

Mayall Academy of Arts and Technology Magnet Model Programs and Practices

School Information

CDS (County District School) Code: 19647336018089

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Mayall Academy of Arts and Technology Magnet

Demographics

Enrollment: 453 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Mayall Mustangs recognize their fellow students with warm delight, and there is an obvious display of respect and caring among the students throughout the day. Students begin eating free breakfast at 8:00am in class while watching Mustang TV (MTV), a weekly broadcast the student council produces and records upcoming activities, events, lunch menu, student recognition, and weather. Staff and students have a good breakfast together which fosters an atmosphere of community amongst classmates, parents, staff, and teachers.

Mayall Academy (K–5) has 453 students and is a School-wide Title I, Predominantly Hispanic Black Asian and Other. Seventy percent of the students receive Free or Reduced meals and 30% are English Learners (ELs). We have been making steady progress on the Smarter Balanced Assessment Consortium (SBAC) since the 2014–15 school year. The percentage of students who scored Meets/Exceeds Standard increased from 33% to 66% in English Language Arts (ELA) and 29% to 53% in

mathematics. Our success is attributed to all staff, students, and parents working diligently together to ensure academic achievement through the integration of arts and technology.

Anyone who walks through the main entrance senses the feeling of pride and accomplishment exhibited at Mayall Academy. A multitude of awards are displayed which have been earned by Mayall Academy. The front bulletin board informs parents of the weekly and monthly activities. Our active parent volunteers help with school businesses daily.

Mayall is one of 3 schools in Local District NorthWest that was awarded the National School of Distinction in 2018. We opened as an arts and technology magnet in 2015. We are the only magnet school in the San Fernando Valley with an arts and technology theme. Specialists in each of the arts (visual arts, vocal music, dance, instrumental music, and theater) are provided for all grades. The arts specialists and teachers work with the students to incorporate the arts into their academic program to develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.

Mayall Academy is committed to providing instruction that incorporates technology to prepare students for the 21st century. Every student has an iPad in K–2 and a Chromebook in Gr. 3–5. Our teachers make lessons more meaningful and engaging through Blended Learning. Students will leave Mayall Academy proficient in technological skills. Students are learning to be literate in basic computer functions to higher levels of digital learning experiences.

Mayall Academy students will become well rounded, college and career ready, and develop sophisticated skills in arts and technology. Our students have various enrichment program opportunities, such as intervention programs, Lego Robotics, Orchestra, Reading and Math Club, Drumline, Coding, Making Movies that Matter, and Drama Club.

Model Program and Practices

Name of Model Program/Practice: Infusion of Arts and Technology

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Use of Technology, Visual and Performing Arts

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Mayall Academy's distinguished model program, infusion of arts and technology, provides an instructional environment that meets the ever-changing and diverse needs of the students we serve. This is done through the incorporation of technology and arts education into the curriculum, which will provide career pathways, such as film, web design, animation, and fine arts to our students.

The goals and outcomes of professional development in arts and technology have equipped our teachers to be able to integrate them into all subject areas. For example, our teachers have participated in a professional development on the Visual Thinking Strategies provided by the Museum of Contemporary Art and a series of Blended Learning trainings by the Instructional Technology Specialist allowing teachers to integrate content areas, providing ways to incorporate higher order thinking skills into curriculum.

Mayall is unique because we have a middle, high school, and university in the community focused on arts and technology. Our model practice of infusing arts and technology into curriculum will better equip our students for higher education. We are collaborating with high school students from Valley Academy of Arts and Science (VAAS). Mayall students were invited to watch "Peter and the Starcatcher" and participate in interactive physiology and robotics activities by VAAS students.

Our programs provide social-emotional and academic achievement outlets for all students, such as Gifted/Talented, English Learners, Students with Disabilities, Socioeconomically Disadvantaged and a multitude of ethnicities. Academic achievement is enhanced through the use of iPads, MacBooks, and Chromebooks in the classroom as well as in our computer labs. Consistent access to technology allows students to explore personal interests thereby increasing engagement both inside and outside the classroom.

Students use technology on a daily basis to research, evaluate, and publish work. Following the Substitution, Augmentation, Modification, and Redefinition model, the level of technology skills varies depending on the lesson. First graders are currently working on an animal habitat project. Students choose an animal and habitat to research using Google and Epic, create a diorama, type their report on the Microsoft Word document, and present to the class. Their presentation will be filmed using Seesaw and published through a QR Code.

Mayall participated in film festivals through Council District 12 with over thirty K–12 schools and college campuses. With the integration of arts and technology, our student films won best overall awards for two consecutive years. Our latest film, Trash Trouble, created by 4th and 5th graders won the best overall elementary film. This film

showcases their creativity but also delivers the message to students to keep the school clean. Our deaf students created a video on expectations in different areas on campus, which is presented to our students.

Implementation and Monitoring

Mayall is one of the few schools that offer a wide-range of technology, such as Chromebooks, iPads, Mac laptops, printers, Apple TVs, projectors, document cameras, and more. Our active parent group seeks and solicits donations from the community and has brought in donated computers to classrooms and homes. Fifty Mayall families were selected to receive free refurbished computers sponsored by City Council, OurcycleLA, and Human-I-T. This allows our students to have access to technology at home to complete Tech Tuesday homework.

In addition, Mac Computer lab, cameras, and 3D printer and pens are available for special projects. Students use Google Drive to develop, store and share stories, power points, designs, drawings, recordings, and videos. A 2nd grade class maintains a continuous live video feed of an eagle's nest in Pennsylvania. Students observe the life cycle of the eagle and research questions on their iPads. Students chronicle and share their journals filled with observations, learnings, and drawings.

Professional development enriches both our certificated and classified staff at Mayall. A variety of sessions are offered after school, such as: Google Docs and Classroom, Macbook training, blended learning, Class Dojo, powerpoint /keynote, Dropbox, and Chroma Key. A 4th grade class learns about the California Gold Rush through research completed on their Chromebooks. Students use Google Slides and Popplet to create and present their projects.

Mayall works with parents and community members through collaboration and inclusion. Stakeholders are informed of learning activities at school through Connect ED, Class Dojo, Bloomz, Mayall Facebook, Student Integration Facebook, Local District Northwest Stars, school office bulletin board and marquee, display cases, and school website. Our 3rd grade classes researched, prepared powerpoint presentations, dressed as famous artists, and presented their living biographies to the Mayall community. A write-up and photographs of the event are posted on the LAUSD Student Integration Blog and Facebook page.

Annual Making Movies that Matter film festival sponsored by Councilman Englander of Council District 12 allows Mayall students to learn to make a movie under the guidance of a CalArt student who has extensive knowledge of filmmaking production. Our students incorporate core academic subjects with creative and technological activities involved in making a short film and hence produced two award-winning movies.

School performance is reviewed and monitored to assure that we are meeting our goals of arts and technology integration as part of our instructional program at Mayall. Annual surveys to parents, students, and staff as well as student achievement guide future professional development and needed supplies for technology and art. Student work

samples, projects, and published materials are evidence of the effectiveness of instructional learning activities facilitated by staff.

Results and Outcomes

Formal and informal assessment results are used to improve and evaluate the areas of weakness. The quantitative data is collected from the rubrics of arts and technology projects. The qualitative data is collected in the form of student reflections through journals. From these data, teachers determine the quality of student work, mastery of skills, and plan their lessons accordingly with the Plan, Do, Study, and Act (PDSA) format. PDSA helps our teachers identify the focus area, plan lessons, differentiate instruction/intervention, and monitor progress.

Students reinforce their learned mathematics skills through interactive websites, such as Zearn and TenMarks. Students strengthen their performance task strategies through solving math problems that teachers post on Google Classroom thereby increasing the results of the math SBAC assessment. Fifty-three percent of students scored Met/Exceeded which was increased by 24% from 2015 to 2017 while the District scored 30%. Students learn proportion, patterns, and ratios in musical training, which can be expressed as mathematical relations, which contributes to increase scores of math assessments.

Each grade level focuses on a specific artist throughout the year. Students research and write about the artist, practice drawing/painting using the artist's style, and publish/present their work. Students interact with each other on Google Docs and Slides completing the writing tasks together. During this interactive process, students acquire academic language and solidify their reading, listening, speaking, and writing. As a result, 66% of students scored Met/Exceeded in the SBAC ELA increased by 33% from 2015 to 2017 while the District scored at 40%. The 2017–18 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Middle of Year scores indicate that 78% of kindergarteners, 63% of first graders, 83% of second graders, 86% of third graders, 87% of fourth graders, and 82% of fifth graders are at/above benchmark. With the scores, our teachers target the foundational literacy skills and language development during the Early Language and Literacy Plan Academy time.

The CELDT data indicates that ELs are making substantial annual CELDT growth target. The percentage of ELs that have met the growth target are 100% in Beginning, 87.5% in Early Intermediate, 35% in Intermediate, 66.7% in Early Adv/Advanced. The percentage of reclassification has increased from 11.8% in 2015–16 to 21.3% in 2016–17. This is attributed to the use of drama in the classroom using Benchmark Readers Theater which helps develop reading comprehension, literacy and vocabulary skills.

When school is fun and engaging students want to come to school every day. Our student attendance proficiency level has increased by 1.08% on the month-to-month comparison. Because of this achievement, we were awarded \$1,000 from the District. Based on the 2016–17 School Experience Survey, 95% of our parents are satisfied with our school programs.