

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Sean Teer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Downtown Magnets High School

(As it should appear in the official records)

School Mailing Address 1200 Colton Street

(If address is P.O. Box, also include street address.)

City Los Angeles

State CA

Zip Code+4 (9 digits total) 90026-5816

County Los Angeles

Telephone (213) 481-0371

Fax _____

Web site/URL <https://www.downtownmagnets.org/>

E-mail sean.teer@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Alberto Carvalho

E-

mail alberto.carvalho@lausd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District

Tel. (213) 241-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Rocio Rivas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 465 Elementary schools (includes K-8)
77 Middle/Junior high schools
86 High schools
264 K-12 schools
- 892 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	228
10	193
11	212
12 or higher	213
Total Students	846

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 27.4 % Asian
 - 5.8 % Black or African American
 - 59 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 2.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
Vietnamese, Bengali, Cambodian, Filipino, Mongolian, Russian, Uzbek, East Indian, Kazakh, and Farsi.

English Language Learners (ELL) in the school: 2 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 84 %
 Total number students who qualify: 710

8. Students receiving special education services with an IEP: 4 %
Total number of students served 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>36</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	45
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	94%	96%	99%	99%
High school graduation rate	98%	100%	98%	98%	99%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	235
Enrolled in a 4-year college or university	71%
Enrolled in a community college	26%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

All students are able to achieve high standards of learning and character. Every member of the school's community has the primary responsibility of supporting and ensuring high standards of student learning and character development. When students are not achieving high standards of learning or character development, we must change our practices to ensure that they do.

17. Provide a URL link to the school's nondiscrimination policy.

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/383/MEM-5818.8%20Attachment%20A%20-%20Nondiscrim%20Statement%20-%20Eng.pdf>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

We work with LAUSD Student Integration Services, which selects students, to ensure the open enrollment process is equitable for all through E-Choices. Students who attend our program must submit a magnet application. All applicants must reside within LAUSD boundaries. Students selected and whose residence is beyond a 5-mile radius of our campus are eligible for bus transportation. Our district, LAUSD, utilizes a multi-point system in a lottery process that is random to ensure equity. Academic criteria and ethnicity are not considered during any portion of the student selection process. Students who are selected are placed on a list; schools must follow this order during the confirmation process. The exact process is followed for students put on a waiting list.

PART III – SCHOOL OVERVIEW

Our educational philosophy is simple and guides our work: Every member of the school's community has the primary responsibility of supporting and ensuring high academic standards and achievement. The effort to educate this next generation of citizens with rigorous content and engaging instruction, or just the kind morning hello by a supervision aide, assists in making sure students feel safe and cared for and understand they are college bound. This philosophy creates students who feel good about being at school and creates a positive learning environment.

We offer over 20 Advances Placement courses, 17 International Baccalaureate courses, and 8 honors courses. This year approximately 60% of our enrolled students have at least one AP or IB course, and about 82% of our students will be first-generation college students. This year we anticipate graduating 99% of our senior class, and 71% of our senior class will attend a 4-year university, and 26% attend a 2-year college program.

Our magnet school is, of course, a public school. Parents must apply through the district E-Choice process. Thus we receive a community of families that are invested in their child's success and the support of our school. Our parent community is amazing! Students and parents seek out DMHS due to the variety of AP and IB courses and the many career pathways we offer, such as Fashion and Design, Digital Media Arts, Film Making, Engineering, and Information Technology. The variety of programs, courses, and community bonding attract families and students to our school. We are slowly incorporating more sports and clubs into our school to enhance the overall education.

Our school is also very diverse. As Los Angeles changes, we see that more parents vie for seats at DMHS, and with that our numbers shift, but such changes in LA are common. A decade ago, DMHS was largely African American & Latino. Now, DMHS enrollment mirrors the demographics of vibrant Downtown LA: Asian, Caucasian, Pacific Islander, Latino, Filipino, African American, and White.

Students feel safe on our campus and teachers are proud to teach at DMHS.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Our Language Art course are created to be high interest, engaging, and focused on discussion and writing. This year we have 41 sections of 9-12 grade Language Arts. Seven of those classes are AP, four are IB, and 12 are Honors Courses. Each of our teacher employees a variety of strategies such as Kagan strategies, Socratic seminar, and literature circles to get students talking before they write. The department uses a variety of high interest topic such as how knowledge changes over time and what impact media has on communication.

During our English department's scheduled professional development, teachers collaborate with colleagues and move through a PDSA cycle of inquiry by first examining data against the Common Core standards and then coming to a consensus about what needs/skill and knowledge should be addressed. Needs are addressed by collaborative lesson planning, developing and sharing researched-based strategies, and then analyzing data from common assessments. These assessments include the CAASPP interim assessments, district benchmark assessments, and teacher-generated assessments. The Language Arts Department also analyzes the results of the STAR reading tests that focus on reading comprehension. All of these assessment tools are useful in establishing which students are in need of intervention and support. It is also useful in developing targeted groups. These practices allow teachers to continuously align their practices to meet the learning needs of their students.

1b. Mathematics curriculum content, instruction, and assessment:

Students at DMHS love mathematics due to the CPM Curriculum and the innovative instructional approach. The math department implements the inquiry-based methodology called the College Preparatory Mathematics Curriculum (CPM). This curriculum is focused on conceptual development and is used in Algebra I through Pre-Calculus. The curriculum focuses on student-centered lessons, which allows teachers to assess student learning throughout the class period. Some of the day-to-day evaluation processes are informal, but the inquiry process produces information that allows teachers to evaluate students' Common Core mastery of standards. The learning occurs through an investigation/discovery approach where students are asked thought-provoking questions so they can learn independently through collaboration. Students are given time to engage in math discourse, share their ideas with their classmates, and often critic the thinking of others. These discussions give students the opportunities to engage in meaningful discourse and explore the rationale of their problem solutions. Teams analyze and compare student approaches to problem-solving while the teacher monitors which teams need support.

The Math Department also collaborates during meetings using the PDSA cycle of inquiry starting with data and reviewing the Common Core Math Standards and Practices. Math teachers, like all content teachers, plan together and examine data to better meet the needs of our learners.

The Mathematics department has implemented a variety of assessment methods to provide students with multiple ways and opportunities to show they met the standards and are prepared for the state exams. Teachers in the math department use both formal and informal assessments to check for understanding vis-a-vis chapter tests and student interviews, respectively. These student-teacher discourses, which frequently happen during the lessons, allow the math teachers to intercept and clarify any misconceptions in real-time before a summative assessment. Similarly, the results of chapter tests provide insight into who might benefit from extra practice or intervention before granting another opportunity to retake the said assessment.

During Math's scheduled professional development, math teachers collaborate with colleagues either by planning lessons, developing common practices, or analyzing data from common assessments. These include interim assessments, the Interim Comprehensive assessment, and teacher-generated assessments. The math department also analyzes the results of the STAR reading tests. This computer-adaptive

assessment gives teachers an overview of the reading comprehension skills of students. This is a useful tool for establishing which students are in need of intervention and support, which will be discussed more in the Academic Support Section. The data does help teachers in developing student groups. These practices allow math teachers to continuously align their practices to meet the learning needs of their students. The PDSA cycle is an additional component that has allowed the department to ensure that the teaching practices implemented by teachers are created, aligned, and modified to correlate with common assessments.

1c. Science curriculum content, instruction, and assessment:

At DMHS the Science Department is very strong. We offer a variety of course that meet the graduation requirement but go far beyond state graduation criteria. For example, our physics, physiology, and chemistry classes are designed to be hands-on and based on exploration. Student experiments and labs are a weekly feature of science. Our belief is that student can understand complicated ideas when they see it explicated in person during labs. We currently offer 30 sections of science, six of those courses are AP, two are IB, and one is honors.

Like other departments, science teachers collaborate during meetings using the PDSA cycle of inquiry. Science teachers use this cycle to identify needs and strengths and incorporate common instructional practices to make instruction more student-centered. Following the Next Generation Science Standards, science teachers have embraced the project-based paradigm and have begun to redesign existing activities to be inquiry-based. This includes redesigning old labs to allow students to design their own questions, create their own models, develop their own investigations, analyze data, and construct their own explanations. The transition is ongoing but has already allowed students to have more agency in their learning and increased the relevance of the lessons to students' unique experiences.

The teachers of the science department have identified and implemented new assessment methods to ensure students are meeting standards. These include mastery-based learning and grading practices. Multiple teachers used tiered assessments, which allow heterogeneous groups of students to work within their Zone of Proximal Development. This challenge-by-choice approach allows assessments to be more student-centered. In addition, all science teachers have begun to incorporate assessments in a variety of formats beyond the traditional testing model. Performance assessments and projects which allow students new ways to demonstrate learning have allowed more students to reach the standards. Furthermore, the science department has increased the frequency and variety of informal assessments. These practices, such as "thumbs up," "name tag moments," "warm-ups," and "exit tickets," allow teachers to check for understanding throughout the lesson and adjust their lesson according to student needs. In addition to an informal discussion of aligned practices, the science department has used a protocol called Critical Friends during our PLT. After they calibrate and identify an area of need, each teacher implements a strategy, collects evidence, and presents it to the group. Through the critical friend protocol, teachers evaluate their effectiveness and determine the next steps.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our Social Studies Department might be our most popular content area due to the creative courses we offer. For example, students can take US History, Economics, Ethnic Studies, World History, Government and Politics, or AP Human Geography. In fact, nearly every course has an AP option. Students can choose from over 30 course titles with the option of 15 AP courses and 2 IB courses. What makes our social studies department unique is something very simple: teacher allow students to form their own opinions based on primary and secondary source documents. Through discussion and collaboration students form opinions, take a stance, and defend their claims based on evidence, corroborations and context of an event or era in history.

Teachers use the PDSA Cycle of Inquiry, but they have also adopted a unique approach to looking at achievement data. Although they use some common teacher-created assessments, they have also chosen to use the STAR Reading Comprehension data from an assessment administered by our school Language Arts teachers. Along with the Language Arts CAASPP Interim Assessments, the Social Studies Department has a lot to work with in terms of skill-based assessment and knowing where their students' current level of

progress sits. Using that data, they come to a consensus about what needs to be addressed within the department. They create collaborative lessons, develop and share researched-based strategies, and then analyze data from student work, usually student writing. These practices allow teachers to continuously align their practices to meet the learning needs of their students.

1e. For schools that serve grades 7-12:

To ensure that all DMHS graduates have the option to enroll directly into a university and are prepared for a career, the District has implemented a College and Career Readiness through A-G initiative. DMHS takes this very seriously and we monitor whether our students are on track for graduation requirements commensurate with the California State University (CSU) A-G requirements, beginning with each incoming freshman class. Students must earn a grade of "D" or better in "A-G" courses, meet California Department of Education Requirements as well as satisfying additional LAUSD requirements for graduation. We are making the high school diploma a document that gives students a choice to transition straight into their choice of college, university, or into a career program.

We also employ two college counselors to help students see what options are available after high school. Last year 97.6% of our students graduated, and 71% chose a 4-year university and 26% chose a community college.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual arts, drawing, and regular and AP Art History are yearlong courses for all grades. Students learn to bring to life their vision while creating projects using various arts and crafts materials and media. The film and digital media arts teacher often collaborate as students are encouraged to combine these different forms for projects in other content areas. Within the Arts, we offer an annual art show and a film screening where students show their short films and answer questions about their process, message, and symbolism. Much of the inspiration and ideas come from their art course.

2b. Physical education/health/nutrition

We have three PE teachers; every 9th and 10th-grade student must take PE. However, we heavily promote our sports programs to students and parents to encourage teamwork and sportsmanship. We are adding boys and girls soccer to our sports offering for the 2023-2024 school year.

Our PE courses are designed to meet the California State Content Standards for physical education and the focus is motor skills and movement, and coordination. Students are also encouraged to develop physical fitness and a healthy lifestyle. Our afterschool programs host a weightroom morning and afternoon time for student to continue what they've learned, and students and staff are encouraged to take advantage of the opportunity. We do evaluate our California Physical Fitness Test (PFT) data yearly.

2c. Foreign language(s), if offered (if not offered, leave blank)

Being able to speak a second language is like having a superpower. We encourage our students to become not just bilingual, but biliterate. We currently offer four years of Mandarin and Spanish, and both have AP options available, as well. Both classes are offered at the regular, honors, and Advanced Placement levels. In addition, we have sections of International Baccalaureate or IB classes.

2d. Technology/library/media

We currently offer robotics, film, coding, and digital media arts and boast two teams of Cyber Patriots who regularly compete against teams from all over Los Angeles. Each Cyber Patriots team has 7 members and is coached by our Coding teacher. The general strategy or goal is to protect online systems from hackers using sophisticated software. It is a very popular team.

2e. Any other interesting or innovative curriculum programs you would like to share

DMHS is also has spent many years developing our IB, or International Baccalaureate program, and our CTE Career Pathways.

The IB Program and curriculum is very rigorous and perfect for our students who seek challenges and relevance in their learning. Today we have over 104 students in four cohorts who are completing the curriculum. We have missed over 100 full diplomas, many with extra GPA points that help with college matriculation.

Our school also offers several career pathways through CTE that include fashion, business, computer science, and digital media arts. We are very proud of our Computer Science, Engineering, and Multimedia Magnet pathways. These courses incorporate technology into all aspects of the educational process and were originally developed with the L.A. Central Library and the UCLA Graduate School of Education. Computer Science, Engineering, and Multimedia include the Academy of Information Technology, which contains both computer science and digital design pathways, and the Academy of Engineering, a sampling of classes unique to all, including our Generative Art, Digital Production, and Filmmaking courses.

3. Academic Supports

3a. Students performing below grade level:

We monitor student progress through grades and on-track status. Our counseling staff has a system by which students who are off track and have received a D or F in any course are added to a spreadsheet. A mentor is assigned to each of these students, and we follow up with them once a week or as needed, depending on the need. However, when we find students who are falling behind, we do track grades at the 5-week, 10-week, 15-week, and 20-week benchmark to find trends and anticipate where and who might be struggling. We do not wait for them to fail, but instead, find them early and offer them tutoring in the subject they need, provided by one of our own teachers.

3b. Students performing above grade level:

Students who are performing above grade level are encouraged to challenge themselves by taking AP and IB courses and adding clubs, and sports to their schedule. Also, if students are maintaining a high pass rate we encourage them to begin a working internship which is facilitated by our magnet coordinator.

3c. Students with disabilities:

We have 37 students with disabilities. However, we employ two Resource Specialist Teachers who assist in class with our push-in model. With consistent support, these students can sustain high achievement and go to college. Our graduation rate shows that we are correct.

3d. English Language Learners:

Our English Learners reclassify at a rate far above the state or district average, sustain high achievement, graduate, and go on to college. What enables us to do this is three-fold: First, we have assigned our school's Instructional Coach as the ELD teacher. By doing so, the instructional coach can show other content area teachers that the SAIDE, Kagan, and Socratic Seminar strategies are pedagogically valuable to students with developing knowledge of English and thus would only accelerate learning for native English speakers. Second, we keep the ELD classes very small and generally under ten students. Lastly, we send the ELD Teacher/Instructional Coach and parents from our ELD classes to the CABE Conference every year for new

ideas and innovations. This helps facilitate effective practice for EL students and our general population that benefits from language acquisition strategies.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engagement begins when students participate in real-world problem solving, critical thinking, and career skills in five different magnet pathways. Business students learn and work in the finance industry and prominent offices in Downtown LA (DTLA). Our fashion students learned the foundations of the fashion industry and, later, have opportunities to intern in showrooms and textile manufacturers located in DTLA's on-the-go fashion district. Now, we shifted to online resources for job shadowing experiences. Computer Science and Engineering students create projects related to building and understanding the science and mathematical principles behind structures. They create useful apps using Java to create viable software programs. Lastly, our MultiMedia students design in-house posters, photographs, and social media posts. We create a nurturing environment where students learn to become critical thinkers through creativity and collaboration.

We provide an array of diverse learning experiences, preparing students to be career-ready in their magnet pathway fields while ensuring readiness for college and life beyond. Despite all of the hardships and challenges brought forth by the COVID-19 pandemic, our goals and objectives did not waver. In fact, our students were able to graduate without any additional state waivers, and we achieved 100% graduation. The teachers and staff worked diligently to provide an educational experience unique to our Magnet program alongside the socio-emotional foundation to ensure that our students felt connected to the school, even though it was Zoom-based learning at the time.

Students regularly work in groups, connecting career-related topics and ideas into culminating tasks such as presentations to community members in aligned career fields. Fashion students are responsible for constructing clothing lines presented in a culminating fashion runway show. Multimedia and computer science students create art and programming portfolios. Engineering students present engineering models and business plans that respond to the needs of Los Angeles. Students across all pathways have opportunities to participate in extra-curricular learning activities such as USC business classes and internships at nearby businesses, corporations, and school district offices. Other activities, such as debate, academic decathlon, and science and mathematics clubs, provide supplemental activities exploring international business and ethics policies and use mathematics to create math models representing dynamic engineering infrastructures. At DMHS, our students develop an appreciation of themes while learning practical applications.

2. Engaging Families and Community:

We value the importance of establishing strong partnerships with our STELLAR parents. We strive to improve communication and engagement with all DMHS stakeholders, including families, parents, community members, and partners, more fully towards improving schoolwide learning outcomes, broadening support systems, and meeting the needs of at-risk students. School experience data indicate that 90% of our parents feel that our staff expect their children to attend college. Additionally, 91% of our parents feel that our school provides high-quality instruction to their children. This positive feedback is a direct reflection of our administrative team, teachers, and students' hard work and dedication. As school leaders, we always seek ways to improve and elevate our school mission and vision.

We have implemented the following step to help build parent partnerships. We have hosted Monthly Downtown Dialogues for the last three years. Schoolwide assemblies are broadcast monthly for parents, students, and staff. Parents are involved in instructional rounds for OPEN HOUSE in March of each year. Weekly Principal's newsletter SUNBURST and Assistant Principal's Meeting Patterns and School Announcements are sent to all stakeholders on site. Minutes for all Council meetings are posted on campus and on our website. We moved from having a part-time to a full-time Parent Community Liaison who works on getting all information to families through Black Board Connect, Email, Text, and Schoology. Parent Workshops for mental wellness, anti-drug campaigns, accessing Schoology, and other pertinent topics occur at least four times each year via Zoom. We utilize blackboard connect, Schoology, and our website to post

news, workshops, and the latest updates. With funds from the Black Student Achievement Plan, we have started six parent workshops over the course of the year to help these stakeholder groups have more focused access to college admissions information.

3. Creating Professional Culture:

What is different about our school is that teachers are treated like professionals. In 2022, our students scored 88% Met and Exceeds in the language Arts section of the CAASPP. In mathematics, our students scored 58% Met and Exceeded on the CAASPP. The reason for this high achievement is that our teachers are given opportunities to plan together and make decisions about how best to support students instructionally. Our professional development also targets and examines the instructional shifts associated with new ideas, Common Core state standards, and uses the expertise of our staff routinely. Teachers meet on alternating Tuesdays. In Professional Learning Teams, teachers establish curricular expectations that align industry-specific standards with Common Core instructional shifts. This year, teachers met in magnet PLTs to incorporate thematic strategies and collaborate on our PDSA.

In addition to Magnet Pathways, teachers meet in their departmental groups to devise plans to further student achievement. Using the equity framework by Zaretta Hammond, teachers are working on creating additions and modifications to the curriculum to include all marginalized groups. The Social Science and English departments are focusing on providing all students with representation within the curriculum, and our goal is to increase engagement throughout the school, especially with our Black students. A Black Student Achievement Plan at our school provides for culturally responsive pedagogical strategies that permeate through all subject areas. While work in this area is ongoing, we have already seen improvement in the engagement levels, as evidenced by a lower D/F rate across the school.

4. School Leadership:

Our leadership structure follows that of a distributed model. For example, the principal is “a leader” and not always “the leader.” There are also two assistant principals who help guide and monitor different groups overseeing specific school areas. The three main groups are the School Site Council (SSC), responsible for our ELD students for allocating our Title I funding and evaluating all school data, which informs all stakeholder groups. The second is the Local School Leadership Council (LSLC), which is responsible for the school safety plan, equipment, and half of the professional development planning. The third group is our Instructional Leadership Team (ILT). Our ILT is responsible for the central portion of our professional development and curriculum choices and how those get implemented within each department. The ILT is instrumental in ensuring our PDSA cycle has curricular crossers over areas that benefit each department. The first two groups have parents and students on the committees as part of the leadership structure.

The main driver or touchstone is to ask ourselves, “Is this best for students continually?”

The principal takes responsibility for creating time for consensus about how best to address needs schoolwide, align the infrastructure to better serve the needs that have been agreed upon, and to guide the allocation of funding for skill-building, allowing teachers to incorporate new ideas into action.

5. Culturally Responsive Teaching and Learning:

We have begun a partnership with Black Girls Teach to deliver professional development to faculty and staff with a focus on ABAR Training (Anti-Bias/Anti-Racist) and are looking at how we are socialized and what bias we carry, and how those turn up in our curriculum. This is an area we have just started to incorporate into our Professional Development. We have also begun to learn about slowly implementing community circles as a way to create a connection between staff and students and provide for students’ voices. From this launch point, we intend to reevaluate our systems and curricular choices.

PART VI - STRATEGY FOR EXCELLENCE

This is a hard portion of the applications to answer as there are many elements working in tandem that create a high-functioning school of excellence. We hold our students to a high academic standard. At the same time, we value their cultural experiences and contribution to the school community.

At DMHS, we teach students to accept and respect differences in others by valuing diversity. Students are actively taught and encouraged to honor different backgrounds, customs, and thoughts. For instance, every year in advisory classes, students read, discuss and write about culture. They explore the nature of differences, racism, and oppression and celebrate our cultural strengths in literature and rich texts - our students work to develop an understanding that culture is not static or connected to a particular ethnic group. ASB leadership students created educational campaigns describing culture as different social groups' customs, beliefs, and practices. During COVID, there was a lot of evidence of student-to-student support, led by our ASB students. The ASB held meeting to check in on classmates who adjusted to the new learning environment and created various virtual activities to keep their peers engaged and connected. Their work included inclusive virtual activities and thoughtful and engaging themes tailored to fit our diverse campus's needs. They worked diligently to maintain a positive school climate and stay connected as a community.

In short, we have a school that teaches students to love themselves and others.