

MAYWOOD ACADEMY HIGH SCHOOL

Public School Choice Proposal

1. Executive Summary

Letter of support form Local District 6 Superintendent (See Appendix A)

Assurances

Proof of Non-Profit Status (See Appendix B)

Assurance are attached. (See Appendix C)

Student Enrollment and Composition

Maywood Academy High School (MAHS) is a Los Angeles Unified School District (LAUSD) public school. MAHS will keep the currently enrolled 9th -11th grade student population and add approximately 300 incoming 9th graders to replace the exiting class of 2010. The formula for admitting new students is as follows: 60% from Maywood, 15% from Huntington Park, 15% from Bell, and approximately 10% allotted to siblings of currently enrolled students who do live within the cities of Maywood, Bell, and Huntington Park. We will use an application process combined with a lottery facilitated by Local District 6 to determine enrollees based on the formula listed above. We presently have 3 Special Day classes, 3 Resource Specialists in our Special Ed. program. We will be opening one class for Mentally Retarded students in 2010-2011, to provide overcrowding relief for neighboring Bell and Huntington Park High Schools. (See Appendix C)

Student composition at MAHS will continue to reflect the overall composition of the community including students who are socio-economically disadvantaged, English Language Learners (ELLs), Standard English Learners (SELs), gifted, and special needs, including students with disabilities. Our application process will insure that retention and student composition will reflect that of the overall school community. (See Appendix C)

As a LAUSD school, we are mandated and will continue to adhere to and fulfill the requirements of the Modified Consent Decree. MAHS will continue to use the district's special education policies and procedures manual, Integrated Student Information System (ISIS), and Welligent, the district-wide web-based software system used for online Individual Educational Plans (IEPs). (See Appendix C and D)

Vision

Maywood Academy High School(MAHS) is committed to providing a student-centered education that stresses achievement of a rigorous standards-based curriculum, providing all students with essential interpersonal skills, as well as preparing them for success in a multicultural and technology-based world.

Mission Statement

Maywood Academy High School, using Small Learning Communities (SLCs), is committed to creating a safe and secure environment where:

- All students will become critical thinkers, effective communicators, life-long learners and responsible citizens.
- All students receive a personalized education, are well-known and can identify with their peers in their selected SLC.
- All teachers will use effective pedagogical strategies to provide a rigorous program of instruction.
- Professional Development opportunities for staff to acquire effective instructional strategies are offered regularly to insure promote continuous academic achievement.

- All parents are encouraged to actively participate in the school culture activities and in their child's education.
- Community partnerships will provide a bridge between the students' education and real world application.

Philosophy

Maywood Academy High School believes in providing a quality education for all students. We believe that all students want to learn and can learn. A personalized, humanistic program of instruction, based on Maslow's Hierarchy of Human Needs, will transform our school. (Maslow Appendix E) We believe that a student-centered, quality program of academic instruction, providing a safe and comfortable school environment where students feel respected and cared for by the faculty and staff, will prepare graduating students to be successful in college, work and life in the 21st century.

A Day in the Life of a Maywood Nighthawk

A day at Maywood Academy begins, for some students, with a nutritious breakfast served at 7:00 a.m. in the student cafeteria. Breakfast consists of warm food and a carton of milk to take to class, to help keep us alert and awake during class.

The bell for first period rings at 7:24 a.m., signaling the beginning of another day of learning at Maywood Academy. As we students make our way to class we are greeted, by name, by all the teachers standing at their classroom doors. The teachers at Maywood Academy are always eager to start another day of instruction. My "major" at Maywood is in Social Sciences within the School of Liberal Arts (Small Learning Community). I'm emphasizing my studies within the Psychology pathway.

My first period is AP (Advanced Placement) English. In that class there is never even a minute to relax. As a special education student I feel very fortunate to be able to be in an AP class. I am only able to be there because our special education department believes in me and because my AP English teacher utilizes all the accommodations outlined in my IEP (Individualized Education Plan).

My second period is Geometry. It is a little more relaxed only because most of the students are younger than me (10th graders, ugh!) and they tend to be easily distracted. According to my IEP, I took Algebra 2 as a 10th grader, and as an 11th grader, I am now in Geometry. This kept my algebra classes together and really helped my learning process. Since Maywood changed the math sequence, everyone takes Algebra 2 right after Algebra 1. Special Education Teaching Assistants are available to assist me in all of my math classes as well. An interesting factoid: my Geometry teacher's birthday is on Pi Day. Rumor has it that he brings pie for all of his students on his birthday. This is just another example of the personal relationships teachers at Maywood Academy build with their students.

Third period is my US History course. One of the defining things that makes *my* teacher awesome is her assignment of student portfolios and interactive notebooks. We actually *glue* information and other sorts of notes into our notebooks – it feels a lot like scrapbooking! One other project named in our syllabus, and that I am very excited about, is our creation of a magazine based on a specific time period in American history. This class is definitely not a run-of-the-mill history course!

Lunch at Maywood is at 10:35 a.m. I know - it's crazy! They should call it brunch. Lunch is 36 minutes, which is barely enough time to stand in line, get our food, eat, and talk with your friends, but I enjoy it. Safety is a number one priority at Maywood Academy, so our administrators always ensure that our lunch line is straight and no one is allowed to 'take cuts' in the line. They even painted lines on the ground to help us keep our lines straight.

Unlike other schools, Maywood is a small enough school that cliques do not exist at our school. There are no jocks, nerds, or anything else. Everyone knows everyone and we are all friends on Facebook and Myspace. We may not all be best friends at school, but we tolerate each other. Another great option for students is the access we have to our school library. It is almost always open during lunch and so many students go there to check out one of the more than 18,000 books available! Our librarian listens to students and teachers and brings books into the library that we actually *want* to read! How many school libraries can brag about their extensive collection of Manga (Japanese graphic novels)?

Period 4 is my Chemistry class – thank heavens I already had Algebra 2!! This is a tough but exciting class. My teacher has one of the most interesting senses of humor I have ever known, but he really knows his stuff! Even though lunch is settling in and I'm starting to feel sleepy, it's almost impossible to lose focus with such an enthusiastic and vocal teacher! My favorite part is all the lab experiments we do – I'm a kinesthetic learner – I learn best when I actually *do*, instead of just listening and writing.

Periods 5 and 6 are my electives. Elective classes are fun. I get to focus on things I enjoy, like playing the piano (in 5th period) and turning my Psychology teacher into a "lab rat" for social experiments (6th period). She says this is our chance to "Train the Trainer." My elective classes are taught by real professionals. My keyboarding teacher is an instrumental performer - he even played in the Ohio State University marching band! My Psychology teacher loves to study and discuss how society affects a person, but also how people have an effect on society as well. Talk about being taught by the best!

One of the most interesting things about Maywood Academy is that it is a nationally recognized Green School. Though the school is not painted green we are environmentally friendly. Our lights have special sensors that turn off when everyone leaves the room. We also have special skylights which draw natural light in from above; and treated concrete floors that are made from recyclable construction materials. Our windows are especially unique – they are double-paned to reduce outside sounds, and they have special sensors so that, when they are open, the HVAC systems turn off to save energy. As an aside: two weeks ago, we had a dance and during the dance, we heard gunshots outside the building. However, the bullets never made it inside because of our incredibly thick walls.

However, the walls aren't the only things that make our school safe. We have a police officer on campus during school hours and even he stays around for our activities after school, too. My first year here, he often brought his drug-sniffing dog with him to school because he was a K-9 Unit trainer. Also, one of our assistant principals is very serious about safety - I serve on the Safety Committee with him and he works very hard to keep our campus a safe and beautiful place we can be proud of. At least once a month, we have an earthquake or fire drill – you would be hard-pressed to find a better prepared group of kids in case "The Big One" comes along!

Our college counselor is the Voice of Maywood. He has created a college bound atmosphere at Maywood. Sometimes we even get to discard our uniform for a day and wear college t-shirts. He makes announcements everyday during lunch promoting scholarships and college field trips. Because of his work with peer college counselors and with our students, more and more Maywood kids attend colleges and 4-year universities every year. A lot of them find some really incredible scholarships to help them, too!

Our teachers really care about us and education. They wear red every Tuesday to support us and teacher issues. They even gave up an hour of pay two years ago to help ensure that our classes did not become overly crowded. In the end, because of the unity of our teachers, the budget cuts did not affect our class sizes. Maywood teachers are powerful and they can make a difference.

The day at Maywood ends with the final bell at 2:16, but that is only the beginning of the afterschool activities. We have lots of after school activities for students to enjoy, such as tutoring, sports, clubs, and CHAMPIONS. CHAMPIONS is a program we have at our school that provides many options for clubs and activities. They even go camping and do other outdoor adventures on weekends! Our sports teams are some of the best in the league – in 2008, our Varsity Baseball Team won the league championships, after only 2 years in existence! Even though Maywood is a young school, it is a great place to be. From academics to athletics, we are proud to be Nighthawks!!

Student Population

MAHS, a comprehensive open-enrollment four-year high school in Local District 6 of the Los Angeles Unified School District, MAHS serves the southeast area communities of Maywood, Bell, Huntington Park, and Cudahy.

MAHS currently serves a student population made up of 99.3% Hispanic/Latino & 0.7% Other (Filipino, Alaskan, Caucasian, Pacific-Islander & African American) which is reflective of our local community. Additionally, our school serves English Language Learners who make up 22.07% (298) of our present population whose native language is primarily Spanish, 8% of the student body are students with Special Needs, and 12% are identified as GATE students. The make-up of the community consists primarily of Latino immigrants and Latinos of second and third generation US Citizens.

MAHS has been serving students with similar demographics since its inception in 2005. The student attendance rate in year 2008-2009 was 94.3% which is one of the highest rates in LAUSD. Our most recent graduating class (2009) had an 88% graduation rate. The graduation rate for our 2 neighboring high schools is as follows: Bell 69.4%, and Huntington Park 66%.

Education Plan

MAHS will prepare its students to demonstrate mastery of the Standards on the California Standards Test, and be prepared for post-secondary education. MAHS's curriculum will be based on the California State Standards. All students will receive rigorous, standards-based instruction based on the California State Standards. The California Standards for the Teaching Profession will be the faculty's guide for systemic instructional practices in every classroom. (See Appendix G)The Standards for the Teachings Profession are organized around six interrelated categories of teaching practice:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environment for Student Learning

3. Understanding and organizing Subject Matter for Student Learning
4. Planning Instruction and designing Learning experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

While we will work to actively engage students in their learning, we also want and expect all teachers to be actively involved in their own professional growth. While the California Standards for the Teaching Profession will be the primary guide to improve the instructional program, teachers need training to fully implement the practices. The following staff development topics have been selected by the faculty to provide the necessary training to begin the systemic instructional transformation to meet the needs of our students: SDAIE, Cooperative Learning, Thinking Maps, Interactive Direct Instruction, and Writing Meaningful Daily Instructional Objectives, and Classroom Management. These effective researched-based strategies are well suited to address the needs of our population of gifted, ELL's, SEL's and special education students that need differentiated instruction. Since the majority of our student population (99.3%) is of Latino descent, teachers will incorporate culturally relevant experiences and/or examples common to our Latino student population in the lessons in order to increase student engagement.

Teachers will collaborate to assist special education students with meeting the grade-level, standards-based curriculum. Three Special Education programs will be offered: the Resource program(3 teachers), which assists special education students in meeting the grade-level curriculum within the general education program, a special day program(3 teachers who offer instruction in all of the core content areas) for students with specific learning disabilities (i.e. auditory, visual, behavior, etc.) and those that require a more restrictive learning environment, and the third program will be a program for students identified with mental retardation. The special day program and the program for students with mental retardation will allow these students access to the general education curriculum. Maywood Academy High School will explore the implementation of a Practical Assessment Exploration System (PAES) Lab. This lab will provide occupational skill training for students training for students age 18-22 who have moderate to severe disabilities.

In adhering to our School Philosophy, the school will be restructured into 3 personalized Small Learning Communities (SLC'S): Technology and Business, Liberal Arts, and Sciences. The teachers in each SLC will work collaboratively to integrate thematic instruction and individual growth in order to provide students with a more personalized educational experience. The SLC teachers will collaborate to address the following: establishing goals and outcomes for each SLC based on assessment data, lesson and assessment planning, building a sense of collaboration and community for students, families, and faculty-staff, devising an systems of communications within and outside of the SLCs, finding community and/or themed partnerships or mentorships, and implementing the proposals for the new SLCs.

All faculty members will also meet by departments to address the needs of the student body in relation to our vision, mission and achievement goals. The core-content department members (English, Math, Social Studies and Sciences) will be further grouped by subject-area. These subgroups are referred to as Professional Learning Circles (PLCs). PLCs will review and analyze student assessment data to revise Curriculum Maps and guide instruction to improve student achievement. Departments and PLCs findings and recommendations will be shared with the School Leadership Council which will make strategic instructional decisions as needed, based on the evidence provided.

Student academic achievement accountability will be addressed in the form of formative and summative assessments aligned with the California State Standards. Teachers will use formative assessments to check for achievement of the objectives of the day's lesson on a daily basis. Summative assessments will be used on an on-going basis throughout the year to evaluate student competency of the California State Standards. The data

derived from these assessments will highlight the students' strengths and weaknesses and drive the instructional program and professional development training. Teachers will identify and implement intervention strategies in the classroom to meet the student's academic needs in order to improve student academic achievement and enable students to score at the proficient level or above on the California State Standards Test (CSTs).

MAHS has a network of effective academic support programs to ensure that all student needs are met. The proposed curriculum will meet most of our students' academic needs. The remaining portion of our student body population will need additional services. The gifted students will be placed in honors and Advanced Placement classes. Students with disabilities and those who are English Language Learners, will have the opportunity to receive daily after-school tutoring services including Saturdays in the four core subjects. Additionally, individual teachers offer their own tutoring programs. These intervention classes are designed to assist students who are not performing at grade level in the content areas. We will be collaborating with neighboring institutions of higher learning in order to provide students with multiple avenues toward meeting their A-G high school graduation requirements, passing the California High School Exit Exam, enrichment classes, and exposing them to higher level education.

Pursuant to Title I requirements, the Single Plan For Student Achievement (SPCA) as informed by the results of assessment data, will guide educational decisions about programs and activities. (See Appendix F)

Community Impact and Involvement

MAHS serves the southeast area communities of Maywood, Bell, Huntington Park, and Cudahy. The opening of MAHS alleviated the need for Maywood students to attend the overcrowded Bell and Huntington Park High Schools. Now high school students who reside in the city of Maywood are able to attend their neighborhood school. The school was not assigned geographic boundaries because the site does not contain football, track and field, or tennis facilities. It has an "enrollment by application" policy. Any student living within a one mile radius of the campus was and will continue to be eligible to apply to attend MAHS. We accept approximately 300 ninth grade students annually.

Students' income backgrounds range from low to medium-low income. MAHS receives Title I funds due to the school having 93% of the students participating in the federal school meal program. MAHS will continue to serve a student population made up of 99.3% Hispanic/Latino & 0.7% Other (Filipino, Alaskan, Caucasian, Pacific Islander, and African American) which is reflective of our local community.

In adhering to our school mission, MAHS recognizes the importance of parental participation and involvement in their children's education and local school. Many of our students' parents are non-English speaking which makes communication difficult. In order to expand our outreach efforts to inform parents and encourage increased participation, MAHS will continue to use the traditional methods of bilingual school-home/community communication.

A strategic plan involving the Parent Center and Parent Compacts to increase parental involvement and volunteerism will be set in place. The use of bilingual interpreters/translators will be an integral part of this plan. Parent Compacts will be used to inform parents of their role in the education of their children. We will utilize the existing Parent Center and the community representative to expand our outreach efforts to inform parents and encourage increased participation: partnering with local churches, city parks and recreation, and City Hall to publicize school activities and the need for active parent participation, offering a parenting program offered by the Parent Institute for Quality Education (PIQE), form a Compadres/Comadres de MAHS neighborhood program similar to the Neighborhood Watch Program. We will train Compadre/Comadres parent leaders who will be the school community liaisons in their neighborhood to promote increased parent involvement and volunteerism at the school.

MAHS has been very active in seeking out community partnership to provide services for students and their families and will continue to do so. Among those existing are the following: Southeast Cities Schools Coalition (SCSC) which will provide financial and community support to provide services and programs to parents and students, East Los Angeles Community (ELAC) and Trade Tech Community Colleges which provides academic support in terms of course offerings for students, Huntington Park-Bell Community Adult School which provides academic support and elective courses based on student need and interest as well as programs for parents and community members for GED, Citizenship, English Language, etc., Maywood Cesar Chavez Public Library, which offers supplemental academic support when school is not in session. Community service opportunities for students: the student-to-student tutoring program at Nueva Vista Magnet Elementary School, and the American Red Cross with our semi-annual blood drives to encourage civic responsibility. Business partnerships with Boulevard Burgers, a local business, which provides coupons and certificates as incentives to promote school attendance, and the Maywood-Bell Safety Collaborative (school officials, local law enforcement, school police, local government officials and concerned community members) which continually updates school officials on safety concerns in the community to promote a safe community and a successful learning environment. In our efforts to encourage greater community engagement, for the purpose of promoting academic achievement, we will explore the following future partnerships: the Los Angeles Unified Occupational Center, Los Angeles County Hospital, the Aquarium of the Pacific, the Maywood Convalescent Home, and the Getty Center.

Recognizing the needs of our at-risk students whose education is negatively impacted by factors out of our control we will provide an array of direct and indirect mental health, health, and social services through District and outside partner providers. School Counselors, a School Psychologist, a Psychiatric Social Worker, and a Pupil Services and Attendance Counselor will provide supports for at-risk students by offering individual and group counseling. Coordination of Services Team (COST) will be utilized to identify at-risk students and provide necessary interventions in order to increase student achievement. School Based Health and Human Services Professionals will be able to provide referrals to outside agencies in collaboration with Local District 6 Healthy Start Case Managers.

For students with behavior issues, MAHS will continue to utilize our Behavior Intervention Case Managers and Pro-ACT trained individuals as well as District Support Unit Behavior Specialists

MAHS will utilize Local District Crisis Intervention and Threat Assessment Team services to support and supplement school base crisis intervention teams. In addition MAHS will have access to District Nursing Services, Pupil Services and Attendance, and Bell-Cudahy Mental Health Clinic within the surrounding Local District 6 communities. Four School-Based Health Clinics will be available to serve students with exceptional health related issues.

Leadership/Governance

The proposed governing structure will be Expanded School Based Management Model (ESBMM), which will include parents, staff, teachers, students, community members, and administrators in the operations of the school. Central to the ESBMM structure are the following: control over its financial resources, hiring staff, supplemental and enrichment curriculum, professional development, and bell schedule/school calendar.

The School Leadership Council will be the decision making body. It will be comprised of representatives from the school and the community: the principal, four teachers, two classified employees, 3 parents, 3 students, and one community organization (Southeast Cities Schools Coalition). All members of the School Leadership Council will be elected by their respective group. Our governance plan will include the federally mandated School Site Council, the decision making body for use of categorical funds, and the Title I/Bilingual Advisory Committees with the objective of increasing student achievement and supporting the mission and vision of the school. The Chairpersons or a designee of the two decision-making councils will be required to attend the

meetings for both councils to provide input on categorical funds and to coordinate the most efficient use of school funds to support the school's Vision and Mission.

Fiscal Plan

MAHS will receive non-site controlled funding via LAUSD budget process. We will continue to utilize LAUSD non-site controlled funding allocation. Our instructional plan for improving student achievement will be the primary focus for the budget deliberations for which the school has responsibility for determining, i.e. budget for categorical funds. The plan proposes that the administrative team devote more time to instructional leadership activities. We propose creating a classified position to assume some of the operational functions presently performed by the administrative team in order to allow them to be more actively involved in instructional leadership activities.

Fundraising will be a primary effort at the school site to supplement the District budget we receive. Faculty and staff will commit to seeking out federal, state and philanthropic grants as well as business and community partnerships that will allow for the realization of the Vision and Mission.

Financial controls will include oversight by the Local District and the School Leadership Council. By reviewing MAHS's monthly financial reports provided by the District, the School Leadership Council will provide information and updates to all stakeholders on budgetary issues. The following will determine the use of financial resources: personalization of education, on-going professional development, meaningful parent outreach, establishment of career/community based partnerships, increase and improve communication between school and community to improve student academic achievement.

2. Curriculum and Instruction

Curriculum Map and Summary

MAHS's curriculum is based on the California State Standards. (See Appendices H, I, and J) for curriculum map and instructional materials). All students at MAHS will receive a rigorous, standards-based curriculum which will lead to a High School Diploma (See Appendix- K.) .We will actively encourage students to enroll in courses that meet the A-G requirements for eligibility for admission to a four-year institution of higher education. All students will also select an elective course each year in fine arts, foreign language, technology, Speech, Journalism, Student Leadership, etc. Intervention classes will be mandated for students not performing at grade level in math and English in lieu of an elective. These intervention classes will ensure that all students will perform at grade level in all core content classes.

To increase academic achievement, the education plan for math will require that incoming 9th graders and students who enroll throughout the year take a Math Placement Exam (provided by UC/CSU) together with previous math teacher's recommendations to determine the most appropriate math placement in order to meet their math needs. The sequence of math classes will be changed as well: General Math - Algebra I – Algebra II – Geometry. A passing grade of C or better in Algebra II will be required for students to enroll in Physics.

In accordance with our school philosophy of personalized education, the school will be restructured into three Small Learning Communities (SLC's) proposed by the students, parents and faculty: Technology and Business, Liberal Arts, and Sciences. Students will select the SLC that most interests them which will provide for a more personalized educational experience than the traditional school process of random scheduling of classes for most students. The SLCs will explore career opportunities that are aligned with the SLC theme. Educational research studies on turnaround strategies for low performing schools indicate that the concept of Small Learning Communities fosters a sense of belonging and has had positive effects in increasing students' active participation in their education and their academic achievement.(Dana, Duke, Tucker, Belcher, Crews, Harrison-Coleman,& Higgins). (See Appendix L, M, and N).

The Library Media Center will continue to be an integral component in the success of students at MAHS. Students will have access to the library before, during and after school hours. The purpose of the Library Media Center and its program is to promote academic excellence by teaching students to locate, access, evaluate, and use information effectively from a variety of resources, by working collaboratively with teachers in providing rigorous academic experiences while utilizing technology, and by encouraging reading literacy and enjoyment to promote life-long learning.

The faculty will be guided by the California Standards for the Teaching Profession (CSTP) in the delivery of instruction, and professional growth in order to meet the academic needs of all students. To prepare the faculty to implement the CSTP, the proposed Professional Development (PD) workshops will train teachers in the following effective research-based instructional practices: Specially Designed Academic Instruction in English (SDAIE) strategies, Interactive Direct Instruction, Classroom Management, Cooperative Learning, Writing Meaningful Instructional Objectives, and Thinking Maps. (See Appendix O)

Track Record of Proposed Curriculum

MAHS implements, and will continue to implement, the California State Standards curriculum. LAUSD has adopted the standards and mandates that all schools provide instruction aligned with the Standards. Based on our 2009 graduation rate of 88% we believe that our standards based curriculum has been and will continue to be effective. To improve the graduation rate, the school will insure school-wide systemic delivery of instruction incorporating the PD training to increase student academic achievement. (See Aiming High, Appendix I).

Our initial accreditation was conducted in 2006 and we received a three-year accreditation. The school is currently undergoing the WASC Full Self-Study. We anticipate receiving a full, six-year accreditation in the Spring of 2010.

The A-G course requirements offered at our school are currently accredited. MAHS' College Board number is **053998**. We are requesting, from the district, the access code to change our UC approved course list. At present, we do not have immediate access to make changes to our school's list which negatively affects our students' chances for UC admission. Our schools present A-G course offerings are less than what is on the UC course list. Therefore, having immediate access to update the present UC course list will make it possible to make changes that will reflect the courses we will offer.

Addressing the Needs of All Students

MAHS has a network of effective academic support programs to ensure that all students' academic needs are met with a standards-based curriculum. This includes the requirements for graduation and successful passage the California High School Exit Exam (CAHSEE). At this time, Maywood is collaborating with Bell/Huntington Park Adult School, Harbor Occupational Center, East Los Angeles Occupational Center and East Los Angeles Community College in order to provide students with multiple avenues toward meeting their A-G high school graduation requirements, passing the CAHSEE and exposing them to post-secondary education.

At present our API is 626. We propose to increase this score by 5% in each of the next five years. We will also increase the number and percentage of students scoring proficient and advanced on the California Standards Test by 5% school wide. For the socio-economic subgroup, the increase will also be 5%. For the EL and Special Education subgroups we will decrease the percentage of students scoring far below basic and below basic on the CST's in ELA and Math by 4% in each of the next years. We will continue to increase the number of reclassified students by 3% in each of the next five years. These targets are consistent with the recommendations of the district superintendent.

MAHS will continue to conduct annual meetings to provide all students and their parents the opportunity to explore and make appropriate choices and/or changes to their Individualized Graduation Plan. The guidance counselors, college counselor and Assistant Principal of Student Counseling Services will continue to hold group meetings with all students and parents. Furthermore, at the beginning of each semester, the counselors will continue to meet with all of their students on a one-on-one basis and complete a graduation check. In this meeting, the counselor and student will review the number of credits to date and the classes they are taking, and the counselors will encourage students to attend adult school classes or Saturday classes, if necessary. A copy of this record is given to the student and a copy will be mailed home to their parents. We will use our community partners as well as our Comadres/Compadres to inform the parents of this mailing. Students with disabilities have an IEP that specifies annual individual academic and behavioral goals. The IEP's will be regularly reviewed throughout the year to meet the students' needs and will be revised as necessary to ensure their academic success.

Maywood Academy will continue to offer California High School Exit Exam (CAHSEE) preparation classes during the school day as well as after school for students who have not had success on the CAHSEE. Students who choose to work independently will have access to the Revolution Program. This is a computer based CAHSEE preparation program that allows students to access and work at their own pace. Faculty and staff have been trained to assist students' access to the program. Furthermore, Maywood Academy will be exploring the Response to Intervention and Instruction program which will supplement the general education curriculum (See Appendix Q).

Additionally, MAHS will continue to offer after-school tutoring Monday through Thursday and Saturday in the four core subjects for all students including those students with disabilities and those who are English Language Learners. Individual teachers will offer their own tutoring programs. Saturday classes are also available for students for assistance in all subjects. The Learning Center currently has and will also continue to provide intervention services during the school day to all students in general education and special education who are not at grade level for both math and English.

Teachers will collaborate to assist special education students with meeting the grade-level, standards-based curriculum. Three Special Education programs will be offered: the Resource program (3 teachers), which assists special education students in meeting the grade-level curriculum within the general education program, a special day program (3 teachers) for students with specific learning disabilities (i.e. auditory, visual, behavior, etc.) and those that require a more restrictive learning environment, and the third program will be a program for students identified with mental retardation. The special day program and the program for students with mental retardation will allow these students access to the general education curriculum. Maywood Academy High School will explore the implementation of a practical assessment exploration system (PAES) Lab. This lab will provide occupational skill training for students training for students age 18-22 who have moderate to severe disabilities (see appendix R).

SLC team members and/or all school staff members will identify students with academic and/or psycho-social needs (i.e., attendance, behavior, emotional and physical). SLC team members will initially endeavor to address the presenting problem(s) among themselves if possible. If not, they will make appropriate referrals as needed to Guidance Counselor, Psychiatric Social Worker, PSA Counselor, School Psychologist, Dean of Students, and/or Administrators.

Accelerated Learning

To encourage and support our students' future endeavors, the College Counselor will provides students with college admission, financial aid preparation and assistance. Students will receive a review of their college

admission requirements and admissions possibilities on a yearly basis. Concurrent enrollment at community colleges will also provide students the opportunity to enroll in college level courses, explore possible careers and/or begin technical training. The peer college counselors who work under the supervision of the college counselor will provide a review of student progress on the A-G college course requirements, standardized test scores, and GPA. They will also help guide students explore possible colleges which will best help them achieve their academic and career goals. To further support our gifted learners, Maywood Academy has chosen to adopt a traditional six-period schedule that will allow the implementation of additional honors and Advanced Placement courses in a variety of subjects.

Teachers will provide differentiated instruction to GATE (gifted) students to diversify and accelerate GATE student learning. Teachers will be trained on differentiation strategies for all learners via professional development. Students will be identified as GATE candidates through teacher recommendation, student and parent interview, and evaluation follow-up using test scores, academic achievement, and/or specific-area talent observed. Teachers will participate in peer lesson studies to review, create, evaluate, and improve upon the most effective instructional delivery strategies for GATE learners. These findings will be shared with the entire faculty for incorporation of the strategies in all of the 4 core subjects as well. Since MAHS is 99.3% Latino, efforts will focus on identifying students including Special Education Students of all backgrounds, particularly socio-economically disadvantaged, to place them in GATE classes. MAHS will make every effort to increase the number of students in Advance Placement (AP) classes including special education students. Faculty members will identify students in their lower level classes that have the capacity to succeed in more highly rigorous and demanding academic courses and recommend them to the counselors who will enroll them in AP classes. These efforts will serve to reinforce our commitment to fostering a campus-wide college-going culture.

We will offer honors, and AP courses to fully engage and challenge students enrolled in these courses.. They will also be provided with the opportunity to become concurrently enrolled in college courses at the local community college. This experience will provide them with an opportunity to explore specific areas of high interest for possible careers or to further develop their knowledge base and become more competitive for college admission. Teachers of honor students will be expected to attend professional development courses specifically for GATE students; those who teach AP courses will be expected to attend College Board workshops for the teaching of AP courses.

Advanced Placement courses are presently offered in English, History, Science, Math and Spanish Language. We will be adding up to six additional AP courses and up to six additional Honors courses to serve our GATE students. (See appendix S) For students who excel in the arena of AP courses will earn an AP International Diploma. (See appendix T)

Due to the implementation of the aforementioned strategies, we expect the passing rate for the CAHSEE and the percentage of students graduating and attending four-year universities to increase significantly. We also expect that the overall student achievement on the California Standardized Tests (CST) to increase with the majority of students achieving proficient or advanced standing.

Instructional Strategies

In adhering to our vision, mission and philosophy of providing a personalized rigorous standards-based curriculum, MAHS will implement the following systemic school-wide key instructional strategies: SDAIE (which includes differentiation of instruction, reinforcing literacy across the curriculum, scaffolding of instruction, backwards lesson planning, etc...), Interactive Direct Instruction (student engagement), Cooperative Learning, use of Thinking Maps (graphic organizers that promotes organization of knowledge), and providing meaningful daily instructional objectives (addresses perceived purpose).

The majority of our students come from non-English speaking homes. Although most are able to communicate using conversational English, their formal English fluency is superficial to substandard and hides significant gaps in their academic knowledge of English. Our task as educators is to accelerate their knowledge of Standard English (reading, writing, listening, speaking) to enable them to catch up academically with native English speaking students. Nobody is more important in this process than the teacher. However, we as educators must be trained to effectively implement instructional strategies that will address the cognitive (Content Standards) and the linguistic needs (formal and academic English) of our students to improve academic achievement.

Consequently, all certificated staff and Instructional Aides will receive training in the following to support the education plan: Specially Designed Academic Instruction in English (SDAIE), Cooperative Learning, Thinking Maps, Interactive Direct Instruction, Writing Meaningful Daily Instructional Objectives, and Classroom Management (see appendix O). These researched-based strategies are well suited to address the needs of all of our students (regular, gifted, ELL's, SEL's and special education students). Since the majority of our student population (99.3%) is of Latino descent, teachers will incorporate culturally relevant experiences and/or examples, where appropriate, in their program of instruction in order to increase student engagement. We are confident that all of our students will benefit from the school-wide implementation of these highly effective research-based instructional strategies in every classroom.

3.School Culture and Climate

Description of Culture

A sense of community defines our school, both as a small school and as a school of Small Learning Communities (SLCs). The school was designed to be normed at 1215 students, which is far less than neighboring high schools which average between 4,500 - 5,000 students. MAHS's small size creates a communal feeling and utilizes a series of integrated, collaborative internal structures to address students' needs through the academic classroom-to-college/career approach, a School-Wide Positive Behavior Support Plan and Progressive Discipline Policy, athletics, leadership, after school tutoring, and extracurricular programs. (See Appendixes U, V, and W)

SLCs will provide a bridge between academics and personal growth for the students. From its inception, MAHS intentionally began with SLCs to provide students with a school structure that builds on the sense of family – with personalized, integrated instruction and opportunities to pursue thematic learning and individual growth.

An analysis of present SLCs, based on recommendations from students, parents, and faculty, resulted in identifying criteria to reorganize SLCs to improve support for students' achievement. (See Appendix X). These reorganized SLCs will represent the students' interests and increase student personalization by four core content teachers teaching the same group of students. These teachers will have the same conference period when they can meet to discuss SLC issues and concerns: students, instruction, assessment, etc. We anticipate fully functioning SLCs to incorporate the following: student academic progress, best practices, teacher professional growth needs, supports such as tutoring, intervention, guidance counseling; implementation of SLC course pathways to potential careers; parent-community communication, participation, and partnerships.

Faculty and staff approved the students' recommendation to reorganize the Small Learning Communities from four into three SLCs for the 2010-2011 school year: Sciences, Business and Technology, and Liberal Arts (see appendixes L, M, and N).

The re-organization of SLCs will include the following: establishing goals and outcomes for each SLC based on assessment data, lesson and assessment planning, building a sense of collaboration and community for students, families, and faculty-staff; devising systems of communications within and outside of the SLCs; finding community and/or themed partnerships or mentorships; and writing the new proposals for the SLCs.

College and Career Readiness

MAHS, including instructional staff and counselors (led by the college counselor) will provide various strategies to expose all students to college and career opportunities. We are dedicated to supporting all students in achieving their highest academic potential. The Counseling department will conduct annual high school/college preparedness orientation presentations in grade level assemblies: during which 4-year plans are explained, A-G requirements are emphasized, and the following publications are distributed: Life After High School, and the District's Student Handbook. The grade level promotion policy and graduation requirements are also included in the District Student Handbook. College and career pathways for general and special education students will vary depending on their SLC.

College Peer Counselors, trained and supervised by the MAHS college counselor, will individually meet with each student to discuss A-G requirements during the Fall & Spring semesters. In professional development sessions, all faculty will be informed about College and Career opportunities in summer exploration programs (California State Summer School for Mathematics and Science, I'm a Student Exploring Excellence Architecture and Engineering Program, etc.), internships (Constitutional Rights Foundation, Dept. of Water and Power, etc.). This information will enable faculty to also answer college and career questions and/or guide students towards the appropriate individual, website, and/or reference guide. With three classes of alumni, we will have a larger pool of former students who will be models and possible college liaisons to MAHS.

Each SLC will organize a Career Day with professionals addressing career possibilities in their field. College t-shirt days, college fairs, and numerous college field trips will be made part of the master calendar before the school year begins. We will continue to request representatives from nearby colleges to work with our College/Career Center. All school personnel will be open to questions from students about their college and/or career choice. We will use the Parent Center, school website, marquee, newsletters, and Connect-Ed to expand our communication with parents and the community.

To assist students with disabilities in preparing for post secondary experiences, the Department of Transition Services (DOTS) will continue to provide a variety of services for students with disabilities. DOTS will promote a college bound atmosphere by providing access to multiple college field trips each year. As a means of promoting good work habits and college/ career readiness, the DOTS program will arrange employment opportunities for students while they are still in high school. Finally, the DOTS program will assist with the delivery of transition lessons that are meant to increase work/study skills, college/career readiness, and transition skills. In addition, every student in special education will continue to be provided with an Individual Transition Plan (ITP). Within the ITP, post high school goals will be identified and a pathway towards college and/or career will be established and promoted.

In addition to the California State Standards, Maywood Academy High School will implement The College Board standards in the areas of Language Arts, Mathematics, Social Science, and Science to provide a national model of rigorous academic content standards that will be implemented school wide to vertically align curriculum, instruction, assessment and professional development. These rigorous standards provide a model set of comprehensive standards that lead to college and workplace readiness; provide teachers with tools for increasing the rigor and alignment of courses across grades and workplace readiness; assists teachers in designing lessons and classroom assessments.

School Calendar/Schedule

Our proposed school calendar is based on a traditional model, with the exception of the school year starting three weeks earlier and ending three weeks early (August 16, 2010-June 3, 2010). (See Appendix Y) The early opening of the school year will allow for more instructional time to cover curriculum. It will also allow students

to almost complete the entire school year before taking the California Standards Test, Advanced Placement exams, and college entrance exams in the Spring. The fall semester will also end before the Winter break thus eliminating the need to review and reteach lessons taught before the winter break (3 weeks) after classes resume in January.

MAHS proposes a 6-period bell schedule which will provide year-long exposure to all subject areas. (See Appendix Z) Year-long courses will allow our teachers to cover curriculum in depth and better prepare our students for end-of the year tests such as: CST's, AP tests, and periodic assessments throughout the year. This type of bell schedule will allow for more instructional time in each class. Students who suffer from attention deficit disorder and other disabilities will be better able to focus during shorter periods of instruction and benefit from daily teacher-student interaction.

The 6-period bell schedule will provide approximately 60 minutes of daily instructional time in all CORE subject areas (Language Arts, Mathematics, Science, and Social Science). In addition to core subject areas, students will be given the opportunity to take intervention classes during the school day, afterschool, and on Saturdays. We will mandate math and English intervention classes in lieu of elective classes for students who are performing far below grade level in those subjects based on assessment data. If no intervention courses are needed, students will have the opportunity to take electives within their SLC. The bell schedule will also have a positive impact on classroom size by reducing student- to- teacher ratio.

With a revised school calendar and bell schedule, staff will have more time to implement the proposed curriculum maps in year-long courses. MAHS wants to ensure that the school day will be configured to maximize student achievement. We are confident that this proposed bell schedule and school calendar will greatly benefit the diverse student population by providing more opportunities to addressing their needs.

Athletic and Extracurricular Programs

We will offer 14 Sports and 30 Teams for all students during the Fall, Winter and Spring. Students may participate in athletic teams and/or may participate in any other of our eight registered clubs and any other extracurricular activities offered. (See Appendix W)

Discipline

The foundation of discipline at Maywood Academy will be guided by the School-wide Behavior Expectations (SWBE) defined by staff and students in June of 2008. (See Appendix U) Each teacher will receive a copy of the SWBE. Teachers will review the SWBE with their students at the beginning of each school year and consistently adhere to it throughout the school year. These expectations are in alignment with the Board approved District Discipline Foundation Policy. Posters will be visible in key areas on campus (e.g., classroom, bulletin boards, etc.) for viewing and enforcement by all stakeholders. Faculty members, parents, students, and community members will also have the opportunity to be part of two groups: the Discipline Review Team, and the Discipline Committee which is a sub-committee our School Leadership Council. These committees will review data generated by the Dean's Office and the Counseling Office and proactively work on solutions to improve discipline at MAHS. (See Appendix V) The goal of these procedures is to promote a culture of collaboration and effective communication at Maywood Academy High School. With clear expectations and effective collaboration, we intend to foster a sense of safety, respect and discipline at MAHS.

The custodial staff and the supervising staff during lunch will work diligently to maintain a clean campus. However, students will be expected to participate in maintaining the campus clean by cleaning up after themselves during school hours in order to promote pride for their school. (See school-wide behavior expectations in Appendix U)

Health Mandates

Chronically ill student's needs are met through school nursing services. A full time nurse is available to attend to student illnesses and injuries, dispense prescribed medication and check vaccination records. Collaboration between the school nurse and the athletic department ensures all requirements are met in order for students to participate in athletics. Students with an IEP or 504 plans, and a specific health condition may qualify for additional medical support. The district will provide nursing services to students with physical disabilities. Four School-Based Health Clinics will be available to serve students with exceptional health related issues. (See Appendix AA)

Nutritional Needs

To meet the nutritional needs of the students at MAHS, nutrition and lunch will be served on a daily basis. Nutrition will be served prior to the start of the school day and lunch will be served at lunchtime. The majority (93%) of our students qualify for free-and-reduced meals. Consequently all students will have an opportunity to receive proper nourishment on a daily basis.

4. Assessments and School Data

Our accountability matrix will be refined throughout the year based on the discussions among members of the SLC's and Professional Learning Circles (PLCs) organized by departments and grade level content (see appendix for accountability matrix, Appendix BB)

Student Assessment Plan

For all standards based courses, formative assessments will take place on a daily basis to check for the students' achievement of the instructional objectives of the day's lesson.

In order to meet the needs of our student population, PLCs in each Department, will explore creating develop uniform formative and summative assessments. Departments will determine their need to use LAUSD periodic assessments or the school developed uniform assessments. Additionally, each Department will determine a schedule of administration for these assessments. (Reeves) (See Appendix- CC) The School Leadership Council will approve the use of and the scheduling of assessments proposed by the Departments and SLCs. These assessments will provide appropriate practice for the students to prepare them for the CST's

Twice a month, teachers in each SLC and Department will review and analyze formative and summative assessment data (local, district, and state) and identify strengths and weaknesses. Evidence of academic strengths will provide an indication of what we are doing well. Areas of weaknesses will provide the necessary data to drive the instructional program within SLCs and subject level classes. The disaggregated data will highlight the areas in need of improvement for students. Teachers will use this data to differentiate instruction in the classroom and refer students to other support services as needed. The review and analysis of assessment data will be used to increase academic achievement and prepare students to score at the proficient level or above on the California State Standards Test. Every three weeks this data will be shared with the School Leadership Council to drive the instructional program, make modifications to curriculum, and also drive PD in order to improve the delivery of instruction for our specific student population.

For all non-core courses, i.e., Art, Drama, Journalism, Music, etc., formative assessments will be utilized to gauge progress after each step/stage of a unit of instruction. The summative assessment will take the form of a culminating task or performance.

Data Team and Instructional Team

Every three weeks the School Leadership Team will review state, district and local assessment data, receive recommendations from SLCs and Departments to inform programmatic and instructional decisions, make adjustments to curricula, and drive PD. Parents and community members will share issues/concerns that impact the instructional program, and propose or ask for possible resolution.

Data Systems

All District schools are mandated to use the District's online Welligent IEP Management System, to monitor data for the Modified Consent Decree. The Welligent data system is linked to ISIS, a District-wide student data information software program. MAHS uses and will continue to use this data system, allowing both the school and LAUSD to monitor Maywood's progress towards the 18 Outcomes of the Modified Consent Decree.

LAUSD School Report Card

MAHS will utilize the LAUSD School Report Card to obtain and provide school information on demographics, personnel, and academic achievement to the school staff and the community.

Research and Evaluation

MAHS, in an effort to assistance in the replication of best practices, will participate in research and/or evaluation projects in partnership with LAUSD.

Operational Goals and Metrics.

MAHS will use NCLB accountabilities to measure overall progress of all students, and use LAUSD Modified Consent Decree Indicators to provide an additional measure of progress for Students with Disabilities. As an internal applicant, MAHS will follow all established LAUSD policies and procedures.

At present our API is 626. We propose to increase this score by 5% in each of the next five years. We will also increase the number and percentage of students scoring proficient and advanced on the California Standards Test by 5% school wide. For the socio-economic subgroup, the increase will also be 5%. For the EL and Special Education subgroups we will decrease the percentage of students scoring far below basic and below basic on the CST's in ELA and Math by 4% in each of the next years. We will continue to increase the number of reclassified students by 3% in each of the next five years. These targets are consistent with the recommendations of the district superintendent.

MAHS will increase its graduation rate by 2% for each of the next five years. Our present rate of attendance as of December 2009 is 96.2%, which is one of the highest in LAUSD. We will work to maintain and increase this high level of student attendance. Our parent involvement goal will be a 5% increase based on our student enrollment for each of the next five years. (Refer to Appendix BB for target/accountability matrix.)

5. Professional Development Program

Professional Development

Maywood Academy High School's Professional Development (PD) Plan encompasses a comprehensive, sustained and intensive effort to improve teacher effectiveness in helping students meet and exceed rigorous state and district standards. In keeping with our student-centered vision and mission, and based upon identified needs, our PD plan targets specific areas (i.e. SDAIE, Cooperative Learning, Thinking Maps, Writing Meaningful Instructional Objectives, and Classroom Management) in order to raise student performance. A PD Committee, a sub-committee of the School Leadership Council, will coordinate the PD program based on PD evaluation feedback, and a careful analysis of assessment data provided by SLCs, departments and district

periodic assessments. (Refer to Section 2, Instructional Strategies, pg. 12, 1st paragraph for the PD training rationale.)

Teacher Orientation

New teacher support is of paramount importance to the academic success of our students. We will provide PD and support for our new teachers through a New Teacher Academy that will inform the teachers of the school's culture, district/local school policies, academic programs, and our student-centered teaching philosophy prior to the start of the school year. (See Appendix DD) This support will enable teachers to focus on instruction as of the first day of the school year, resulting in increased student achievement. New teachers will receive additional support through the BTSA (Beginning Teachers Support and Assessment) program offered by the district.

PD Calendar

If financially possible, we will explore the possibility of a three-to-five day PD summer institute focusing on the following research-based topics including but not limited to: Specially Designed Academic Instruction in English (SDAIE) Strategies, Interactive Direct Instruction, Classroom Management, Writing Meaningful Instructional Objectives, and Thinking Maps. (see appendix EE)

The PD Plan underscores the importance of calendaring professional development time to ensure that teachers can meet at regular intervals to gauge the efficacy of implemented instructional strategies aimed at providing professional growth for the teachers and thereby contribute to increasing the academic achievement of all students.

Fourteen Tuesdays within the traditional school year calendar are allotted as shortened school days to provide PD. All fourteen of these Tuesdays (approximately 22 hours) will be used to continue, and follow up on topics addressed during the Summer Institute. This will provide eleven additional hours of site-controlled professional development as compared with a traditional school model of 11 hours total allowed under the contract. We will explore the possibility for PD during holidays and vacation time (i.e. Winter Break, Spring Break). Utilizing per diem substitutes, we anticipate releasing identified SLC and/or departmental staff to attend differentiated, collaborative PD sessions during the school day.

Program Evaluation

Recognizing the need for continuous improvement with regard to meaningful, research-driven PD, a local school evaluation form will be used for all PD presentations. (See Appendix FF) The PD Committee will review the evaluation forms, in conjunction with assessment data, in order to revise PD training to meet the needs of our students and staff. Additionally, classroom visitation is recommended for all teachers to see exemplary models in action as well as share best practices. The objective of this activity is to foster a collegial learning environment that will result in an increase in student achievement while enhancing our professional dialogue.

Our goal of creating a professional collaborative learning culture is intended to enable us to provide constructive feedback amongst ourselves (faculty) in a collegial manner that will encourage and support academic excellence at MAHS.

6. Professional Culture

Educators and staff will work collaboratively to make decisions to implement school wide systemic improvement in the delivery of instruction by the use of effective communication using a variety of resources both in print and electronically adhering to the collective bargaining agreement when necessary. A variety of

committees and councils will exist to facilitate the decision-making. Faculty and staff will be active participants in the process (See Appendix GG.)

Monthly meetings will be scheduled for faculty, departments, PLCs and SLCs. Additional meetings can be called by the School Leadership Committee, based on identified needs to improve student learning. Opportunities for teacher collaboration and mentorships will also exist within PLCs and SLCs.

Evaluation

The implementation of PD training in the classroom will be our monitoring focus. We will explore a process of monthly teacher-classroom visitations involving teachers, administrators and parents to gather data on actual use of the PD strategies in the classroom. The purpose of these visits is to provide objective data to ensure the systemic school-wide implementation of PD training in order to increasing academic achievement. A specific strategy will be selected as the monitoring focus each month. A uniform report form will be developed to report the findings of the classroom visitations. When, and if necessary, this form will include a reflective question that addresses an area of improvement that will promote 100% implementation.

Feedback

The faculty will be informed of the results of the monitoring data and reflective question at the monthly faculty meeting. For those teachers who need additional assistance in helping students achieve, MAHS will provide additional guidance and assistance when necessary. Support includes but will not be limited to peer-teacher mentoring, Peer Assistance Review Consulting Teachers, observing effective colleagues, workshops, and Learning Zone offerings. The administrative staff will perform the Stull evaluation of teachers during which they will provide additional and timely guidance and assistance.

7. Serving Specialized Populations

Specialized Instruction

MAHS will meet the needs for all enrolled students through the implementation of several programs aimed to insure student success and equal access to the curriculum. In order to help promote student achievement students will have the opportunity to select the SLC of their choice. We will explore providing common planning time for teachers to collaborate with each other on a regular basis to plan for the students in their SLC.

Students with Disabilities

MAHS will provide a Free and Appropriate Public Education for students with disabilities through programs such as self contained classes, IEP meetings, and providing teacher with a roster of students with disabilities in their classes in order to guarantee that all students with disabilities are being serviced. MAHS will continue to train teachers in SDAIE strategies and other innovative methods to help students achieve success. Scaffolded differentiated instruction will be provided within each student's zone of proximal development (Vygotsky). Response to Intervention will also be utilized for early detection, prevention, and support for students struggling with meeting grade level standards.

GATE Students

As part of MAHS's GATE program, students will be given the opportunity to take Honors and Advanced Placement classes. Advanced Placement classes include AP English Language/literature, AP U.S. History, AP Government, AP Biology, AP Physics, AP Calculus A/B, and AP Spanish Language. MAHS also plans on expanding the AP program by switching the school over to a six period day in order to offer more AP classes. We will also offer students the opportunity to participate in the California State Summer School for Mathematics and Science at a U.C. campus. This program will help students designated gifted and talented an

opportunity to study at a four year University over the summer. Students will also be able to participate in concurrent enrollment through the LAUSD partnership with the LA community College District.

Special Education

MAHS, through the use of the District's Special Education Policies and Procedures Manuel and the Modified Consent Decree, will implement and monitor the special education program. Special education assessments will be provided within the timelines and procedures outlined in the Individual's with Disabilities Education Act (IDEA). The needs of students in special education will be met in the least restrictive environment possible. They will receive specially design instruction which adapts the content, methodology, or delivery of instruction to address the unique educational needs of the child. This instructional model will provide them access to the general curriculum and prepare them to meet State and District educational standards.

Maywood in compliance with Federal and State law will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities. The continuum, in descending order from least to most restrictive, includes instruction in:

1. General Education Classes
2. Resource Specialist Program
3. Special Day Program Classes
4. Nonpublic School (dual enrollment)

Free Appropriate Public Education

MAHS is committed and obligated to ensure that students with disabilities have available to them a Free Appropriate Public Education (FAPE) through the age of 22. In ensuring FAPE at Maywood, special education and related services will be provided in conformity with a student's IEP.

MAHS will provide a FAPE for eligible students with one or more of the following disabilities:

- Autism
- Mental Retardation
- Specific Learning Disabilities
- Speech or Language Impairment
- Emotionally disturbed
- Language and Speech Therapy (Can be special education or a related service.)
- Other health impairment

Maywood Academy High School will provide Extended School Year (EYS) services for all students with disabilities who have unique needs and require special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for prolonged period, and interruption of the student's educational programming may cause regression. Extended school year services shall be limited to the services, determined by the IEP team, required to assist a student maintain the skill at risk of regression to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services are considered for ESY at MAHS

ELL STUDENTS

Maywood Academy High School identifies the needs of English Language Learners based on their status as reclassified or limited English proficiency students. Upon reviewing CELDT scores, CST, ELA scores, and English course marks, MAHS will better able to identity the appropriate supplemental assistance needed to assist the student. Reclassified students who are struggling in their English courses are encouraged to enroll and participate in the ELL Saturday School Program offered twice a year. The first session takes place between September and November for the duration of 6-8 meeting dates. The second session takes place between March

and May for the duration of 11 meeting dates. Math and English classes are offered. Such classes are set to assist students in passing the CST at the proficient or Basic level in the ELA and Math portion.

All teachers in the core contents will implement SDAIE strategies for EL students. During trainings for the ELL Saturday School, teachers are offered training on utilizing SDAIE strategies for the students. The materials purchased (KAPLAN) and used are designed especially for ELL Learners. MAHS will provide English Language Skills (ELS), an intervention class, in addition to the regular English courses to better meet the needs of EL students. SDAIE-trained teachers will teach the course. The ELS classes are offered during the second semester.

At-Risk Students

MAHS anticipates having School Counselors, a School Psychologist, a Psychiatric Social Worker, and a Pupil Services and Attendance Counselor to provide supports for at-risk students by offering individual and group counseling. COST will be utilized to identify at-risk students and provide necessary interventions in order to increase student achievement. School Based Health and Human Services Professionals will be able to provide referrals to outside agencies in collaboration with Local District 6 Healthy Start Case Managers. MAHS will also explore outside partnerships that will bring outside providers to our campus through volunteer service agreements (See Appendix HH).

For students with behavior issues, MAHS will continue to utilize our Behavior Intervention Case Managers and Pro-ACT trained individuals as well as District Support Unit Behavior Specialists (See Appendix II).

MAHS will utilize Local District Crisis Intervention and Threat Assessment Team services to support and supplement school base crisis intervention teams. In addition MAHS will have access to District Nursing Services, Pupil Services and Attendance, and Bell-Cudahy Mental Health Clinic within the surrounding Local District 6 communities. Four School-Based Health Clinics will be available to serve students with exceptional health related issues.

8. Family and Community Engagement Strategy

Identification

MAHS, a comprehensive four year high school in Local District 6 of the Los Angeles Unified School District, is located southeast of downtown Los Angeles and 5 miles south of East Los Angeles. MAHS serves the southeast area communities of Maywood, Bell, Huntington Park, and Cudahy.

The opening of MAHS alleviated the need for Maywood students to attend the overcrowded Bell and Huntington Park High Schools. Now, high school students who reside in the city of Maywood are able to attend their neighborhood school. The district's original plan was to open the school (then Southeast Learning Center) in the fall of 2005, with grades 9 – 11, at a newly constructed campus located in Maywood, California. Unfortunately, due to delays in construction, the campus at 6125 Pine Avenue was not ready and instead, MAHS opened in at a temporary location in South Gate, with 550 ninth and tenth grade students.

In September 2006, the newly re-named Maywood Academy High School (MAHS) opened at its permanent location and on October 4, 2006, the norm day population was 1121 total students: 695 ninth graders, 314 tenth graders, and 112 eleventh grade students. In September 2007, MAHS surpassed its capacity of approximately 1215 ninth through twelfth grade students, on a traditional school calendar year. The school was not assigned geographic boundaries because the site does not contain football, track and field, or tennis facilities. It has an "enrollment by application" policy. Any student living within a one mile radius of the campus was and will continue to be eligible to apply to attend MAHS. We accept approximately 300 ninth grade students annually. In June 2008, Maywood Academy had its first graduating class with a graduation rate of 95%.

Students' income backgrounds range from low to medium-low income. MAHS receives Title I funds due to the school having 93% of the students participating in the federal school meal program. MAHS will continue to serve a student population made up of 99.3% Hispanic/Latino & 0.7% Other (Filipino, Alaskan, Caucasian, Pacific Islander, and African American) which is reflective of our local community (see appendix JJ). MAHS will meet the needs of the community by offering a quality education to the students, and educational opportunities for the parents and the community to increase upward mobility.

Family and Community Engagement

In adhering to our school mission, MAHS conducted student and parent surveys that indicate genuine interest and support for MAHS from the community. We also have letters of support from community organizations and businesses, and 70%- 80% of faculty/staff contributed information for writing this proposal. (See Appendixes KK-LL) Parent and community representatives will serve on the School Leadership Council.

In adhering to our school mission, MAHS recognizes the importance of parental participation and involvement in their children's education and local school. Many of our students' parents are non-English speaking which makes communication difficult. In order to expand our outreach efforts to inform parents and encourage increased participation, MAHS will continue to use the following traditional methods of bilingual school-home/community communication: letters/fliers, the school website (www.maywoodacademy.org), the district's ConnectEd phone tree, the school marquee, new student and graduation requirement orientation meetings, visits to feeder middle schools by counseling staff, monthly school newsletters, and Parent Center Community Representative.

A strategic plan involving the Parent Center and Parent Compacts to increase parental involvement and volunteerism will be set in place. The use of bilingual interpreters/translators will be an integral part of this plan. Parent compacts will be used to inform parents of their role in the education of their children. We will utilize the existing Parent Center and the community representative to expand our outreach efforts to inform parents and encourage increased participation: partnering with local churches, city parks and recreation, and City Hall to publicize school activities and the need for active parent participation, offering a parenting program offered by the Parent Institute for Quality Education (PIQE), forming a Compadres/Comadres de MAHS neighborhood program similar to the Neighborhood Watch Program. We will train Compadres/Comadres parent leaders who will be the school community liaisons in their neighborhood to provide information to parents face to face, and promote increased parent involvement and volunteerism at the school.

Key Community Partnerships

MAHS has been very active in seeking out community partnership to provide services for students and their families and will continue to do so. Among those existing are the following: Southeast Cities Schools Coalition (SCSC) which will provide financial and community support to provide services and programs to parents and students (see Appendix KK), East Los Angeles Community (ELAC) and Trade Tech Community Colleges which provides academic support in terms of course offerings for students, Huntington Park-Bell Community Adult School which provides academic support and elective courses based on student need and interest as well as programs for parents and community members for GED, Citizenship, English Language, etc. (see appendix LL), Maywood Cesar Chavez Public Library, which offers supplemental academic support when school is not in session. Community service opportunities for students: the student-to-student tutoring program at Nueva Vista Magnet Elementary School, and the American Red Cross with our semi-annual blood drives to encourage civic responsibility. Business partnerships with Boulevard Burgers, a local business, which provides coupons and certificates as incentives to promote school attendance, and the Maywood-Bell Safety Collaborative (school officials, local law enforcement, school police, local government officials and concerned community members) which continually updates school officials on safety concerns in the community to promote a safe

community and a successful learning environment. In our efforts to encourage greater community engagement, for the purpose of promoting academic achievement, we will explore the following future partnerships: the Los Angeles Unified Occupational Center, Los Angeles County Hospital, the Aquarium of the Pacific, the Maywood Convalescent Home, and the Getty Center.

9. Governance

School and Advisory Organizational Charts

MAHS has elected to employ the Expanded School Based Management Model (ESBMM), a new governance model, as its governance structure (See Appendix MM). We will file for waivers to the LAUSD/UTLA contract and other bargaining unit contracts as needed. Central to the ESBMM structure are the following:

- Greater control over its financial resources
- Site committee control over the hiring of administrative, certificated, and classified employees, with no must-place placements
- Control over curriculum and assessment
- Control over professional development
- All areas covered by the current Shared Decision Making Council

The School Leadership Council will be responsible for collaborative decision making in the five aforementioned areas. It will be comprised of both site-based and community-based members. Seats will be allotted as follows:

<u>Site-Based</u>	<u>Community</u>
Certificated* 4	Students 3
Classified 2	Parents 3
Administration 1	Community** 1

*1 teacher seat must be allotted to UTLA Chair or designee

**Reserved for Southeast Cities Schools Coalition (per partnership agreement)

Decision Making Committees and Councils

The chairpersons or a designee of the two decision-making councils will be required to attend the meetings for both councils to provide input on categorical funds and to coordinate the most efficient use of school funds. To increase participation and diversity amongst the councils, during the initial nomination period for the Leadership Council, individuals, with the exception of the Principal and UTLA Chair, may only apply to serve on one of the two councils. If there are vacant seats after the election, any member of a respective group may nominate him or herself to fill the vacancy.

- School Site Council – composed of 4 Teachers, 1 Other Staff Member, Principal, 3 Students, 3 Parents and/or Community members-is the decision-making council for Consolidated Application programs operated at the school to improve student achievement. The English Learner Advisory Council and Compensatory Education Advisory Council will continue to function under the supervision of the School Site Council.
- School Leadership Council – composed of 4 Certificated, 1 Administrator, 2 Classified, 3 Parents, 3 Students, 1 Community (dedicated to SCSC)-is the decision making council that will oversee the subcommittees that will address the following areas:
 1. Discipline/Safety
 2. Professional Development
 3. School Calendar/Activities
 4. Fiscal Responsibility
 5. Equipment

6. Curriculum/Instruction

The School Site Council determines the use of categorical funds, which are supplemental. The Leadership Council determines the use of the school's general funds.

10. School Leadership and Staffing Plans

Leadership Team Capacity

All of the 19 individuals who participated in the writing of this proposal are fully credentialed teachers by the State of California, except for the School Administrative Assistant, and collectively have substantial teaching experience. The majority of these individuals came from neighboring schools with similar student demographics. Four of the individuals have been staff members at MAHS since its opening in September of 2005. Ten of the individuals have a Masters Degree. Two of the guidance counselors have served in administrative assignments. The AP/GATE Coordinator is the recipient of the 2009 National Teacher Award from the Hispanic Heritage Foundation and Staples Foundation for Learning. Three of the individuals are or have been Beginning Teacher Support and Assessment (BTSA) support providers. Two of the above individuals have been SLC Lead Teachers (See Appendix NN).

Staffing Model

The staffing model is directly aligned with the LAUSD Collective Bargaining Agreements. Our plan is to follow the guidelines provided by the district to ensure fairness and equity in our staffing. The LAUSD student-to-teacher ratio is 34:1 for 9th and 10th and 43:1 for 11th and 12th. At MAHS, it is our goal to lower class size in order to increase student achievement by offering a more personalized educational experience. Academic classes at MAHS will be kept as small as financially possible with a target student-to-teacher ratio of 30:1. Our proposed six period bell schedule is one option that will reduce class size. We are committed to exploring all available options for continuing to lower class size, and exploring the possibility of having administrators and coordinators teach one class. In addition, MAHS will provide the following resources in order to increase student achievement: Guidance Counselors, College Counselor, Teacher Librarian, Dean, and an administrative team. Based on an anticipated student enrollment of 1300 the school will be entitled to 40 normed teachers, six special education teachers, six special education assistants, three counselors, one principal, two assistant principals, librarian, and one additional non-classroom position. A list of all faculty and staff members can be found in Appendix PP.

We anticipate continuing our services in Special Education with three Special Day Program Teachers, three Resource Specialists, and one Mild-to-Moderate Teacher for the self-contained Mentally Retarded-Moderate/Severe class to be added in the 2010-2011 academic school year. Additional staff will include Special Ed. Assistants, one school psychologist, and a part-time Modified Consent Decree (MCD) clerk, who is scheduled to be trained as a Special Education Interpreter. This staff position is important because it provides a trained interpreter/translator for IEP meetings and documents.

Compensation

The school will follow the district compensation/benefit as outlined in the benefits section of the individual LAUSD Bargaining Unit Agreements. (See Appendix PP).

School Leadership

Maywood Academy High School shall adhere to hours, duties, and work year, transfers, reduction in force, reinstatements and salaries described in UTLA-LAUSD and AALA-LAUSD Collective Bargaining Agreement.

The staff retains the right to waive contractual items as necessary to carry out the vision and mission of the academic plan. Leaders for the proposed school would ideally be:

- bilingual English/Spanish speakers
- experienced working with an English Learner population and curriculum
- experienced working with an urban-city student population
- experienced in community relations, such as finding and obtaining outside resources, i.e., establishing partnerships with community organizations, etc.
- strong, flexible, and proactive leaders able to motivate others and develop morale
- have strong people skills
- receptive to Maywood Academy High School's mission, vision, and philosophy

We propose that the administrative team actively demonstrate instructional leadership. The School Leadership Council is proposing the creation of a new position, an Operations Officer, who will relieve the Administrative Team of operational responsibilities that do not require an administrative credential (i.e. handling of equipment, distribution of keys, student attendance, accounts payable and receivable, technology, supplies, etc.). to enable the administrative team to spend more time engaged in instructional leadership activities, i.e., classroom visitations to provide instructional support and promoting a collaborative relationship between administrators and teachers that will promote student academic achievement.(Lashway)

The Hiring Committee will be established by the School Leadership Council and will consist of eight members.

There will be a Hiring Committee appointed by the School Leadership Council, which will be charged with interviewing candidates for administrative, certificated, and classified positions at MAHS. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. If any vacancies occur in the administrative team before the end of the school year or thereafter, the hiring committee will begin a search for candidates to interview as soon as the vacancy is known in order to be fully staffed by the beginning of the 2010-2011 school year.

The Hiring Committee will have eight seats and when hiring for a **certificated** position will be constituted as follows:

- The Principal and the UTLA Chapter Chair will serve as co-Chairs;
- One parent of a student at MAHS;
- One classified employee;
- Three teachers from the department in which the position is open;
- The Small Learning Community (SLC) Lead teacher from the SLC in which the position is open.

The Hiring Committee will have eight seats and when hiring for a **classified** position will be constituted as follows:

- The Principal and the UTLA Chapter Chair will serve as co-Chairs;
- One parent of a student at MAHS;
- Three classified employees, one from the area in which the position is open;
- Two teachers.

When hiring for an **administrative** position, the Hiring Committee will have eight seats and will be constituted as follows:

- An administrator and the UTLA Chapter Chair will serve as co-Chairs;
- One parent of a student at MAHS;
- One classified employee;

- Three teachers;
- Three certificated faculty who have leadership positions within the school, such as SLC lead teachers or department chairs.

Leadership Team beyond the Administrative Team

The leadership positions beyond the administrative team are as follows: master teachers, Special Education/Title I/English Learner Coordinators, SLC Lead Teachers, Operations Officer, Teacher Librarian, classified staff, Guidance Counselors, Dean, Department Chairs, School Administrative Assistant, and Operations Manager, a position that we propose to create for the 2010-2011 academic year and beyond. .

The plans for recruiting candidates and a timeline and criteria for hiring would be based on LAUSD staff selection procedures and guidelines as per the Human Resources Branch of LAUSD.

An ideal Assistant Principal is a person who is supportive of the Principal's general philosophy, yet an independent thinker willing and able to offer differing ideas.

Recruitment of Teaching Staff

Our goal is to continue to provide to the students of Maywood Academy the best possible teachers. We shall utilize the Human Resources Branch as a resource for the recruitment of qualified individuals to provide instruction. We shall adhere to hours, duties, and work year, transfers, reduction in force, reinstatements and salaries described in UTLA-LAUSD Collective Bargaining Agreement. However, the staff retains the right to waive contractual items as necessary to carry out the vision and mission of the academic plan. Candidates should be fully-credentialed in their subject area in order to comply with the NCLB standards for highly qualified teachers. They must also possess a Cross Cultural Language and Academic Development (CLAD) certificate in order to teach our predominately non-English proficient student population. Additionally newly hired teachers should have knowledge and skill in culturally relevant and responsive pedagogy and be receptive to our student-centered vision, mission approach to instruction. Our teachers should be lifelong learners who are willing to seek opportunities for professional growth by attending professional development workshops. Candidates should also have full knowledge of the educational approaches for our students with special needs. Preference may be given to those content area certificated people who have additional training in serving students with special needs.

We will strive to maintain a balance of one new teacher for every two veteran teachers (those with five or more years of experience). Historically, MAHS has maintained a very high teacher-retention rate (approximately 2-5 vacancies per year) since its inception in 2005. For the 2009-2010 academic school year, there was only one vacancy due to retirement.

11. Operations

As an internal partner, Maywood Academy High School will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

12. Finance

MAHS will receive non-site-controlled funding via LAUSD budget process. We will continue to utilize LAUSD non-site controlled funding allocation. The educational plan for improving student achievement will be the primary focus for the budget deliberations for which the school has responsibility for determining, i.e., budget for categorical funds. The plan proposes that the administrative team devote more time to instructional leadership activities. We propose creating a classified position to assume some of the operational functions

presently performed by the administrative team in order to allow them to be more actively involved in instructional leadership activities.

Fundraising will be a primary effort at the school site to supplement the District budget we receive. These efforts will take place at the school site via a Booster Club and/or PTA organization. Faculty and staff will commit to seeking out federal, state and philanthropic grants as well as business and community partnerships that will allow for the realization of the Vision and Mission.

Financial controls will include oversight by the Local District and the School Leadership Council. The Local District Fiscal Specialist and the School Leadership Council will be held accountable for providing updates, answering questions and sharing information about budgets as to keep all stakeholders informed of the most current budget situation. The School Leadership Council will use the District's monthly financial reports to disseminate information to the faculty, staff, and community.

The following will determine the use of financial resources: personalization of education, on-going professional development, meaningful parent outreach, establishment of career/community based partnerships, increase and improve communication between school and community to augment student achievement.

13.Facilities

Maywood Academy High School will continue to use facilities provided by the Los Angeles Unified School District as finalized by the Workforce Stability Taskforce.