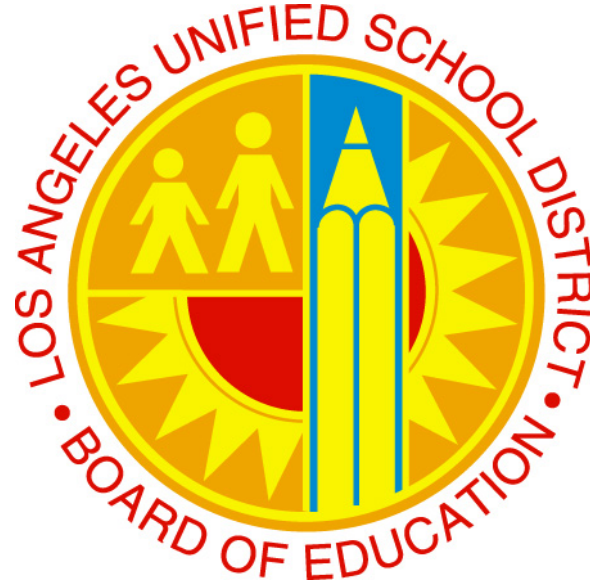


Los Angeles Unified School District  
*Single Plan for Student Achievement*

2018-2019

Implementation

MAYWOOD ACADEMY SH (1888201)



**Superintendent  
Austin Beutner**

**Board Members**

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

Nick Melvoin

Dr. Ref Rodriguez

Kelly Gonez

Dr. Richard A. Vladovic

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**SCHOOL IDENTIFICATION**

School Name: MAYWOOD ACADEMY SH (1888201)

Local District: E

CDS Code	County		District					School					
	1	9	6	4	7	3	3	0	1	0	9	4	6

**For additional information on our school programs contact the following:**

Principal: GETTINGER, DANIEL A

E-mail address: daniel.gettinger@lausd.net

SPSA Designee: SALAZAR, OSCAR

Position: ADVSR, CTEGORCL PGM

E-mail address: oas1484@lausd.net

School Address: 6125 PINE AVE, MAYWOOD, CA 90270

School Telephone Number: 3238386000

**Approved by Federal and State Education Programs with authority as delegated by the Board**

I have reviewed the Single Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

CHRISTINA RICO



05/25/2018

Typed name of Local District Director

E-Signature of  
Local District Director

Date

*Please sign here*

**Please print this page and sign.**

## SPSA Review Tracker

**Directions to SPSA Reviewers: Review the applicable sections of the Single Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.**

<b>Local District Director</b>	CHRISTINA RICO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>05/25/2018</u> <i>Signed Date</i>	
<b>Local District EL Compliance Coordinator</b>	MARITZA MALDONADO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/24/2018</u> <i>Signed Date</i>
<b>Local District PACE Administrator</b>	JOSE AVILA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/07/2018</u> <i>Signed Date</i>
<b>Local District Title I Coordinator</b>	REYNA CORRAL <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/24/2018</u> <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	01/25/2018	Diane Cortez	Please sign here

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

**This school plan was adopted by the School Site Council on the following date:**

03/19/2018

*School plan approval appears in SSC Minutes.*

Date

**Attested:**

Maria Cedano

\_\_\_\_\_  
 Typed name of SSC chairperson



\_\_\_\_\_  
 E-Signature of  
 SSC chairperson

03/19/2018

\_\_\_\_\_  
 Date

Please sign here

GONZALEZ, JOSE

\_\_\_\_\_  
 Typed name of school principal



\_\_\_\_\_  
 E-Signature of  
 School principal

03/19/2018

\_\_\_\_\_  
 Date

Please sign here

Please print this page and sign.

## 2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

### Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b>	<b>Amount:</b>	\$ <u>719,175</u>
Purpose: To upgrade the entire educational program of the school.		
<input type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b>	<b>Amount:</b>	\$ <u>0</u>
Purpose: 7T124 IS REFERING HERE		
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b>	<b>Amount:</b>	\$ <u>11,825</u>
Purpose: To promote family literacy, parenting skills, and parent involvement activities.		
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b>	<b>Amount:</b>	\$ <u>0</u>
Purpose: 7T197		
<b>Total amount of categorical funds allocated to this school:</b>		<b>\$ <u>731,000</u></b>

## District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

### **Local Educational Agency (LEA) Plan Goals**

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

#### **Goal 1: English/Language Arts and Mathematics—Proficiency for All**

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

#### **Goal 2: English Learners—Proficiency for All**

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

#### **Goal 3: All students will be taught by highly qualified teachers.**

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

#### **Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning**

The California Department of Education no longer requires that this goal be addressed in the LEA plan

#### **Goal 5: All Students will Graduate from High School—100% Graduation**

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

**2016-17 District Professional Development Priorities:**

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

**District Core Program for All Students:**

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

**Curriculum focus-2016/2017**

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
  - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

**Instructional focus-2016/2017**

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
  - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

**Assessment focus-2016/2017**

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

**Directions:** State your school's vision. (Describe what your school intends to become in the future.)

Maywood Academy High School students will be responsible citizens with the ability and integrity to thrive in a culturally diverse and technologically advanced society.

### School Mission

**Directions:** State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Maywood Academy High School is committed to facilitating a rigorous and personalized, student centered learning experience that is grounded in effective pedagogical strategies

### School Profile Description

**Directions:** Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Maywood Academy High School, home of the Nighthawks, is one of nine high schools in the newly reconfigured Education Service Center- East, of the Los Angeles Unified School District. In addition, Maywood only houses three public schools one of which is Maywood Academy High School. In September 2006 MAHS opened at its permanent location after being housed in South East High School. On September 2007, Maywood Academy met its capacity of approximately 1330 ninth through twelfth grade students and therefore began utilizing a traditional September through June school calendar. The opening of this new school has alleviated its overcrowded sister schools: Bell and Huntington Park High Schools. As a result, all high school students who reside in the cities of Bell, Huntington Park, and Maywood are able to attend MAHS through LAUSD's Zone of Choice, allowing students in the community to choose their desired site for study.

The City of Maywood resides nestled between Huntington Park, Bell, Vernon and East Los Angeles. It boasts a strong population of 28,083 people of whom 17, 641 are adults and 10,392 are children. 96.3% of the population is Hispanic, 2.6% is White, .035 is Asian, .2% is American Indian, and .2% is African American. The aforementioned population lives in a 1.14 area square mile radius. The 2010 Census reported that Maywood contains 6,430 households and 32% of its population is under the age of 18. The median household income for such households is 37,573. In fact, the cost of living in Maywood is 20% higher than the national average, and the cost of housing is 46% higher than the national average. In addition, only 4.7% of people in Maywood have completed a bachelor's degree, while 38.7% have completed high school. (city-data.com). In addition, Maywood has been recently in the limelight for environmental contamination issues; one of such environmental threats is the existence of a Superfund in Maywood Riverfront Park. This data helps paint the vivid picture that makes up the daily lives of our students here at Maywood Academy High School.

In September 2009 Maywood Academy High School was selected by LAUSD for possible takeover by an affiliated charter through LAUSD's Public School Choice program. Rather than becoming a charter school, the faculty, staff, community of parents and students of MAHS wrote a proposal to run the school as an Expanded School Based Management Model (ESBMM) school. This model affords the administration, teachers, and parents flexibility. ESBMM schools are still under the purview of the local district; however, they are autonomous which means that stakeholders are held at a higher accountability than a traditional model. In March 2010, the LAUSD Board of Education approved Maywood Academy's proposal and it became an ESBMM school beginning in the 2011-12 school year. At the same time, Maywood Academy was awarded a three-year, \$1.8 million per year School Improvement Grant, requiring a new principal. Maywood Academy began the 2010-11 school year with a new administration in place and in 2013-2014. Said new principal was selected via the ESBMM model. In addition, the 2015-16 school year brought about changes in the school's organizational structure resulting in restructuring the sub-committees and Small Learning Academies and hired a new principal.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Maywood Academy is a comprehensive High School (grades 9-12th) and falls under the Expanded School-Based Management Model (ESBMM).

**3. Indicate student enrollment figures:**

Current enrollment 1265, Student population breakdown, 216 Student with Disability 17%, Probable Standard English Learner 311 25%, English Learner 238 19%, GATE enrollment 13%. 451 9th graders, 291 10th graders, 234 11th graders, and 289 12th graders.

**4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):**

Currently 88.42 % of our students population qualifies for free or reduced lunch. Our Title one ranking is 385.

**5. Identify language, racial and ethnic make-up of the student body:**

98.56% Identify as Hispanic, .63 White and 0.4 Asian. 88% parents identified Spanish as the students primary language, 12% identify with English

**6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:**

Maywood Academy is committed in communicating with parents in their respective Native Language. Our staff is reflected of the diversity that exists within the student population. All assemblies, conferences, parent development workshops, and counseling sessions information is scaffolded and translation is provided at every opportunity.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

**Directions:** Check the box(es) next to the program(s) in which your school participates.

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP)   |
| <input type="checkbox"/>            | Title I Targeted Assistance School (TAS)   |
| <input checked="" type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input checked="" type="checkbox"/> | Extended School-Based Management Model (ESBMM)   |
| <input type="checkbox"/>            | Local Initiative School (LIS)  |
| <input type="checkbox"/>            | Pilot School   |
| <input checked="" type="checkbox"/> | Public School Choice (PSC)   |
| <input type="checkbox"/>            | Partnership for Los Angeles Schools (PLAS)   |
| <input type="checkbox"/>            | L.A.'s Promise   |
| <input type="checkbox"/>            | Reed   |
| <input checked="" type="checkbox"/> | Professional Learning Community (PLC)  |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC)   |

**Other important characteristics of the school:**

Core Waiver Partner School for the last 3 years with Orthopedic Magnet.

## LAUSD School Review Process Recommendations

**Directions:** If applicable, indicate the school's review process(es).

**School Improvement Grant (SIG)**

**WASC Recommendations**

**WASC Accreditation Results:** 6 years

**The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:**

Maywood Academy recently went through WASC accreditation, visited campus from April 2nd to April 5th, 2017. Below are identified areas of strength and recommendations.

Identified areas of strength:

1. Maywood Academy High School is commended for having a dedicated and caring staff.
2. Maywood Academy High School is commended for its strong and effective Special Education department.
3. Maywood Academy High School is commended for developing effective and frequent communication with and inclusion of parents.
4. Maywood Academy High School is commended for its implementation of the JupiterEd system to communicate with students and parents.
5. Maywood Academy High School is commended for maintaining a safe campus and a culture of respect among students.
6. Maywood Academy High School is commended for providing many professional development opportunities for staff through the district and site.
7. Maywood Academy High School is commended for having extensive resources for counseling in order to provide for the emotional, academic and social needs of students.

Critical areas for follow-up:

1. While there has been an increased focus on EL needs this year, Maywood Academy High School needs to develop and implement schoolwide instructional strategies targeted to EL needs.
2. Maywood Academy High School needs to develop and implement a uniform data protocol for the evaluation of student work and performance to guide the revision of instruction, curriculum and assessment within departments and schoolwide.
3. Maywood Academy High School needs to refine its mission, vision and SLOs to become a focal point for the selection and implementation of targeted and uniform schoolwide instructional strategies.
4. Maywood Academy High School needs to develop a process for norming expectations for student achievement in assignments and assessments within departments and schoolwide.
5. Maywood Academy High School needs to incorporate the WASC self-study process as their regular progress monitoring system.

### COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

**Directions:** Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

### COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

**DIRECTIONS:** Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> Other: Coffee with the Principal	Principal discussed budget with the parents and conducted an activity where parents vote on the needs of Maywood Academy in meeting our mission and vision statement.	02/26/2018, 11/27/2017, 10/16/2017
<input checked="" type="checkbox"/> Other: English Language Advisory Committee	Review Data in relation to our SPSA objectives and conducted a comprehensive needs assessment activity	11/30/2017, 01/25/2018, 02/22/2018
<input checked="" type="checkbox"/> School Site Council	SPSA evaluation focused on current data in relation to our SPSA goals. School Site Council focused on this data in guiding what to fund to meet our SPSA goals. Final SPSA was adopted on 03/19/2018	10/23/2017, 01/29/2018, 02/26/2018, 03/19/2018

Los Angeles Unified School District  
 2018-2019 Single Plan for Student Achievement

**ACADEMIC GOAL — 100% GRADUATION**

**LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:**

<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

**1. List key findings related to school's graduation rate based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

Maywood Academy graduation rate for 2016-2017 was 91.8%. We had increases in our sub group population, English Learners (ELs increased 7.8%), Socioeconomically disadvantaged (increased 5.5 %), students with disabilities ( increased 7.5%), Hispanic (5.6%). Currently, we have 87.3% of our students on track to graduate (2018) with an additional 5.5% in tier 1( missing 1-2 classes) , tier 2 1.4% missing 3-4 (classes), and tier 3 5.8% missing more than 5 classes. Our A-G counselors are focusing on those individuals who need to make up courses by enrolling them in Credit Recovery Classes (Saturday and Weekday classes- offered twice for Spring Semester 2018 or Edgenuity on-line classes.

The use of My Data , student grades and Graduation Progress Dashboard in Focus are focal points in our data analysis . Graduation has steadily increased over the years, with a focus on at risk students in Tier 1,2,3, students in targeting them with counseling services and various opportunities for credit recovery classes and tutoring.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Key to increasing our graduation rate is by early identification of at risk students who fall within Tier 1,2,3 categories. Tutoring services are available in core content areas. Resources are directed to subgroups in the form of tutoring and Credit Recovery opportunities for students who need to make-up a class or received a grade D in a specific core content area. Currently we offer Virtual Edgenuity in English and Math, along with Saturday Credit Recovery (offered in the Fall 2017) and twice for Spring 2018.

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

Objective was met. Strategies that have contributed to our school success include various opportunities offered for Credit Recovery for our at-risk students, tutoring in Core Content Areas where students are provided additional assistance in mastering core content. Counseling department worked directly with our students and parents in understanding A-G requirements. In addition, our 2 A-G counselors were instrumental in identifying at risk students who were missing classes and directed students to the various Credit Recovery opportunities (Saturday School, After School, On-line Edgenuity) which allowed them to meet graduation requirements. Our PSA work collaboratively with A-G counselors in identify attendance related issues that were detrimental to student success.

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

N/A

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required if this Goal is addressed.**

.By June 2019, Graduation will increase 2% over the next year from 91.8% to 94% as measured by the Graduation Progress Dashboard in Focus

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

**Focus Area:** Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Providing mandated professional development time, beyond regular school hours that supports student centered instruction with a focus on EIs and students with disabilities. A special emphasis is placed on writing and numeracy across the curriculum and student centered learning. The implementation of depth of knowledge within core content areas. Categorical Advisor will coordinate, plan and recruit students into interventions programs that assist these students in credit recovery and meeting class room standards	08/13/2018 06/10/2019	Effectiveness will be based on grade analysis on core content graduation requirements. Students meeting content standards resulting in an increased graduation rate. Principal, Administrative Staff, and counseling office, Categorical Adviser will assume responsibility for measuring effectiveness

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30025398	N/A	117360	115,775	1.00	100

**Focus Area:** Effective Classroom Instruction *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Student centered instruction that addresses the learning modalities of all students. Clearly defined objectives and increase academic rigor with an emphasis on quality instruction and programs that promote writing, numeracy, and depth of knowledge across curriculum.	08/13/2018 06/10/2019	Classroom visits by Principal and Administrative Staff will monitor the implementation of student centered strategies that engaged students in learning.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
After school/Saturday credit recovery. Monthly ELA intervention for at risk students in ELA content area. Strategies that will be used during intervention will included individualized instruction that focuses on particular areas of needs, whole group instruction along with student centered activities that engages them in the learning process.	08/13/2018 06/10/2019	Increase in Graduation rates and decrease in students receiving a D or F in core content classes.  Administrative Staff, Counselors, Title 1 Coordinator

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : 100% Graduation*  
**\*Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops which support parent awareness of the the Common Core Standards and the Smarter Balanced Assessment Consortium (SBAC) testing and A-G counseling requirements. Special emphasis will be placed on the Parent Portal, where parents can have instant access to student academic, graduation and social progress. Other workshops include strategies for at risk students which include English Learners and student with Learning Disabilities	08/13/2018 06/10/2019	Increased in our graduation rate along with parental involvement in our workshops.  Administrative Staff, Categorical Adviser, Community Representative

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District  
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**ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

**LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | CELDT                                       |
| <input type="checkbox"/>            | School Report Card                          |
| <input checked="" type="checkbox"/> | MyData                                      |
| <input type="checkbox"/>            | Student Grades                              |
| <input type="checkbox"/>            | IEP Goals Data                              |
| <input type="checkbox"/>            | DIBELS Math                                 |
| <input type="checkbox"/>            | DIBELS                                      |
| <input type="checkbox"/>            | School Accountability Report Card (SARC)    |
| <input type="checkbox"/>            | CA Dashboard                                |
| <input type="checkbox"/>            | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/>            | Interim Comprehensive Assessment (ICA)      |
| <input type="checkbox"/>            | Interim Assessment Blocks (IAB)             |
| <input type="checkbox"/>            | School Experience Survey                    |
| <input type="checkbox"/>            | Publisher's Assessments                     |
| <input type="checkbox"/>            | Reading Inventory (RI)                      |
| <input type="checkbox"/>            | N/A   |
| <input checked="" type="checkbox"/> | Other: Focus Reporting and Dashboards       |

**1. List key findings related to student proficiency in English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

Based upon the data reviewed and the analysis of the Smarter Balanced Test Results for 2016-2017, Maywood Academy had 55% of our students exceed or meet the ELA standards of the SBAC. Relative to local District East average 35% and the Los Angeles Unified School District (LAUSD) of 40%, Maywood Academy exceeded local district by 20% and the district as a whole by 15%. Although we did not meet our 2017 goal of 57%, we expect to improve to 59% (an increase of 4%) by June 2018., Based upon the data reviewed and the analysis of the Smarter Balance Test results for 2016-2017. Upon further analysis of the various SBAC claims (reading, writing, speaking & listening, research Inquiry), We determined that the Speaking and Listening strand resulted in the lowest percentage of students who scored at or above the standard (17%). Maywood Academy has focused on strengthening student voice with student centered instruction and the active use of Kagan strategies to promote student engagement and generate opportunities for students to access curricula via differentiation. Through this process they afforded the process of further engaging each other via speaking and listening opportunities that should results in an increase in the speaking and listening strands .Through the use of IABs were able to determine individual students are having difficulty mastering a specific claim and refocus our instruction in reviewing the claim.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Our English Dept focused on creating common lessons and assessment to insure grader uniformity in instruction across the curriculum.. Maywood Academy has continuously improved in our overall percentage of SBAC English Scores (students meeting or exceeding the standard). However, in terms of Language Classification, none of our LEP students scored above standard in Reading and Writing and only 4% scored above standard in Speaking & Listening and Research/Inquiry. Students with IEPs scored significantly lower in all strands relative to the general population.. Resources will be directed into these two sub groups who did not fair well on the SBAC. The continual integration of English Language Standards into lesson planning will further address our English Learners in accessing content and developing in their reading, writing, speaking and listening.

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

N/A

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

Our instructional English Language programs aims to further align curriculum to Common Core and continual providing uniformity across content area.. Certificated staff meet on a weekly basis and promote in-service training in which teachers develop and improve upon teaching pedagogy, which includes a focus on depth of knowledge and raising rigor of classroom instruction. Maywood Academy also took on the ELA shift of Evidence Based Writing (EBW) school-wide, making EBW common in every classroom on campus. The use of IAB will be crucial in our continual improvement in our SBAC scores. To further personalize instruction SBAC English Language testing will be conducted with their English teacher. This allows the teacher to be aware of how their instruction aligns to the SBAC and develops greater buy in by the students who have more familiarity with their instructor.

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required if this Goal is addressed.**

The number of students meeting or exceeding the Standard on the ELA portion of the Smarter Balanced Test will increase from 55% 2016 to 64% by June 2019.

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

**Focus Area:** Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will meet within core content departments (English, Math, Social Science and Science). Focus will be on developing standard based lesson plans (emphasis on depth of knowledge, writing across the curriculum, Kagan engagement strategies, rubrics along with common assessments to create greater uniformity in instruction and grading among departments. (25.5 hrs for each core department). 25.5 x 4 (core content) = 102 hours x 79.07= \$8,065. Planning will be conducted at department choosing (beyond regular work hours) and may include Saturdays.	08/13/2018 06/10/2019	Increased in students meeting or exceeding the standard in Smarter Balanced Testing, Increase in the amount of students passing English Class, Increased in students passing the Interim Assessments. Principal, Administrative Staff , Testing Coordinator

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	8,086		100

**Focus Area:** Effective Classroom Instruction *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR Teachers will implement rigorous curricula aligned to both the common core standards as well the department's action plan to meet the smart goal. Emphasis will be placed on student centered instruction which include Cooperative Learning Strategies (Kagan), Common core aligned units, Writing Across the Curriculum, Cloze Reading. Teachers' assistants who will work and be supervised by a State Credentialed teacher will be able to provide individualized support to struggling learners during the writing process allowing them to meet SBAC proficiency standards. CSR will include 4 days of benefited absences (illness, personal necessity, or caring of child)	08/13/2018 06/10/2019	Increased in students meeting or exceeding the standards of the Smarter Balanced Testing. Increased in students passing their core content English Class. Principal, Administrative Staff

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30355893	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools( 7S046 )		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30330364	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434		100

**Focus Area:** Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
ELA after school tutoring./Saturday credit recovery. Intervention for at risk students in ELA content area Whole group and individualized instruction along with student centered instruction that focuses on the areas of needs, which include Editing and Research.	08/13/2018 06/10/2019	Decrease in the amount students failing core content area (English), Increased in students meeting their A-G requirements Principal, Administrative Staff

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : English Language Arts*  
**\*Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
A special focus will be placed on workshops on the use of the Parent Portal and how parents can use it to support student academic success. Other workshops include increasing parent awareness to the common core standards and the Smarter Balanced Assessment Consortium (SBAC) testing. These workshops also emphasize strategies for at risk students which include English Learners and students with learning disabilities. Workshops include the following: English as a Second Language classes • Understanding the High School System/Benefits of Attending College • A-G requirements • Importance of GPA • Maywood School Programs and Requirements • Exploring Higher Education • Financial Aide Options • How to maximize the benefit of the parent teacher conference/ Importance of GPA • Emotional Intelligence and Student Success •Mapping the Road to College Other events to enhance parent capacity and build partnerships include Back to School Night, Parent Conference, Community Representative will assist in coordinating and creating partnerships with community businesses, helping with referrals to community services and support of out of classroom certificated personnel along with assisting the process of parent volunteers to fortify parent involvement.	08/13/2018 06/10/2019	Increased parent involvement in workshops, and school activities (Parent Conference, Open House, Back to School Night, 'Coffee with the Principal) Principal, Administration Staff, Community Representative

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	11,352		100

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**ACADEMIC GOAL — MATHEMATICS**

**LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:**

<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Focus Reporting and Dashboards

**1. List key findings related to student proficiency in Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

Maywood Academy had 13% of our students exceed or meet the Math standards of the SBAC. To address this drastic drop the Math Department has re shifted their focus to common planning and greater uniformity in instruction across class content. Further analysis of the various SBAC Math claims (Concepts & Procedures, Problem Solving, and Communication and Reasoning, we noted that Communication Reasoning resulted in our lowest above standard. This drastic shift from last year could be a result of the SBAC performance task in which students could review content 3 days prior to testing an option no longer available in this years testing. Within Language classification and Special Education none of our students manage to meet the standard on each Math claim. Maywood Academy has dedicated itself to strengthening student voice with student centered instruction and the active use of Kagan strategies to promote student engagement and generate opportunities for students to access curricula via differentiation. We will continue to implement Numeracy across the curriculum and direct our resources to at-risk learners, Limited English Proficiency (LEP) and students with learning disabilities or who failed to meet the standard in any of the SBAC Math strands. Through the continual use of IABs, we were able to determine the particular students who needed assistant in specific mathematical claims and reteach content to studens having difficulty mastering the content. After school tutoring services are available to all students needing help in any math subject area.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Continual focus on at risk student population, most notably our Limited English Population (LEP) and students in Special Education. Our administration and emphasize the importance of classroom instruction that addresses rigor and common core standards. This intensive focus is evident in administration classroom visitation on a regular basis and a shift of instruction that relies more on student centered learning where the teacher facilitates in the learning process. Continual evolution in classroom instruction is evident in our IAB results where the math department is looking at data and sharing strategies that assisted students in mastering a specific math claim.

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

N/A

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

The Math department has focused on writing across the curriculum. In addition, Kagan strategies are being used to engage and enhance student learning. For example, cooperative learning groups are used as well as in class intervention. Students are allowed to make up missed work, and teachers utilize re-teaching in class to then allow students to re-take quizzes and tests in class. Furthermore, the Math department adopted a new textbook via the district, aligned to the CCSS. This is the second year of the use of the textbook SpringBoard Algebra 1, Geometry, and Algebra 2., creating greater familiarity of structure of math content. The Math departments curriculum maps and the use Technology based system (IXEL math program) allowl the department analyze data in real time allowing them drive/adjust instruction.To further personalize instruction SBAC Math testing will be conducted with their Math teacher. This allows the teacher to be aware of how their instruction aligns to the SBAC and develops greater buy in by the students who have more familiarity with their instructor.

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required if this Goal is addressed.**

The number of students meeting or exceeding the standard on the Math portion of the Smarter Balanced test will increase from 13% 2016-2017 to 29% 2018-2019.

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

**Focus Area:** Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Math Department will focus on the following instructional strategies: Work in collaboration within the Math department to embed common core and numeracy across the curriculum into their lessons. Course level meetings using data analysis to identify struggling math students, develop common assessments and monitor student progress Professional Development around, but not limited to: student centered instruction, writing and numeracy across the curriculum, cooperative learning strategies, student centered engagement strategies, lesson plans assigned to depth of knowledge understanding with a correlation to SBAC testing. Develop units of study for the Common Core State Standards. Along with a continual use of the Interim Assessment data to fortify instruction.					08/13/2018 06/10/2019	Increased in students meeting or exceeding the standard on Smarter Balanced Testing. Principal, Administrative Staff, Math Dept Chair, Testing Coordinator			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

**Focus Area:** Effective Classroom Instruction *Academic : Mathematics*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
In order to maximize instructional time CSR teachers will Implement culturally responsive units aligned with the common core standards and department's action plan and smart goals.A focused will be placed on Kagan Strategies, which include Student Centered Instruction enabling our Math Dept to assist at-risk students. Implementation of cooperative learning strategies to maximize student engagement and buy in. Incorporate instructional strategies and materials that promote differentiation. Encourage students to monitor their growth and progress by embedding self-monitoring structures into units. Work in tandem with colleagues and professionals to manage, interpret, use formative assessment data, examine student work and deliver appropriate instruction and in class intervention .CSR will include 4 days of benefited absences (illness, personal necessity, or caring of child), Teachers' assistants who will work and be supervised by a State Credentialed teacher will be able to provide individualized support to struggling learners in mastering mathematical concepts and procedures allowing them to meet SBAC proficiency standards.					08/13/2018 06/10/2019	Administrative classroom visits on a weekly basis, Administrative Feedback Principal and Administrative Staff			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools( 7S046 )		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30330365	N/A	13644	111,682	1.00	100	



Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30370738	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30370757	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	15,300		100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434	0.00	100

**Focus Area:** Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Math after school tutoring, Saturday credit recovery. Monthly Math intervention for at risk students in Math content area. A focused will be placed on Kagan Strategies, which include Student Centered Instruction enabling our Math Dept to assist at-risk students.	08/13/2018 06/10/2019	Increased in the number of students passing Math Class, decreased in the number of students requiring credit recovery. Staff Responsible: Counseling, Administrative Staff, Categorical Adviser

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal *Academic : Mathematics*  
**\*Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Workshop which supports parent awareness to the common core standards and the Smarter Balanced Assessment Consortium (SBAC) testing. These workshops also emphasize strategies for at risk students which include English Learners and students with Learning disabilities.	08/13/2018 06/10/2019	Increased in the number of parents attending Coffee with the Principal and SBAC parental workshops  Parent Community Representative and Categorical Adviser

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS**  
**Designated and Integrated English Language Development (ELD)**

**LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:**

<input checked="" type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: MISIS Reports

**1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

For 2016-2017 our reclassification rate was 7.1%. However, for the time period of Oct 2016-2017 we managed to reclassify 53 students, which increased our percentages to 19%. Through new reclassification procedures for students with IEP, we should increase the number of students reclassifying and decrease the number of Long Term English Learners (LTEL). This continual upward trend should enable us to reach the district benchmark of 22%. Through the 2017- April, 18 school year we have reclassified 27 students (7 needing RI), while 20 meeting the district mandates for reclassification of students with an IEP. Our current English Learner population stands at 220 with 143 of these students being considered LTEL. Through the Reading Inventory (RI) we saw that 31% of our students meet or exceed or RI growth goals with an overall average class growth in Lexile of 59.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Continual use of EL dashboard to identify students English Learners Profile and Criteria. Continual school wide promotion campaign in which students, staff, and parents are aware of the reclassification criteria. Individual conferences with students classified as Limited English Proficiency and Long Term English Learners in addressing the components they need to reclassify.

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

N/A

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

Title III coach has been instrumental in Participating ELD teachers will be collaborating on the use and implementation of several key instructional strategies discussed throughout the year aimed at increasing our reclassification numbers, such as incorporating Constructive Conversations in everyday lesson planning, the effective use of Vocabulary Digests (as a means to increase student's academic vocabulary), and writing effective ELD Objectives. The end goal of this professional collaboration therefore, will be the creation of both EL and LTEL curriculum created by the educators who teach the classes, using the aforementioned instructional strategies in tandem with available ELD resources both at the school site and online. our continual upward trend in our reclassification rate and increase in our SRI scores

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required**

Maywood Academy reclassification rate will meet or exceed the District goal of 22%.

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

**Focus Area:** Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Title 3 Coach provided by LD East		

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** Effective Classroom Instruction *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Auxiliary will occur during the regular school day with a focus on our English Learners, LTELs and at-risk students in Core Content Classes. Intervention will be guided towards ELD 1-4 and LTELs. Strategies will focus on Constructive Conversations and SMART Lessons that are guided by the ELD standards (collaborative, interpretative and productive) along with structuring cohesive texts, expanding, enriching, connecting and condensing ideas.	08/13/2018 06/10/2019 New	Increased in our reclassification rate and students passing rate (C or higher in English Class). Administration, Categorical Adviser, Title III will supervise classes.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	28,469	0.00	100

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal **\*Required** *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Title III Coordinator has directly engaged our parents by teaching parents instructional strategies that are implemented in the classroom so they can continue to be used at home by parents. (cloze reading, Socratic seminars, and constructive relations).</p> <p>Monthly ELAC committte meetings are used to inform parents about EL mandated topics which include school attendance, needs assessment, single plan for student achievement, Language Census, ELD standards, EL Master Plan Identifying program options and Reclassification</p>	<p>08/13/2018 06/10/2019</p>	<p>Increased parental participation in our English Language Advisory Committee (ELAC) and continual increased in student reclassification rate. Title III and Title 1 Adviser</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District  
2018-2019 Single Plan for Student Achievement**

**CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT**

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

**1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

Parent Participation in the School Experience Survey (SES) has increased from 53% (2015-2016) to 55% (2016-2017). This increase is not limited to parents with student participation at 87% and Staff at 100%.(2016-2017). All three categories are above Local district east and LAUSD overall percentages. Key finding that we need to address for the coming school year is that 61% of our students feel Maywood Academy is a supportive and inviting place for to learn. We must create a greater school identity with students and address the factors they feel are not present in a supportive learning environment. Latest survey results show that 89% of parents feel welcomed to participate at Maywood Academy with 92% parents feeling they are respected by our Teaching Staff. Although recent School Experience Survey showed our parent response rate at 24% (2017-18) we hope to meet our new objective with a campaign to promote parent participation in school activities and the school experience survey.

Student participation in the SES was 59%. Limited access to technology had a detrimental effect, however, the recent purchase of google Chromebooks will assure us a greater participation rate in the coming school year.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Parent participation rate has increased over the years 21% (2013), 53% (2014), 47% (2015), 53% (2016) , 55%(2017), unfortunately we experienced a dramatic decline 24% (2018). This can be attributed to two factors, first the change of schedule in when the survey was given was not conducive to greater parent participation. Also, surveys arrived at our school and were given to teaches at a later date- giving us less time for parents to fill out and return survey. Through school wide awareness campaigns and the use of connect-ed, parents are becoming aware of the importance of their participation and the their responses in directing school resources. Creating a greater sense of school identity is crucial and making students aware of the various academic opportunities is important for students to realize that every adult is invested in their academic success.

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

N/A

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

Our parent center works proactively with Title I in increasing parent engagement. Through responses on the School Experience Survey, 89% of parents feeling the school meets their childs social needs. The active participation of the parent centerr provides useful resources (information, classes) that support their child's education. This attitude is reflected in the 55 % of parents participated in the Parent Survey . With their support and continual collaboration with Administrative Staff, Maywood academy should be able to meet our intended goal of 65% participation rate in the School Experience Survey, 100% participation of staff and teachers, and 90% participation of students..

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required**

Parent participation in the School Experience Survey will increase from 24% (2017--2018) to 65% (2018-2019). Teacher and Staff participation will be maintained at 100%. Student participation will increase from 59%(2018) to 90% (2019).

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

**Focus Area:** Student, Staff, Parent Engagement \*Required *Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>→Various opportunities for parent engagement will be provided throughout the school year at various hours of the day. These opportunities include but are not limited to: Back to School Night (at the beginning of each semester), Parent Conference Night, Coffee with the Principal (monthly), increasing our pool of Parent Volunteers that are properly processed per LAUSD procedures and creating parent classes that promotes computer literacy, family literacy, a college culture at home and promoting parent collaboration in the students learning process. These activities will be calendared at the beginning of the school year and/or semester in collaboration with the Parent Center, certificated and classified staff. Actions that will be taken in increasing participation of all major stakeholders (parents, staff, students) include the following: For staff we have managed to maintain 100% participation for two consecutive year, this is a result of a friendly competition between classified and certificated staff in which each school employee buys-in on the importance of the School Experience Survey (SES) in determining what general impressions School Staff has about Maywood Academy. For students, we will administer the SES during Homeroom period. With the access of new Chromebooks, technology will no longer be a factor in lack of accessibility on the students part. Parent Participation will increase via a school wide campaign that stresses the importance of the SES. Parents will have access to the Parent Center Chromebooks and during SES window each school event (Coffee with the Principal, Parent Workshops, Back to School Night, ELAC, School Leadership Council, and School Site Council) Maywood Academy will promote parental involvement and participation in the SES with an emphasis that participation of all stakeholders becomes a major factor in guiding resources to the needs of all of our students.</p>	<p>08/13/2018 06/10/2019</p>	<p>Increase participation in school calendared parental activities (parent conference, back to school night , Coffee with the Principal, Parent involvement in the parent center and classes offered via Maywood Academy. Continual increase in parents completing School Experience Survey.</p> <p>Parent Community Representative, Title 1 Adviser, Administrative Staff</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:** Student, Staff, Parent Communication \*Required *Cultural and Climate : Student, Staff..*

Strategies



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent, Student, Staff communication will increased by utilizing various forms of communication among all stakeholders. The school webpage will be used to update information as needed to provide parents, staff, students' ample notification of upcoming Title 1 school events. In addition, weekly Connect Ed messages will allow automated phone calls to be made home to remind parents of upcoming event s. The further implementation of LAUSD Parent Portal program by all teachers allows parents and students to have instant access to students' progress and grades in all their classes. A focus will be placed on at risk students and workshops designed to assist parents in logging into the Passport program, checking student progress and communicating with teachers.</p> <p>I/A Computer Lab Assistant will support categorical program personal by assisting teachers in core-content related computer programs that are used with classroom curriculum. Orient teachers and students on the proper use of computers and utilization of hardware and software. Additional duties include preparing , maintaining, and monitoring our school's computer lab, assists teachers and other certificated employee in conducting instructional computer-based activities. Will troubleshoot hardware, soft-ware and upload desired programs along with minor trouble shooting and assist supplemental technological programs that support at-risk students.</p>	<p>08/13/2018 06/10/2019</p>	<p>Increase participation in school calendared parental activities (parent conference, back to school night , Coffee with the Principal, Parent involvement in the parent center and classes offered via Maywood Academy. Continual increase in parents completing School Experience Survey. Parent Community Representative, Title 1 Adviser, Administrative Staff</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	24046 - I/A COMPU LAB C1T/04 (3 Hrs / 5 Days)	30434620	N/A	24046	14,964	1.00	100

Los Angeles Unified School District  
 2018-2019 Single Plan for Student Achievement

**SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

**1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). \*Required**

Currently Maywood Academy has 66.1% proficiency rate( 96% or higher), 15.5% Basic (92-95%) and 18.4% chronic (91% or lower). our PSA and her direct role in meeting individual students who are categorized as chronically absent. Currently SSPT team works in tandem with counseling department, nurse, and PSA counselor. Our Progressive discipline policy has resulted in only 2 half suspensions resulting in only 1 instructional days lost to suspension. Issue affecting student attendance dual working parents, where individual students take care of siblings, single family households and lack of follow through on the part of some parents. The continual use of the Focus Attendance Dashboard (Attendance Bands) will be a focal point in analyzing progress in meeting our goals.

**2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Our PSA is working on a proactive approach in terms of focusing on students who have attendance issues on a weekly basis. Weekly perfect attendance awards, work with parent center, motivational therapy groups, home visits, weekly monitoring of truant students, provided daily homework checks, weekly progress reports, excessive absence parent meetings, excessive groups (attendance).

**3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. \*Required**

N/A

**4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. \*Required**

Our PSA is working with the Basic and Chronic band which account for 33.9% of our students. Through the interventions noted above our PSA counselor is seeking to move these at least one attendance band, eventually reaching the District Goal of 75%.

**5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. \*Required**

N/A

**State the School's Measurable Objective(s) for 2018-19 \*Required if this Goal is addressed.**

: By June 2019, our school community will increase the percentage of students with 96% or higher attendance rate from 66% to 75% as measured by the focus dashboard attendance.

\*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

**Focus Area:** Lesson Planning, Data Analysis, and Professional Development

*Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
-Professional development opportunities that address the social/emotional needs of students at-risk. Furthermore, coordination and collaboration of support staff, PSA counselor, and parent center in addressing student with chronic attendance. PSA duties included participating in our Student Support and Progress Team (SSPT). She will develop and monitor student attendance along with providing best practices and incentive programs that increase student attendance and reduce suspensions. Along with serving as a community liaison between school and our community by implementing support services that focus on at-risk students. This includes workshops, counseling and home visits to at risk students who are in danger of failing due to attendance issues. PSW will provide specialized services to students who are experiencing discipline, family or emotional problems that may impede the learning process. Provide strategies to these students to be able to cope and continue their with their academic success. Duties include parent education and training and support Restorative Justice program, along with providing referrals to school and community health resources.	08/13/2018 06/10/2019	Increased in percentage of students with less than 7 absences. Principal, Administrative Staff, PSA counselor

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 1 Day)	N/A	N/A	13114	24,199	0.00	100
CE-ESSA T1 Schools( 7S046 )	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	120,992	0.00	100

**Focus Area:** Social / Emotional Interventions

*Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA intervention which include assemblies and conferences with students who are chronically absent. Nurse will conduct staff development in health related issues, participate in multidisciplinary teams which include our SSPT team that identify support services for at-risk students and provide health counseling for students with health conditions that affect attendance and learning..	08/13/2018 06/10/2019	Decreased in the number of students who are absent more than 7 days, Increased in percentage of students passing core content classes Principal, Administrative Staff, Nurse

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	12106 - ITIN NURSE (6 Hrs / 3 Days)	N/A	N/A	12106	69,468		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	12106 - ITIN NURSE (6 Hrs / 0.5 Day)	N/A	N/A	12106	11,579	0.00	100

**Focus Area:** **Building Parent Capacity and Partnership to Support the Social / Emotional Goal** *Social/Emotional Goal : 100% Attendance, Suspension..*  
*\*Required if any Focus Area above is addressed.*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Collaboration of support staff with the Parent Center through parent education classes and workshops that emphasize direct involvement in a student's academic progress and attendance participation in school. These Workshops are guided by our PSA counselor, and an additional counselor we will purchase that will focus on students with emotional concerns where counselor can guide parents towards additional community resources	08/13/2018 06/10/2019	Increased Parent Participation in workshops and an increase in volunteering at our Parent Center. Community Representative, Clerk, Categorical Advisor

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

**1. Comprehensive needs assessment:** The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

**2. Schoolwide reform strategies:** Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

**3. Preparation for and awareness of opportunities for postsecondary education and the workforce:** Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

The facilitation of the transition to college begins with offering students AP courses. ROP offers various programs (Drafting and Computers) which prepare students for jobs in technology upon high school graduation. Furthermore, college classes are provided on campus during the school year. Financial aid and college application workshops are provided to parents and students. Credit recovery classes are offered during summer, after school and Saturdays to assist students with meeting A-G college requirements and LAUSD graduation requirements. Counselors conduct classroom visits during which they present information on A-G and LAUSD requirements, college qualification and application processes. Field trips to colleges and universities, plus visits from representative's colleges and universities on the Maywood campus. College application and financial aid workshops for the graduating class. The process can be more effective by keeping stakeholders informed of the strategies and activities so they can encourage students to participate.

**4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services:** Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Maywood Academy is in the process of updating our School Wide Positive Behavior Support Plan. Maywood currently utilizes a variety of alternatives to suspension including: behavior contracts, after school detention, assignment of after school tutoring and in school suspension. Maywood Academy is in the process of developing a restorative justice program as well as a system of rewards for improved behavior. We are also implementing a Social Emotional Learning program that specifically targets self efficacy within our tier two students. Maywood's special education department utilizes a tiered approach to address behaviors of concern. Behavior support plans and targeted behavior interventions are utilized to increase the use of appropriate replacement behaviors.

**5. High-quality and ongoing professional development and other activities:** Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

**6. Strategies to recruit and retain effective teachers to high-need schools:** Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

**7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community:** Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

The Schoolwide Program plan was developed with the input of all stakeholders (parents, students, teachers, administrative team, and staff). Schoolwide Program Plan is developed with the involvement of parents and other members of the community. The valued input by our Parent Center and Community Representative were instrumental in creating our Parent Involvement Policy and School Parent Compact. This support allows for the collaboration between our teachers and community in directing school resources to areas of needs and supporting at-risk students meet District and State Standards.

**8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program:** Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts ( including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

Maywood Academy is a comprehensive High School (grades 9th to 12th)

**9. Coordination and integration of Federal, State, and local services and programs:** Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

## LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the Single Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the Single Plan for Student Achievement and analysis of student data as evidence of school progress.

**Directors may describe additional services and support provided to the school's instructional program in the box below:**



Los Angeles Unified School District

2018-2019 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

**Program Budget Codes:**

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
MAYWOOD ACADEMY SH (1888201)	E	GETTINGER, DANIEL A

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,262	88.00	19.00	0.01	10183 \$ 358,560 10397 \$ 0 10400 \$ 632,164 10405 \$ 10,915 <b>Total \$ 1,001,639</b>

**Directions:** Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

**NOTE:** Affiliated Charter schools are not required to complete this 2018-2019 School-level Plan for Use of TSP Program Funds.

Description of Services that address: <b>100% Graduation</b> <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
<ul style="list-style-type: none"> <li>• Counselor, Sec (2) – Counselors will assist students in completing an Individual Graduation Plan resulting in an increase in IGP completion rates and percentage of students on track to graduate. (83,504 10183 and 115,775 10400)</li> <li>• Counselor Assistant (1) works with participating students; assist 12th grade counselor in tracking and advising students in their meeting their High School graduation requirements and assisting them in the College</li> </ul>	222,015	All services will target Low-Income, English Learners, RFEP, and foster youth	<ul style="list-style-type: none"> <li>• Four-year Cohort Graduation Rate: 79%</li> <li>• Percentage of high school students on track for A-G with a “C”: 50%</li> </ul>

application process. Credential in pupil personnel services (17,991 10183)

Advsr Reg Prep - Preparation for Student enrollment before the beginning of the school year. Students assigned to correct A-G requirements and required course work to meet individual students needs (EL or students with IEPs). (4,745 10400)

<p><b>Description of Services that address: Proficiency for All</b>  <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- SBAC English language arts and mathematics proficiency rates</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Rate of ELs demonstrating proficiency in English</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
<ul style="list-style-type: none"> <li>• Assistant Principal, Secondary (1) – Assists the principal in performing secondary school management duties and complying with district policies and mandates. Maintains instructional effective student centered pedagogy in meeting the needs of for all student subgroups and targeted populations, including English learners, low income, students, foster youth, standard English learners, gifted and talented, and students with disabilities. Acts administrative head of the school in the absence of the principal. Assistant Principal will focus on increasing the proficiency rates in ELA and mathematics. The AP will also supervise and implement our school's English Learners program. (147,276 10183)</li> </ul> <p>Assistant Principal SCS- (1) Administrative staff provides support in the counseling and guidance programs. Develops master schedule, under direction of the Principal. Assist in the development and evaluation of standards base curriculum. Responsible for the implementation of School Wide Restorative Justice. (134,005 10400)</p> <ul style="list-style-type: none"> <li>• Curricular Trips- designed to support the core instructional programs (with an emphasis on English Language Arts, includes Getty Museum, College Campus tours, Autry Museum, CA Science Center ) (5,180 10400)</li> <li>• Teacher Auxiliary- Two Auxiliary classes in core content areas ( English, Math, Social Science, Science) with an emphasis on at risk students (English Learners and students with IEPs) resulting in greater proficiency for our at risk students.( 28,465 1040)</li> </ul> <p>Teacher Assistant Relief - 270 hours worked beyond regular assignment focusing on assisting EL students in ELA and Math. ( 4,393 10400)</p> <p>Teacher Librarian- Supports supplemental literacy activities and assist students in research and the use of the library resources. (116,237 10400)</p> <p>Diff, Teacher Lib Med - supplemental supplies (books, materials) to</p>	<p>465,747</p>	<p>All services will target Low-Income, English Learners, RFEP, and foster youth</p>	<ul style="list-style-type: none"> <li>• EL reclassification rate: 22%</li> <li>• Percentage of ELs making annual progress on CELDT: 57%</li> <li>• Percentage of long-term English learners: 17%</li> </ul>

support the daily operations of the school library ( 1208 10400)

Non-Cap Equip Clsrn- Purchase of lap tops carts enabling students to have access to technological resources that promote proficiency in core content areas.  
( 3,000 10400)

Othr Non Instrl Cont- Toshiba copier service, conducive for daily instructional materials.( 1,040 1040)

Staff Conf Attend- Promote the continual growth of teachers in the latest pedagogical strategies that assist teachers in increasing student proficiency.  
(5,000 10400)

Prof Development Teacher X- Continual growth by teacher in the latest pedagogical strategies to promote student proficiency (26 hrs ea Core Dept and 18 hrs ea non core dept) ( 5,693 10183)

Teacher Release Day -(30 days + 14 days for trips) Core Content (Math, ELA, Math Social Studies, Science) training-includes planning, data analysis, classroom observations conducted during basic teaching assignment. (14,250 10400)

<p><b>Description of Services that address: 100% Attendance</b>  <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i>                      - Percentage of students with a 96% (173-180 days) attendance rate                      - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
<p>Office Technician (2) – Office Techs. will assist in maintaining and updating MiSIS attendance reports assisting in meeting our attendance goals for students. (130,946 10400)                      Clerical Overtime/Relief - Clerical support of attendance in maintaining and updating MISIS attendance reports (9,827 10400)</p>	<p>140,773</p>	<p>All services will target Low-Income, English Learners, RFEP, and foster youth</p>	<ul style="list-style-type: none"> <li>Percentage of students with a 96% attendance rate: 75%</li> <li>Percentage of students missing 16 days or more in a school year: 9%</li> </ul>
<p><b>Description of Services that address: Parent, Community and Student Engagement</b>  <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>                      - Percentage of parent participation on School Experience Survey                      - The responses from parents and students participating in the survey</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
<ul style="list-style-type: none"> <li>Advisory Committee Expenses – Supports parent involvement in our school instructional programs and governance structures. This will increase percentage of parent participation on School Experience Survey. (3,000 10405)</li> </ul>			

- Contracted Instructional Services – Parent workshops on various topics that promote the A-G Graduation Requirements and build a college going school culture. (15,000 10400 and 5,379 10405)
- Teacher Parent Activity Differential – Computer teacher will lead training with parents on use of technology to access resources to support parent awareness of student progress and resources available to assist academic growth. (1,540 10405)

Community Rep- Promote continual collaboration between the Parent Center and Maywood Academy via programs that increase parent involvement( 996 10405)

25,915	All services will target Low-Income, English Learners, RFEP, and foster youth	<ul style="list-style-type: none"> <li>• Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%</li> </ul>
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**Description of Services that address: School Safety**  
*Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:*

- Suspension rate
- Expulsion rate
- Extent to which the school is implementing the Discipline Foundation Policy

Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
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Psychiatric Social Worker- Identifies at risk students and provides to individual students or groups of students in assisting in any emotional, behavioral, and family crises that may be a barrier to learning. (48,397 10183)

School Supervision Aide (4) – Our supervision aides will support in maintaining a safe and secure learning environment for our school that is integral to the implementation our school Discipline Policy. ( 48,205 10183)

- Campus Aide (2) – Assist in maintaining standards of discipline and the observance of rules and procedures by students on a school campus and assist our students in alternative curriculum in loading students on the school bus.( 22,434 10803)

Custodial Overtime- Maintain a clean campus that is conducive to a safe educational environment along with providing additional clean-up for Saturday School (10,000 10400)

Building and Grounds Worker- Maintain a clean campus that is conducive to a safe educational environment. (32,897 10400)

161,933	All services will target Low-Income, English Learners, RFEP, and foster youth	<ul style="list-style-type: none"> <li>• Suspension rate: .35%</li> <li>• Expulsion rate: .01%</li> <li>• Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> </ul>
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### Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10420 10420 - TCHR AUXILIARY	<input type="checkbox"/>	110004	0.00 28,469	0.00 0	0.00 0	0.00 0	0.00 28,469
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 2,868	0.00 0	0.00 0	0.00 0	0.00 2,868
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,344	0.00 0	0.00 0	0.00 0	3.00 55,344
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 120,992	0.00 0	0.00 0	0.00 0	0.00 120,992
12106 12106 - ITIN NURSE (6 Hrs / 0.5 Day)	<input type="checkbox"/>	120041	0.00 81,047	0.00 0	0.00 0	0.00 0	0.00 81,047
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 1 Day)	<input type="checkbox"/>	120021	0.00 24,199	0.00 0	0.00 0	0.00 0	0.00 24,199
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00 8,086	0.00 0	0.00 0	0.00 0	0.00 8,086
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 11,352	0.00 0	0.00 11,352
24046 24046 - I/A COMPU LAB C1T/04 (3 Hrs / 5 Days)	<input type="checkbox"/>	210001	1.00 14,964	0.00 0	0.00 0	0.00 0	1.00 14,964
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00 15,300	0.00 0	0.00 0	0.00 0	0.00 15,300

40239	<input type="checkbox"/>		0.00	28,767	0.00	0	0.00	473	0.00	0	0.00	29,240
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
<b>Total</b>			7.00	<b>719,175</b>	0.00	<b>0</b>	0.00	<b>11,825</b>	0.00	<b>0</b>	7.00	<b>731,000</b>

## ATTACHMENTS

*Attach the following materials*

### **Submit with Plan:**

- **SSC Approval of SPSA**
  - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

### **Submit to Principal's Portal:**

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

### **Submit via Email**

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

### **Retain at the School:**

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**