesson planning by course
4. Promote school programs to recruit new students

**EVIDENCE**

[Class Schedules](#)

[Course Contract](#)

[Course Syllabus](#)

[CCRS](#)

[Lesson Plan](#)

[Department Meeting Agenda](#)

[LARAEC Conference](#)

[ELPS](#)

[LAUSD A-G Approved Courses](#)

[ESL Completer Leaver](#)

## **CRITERION 6: Assessment and Accountability**

*The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.*

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

Every course at MWEPC is established and developed by subject area experts at DACE Central Office. Several diverse forms of assessment are used to identify competencies and student learning outcomes. These outcomes are based upon state and federal guidelines, aligning with the LARAEC objectives. They include Common Core State Standards, CCRs, and Career Education Model Standards.

Multiple assessments are used to determine student readiness, modify teaching and education strategies, and establish academic and/or career pathways for students. Assessment scores help guide the school in determining the need for new courses. Recent trends in test scores indicated the need for Reading 1 (basic literacy). This course has been successful in preparing students for upper-level reading, CTE, and high school diploma/equivalency courses. Our ESL department opened new ESL/FSI classes at elementary schools, with IET courses in Building and Grounds. Assessment and student needs are critical in determining where we need to expand our programs.

**Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.**

Sharing standardized test scores with teachers has been pivotal for student success. Teachers having access to student scores allows them to guide instruction and identify student needs. These scores allow the teacher to see how students are progressing in their courses. Using a combination of standardized test scores such as CASAS, and EL Civics, as well as in-class assessment including chapter tests, quizzes, and surveys help identify student needs. Teachers participate in PLCs where they share best instructional practices and utilize effective strategies for teachers to absorb and analyze student needs.

Departmental meetings are held to discuss student data and the results are utilized to modify course curriculum and to address the student learning needs. With our ESL and CTE departments, reading was found to be the greatest learning need, while our academic students seem to struggle more with mathematics. Data used in academic courses include CASAS test scores, DACE-SIS completers, diploma recipients, and HiSET completers. Teachers review scores with both students and counselors to identify student needs. Students also have access to

these scores and are encouraged to discuss them with their teacher or counselor. Assessment scores are one factor along with teacher input, student interviews, and counseling sessions that are used to establish effective teaching methodologies necessary for student achievement and completion.

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

All courses taught at MWEPC are created and developed by subject area experts from DACE Central Office and distributed to the schools. Competencies and specific learning outcomes are based on state and federal guidelines, including CCSs, CCRs, Standards for Career Ready Practice, and CASAS skills and competencies. The learning outcomes must also reflect the LARAEC objectives. Courses are updated by the central office experts 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. Advisors meet quarterly with DACE administrators and program specialists, where they can voice their observations about course depth, rigor, and sequencing. MWEPC currently holds ESL/FSI at Drew MS, Gardena ES, 93<sup>rd</sup> Street ES, and Miramonte ES. Our school currently offers IET classes (ESL/CTE blends) in Child Development, Computer Operator, Culinary Arts, Building and Grounds, Medical Office Administration, and Personal Care Aide.

As a result of analyzing learning outcomes, academic classes have gone from annual, to semester, to trimester, which research has shown leads to better outcomes. Since the change, attendance and completion rates have risen. WIOA reports provide much of the data that identifies areas of need in classrooms and 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.

Appropriate placement is essential. Student CASAS scores, writing samples, and counseling determine how a student is programmed in the ABE/ASE, and CTE programs. ESL students also receive a STEP class, a placement test and counseling before entering the classroom.

The ABE program is divided into three strands: Basic Reading, Basic Language Arts, and Basic Math. Each includes three levels: Beginning (Grade Equivalent (GE) 0-3.9), Intermediate (GE 4.0-6.9) and Advanced (GE 7.0-8.9). This program serves two distinct student populations: remediating native English-speaking students and matriculating ESL students. EBRI instructors provide students with successful practices, *i.e.*, predicting, paragraph summation, and partner reading.

The ASE program provides an opportunity for students to earn a high school diploma, prepare for the High School Equivalency Test, and enhance academic skills needed for vocational training or college. ASE students must pass the CASAS Goals test with a 9.0 or higher to enter the high school classes. Once enrolled, counselors and teachers help students set goals for timely completion. In the I.I. Lab, an assessment schedule is embedded into each course contract.

Students attempting to pass their HiSET exam are observed and assessed by the teacher. Practice tests, quizzes, assignments, and essays are recorded and measured to determine academic focus and test readiness.

The CTE program provides competency-based and academically integrated career training. Clear learning outcomes are evident in the course outline, from which instructors create a syllabus. Instructors measure individual skill levels by administering in-class tests, classroom projects and conducting student interviews and observations. Based on the data collected, the instructor meets with the student to review results or create a plan for success. CTE course completion data is a factor in improving, expanding, and contracting course offerings.

**Indicator 6.4: A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.**

Student learning outcomes are measured through several assessments including CASAS, EL Civics, ESL promotional testing, classroom quizzes, and chapter tests. The results from these assessments are used to guide instruction and student readiness for completion or promotion. All potential students are required to take a new student orientation STEP course that includes placement testing using the CASAS goals. These scores along with student interviews and intake measure areas where students need remediation in reading and math skills. Students then meet with an advisor/counselor who will discuss assessment scores and ensure proper placement in a designated program.

Our student database system (DACE-SIS) is used to track student progress, course completion, and student persistence through generated reports. Advisors/counselors assist students to create an electronic ISP and academic students are given a grad plan to assist them in keeping track of the courses needed to complete their program. The electronic ISP allows counselors/advisors to monitor each student's future goals once they complete their program at MWEPC.

**Indicator 6.5: The school uses assessment results for organizational planning, action plan revision, and resource allocation.**

Counselors, advisors, and administration meet for institutional planning where student needs are addressed. Strengths and weaknesses are identified as well as ideas and best practices for administering assessments and obtaining accurate student results and scores. This information is used to drive and plan for upcoming class scheduling. Data reports from each department are run in DACE-SIS and are analyzed by the group. This data is also shared with teachers in departmental meetings.

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

grouped by subject to encourage a more collaborative environment as well as group instruction to increase completers.

Students are given the results of quizzes and tests and are given guidance when corrections are needed. Students have access to grades and competency sheets and can discuss scores with the teacher at any time. When students complete a class, the grade is entered online. DACE-SIS staff, advisors, counselors, and administrators have access to all online records.

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

ESL department meetings are held 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 school's strength and growth areas for assessment:

#### **Areas of Strength**

1. Use of technology as an assessment tool for CASAS testing for ESL, ABE, and ASE students
2. Data sharing with teaching staff
3. Use of approved applications to aid instruction and communication with students

#### **Areas of Growth**

1. Continue to acquire technology and expand faculty capacity to use technology for instruction
2. Increase use of Schoology by teachers and students for instructional purposes
3. Earn additional Burlington licenses by offering teachers incentives

#### **EVIDENCE**

- [Advisor Summit Agendas](#)
- [CASAS](#)
- [HiSET Test Results](#)
- [ESL El Civics](#)
- [ESL Promotional Test Score Sheet](#)

## **CRITERION 7: Student Support Services**

*Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.*

**Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.**

MWEPC serves our local school community with a professional team of counselors, teacher advisors, teachers, teacher assistants, classified staff, school security, campus aides, student body workers, and administrators. We provide a variety of support services to enhance the learning environment and support student success, goals, and schoolwide learner outcomes.

According to a recent student survey, 95% agreed that it is important for the school to support a student council. Therefore, MWEPC has an active student council at the main campus, organized by advisors and counselors for the morning and evening class representatives. Students attend monthly meetings, plan school events, and participate in community service projects. Various cultures and customs are celebrated throughout the year. These experiences connect students to the SLOs that “demonstrate multicultural awareness, respect, and sensitivity for individual differences.” Furthermore, student involvement in school activities promote the students’ collaborative skills in leadership. Students build strong relationships with their peers as they support activities such as the holiday canned food drive, toy drive, and gifting robes and socks to families at a domestic violence shelter.

The school’s support services include STEP classes, educational and career counseling, financial assistance, bookstore services, disability support services, IET course options, Chromebooks for instructional use, Metro TAP cards, providing Specially Funded Programs, and campus aides welcoming visitors at the gates.

**DACE-SIS.** In 2019, DACE upgraded its Adult Student Information System to DACE-SIS. This upgraded system expands customized data reports and streamline data collection. DACE-SIS provides a platform for student registration, ISPs, and a digital CTE competency checklist. These enhancements promote improved counseling support for all students.

**STEP Class.** Student Tools for Educational Pathways is a non-credit, competency-based course intended to provide an orientation for students entering the adult school system. MWEPC offers STEP courses for all departments—ABE/ASE, CTE, and ESL. In STEP classes, students acquire tools and resources to succeed in their adult school classes.

**Educational and Career Counseling.** To support the success of all learners, MWEPC provides students access to counseling services. The school offers students personalized pathways to



course completion and helps develop their post-secondary plans. DACE's provision of counseling services at MWEPC is guided by the following principles:

- Provide all students with a school counseling program that delivers educational guidance and promotes a culture of social-emotional growth for joy and wellness ([Pillar 2](#)).
- Engage students to identify, develop, and realize their future goals, and foster a desire for lifelong learning ([Pillar 1](#)).
- Act ethically and professionally to support student success ([Pillar 3](#)).

Students can obtain counseling through multiple means, including in-person, Zoom, email/text communications, or over the phone. At MWEPC, referrals are often made for technical assistance and support, and counselors share [community resources](#) with students. A visit to the school's counseling office may result in any of the following student support services:

- Attendance Verification
- Chromebook Loan
- Class Registration
- High School Equivalency Exam Registration
- High School Graduation Plan Development
- SEL Counseling
- SIP Follow-up
- Metro TAP Card Issuance
- Request for Records
- School Enrollment
- Transcript Evaluation

Students may meet with advisors for career counseling. The CTE programs at MWEPC consist of integrating technical and occupational competencies with core academic content to provide students with a pathway to postsecondary education and future careers. Students may enroll in a single course or sequence of courses to prepare for employment opportunities. Students are introduced to workplace competencies associated with the area of interest and learn academic content in a hands-on context during their vocational training.

**Financial Assistance and Paying Fees.** Currently, MWEPC courses are tuition-free; however, students pay a nominal cost for books, safety equipment, and consumable class supplies available in the bookstore at the main campus. All students qualify to receive a free unlimited-use Metro TAP Card to travel to and from school. TAP cards are issued in the counseling office at the main campus. Students in specially funded programs may have costs covered by the sponsoring community agency such as the WorkSource, YouthSource, State Worker's Compensation, or the State Department of Rehabilitation. The Department of Public and Social Services may provide their student clients with reimbursement of auxiliary expenses, program uniform, licensing fees, and textbooks. Scholarships are also available to graduates who apply for them when they enroll in post-secondary programs. In addition, students may apply for the LAUSD merit award/voucher to pay for the cost of the High School Equivalency Exam, which is currently \$150. This voucher permits students to take the HiSET free of charge.

**Bookstore Services.** Student body staff in the bookstore handle the collection of all monies for MWEPC. The business hours of operation are 8:00 am – 8:00 pm, Monday through Thursday, 8:00 am – 3:00 pm on Friday, and 8:00 am – 12:00 pm on Saturday. The bookstore issues IDs, sells uniforms and books for classes, and collects testing fees. In addition, school fundraisers are managed by the financial manager.

**Disability Support Services.** The Disability Support Services (DSS) staff at MWEPC includes a program advisor and a program office technician. The advisor is a trained professional who manages a caseload of approximately 125 students with physical disabilities, deafness or hard of hearing, blindness or partially sighted, learning disability, emotional or mental disabilities, or a history of substance abuse. Staff members assist students throughout their educational pathway, which begins with the STEP orientation class. 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, magnification monitors, testing accommodations, sign language interpreting, and equitable classroom access. Specific DSS student services provided at MWEPC include the following:

- 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, HiSET 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.** CTE courses at MWEPC offer the community an opportunity to obtain quality instruction and hands-on training in various industry sectors as discussed in Criterion 4 and 5. The CTE courses are evaluated by DACE Central Office staff to enhance teaching strategies, and to 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. We are preparing them for high-skill, high-wage jobs in emerging and growing industry sectors. Once they complete their goals, students exit the training and move on to careers, college, military service, or additional technical training.

**Nontraditional Program Options.** Many of our students benefit from having a flexible program option. MWEPC offers two non-traditional learning options in the AIS Program. *Adult Independent Study* offers certain high school academic classes to students with a 9.0 + CASAS level. This option provides students the opportunity to study and progress in their own time and in their own space. The AIS program has strict accountability policies to ensure steady progression throughout the course. Students must commit to a weekly check-in appointment with the instructor for a progress report.

*Accelerated College and Career Transition*, also known as AC<sup>2</sup>T, formerly known as AEWC, is similar to AIS but serves at-risk students ages 16-24 whose academic and personal challenges

have prompted them to step out of the traditional high school program. AC<sup>2</sup>T students work towards earning their high school diploma and/or high school equivalency exam certificate. Students can choose to work at home or a designated AC<sup>2</sup>T study center on campus. In addition to site support, the program has access to an LAUSD-employed Psychiatric Social Worker (PSW) who meets the students on campus. This adjunct staff member provides comprehensive initial mental health screening and assessment for suicidal ideation, psychological trauma, substance abuse, vocational/college guidance, and referrals for additional resources. The PSW also provides staff with as-needed consultations and training on mental health topics that affect students' ability to successfully participate in the educational environment. The AC<sup>2</sup>T program currently has three active sites: the MWEPC campus, the Kiriya campus, and the 66th Street campus. Each site has approximately 75 students in the program and enrollment is increasing since DACE obtained funding in November 2023 for minor students to resume in AC<sup>2</sup>T. The focus on postsecondary and CTE pathways as part of ongoing guidance and support has positively impacted enrollment at each site.

**Chromebook Distribution.** LAUSD has provided MWEPC with Chromebooks for students to use at home while they are enrolled in school. A student must have already established their DACE email account and password and completed the device request online to qualify. Units become available for redistribution as the school collects devices from students who return them.

**Specially Funded Programs.** The SFPs at MWEPC are designed to help job seekers overcome barriers such as low literacy, low-income access to employment, education, training, and support services to succeed in the global workforce. The work source centers and employment agencies throughout the city and county of Los Angeles partner with MWEPC to meet the employment training needs of their clients under government contracts such as TAA/I-TRAIN employment training. Students benefit from these affiliations by receiving case management and financial assistance with class fees, books, and other required classroom materials. The school has nearly 100 students enrolled in CTE programs through TAA/I-TRAIN contracts.

**Welcome Centers.** Since the school's reopening during the pandemic, MWEPC maintained welcome centers at the parking lot entrances to the main campus and at the 66th Street site. The campus aides greet students, staff, and guests weekly including on Saturday. They supervise the parking lot, provide general school information such as the hours of operation and location of offices, monitor building hallways and restrooms, issue parking permit warnings and passes for visitors, and report suspicious activity. This major area of support has helped the school to sustain a safe and welcoming environment.

**Indicator 7.2: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.**

MWEPC provides inclusive support for all students from the point of enrollment to successful completion. New students are required to complete a STEP class, which includes reading and math assessments to determine class placement. By reviewing the student's assessment results, transcripts, interests, and educational objectives, the advisor and/or counselor can better

support the student's progress toward academic and career goals. In addition, STEP prepares students to transition into school with the tools to activate their SSO, email account, navigate through Schoology and Zoom, fill out program-specific forms such as WIOA and Perkins, and take the CASAS pretest.

Advisors and counselors meet with students, addressing educational and personal goals, developing a clear pathway for accomplishing the outlined objectives, and documenting the session on the ISP in DACE-SIS. The ISP is integrated into the school's support system and guides the students' transition to advanced educational or employment opportunities.

ESL students who progress in the ESL levels are guided toward transitioning into academic or CTE courses to continue their educational or career training. Academic students who graduate with a high school diploma or equivalency meet with their counselor to discuss and review their ISP. Academic students receive assistance with applying online to local colleges, and apply for financial assistance (FAFSA). CTE course outlines include components that directly address job search and resume development. Because instructors have connections with employers in their field, they will assist their students who complete program pathways. Students in the MWEPC medical programs transition to employment following their externship where they have attained clinical work experience through on-the-job training. Our Net@Work community advisory is also instrumental in connecting our students to the workforce.

**Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.**

In June 2023, MWEPC conducted a student survey, which revealed that 63% of our students are parents of LAUSD students and 83% responded that Spanish is their native language. Some of the students surveyed are enrolled in the school's Family Success Initiative Program. An analysis of student needs from the same survey showed many students have an interest in taking online classes. These students are referred to AEVA. Students can enroll in AEVA concurrently with MWEPC and transfer any credits earned to graduate from our school. Many ESL students also expressed interest in additional information on IET CTE classes. Students needing general and mental health services are referred to 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 are 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.

**Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.**

**Individualized Student Plan.** MWEPC advisors and counselors engage in ISP planning sessions, which customize the student's educational pathway based on their skills and interests. The plan may be for academic, CTE, or ESL students. ISP meetings are a perfect opportunity to communicate that returning to school is an excellent decision and that counseling staff are

available to provide support along the way. After the session, students should understand what they will be doing in the coming weeks and how it relates to their broader educational goals. The plan is available in DACE-SIS and students can request a copy from the advisor/counselor.

The school's strength and growth areas for student support services:

### **Areas of Strength**

1. Extensive student support services including counseling and disability support, and a dedicated staff that is responsive to student needs
2. The Student Council is supported by class representatives who are passionate about school
3. MWEPC offers wide-ranging CTE Programs
4. The DSS Advisor is assigned to MWEPC full-time
5. The IET Program advances ESL students' workplace skills
6. STEP class for new and returning students has improved student persistence
7. Welcome Centers are staffed and supported by the Campus Aides

### **Areas of Growth**

1. The DSS department needs a Resource Room for students to use adaptive technology for equitable instruction
2. Reestablish the Student Council at KiriYama and 66th Street branch sites
3. Explore the feasibility of a wellness center for students
4. Replace the "BOOKSTORE" white adhesive letters with a commercial sign for better visibility
5. Limited availability of parking for staff and students

### **EVIDENCE**

- [Academic Workshop Agenda](#)
- [ACCT Program Contract](#)
- [Counseling Handbook](#)
- [Department Meeting Agenda](#)
- [Grad Plan](#)
- [ISP Form](#)
- [Student Survey](#)
- [STEP Orientation](#)
- [School Catalog](#)
- [School Rules](#)
- [Student Council](#)
- [Student Handbook](#)
- [DSS Flyer](#)
- [Metro TAP Card Email](#)

## **CRITERION 8: Resource Management**

*Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation, and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.*

**Indicator 8.1: 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:**

MWEPC follows the guidelines set forth by LAUSD, which are based on the California Education Code and the California School Accounting Manual. In order to ensure checks and balances of all MWEPC procedures, the Central Office Director of Finance reviews our expenditures and orders audits periodically. Periodic audits are used to monitor both internal (district) and external (state/federal) fiduciary compliance. Evidence of policies and practices are found in division and district bulletins and Publication 469 (Student Body Financial Policies). Evidence of audits and reviews are available in the financial office. Direct accounting practices enable the school to demonstrate compliance with financial, budgetary, and contractual provisions and restrictions on the use of public funds.

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 as a result by the LAUSD Fiscal Services Branch. School financial audits confirm responsible fiscal management and accountability. Audit exceptions are addressed in accordance with district auditing standards and rules. Internal policies and procedures help ensure necessary actions are taken to comply with suggested financial and audit corrections. Any financial irregularity is addressed and corrected by the school financial manager and the principal. Further financial oversight is managed by the LAUSD Fiscal Services Branch.

A review of policies occurs quarterly/yearly at administrative meetings with the Central Office Fiscal Services Manager. Financial updates are given regularly to the administration and decisions are made with input from various department advisors and the administrative team. Year-end faculty meetings, which include all certificated, classified, custodial, and other school staff, provide financial updates and projections for the following school year. With careful planning and budgeting, there is sufficient cash flow to maintain current school programs. All accounts are carefully monitored by the principal and the financial manager to ensure adequate funding is available. Sufficient reserves are in place to respond to emergencies and budget shortfalls. Also, carryover funds are made available to the school if any funding gaps arise at the beginning of the school year.

MWEPC insurance is covered through the LAUSD Self-Insurance program. In addition, the District has excess coverage by various agencies. The District has adequate reserves in place to cover any incident that may arise. The LAUSD Division of Risk Management provides guidance and support of schools and offices.

MWEPC collaborates with and has contractual relationships with several state, federal, and local programs such as the California Employment Development Department (EDD); WorkSource Centers (WSC); Job Corps; and the California Department of Rehabilitation (DOR). Advisors are available to assist in the preparation of forms, counseling services and periodic reporting to various agencies. In addition, the school financial manager assists in processing reimbursements.

**Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.**

MWEPC works in close partnership with DACE Fiscal Services Manager and support staff in utilizing standardized procedures and safeguards, which are in place to protect school resources and ensure that funds are used appropriately to support the school's mission. MWEPC Finance Office follows specific business and accounting guidelines and procedures for receiving and depositing funds. All purchases are entered into LAUSD's computerized Business Tools for Schools System (BTS). The information is then forwarded for approval and availability of funds. Approved orders are sent to the purchasing department to verify appropriate and approved vendors are being utilized. This is yet another check to confirm that funds are being used properly before sending information to the vendor.

The MWEPC administration and Central (DACE) Office Executive Administration meet regularly to review short-term and long-term financial planning. Budget projections are shared with all principals as year-to-year changes are made. Most of the changes are tied to the state economy and the stability of the LAUSD budget. The principal makes the judicious budgeting and procurement plans with input from the school administrative team, advisors, teachers, and school support staff. School allocated funds are used accordingly for staffing and all procurement needs.

Funds are available for all programs offered, this includes donations, filming and rental donations, I-TRAIN and EDD funds. Additional funding is also allocated annually for specific projects such as marketing, student recruitment, and instructional materials. Additional teacher hours are also provided for professional development and professional learning community training opportunities. Other allocations, like all school funds, have restricted usage and very specific purpose guidelines. More resources are available from Perkins Grant allocations and WIOA funds for technology and equipment replacement and upgrades. The various resources ensure that all programs offered have sufficient equipment and instructional materials available.

LAUSD uses the Accrual Method of Accounting and expenditures and liabilities are recorded when incurred. Long-term liabilities and obligations including debt are not incurred at the school level. All health benefits and liabilities such as insurance costs are part of the LAUSD Risk Management Unit and the District self-insurance program in collaboration with DACE Fiscal Services.

Alterations and improvements (A&I) including maintenance for facilities such as information technology, telephones, HVAC, school vehicle maintenance are provided by LAUSD Facilities, Maintenance and Operations Branch under the direction of the Division's Facilities Director. DACE manages all DACE school projects and covers maintenance costs for all DACE adult schools. Maintenance and operations is an integral part of DACE, this ensures that all adult schools provide a safe and welcoming environment for students, staff, and the general community.

**Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.**

Facilities issues are reviewed frequently to create a clean, safe, and well-maintained environment. The major issues are handled by our Facilities Director, at the central office, who makes periodic visits to our campus and is very supportive. Space is always an issue and requests for increased teaching and parking space are directed to our facilities director. Teachers identify needs for updated classroom equipment. As an example, a new hybrid vehicle was purchased through a Perkins grant for our automotive repair class. The staff will still use older cars for instruction, but can now use the hybrid vehicle to teach newer industry technology. Also, our facilities director has scheduled area cleaning, new marquee, new signs, tree trimming, and new higher resolution lighting for the campus. These types of projects ensure safety, beautification, and cutting edge technology. Student learning is positively affected with these and many other projects that are scheduled and approved by our facilities director.

Maintaining a clean and safe environment is a high priority. The plant manager and the building and grounds staff are very effective and work diligently to ensure that students have a safe and clean campus environment. This attention to detail enhances the opportunity for students to enjoy their time in class and attain their set goals. Campus aides and security officers at each campus provide security and protection which add a sense of well-being to the school environment. Based on a student and staff survey taken in June, students and staff give MWEPC a high rating for campus, classroom, and restroom cleanliness and safety.

MWEPC makes great efforts to ensure a safe and nurturing learning environment as evidenced by the following: annually updated Integrated Safe School Plan, school safety committee meetings, emergency preparedness trainings, disaster preparedness student/staff drills, emergency school phone numbers list, annual district environmental health and safety inspections and reporting, appropriate signage, safety tests for CTE classes, visits from local law



enforcement representatives, and district-wide child abuse awareness, suicide prevention, sexual harassment, and implicit bias trainings.

The school's strength and growth areas for resource management:

### **Areas of Strength**

1. ITRAIN Program growth
2. Perkins Grant Funding
3. WIOA funds received for technology
4. Commonly requested items are stocked and available upon request to staff
5. Maintenance and Operations have sufficient funds to maintain all sites

### **Areas of Growth**

1. Insufficient student and staff parking at all campuses
2. Explore avenues to support CTE program materials and consumable needs
3. Increase EDD enrollment for additional funds for CTE programs

### **EVIDENCE**

- [School Budget Profile](#)
- [Financial Management Policies and Procedures](#)
- [Student Body Financial Statements](#)
- [Service Call Log](#)

## **CRITERION 9: Community/Educational Partnerships**

*The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners.*

### **Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.**

MWEPC is 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 funding requirements of LARAEC. Our CBO network expands throughout the City of Los Angeles.

We have been in partnership with EDD Offices, HUB Cities Consortium, Los Angeles Job Corps, South Bay Workforce Investment Board/One-Stop Agencies, Southwest Community College, WLCAC, Family Source, WorkSource and YouthSource Centers, and West Adams WorkSource Center. 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 programs.

In 2016, MWEPC began a collaboration with the surrounding WorkSource and YoutSource centers in the area. This collaboration involves quarterly meetings between school administrators, CTE advisors, WIOA Navigators, case managers and WorkSource directors. Net@Work meets to discuss ways to better serve potential and existing students and clients. Net@Work partners provide financial assistance to cover CTE consumable 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.

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 MWEPC programs. Prior to the pandemic, high school counselors were invited to attend bi-annual counselors meetings, where they could give their input as to what classes would be most beneficial for their students. We are working to restart these meetings post pandemic.

Another way that we connect to the community is by inviting employers to make presentations to the CTE classes. Employers inform students about the hiring process, job openings, and employment options in their industry sector. For example, representatives from the Department of Water and Power and the City of Los Angeles were recently on campus to speak with students in the electrician and welding pre-apprenticeship programs about apprenticeship application procedures and hiring opportunities.

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 commencement ceremony and other events.

**Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.**

MWEPC offers externship opportunities that are connected to our medical career programs. The full-time programs include Certified Nursing Assistant, Licensed Vocational Nurse, Medical Assistant, Pharmacy Technician and Phlebotomy. Students complete in-class theory subjects prior to their clinical externship. Child Development has a partnership with LAUSD for externships with the Early Education Centers (ECC). Students complete in-class theory subjects prior to their ECC externship. The curriculum for these on-the-job-training opportunities is designed for connecting students with community workplace environments where they enhance their learning experiences.

**Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experiences.**

MWEPC has a WIOA Navigator who works closely with students in Specially Funded Programs. The Navigator is co-located at MWEPC and WLCAC WorkSource Center as a community liaison between the school and the WorkSource center. 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.

The school's strength and growth areas for community partnerships:

**Areas of Strength**

1. MWEPC offers internships in medical careers for students to gain work experience and job opportunities
2. The school's existing partnerships with CBOs provide support services for students that need assistance to pursue educational goals
3. Net@Work partners support the students and school programs

### **Areas of Growth**

1. Hire a dedicated Job Developer to increase the number of students placed into jobs
2. Explore the feasibility of an onsite wellness center to provide students with community resources
3. Establish broader internship program for the Medical Assistant Program
4. Engage in collaborations with high schools and colleges
5. Create a logo for the Net@Work community partnership

### **EVIDENCE**

- [Net@Work Meeting Agendas/Minutes](#)
- [MWEPC Marketing Summary](#)
- [MWEPC Election Site](#)
- [I-TRAIN Contract](#)
- [TAA Contract](#)
- Community Outreach Events Attended:  
[https://docs.google.com/spreadsheets/d/1Nxs5o0sUNe\\_1fVIVhpZjoB7LLF4brEX53YWmfJi4n0g/edit#gid=0](https://docs.google.com/spreadsheets/d/1Nxs5o0sUNe_1fVIVhpZjoB7LLF4brEX53YWmfJi4n0g/edit#gid=0)

## **Chapter 4: Summary from Analysis of Identified Major Student Learner Needs**

Our vision is to provide quality educational programs that are diverse, equitable, and inclusive for all learners to succeed in the global workforce. With this at the forefront of planning school programs, the MWEPC's support team is constantly in pursuit of the mission to educate and prepare students to achieve academic excellence and career success by leveraging our community-based partnerships. We are continuously evaluating school programs, instructional practices, assessment strategies, student support services, policies and procedures, budgets, facilities, and personnel in a systematic cycle of improvement. This open-ended evaluation task involves analyzing the students' major needs and school needs, progress, planning next steps, outlining actions, and reflecting on the results. The accreditation process is the formal presentation of this cycle with the collected evidence in the school's Self-Study Report.

Through the collaborative efforts of the Leadership Team, Focus Groups, and other accreditation committees, the Self-Study findings emerged from research on each criterion. The faculty and staff held meetings, addressed key questions, and developed the written report that led to identifying the growth areas for the school's updated action plan. The MWEPC team is pleased to present the school's areas of strength and growth from our Self-Study:

### **AREAS OF STRENGTH**

- Social Emotional Learning is embedded in the SLOs
- PLC meetings are available and supported for all MWEPC departments to collaborate on improving students' learning
- LAUSD Personnel Evaluation System provides online support for all employees
- Reading PLC has strengthened the school's ABE department
- Comprehensive support provided to students with IET classes
- STEP class for new and returning students has improved student persistence
- Technology support from ITTA and ITST provides prompt solutions to instructional technology needs
- Use of technology as an assessment tool for CASAS testing for ESL, ABE, and ASE students
- The IET Program advances ESL students' workplace skills

### **AREAS OF GROWTH**

- Implement marketing strategies to promote school programs and increase enrollment
- Increase parking for staff and students
- Promote school programs to recruit new students
- Provide the DSS department needs with a Resource Room for students to use adaptive technology for equitable instruction
- Expand the IET course offerings
- Increase bandwidth on WiFi support for all classrooms and offices
- Hire a dedicated Job Developer to increase the number of students placed into jobs
- Explore the feasibility of an onsite wellness center to provide students with community resources

## Chapter 5: Schoolwide Action Plan

The updated MWEPC Action Plan for continuous school improvement is the direct result of our Self-Study evaluation with stakeholders. Consequently, the administration selected four major areas of focus for the 2023-25 school plan based on student and school needs. Our action items are described below:

**Action Item #1:** Develop a plan to increase parking spaces for staff and students.

**Rationale:** Student support services and community relations address the school’s need to provide ample space for all staff and students to park safely.

Action Steps	Person(s) Responsible	Timeline for completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
Develop a plan to identify potential available areas for parking	· Administration · Teacher Committee	Jun 2024	Current school site maps	Regularly scheduled meetings to discuss areas developed for parking
Identify possible persons to assist in navigating District and City policies, procedures, and obstacles	· Principal · APOs · Net@Work Committee	Aug 2024	· Central Office · Net@Work	Create a community committee to navigate City and District policies
Compile the parking space expansion project and identify a project manager	· Administration · DACE CPM	Sep 2024	· DACE CPM · Administration	Host meetings to report progress
Present project ideas and possible funding needs to complete the project	· Administration · DACE CPM	Jan 2025	· DACE CPM · Administration	Host meetings with the District to present proposals

**Action Item #2:** Increase the number of classes offered through Integrated Education and Training programs. Plan and open a new IET Trades branch.

**Rationale:** Many CTE and Industrial Trade classes are moving towards IET classes. DACE has deemed IET a critical area, due to the shortage of skilled and employable, potential employee replacements for the construction trades and medical industry. IET programs address the shortage that industries are experiencing. We hope to increase classes and implement the IET model to expedite students from ESL to CTE programs.

Action Steps	Person(s) Responsible	Timeline for Completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
Identify student needs	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Advisors</li> <li>· Teachers</li> </ul>	Aug 2023	Program Data	<ul style="list-style-type: none"> <li>· Interest Lists</li> <li>· Student Surveys</li> </ul>
Identify and establish class space and classroom needs	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Advisors</li> <li>· Students</li> </ul>	Aug 2023- Jun 2024	<ul style="list-style-type: none"> <li>· Class Interest Lists</li> <li>· New CTE &amp; ESL Instructors</li> <li>· Funding for Programs</li> </ul>	<ul style="list-style-type: none"> <li>· Enrollment Reports</li> <li>· Student Interest Lists</li> <li>· Persistence Reports</li> <li>· Completer Reports</li> <li>· Job Placement Reports</li> </ul>
Promote new IET classes	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Advisors</li> <li>· Teachers</li> </ul>	Jan 2024	<ul style="list-style-type: none"> <li>· Social Media</li> <li>· Flyers</li> <li>· Marketing</li> </ul>	Organize Data Group (Teachers)
Analyze student outcomes	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Advisors</li> </ul>	Jun 2024	<ul style="list-style-type: none"> <li>· Persistence Reports</li> <li>· Enrollment Reports</li> <li>· Placement Reports</li> </ul>	<ul style="list-style-type: none"> <li>· Reports: DACE-SIS, Central Office, Perkins, WIOA</li> <li>· Student Surveys</li> </ul>

**Action Item #3:** Utilize marketing strategies to promote school programs.

**Rationale:** Marketing is essential to attract students to our programs. The school leadership engages in strategic relationships, partnerships, and collaborations with organizations to develop and improve educational opportunities for a diverse student population.

Action Steps	Person(s) Responsible	Timeline for completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
<ul style="list-style-type: none"> <li>· Social Media</li> <li>· Website</li> <li>· Special Events</li> <li>· Signage</li> <li>· School Brochures</li> <li>· Mailers/Flyers</li> <li>· Marketing Giveaways</li> </ul>	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Advisors</li> <li>· Navigator</li> <li>· Faculty</li> <li>· Staff</li> <li>· Students</li> </ul>	Jun 2024 Ongoing	<ul style="list-style-type: none"> <li>· Marketing Plan</li> <li>· Master Calendar</li> <li>· Funding for Publications</li> </ul>	<ul style="list-style-type: none"> <li>· Pictures</li> <li>· Enrollment Data</li> <li>· Website Analytics</li> <li>· Event Evaluations</li> </ul>



**Action Item #4:** Provide a Disability Support Service Resource Room.

**Rationale:** Our aim is for services within the school community to include equity and inclusivity for all students to receive instructional services and tools needed to achieve positive learner outcomes. Allocating a space would create and ensure a supportive learning environment that addresses student equal access to assure success with expanded learning experiences, including additional educational and vocational opportunities.

Action Steps	Person(s) Responsible	Timeline for completion	Resources Needed	Methods to Assess, Monitor, and Report Progress
<ul style="list-style-type: none"> <li>· Identify useable, accessible, and safe space</li> <li>· Design the best use of space</li> </ul>	<ul style="list-style-type: none"> <li>· Administration</li> <li>· DSS Advisor</li> <li>· Plant Manager</li> </ul>	Jan 2023	<ul style="list-style-type: none"> <li>· Resource Room Space</li> <li>· Student Input for Services Needed</li> <li>· Student/Teacher Survey for Planning</li> </ul>	<ul style="list-style-type: none"> <li>· List of Available Space</li> <li>· Outcome of Surveys</li> </ul>
Identify funding sources for adaptive equipment, accessible furniture, and staffing	<ul style="list-style-type: none"> <li>· Central Office</li> <li>· Administration</li> <li>· DSS Advisor</li> <li>· Net@Work Committee</li> </ul>	Apr 2024	<ul style="list-style-type: none"> <li>· Funding from Central Office</li> <li>· Quotes for Adaptive Equipment and Accessible Furniture</li> </ul>	<ul style="list-style-type: none"> <li>· Monitor Purchases</li> <li>· Student Surveys</li> </ul>

## Appendices

Include hyperlinks to relevant evidence:

- A. Local formative and summative assessment data:  
[https://docs.google.com/spreadsheets/d/1Z2nOGNnwOakyxWwogAu4w2\\_O37mh2hX9fa8POZIBXFY/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Z2nOGNnwOakyxWwogAu4w2_O37mh2hX9fa8POZIBXFY/edit?usp=sharing)
  
- B. [Results of student questionnaire/interviews](#)
- C. [Results of parent/community questionnaire/interviews](#)
- D. [Master schedule](#)
- E. [Approved AP course list](#)
- F. [UC A–G approved course list](#)
- G. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies ([Career Training Grid Flyer](#))
- H. [Graduation requirements](#)
- I. [Summary of School Budget](#)
- J. [Glossary of terms unique to the school](#)
- K. Any additional local data. ([WIOA TOPS Data](#))