U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal <u>Mrs. Loreen Riley</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Alliance Dr. Olga Mohan High School</u>
(As it should appear in the official records)

School Mailing Address <u>644 West 17th Street</u>
(If address is P.O. Box, also include street address.)

City <u>Los Angeles</u>   State <u>CA</u>   Zip Code+4 (9 digits total) <u>90015-6506</u>

County <u>Los Angeles</u>

Telephone <u>(213) 342-2870</u>   Fax <u>(213) 342-2871</u>

Web site/URL <u>http://mohanhs.org</u>   E-mail <u>lriley@laalliance.org</u>

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*<u>Mrs. Jillian Juman</u>   E-mail <u>jjuman@laalliance.org</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Alliance for College Ready Public Schools District</u>   Tel.
<u>(213) 943-4930</u>

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 <u>Mr. Alan Arkatov</u>
(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, write N/A in the space.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district
   (per district designation):

   0 Elementary schools (includes K-8)
   10 Middle/Junior high schools
   18 High schools
   0 K-12 schools

   28 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	55	49	104
10	53	60	113
11	63	54	117
12 or higher	56	49	105
Total Students	227	212	439

4. Racial/ethnic composition of
   the school:

   0 % American Indian or Alaska Native
   1 % Asian
   0 % Black or African American
   98 % Hispanic or Latino
   0 % Native Hawaiian or Other Pacific Islander
   1 % White
   0 % 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 2015 – 2016 school year: 3%

   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 *to* the school after October 1, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2015	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 13 %
                                                       55 Total number ELL

   Specify each non-English language represented in the school (separate languages by commas):
   Spanish

7. Students eligible for free/reduced-priced meals: 95 %
   Total number students who qualify: 415

8. Students receiving special education services: 8 %
                                                       37 Total number of students served

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

3 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	26 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects	23
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. 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   19:1

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	99%	99%	97%	99%	100%

13. **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 2016.

Post-Secondary Status	
Graduating class size	105
Enrolled in a 4-year college or university	68%
Enrolled in a community college	30%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

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

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

All scholars in the Alliance DOMHS community will engage in academically rigorous curriculum to prepare them for college and beyond.

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

Alliance Dr. Olga Mohan High School is a public charter school open to all students. If by the application deadline there are more applications received than seats available, a public random lottery is held. In the lottery, enrollment preference is given to applicants with siblings currently attending the school, and then to applicants that live within the Los Angeles Unified School District boundaries.

PART III – SUMMARY

Alliance Dr. Olga Mohan High School (ADOMHS), formerly known as Alliance College-Ready Academy High School #4, is a small charter school that serves students in grades 9 through 12, who are from historically low-income and underachieving communities in Los Angeles. ADOMHS is one of 28 charter public schools founded by the Alliance College-Ready Public Schools, a 501(c)(3) nonprofit Charter Management Organization. The mission of these schools is to prepare traditionally underserved students in low-income communities for success in college. The Alliance's educational model focuses on five core values:
High expectations for all students
Small, personalized classrooms
Increased instructional time
Highly qualified principals and teachers
Parents as active partners in the school community

ADOMHS opened its doors in August 2006, with just 140 ninth graders, and has subsequently added grade levels each year. The school now serves 450 students spanning 9th-12th grades, and witnessed its first graduation class in June 2010. Many of the families at ADOMHS have sent multiple siblings, and refer their distant relatives as well, demonstrating how active and committed our families are to the school. Once per year there is a multicultural potluck to celebrate students' backgrounds and to bring families together on campus. And while ADOMHS does not have a direct feeder school, partnerships with charter middle schools (including Alliance middle schools and KIPP middle schools) and local neighborhood schools, have allowed ADOMHS to serve their community in the Pico-Union district of Downtown Los Angeles.

ADOMHS holds the belief that all students deserve the opportunity to attend college. While most of the students arrive at ADOMHS as freshman who are far below grade level, ADOMHS has been very successful at bridging the achievement gap and bringing students up to high school and college level. ADOMHS offers nine honors courses and eight Advanced Placement courses across content areas and grade levels. This gives ADOMHS students multiple opportunities to challenge themselves, enhance their academic strengths, and prepare them for college success.

ADOMHS maintains a personalized learning environment, offers increased time for learning in the form of a longer school day and longer school year, and embodies college-readiness for all students in terms of A-G (i.e., college preparation) requirements and testing. Other key attributes at ADOMHS include:

Personalized Learning Environment: Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, and where there is student voice in all aspects of the school that directly affect them.

Learning Team: All students are supported through Advisory groups that connect each student with a personal learning team. Advisory groups are guided by a credentialed teacher who works with the same students from 9th grade through graduation. The advisory structure provides a small, focused support group to motivate and support each student's progress towards college readiness.

Rigorous Standards: ADOMHS students learn in classrooms where teachers have high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous standards.

Accountability: Principals are responsible for and accountable to the entire school community for ensuring that each and every student gets what he/she needs to achieve individual and school performance goals.

ADOMHS teachers also provide an education that is relevant and rigorous, and take advantage of the most up-to-date and research-based strategies to ensure that their curriculum is accessible to all students and will lead students to lasting success after high school. This is evidenced by a 99% graduation rate and an 80% college acceptance rate, which are well above the state and district averages.

Since 2007, ADOMHS has consistently ranked as a top performing school in Los Angeles and the state of California, including the current school year in which it ranked in the top quartile of the CAASPP state assessments in math and English, far outperforming the district and state averages. ADOMHS has received a variety of recognitions including last year when the school was recognized as a Top Ten School in Los Angeles by the Education Equality Index for having the smallest or nonexistent achievement gap for low-income families. Within the past 10 years, DOMHS has also received the following recognitions:

2016 Education Equality Index Top Ten School
2016 US News & World report Rankings: Gold Award
2015 US News & World report Rankings: Gold Award
2013 US News & World report Rankings: Gold Award (#1 in Los Angeles, #14 in California, and #95 in the United States)
2013 California Distinguished School
2011 Charter School of the Year Hart Vision Award by the California Charter School Association
2010 California Distinguished School
2009-10 EPIC Gold Gain Award
2009-10 Title I Achievement Award
2008-09 EPIC Silver Gain Award
2008-09 Title I Achievement Award

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

ADOMHS teachers provide students with rigorous A-G courses (college preparatory courses) by using research based teaching methods and the California Common Core State Standards (CCSS). ADOMHS teachers use standards-based rubrics to measure content and skill mastery for a given standard.

ADOMHS teachers collaborate to identify and share the most effective differentiation strategies for all learners. Teachers align their formative and summative assessments, and review student data to adjust instruction as needed. Teachers provide differentiated assignments and activities for at-risk students. These may include the following supports: extended time on tests/assignments, use of notes, or modified assessments. Students with disabilities are also provided the following accommodations: graphic organizers, self-monitoring checklists, small group instruction, and peer coaching.

The ADOMHS English department requires students to read and analyze various short stories, essays, novels, drama, and informational text. Assessments require students to draw upon understanding of complex texts. For individual research projects, students must investigate resources outside of class readings. Usually, students gather support for their projects from the internet (Achieve3000, NY Times, NPR). In addition, students draw upon interviews and personal experiences to write about topics that relate to them personally. Teachers communicate expectations through whiteboard configurations, academic discourse, and the use of exemplars/rubrics.

ADOMHS math teachers use an integrated mathematics curriculum that builds on topics from the earlier course to provide students with a continuous learning experience. In addition to spiraling content, math teachers use various checks for understanding throughout the lesson and through formative assessments. Math teachers also use Center for Math and Science Teaching (CMAST) strategies to support and enhance student learning. CMAST strategies include hooks, investigations before explanations (IBE), essential questions, justify-think pair share and critiques (JTPSC), structured notes, and think boxes. Students are challenged via different depth of knowledge (DOK) levels. Additionally, assessments are based on the standards and differentiated for high-, low-, and mid-performing students.

ADOMHS science teachers design rigorous learning experiences and assessments that are aligned to Common Core standards and schoolwide learner outcomes. The science department team designs activities and objectives aligned to the Next Generation Science Standards. The science department also embeds writing into their curriculum and assessments, which is critical for developing the science literacy of the students. Students write both formal and informal laboratory reports using scientific academic language, answer rigorous free-response questions on tests, and evaluate one another's writing skills through student error analysis. They then set goals for themselves on what to improve for next time. Students must communicate their understanding of the concepts through extended written responses. On tests, students must analyze data, draw conclusions, and apply their understandings of topics to new problems they have not seen.

ADOMHS social sciences teachers require students to demonstrate their understanding of the standards, and demonstrate their mastery of historical thinking skills through the analysis of primary and secondary sources. They also provide access to these resources by developing repositories of primary and secondary sources for students to critically analyze through document based projects. In addition, they design simulations that allow students to use their own experiences to develop their understanding of the standard being covered. Students are also expected to draw connections from current events and the issues within their local community to the content presented. Students have engaged in a variety of civic-minded projects including voter registration drives, presidential and congressional simulations, and immigration rights empowerment workshops. ADOMHS students in Junior State of America (JSA), a national student-led civics and leadership development nonprofit, recently led an initiative which successfully legalized street food vending in Los Angeles. Other ADOMHS students met with the former UN Secretary-General Ban Ki-moon and former Secretary of Defense William J. Perry to promote a nuclear disarmament agenda. These

students recently spearheaded a campaign to declare ADOMHS the first nuclear-weapons-free zone in the United States and intend to urge other schools to follow suit. These students also presented at a UN conference on nuclear disarmament in Nagasaki, Japan in December 2016, and will attend another international nuclear disarmament conference in April 2017.

Frequent formative and summative assessments also provide teachers with meaningful data about student progress towards college readiness. And school-wide commitments towards college access, persistence, and success ensure that teachers develop lessons to meet those goals. ADOMHS equips students with the qualities of successful adults, including communication skills, problem solving skills, a sense of responsible citizenship, and the desire to become lifelong learners.

2. Other Curriculum Areas:

At ADOMHS, all students take art as an elective course in their 12th grade year. The art class has a project-based curriculum that tasks students with developing visual literacy that enable them to describe visual metaphors, visual systems, and iconography. Art students develop the foundational skills to discuss the variety of 2-D art media, and write about the cultural and historical influences that have contributed to the many disciplines of visual art. Student also develop their visual arts vocabulary to be able to have productive discussions that interpret, analyze, and critique 2-D art media. Written assignments in art are graded via a standards-based rubric that is Common Core-aligned.

ADOMHS students may take Introduction to Kinesiology throughout their four years at ADOMHS as an elective course. Students enrolled in Kinesiology apply physiological and biomechanical principle to health-related fitness. Students will have access to gym equipment, online tutorials, and direct fitness coaching to best apply the foundation skills of health fitness. Students also learn and develop nutrition goals for healthy living. Through the use of video, written, and oral projects, kinesiology assessments also rely on standards-based rubrics that are Common-Core-aligned.

All ADOMHS students also enroll in at least two years of Spanish, beginning at the 9th or 10th grade. Students have the option of taking a third or fourth year of Spanish via Spanish 3, AP Spanish Language, or AP Spanish Literature. The Spanish Department works hand in hand with the English Department by taking the ELA standards and adapting them to fit the Spanish curriculum. As such, the Spanish Department is able to address language skills that are not only needed for Spanish, but will benefit students in their English class as well as all other content areas. On a daily basis, students are required to practice and develop their writing, reading, speaking, and auditory skills. These skills are a part of every unit as well as every lesson and are addressed simultaneously. In addition, the Spanish Department develops cross-curricular units, lessons, and assignments to allow students to make connections between the Spanish class and other content areas—these include themes addressed in other disciplines, such as history, art, geography, music, global and social issues, technology, science, and literature among many others. Spanish teachers also connect current learning to college and career. Additionally, students are required to access the content through higher-level skills, such as analyzing, evaluating, predicting, and constructing while working with non-fictional and fictional texts.

All 9th grade ADOMHS students enroll in Computer Science. In Computer Science, students are introduced to the basic principles of computer science, including Snap! Programming, which allows students to design online apps. This project based -course teaches basic computer principles, and allows students to develop a portfolio of their code work throughout the year. Students will also discuss the social implications of computing including privacy, risks of computing, censorship, and professional standard of ethics. Students are able to access teacher-created videos online so that they can review lessons at their own pace and rewatch excerpts until they are able to develop mastery.

All students are enrolled in both an English Support and a Math support class in their 9th and 10th grade year. Students take part in Math and English support classes to fill in gaps and provide further remediation. Support classes also assess students' understanding of the content by aligning questions to Common Core State Standards. Support class teachers work closely with their math and English colleagues to ensure that there is proper alignment in both courses. Support teachers are then able to focus on skill development,

content review, or preteaching.

All 11th grade students are enrolled in Common Core College Ready Math and English. The class focuses on student growth of SAT and ACT scores by analyzing SAT and ACT questions, test strategies, time management, and small goal setting. In the second semester, students interact with college mentors who provide additional tutoring support and answer questions about the college experience. Students monitor their SAT scores by taking diagnostic tests provided by CollegeSpring. Students are also able to compare their SAT Diagnostic scores with the admissions profiles of various colleges/universities, and set goals for themselves based on their desired college.

3. Instructional Methods, Interventions, and Assessments:

ADOMHS teachers use a variety of school-wide and content-specific strategies to ensure that all students are able to access the content. Teachers require students to develop CEEL (Claim, Evidence, Explanation, Link) paragraphs when writing essays or analyzing authors' arguments. Teachers also use CRAE (Claim, Reason, Argument, Evidence) outlines to organize student thoughts before writing. Teachers also require that students actively annotate their texts and use close reading strategies. Additionally, teachers engage their students in academic discourse through JTPS-C (Justify Think Pair Share Critique) which requires the use of academic vocabulary and the synthesis of diverse viewpoints. Furthermore, teachers frequently use formative assessments and learning logs to ensure that students are familiar with their progress towards mastery on learning objectives prior to the summative assessment.

Teachers use the data from the formative assessments and learning logs to adjust instruction prior to administering a summative assessment. Teachers also use Engage and Explore CMAST strategies to build real-world relevancy to a lesson, and to allow students the opportunity to persist through problems and discover possible solutions prior to teacher instruction. Teachers also purposefully check for understanding by creating planned paths in their classroom and annotation symbols so that they can effectively make their rounds in a classroom and provide immediate feedback to students using their created code. ADOMHS teachers also employ differentiation in their classrooms to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment. At ADOMHS, teachers may differentiate the learning objective, the learning experiences, the checks for understanding, the assessment, the resources and learning materials, or the self-monitoring sheet. DOMHS teachers effectively differentiate their lessons by reviewing student work and formative/summative assessment data to determine the best course of action for all students.

The following strategies are also used by ADOMHS teachers to collect and share data with students based the standards/expected level of performance for each lesson/unit of study: Rubrics/Self-monitoring: The use of vertically aligned content rubrics to evaluate assessments ensure student knowledge of standards and expected level of proficiency is used by all teachers. The self-monitoring tools provided by teachers also allow students to measure their own progress and mastery independently.
Formatives & Learning logs: Students use learning logs to track their performance levels on formative assessments
. White-board configuration: All teachers are required to provide students with all standards and learning objectives on their white boards. Students are able to identify the learning objective as a result of this configuration.
Error analysis: All classrooms use error analysis in a variety of ways, depending on content area. Students may make test corrections with justifications after assessments, while others edit their writing using checklists, rubrics, and exemplars.

Teachers use Achieve3000, Google Docs, Microsoft Office, Edmodo, Kahoot, Socrative, Actively Learning, and Google Classroom to provide differentiated resources for students beyond teacher-led presentations. Through the use of some of the educational sites, teachers are able to direct their students to resources, questions, and assessments that are differentiated for their specific needs. ADOMHS teachers may specifically direct students to differentiated assignments designed for their current level of performance, or allow students to level themselves, and choose the most appropriate learning experience/assessment based on student data. Students are able to access these classroom websites and resources through iPads, Macbook Airs, and Chromebooks which are available in every classroom.

ADOMHS values and focuses on staff and student culture to promote continued student success which is evident at the school. Teachers are reflective in their practice, and implement school-wide strategies with fidelity. Teachers also participate in biweekly observation and feedback cycles to reflect on their practice, discuss areas of strength and growth, and target bite-sized but high-leverage areas of need. The caring teachers and the ever-present expectations of success from all stakeholders at ADOMHS propel students and teachers towards the same goal of college and career success.

While ADOMHS has demonstrated a commitment to developing passionate and lifelong learners who are college-ready, ADOMHS will continue to close the achievement gap for its English Language Learners and Students with Disabilities populations by: enrolling students who demonstrate need in ELD, math, and/or English support; better accommodating the needs of all learners through differentiation; and developing further instructional strategies to serve ELLs and SWDs.

1. **School Climate/Culture:**

ADOMHS has worked to create an atmosphere of caring, concern and high expectations for students in a number of ways:

ADOMHS believes that all students can be successful in high school and go on to a four-year college or university. ADOMHS has made it a priority to create a positive school environment conducive to learning by building personal connections with students, greeting students at the door, employing positive classroom management techniques and informally monitoring their emotional well-being. Teachers at ADOMHS have also been supportive of students' interests by offering a variety of clubs and activities available to all students and by encouraging students to get involved. The perception of caring by teachers also has a strong instructional component. ADOMHS recognizes students of the month through the Spirit Club based on perfect attendance, most academic growth, and highest achievement.

A focus at ADOMHS has also been student-centered classrooms where students are leading discussions, using academic vocabulary, and generating student-created lessons. This allows students to take over their own learning in the classroom on a daily basis. Additionally, student voice is respected through grade-level town halls and the advisories with the principal. At these venues, the principal speaks directly to the students about student achievement data, school policies, student concerns, and attempts to solicit student feedback.

ADOMHS teachers and staff attend weekly Professional Development to increase culture and instructional effectiveness. Teachers and staff are recognized during PDs through "Bulldog Biscuits" where a teacher is recognized for their dedication to the school mission, and through shout-outs that occur twice during each PD session. Teachers are given time to thank someone in the room that has helped them throughout the week, and genuine thanks and camaraderie is the result of those interactions. ADOMHS teachers and staff also reflect on staff, student, and parent culture data and collectively establish norms and next steps that the staff can implement with fidelity to move the entire school forward. The staff has also engaged in afterschool team building activities including multiple escape room challenges and trivia nights. Administrators and lead teachers also provide biweekly coaching sessions with teachers with the explicit aim of growing them as professionals.

2. **Engaging Families and Community:**

ADOMHS has prioritized its partnership with parents by appointing a Parent Engagement Specialist to interact with and encourage parent participation on campus. The Parent Engagement Specialist encourages parents to volunteer at the school, by attending parent conferences, community events, supervising, and, when necessary, joining the school coordinating council. The school coordinating council meets monthly with the administration to make budget and policy decisions. The parents on the council have been critical partners in the organization and planning for the new school site.

ADOMHS also has its own independent School Board, which includes nine voting members, five of whom were appointed by the Alliance's Board of Directors, and four members comprised of two teachers and two parents chosen by the principal.

Parents may also participate in monthly Town Hall Meetings wherein counselors and administrators host meetings to share and review school performance data, and provide parents with a variety of resources. The parent meetings, which are hosted by the school's college counselors in collaboration with the parent engagement specialist, are designed to involve parents in their student's education and better inform parents about college entrance requirements. Topics covered include: high school graduation requirements, introduction to higher education, overview of the four systems of higher education in California, financial literacy, college applications and deadlines, financial aid review, and undocumented students and the CA Dream Act. In addition to the general information meetings listed above, the school hosts semi-annual

parent conferences and informal meetings with parents to address student needs.

ADOMHS parents are also encouraged to volunteer 40 hours every year to support school efforts. The goal of this policy is that all ADOMHS parents will become more involved in the education of their child. Parents may volunteer by assisting with school supervision during the school day, volunteering at special events, and assisting with clerical duties in the main office. Additionally, parents are encouraged to visit the classrooms to become more familiar with what their child is learning in the classroom.

Parent and community members are informed of upcoming events and student achievement via a monthly newsletter and phone messages from the school. The newsletter includes messages from the administration, updates on student achievement, important deadlines, scholarship opportunities, as well as college related activities.

3. Professional Development:

Alliance's district-wide PD is aligned with academic standards and supports student achievement and school improvement. There are two full PD days each year on exceptional instruction by content area, part of which focuses on standards-aligned instruction for college readiness. Additionally, there are four to five PD days throughout the year focused on implementation of high-quality, rigorous curriculum in Math, Science, and ELA. After student interim assessments, which take place three times a year and help schools understand if students are on track to meeting grade level college-ready standards, teachers receive PD to understand the data and design action plans around students' challenge areas. To ensure our most vulnerable students have access to high-quality education that prepares them to reach grade-level standards, the English Learner Task Force and Special Education Task Force brings together teachers across the district to work with these populations for PD on best instructional practices.

There is also district-wide and individualized PD for school leaders (Principals, Assistant Principals, and Directors of Instruction) focused on supporting their teachers to provide data-driven, standards-aligned instruction. Supplementing in-person PD sessions, teachers and school leaders receive tools and resources including lesson plan templates aligned to differentiated content areas, templates to analyze data and create action plans, pacing guides, curriculum implementation guides, video resources showcasing excellent instruction, observation and feedback protocols, and more.

ADOMHS administrators support teachers through weekly professional developments. The professional developments focus on the effective implementation of literacy skills, supports for our most at-risk students, and strategies to better prepare our students for college. In recent years, the school has also focused specifically on implementing reading and writing strategies across the curriculum, developing effective formative assessments, and fostering improved school culture.

ADOMHS teachers are also observed on a biweekly basis by an administrator. The administrator meets with the observed teachers and provides bite-sized and targeted feedback to help improve the teacher's instruction. The teacher and administration then practice the implementation of the feedback during the meeting, and then the administrator schedules a revisit to observe the implementation of the feedback. ADOMHS teachers are also conducting data-driven meetings with select instructional coaches (administrators or teacher leaders). In these meetings, a teacher will provide their instructional coach with the data and students results of a recent formative or summative assessment. The instructional coach reviews the data and then meets with the teacher to reflect on the data and determine the teacher's next steps, any necessary interventions, and appropriate models for re-teaching.

4. School Leadership:

The current principal's philosophy aligns to the vision and mission of the school, which includes providing all students regardless of race, socioeconomic status, and/or background with an equitable and quality education so to ensure their future success beyond high school.

The structure of the school is built to support such a philosophy and mission. The instructional leadership

team (ILT) consists of seven instructional leads (including three administrators) to support 26 teachers, one lead counselor to support a counseling team of three, and four grade-level leads. The principal serves as the instructional leader of the school, and is responsible for ensuring that all teachers provide students with an education that is accessible and rigorous. To that end, she has trained the ILT on an observation and feedback cycle that supports teachers in improving their practice. Teachers are observed on a bi-weekly basis, which allows the ILT to identify gaps in teacher practice and discuss high leverage solutions. In addition, the principal has also trained the ILT in data-driven meetings with teachers. These meetings identify common student errors and support teachers in closing the identified gaps. These practices are designed for the sole purpose of improving student outcomes.

An additional team that supports the ILT are the grade level leads (GLL). The GLLs are responsible for collaborating with their team on our most vulnerable persons (MVPs) which include, but not limited to, special education students, credit deficient students, and English language learners. The team works on supporting these students with differentiated instructional strategies. This specific structure helps support the philosophy that all students, specifically the most at-risk students, should be provided with a quality and equitable education.

The lead counselor also supports the principal's and school's philosophy, mission and vision by leading the restorative justice work on campus. The restorative justice work helps school staff build relationships with students, which positively impacts student learning. An example of restorative justice may include students reflecting on their behavior. The reflection process is an opportunity for students to learn how to improve their behaviors and avoid recidivism. When community members are brought into the reflection process and relationships between stakeholders are restored and built, it improves student learning because students feel respected and cared about.

The ILT, GLLs, and the lead counselor are important roles that contribute to the student achievement, and are specifically structured to support the work the team is called to do everyday, which is to support all students in learning to ensure their future success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

ADOMHS has implemented the following schoolwide strategies to promote positive student outcomes:

The highest leverage practice that has supported student learning is the work produced by the instructional leadership team (ILT). The ILT consists of four teachers and three administrators. They are responsible for identifying school-wide gaps in teaching practices, planning and implementing professional developments, leading data driven meetings, training new teachers and providing feedback to all teachers within their departments. Each ILT member is an expert in their specific content area, and therefore is effective in improving teacher practice in their departments, and thus student outcomes. The ILT supports teachers, and holds them accountable in ensuring that teachers are exposing students to reading, writing, rigor, and college readiness content.

Counselors and teachers use advisory to engage all students (9th-12th grade) in college presentations and research projects to ensure that students are building their college knowledge. These presentations and research projects provide students with opportunities to discover the many different colleges available, and the college admissions requirements. In addition, grade 12 students receive one on one assistance from a counselor to apply for colleges that best meet their GPA, their future major, financial means, and colleges that have a high success rate for minorities (as most students at Mohan are of Hispanic descent).

Mohan consistently focuses on school-wide and department-wide strategies that improve student learning and outcomes. Teachers review these strategies year-round professional development training, and remain a focus of the biweekly observation and feedback sessions. Strategies include inquiry-based learning strategies and practices in math and science (such as deductive reasoning notes, engage activities, and an investigation of learning), specific reading and writing strategies (such as CEEL and close reading and annotations) across all content areas, historical thinking skills in the social studies department, questioning strategies (such as the JTPSC protocol), and the purposeful monitoring of student work. The purpose behind all these strategies is to ensure that the appropriate rigor is taught in the classroom.

The final practice that has contributed to student learning and achievement is the use of student achievement to inform all schoolwide decisions. At the school level, the administration is responsible for reviewing and sharing comprehensive data, identifying areas of strengths, and areas of needs. Such data helps drive professional developments, trainings, and classroom observation foci. At the classroom level, teachers are responsible for identifying student errors and misconceptions through student work. Such errors support teachers in identifying major gaps and trends in their classrooms, and lead to data-driven instructional adjustments.