U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [**X**] Magnet [**X**] Choice

Name of Principal: Ms. Cheryl Hibbeln

Official School Name: Kearny School of Digital Media and Design

School Mailing Address:
7651 Wellington Way
San Diego, CA 92111-5731

County: San Deigo State School Code Number*: 0107078

Telephone: (858) 496-8370 Fax: (858) 278-6349

Web site/URL: http://dmd.khs.sandi.net E-mail: chibbeln@sandi.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Bill Kowba

District Name: San Diego Unified School District Tel: (619) 725-8000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Richard Barrera

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

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

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

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

118	Elementary schools (includes K-8)
24	Middle/Junior high schools
28	High schools
2	K-12 schools
172	**TOTAL**

2. District Per Pupil Expenditure: 6204

SCHOOL (To be completed by all schools)

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

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

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K			0	**7**			0
1			0	**8**			0
2			0	**9**	71	64	135
3			0	**10**	74	59	133
4			0	**11**	53	54	107
5			0	**12**	52	47	99
		TOTAL STUDENTS IN THE APPLYING SCHOOL					474

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
18 %	Asian
18 %	Black or African American
42 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
20 %	White
%	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	15
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1.	474
(5)	Total transferred students in row (3) divided by total students in row (4).	0.078
(6)	Amount in row (5) multiplied by 100.	7.806

8. Limited English proficient students in the school: 19 %

Total number limited English proficient 90

Number of languages represented: 21

Specify languages:

Amharic – Ethiopia, Arabic, Cambodian, Chinese – Other, Chinese – Cantonese, German, Hmong, Japanese, Korean, Lao, Mexican Indian – Mixtec, Other – Non English, Pilipino – Other, Pilipino – Tagalag, Pilipino - , Viasayan, Russian, Somali, Spanish, Tigrinya – Ethiopia, Vietnamese

9. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 330

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

	Autism	1	Orthopedic Impairment
	Deafness	11	Other Health Impaired
	Deaf-Blindness	40	Specific Learning Disability
8	Emotional Disturbance	2	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	21	3
Special resource teachers/specialists	3	0
Paraprofessionals	0	4
Support staff	8	0
Total number	33	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	97%	96%
Daily teacher attendance	96%	99%	98%	98%	96%
Teacher turnover rate	7%	11%	7%	7%	0%
Student dropout rate	3%	2%	4%	2%	1%

Please provide all explanations below.

Daily Student Attendance: Figures for 2006-2007 are low-end estimates based on the year with the lowest overall attendence rates. Actual attendance was reported at 83%. According to distict officials, reported figures from 2006-2007 are invalid due to technical diffulties experienced during attendance database migration in the transition from the previous attendance monitoring program.

Daily Teacher Attendance: Daliy Teacher Attendance figures are estimates based upon daily averages from October of each school year.

Teacher Turnover Rate: DMD was a brand new school in 2004-2005, so there is no meaningful staff turnover rate for that year.

Student Dropout Rate: Figures have not been determined and reported for the 2008-2009 school year. The 3% figure was based on averages of previous years adjusted upward.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	83	
Enrolled in a 4-year college or university	29	%
Enrolled in a community college	60	%
Enrolled in vocational training	6	%
Found employment	0	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	3	%
Total	**100**	%

PART III - SUMMARY

Prior to its redesign and division into four small schools, Kearny High School (KHS) was just another example of a failing urban high school struggling to serve an ethnically diverse community characterized by high poverty. Its size, conventional structure, and lack of common instructional vision directly correlated to a prevailing atmosphere of apathy, disconnect, and low expectation among its students. In 1999, the school was on the verge of being taken over by the state of California. Reforms resulted in some improvement, but by early 2004, stakeholders recognized the need for a significant change and initiated a "small school" redesign process.

Following features of effective small schools enumerated by Stanford University's Linda Darling-Hammond and the experiences of other small schools, Kearny teachers, staff, and administrators worked through the summer of 2004 to create the School of Digital Media and Design (DMD). They first established the mission of the school: *DMD exists to develop exemplary communication skills in students through authentic, media-based experiences in an environment of high academic and social expectations.* This mission was grounded in a belief that all students can be successful when a standards-based curriculum is partnered with an interdisciplinary project-based focus. The redesign team also sought to restore integrity to the school culture by adhering to the Gates Foundation's "three Rs": rigor, relevance, and relationships. Administrators and teachers set out to create a rigorous, yet supportive, learning environment in which all students would be held to expectations for high-quality, standards-based work.

During that first summer, DMD staff spent weeks together to design and refine curriculum. This work included developing interdisciplinary projects, aligning the curriculum to state standards, developing common constructivist instructional expectations, and creating common student expectations. Based on student needs revealed in data and the requirements of a project-based curriculum, a master schedule was constructed. Students then were personally placed into their classes. This summer work has continued each year as the staff uses data to refine the curriculum and respond to the needs of DMD's diverse student population.

The ongoing engine of change and cornerstone of the professional learning community at DMD has been the grade level interdisciplinary teams supported by the master schedule. Teaching teams are assembled at each grade level (grades 9-11) around a common prep period. In addition to core content teachers, each grade level team includes support staff such as counselors, special education teachers, and classroom aids to meet the needs of students. The team meets weekly to coordinate and develop their own interdisciplinary project-based curriculum, identify and discuss the individual needs of their students, and design any support structures necessary for students at risk.

DMD's commitment to its mission and grade level teaming as a vehicle for reform bears a direct correlation with the success of the school. Since its inception, DMD has met its federal Adequate Yearly Progress for all subgroups and has far exceeded its CA Academic Performance Index growth goals. The numbers speak for themselves:

Year	**API**	**API Target**	**Actual Growth**
2005	622	Baseline	N/A
2006	653	+9	31
2007	711	+7	58
2008	721	+5	10
2009	749	+5	28
Totals		+26	127

Test scores alone do not tell the entire story of DMD's success. Survey results by University of California San Diego-CREATE and others reflect that the school culture has indeed shifted to become a learning environment characterized by academic rigor, cross-curricular relevance, and personalized relationships. The shift in school culture and improved student achievement has resulted in DMD receiving numerous honors, including: California Distinguished School 2009, Title I Academic Achievement Awards in 2007, 2008, and 2009, US News and World Report Bronze Medal 2009, selection as a ConnectEd Demonstration Site, and inclusion in a UCLA study on the best schools in California.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The best way to quickly grasp the progress that the School of Digital Media and Design (DMD) has made in student achievement is its growth on the California's Academic Performance Index (API). The API is a number that indicates a school's performance level based on statewide testing. Based on API scores, individual schools are given a statewide ranking (from one to a high of 10) as well as a ranking compared to schools with similar demographics. In 2005, DMD earned an API score of 622, which corresponded to a ranking of 2 for both statewide and similar schools. By 2009, DMD students earned an API score of 749, a state-wide rank of 6, and a rank of 10 compared to similar schools.

California Standards Test (CST) Data**:**

Information about California's statewide testing system and test results can be found at the California Department of Education (CDE) website at: www.cde.ca.gov/ta/tg/sr/. On each test, student performance levels are broken down into 5 categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. A score of 350 or higher on any test places a student in the proficient range – which indicates that the child has met the standard.

Reading/Language Arts:
The reason for DMD's significant API growth is clear. In English Language Arts (ELA), all grades have been able to consistently move more students into the Proficient/Advanced (Prof/Adv) range. By 2009, the percent of 9th graders scoring Prof/Adv rose to 56%, 10th grade ELA scores increased to 51% Prof/Adv, and 11th grade ELA scores grew to 46% Prof/Adv.

For Economically Disadvantaged students and African American students, ELA achievement levels are by and large mirroring the improvement of the overall population. Among the Hispanic/Latino subgroup, progress has also been generally improving, but it varies from year to year based on student numbers and shifts in the mix of English language learners in the Latino population. At grade 9, this subgroup's scores spiked in 2006, but scores dropped off slightly and remained level for the next two years. In 2009, the scores rose again to 50% Prof/Adv. At grade 10, Latino students scored 36% Prof/Adv in 2005. Those scores dropped to 25% the following year and have slowly been climbing back to the 36% mark. Due the significant differences in the Literature curriculum at the 11th grade, achievement levels for Latino students have been less predicable.

Although English Learners and students with disabilities are performing the lowest among all subgroups in on the ELA portion of the CST, 2009 was one of DMD's strongest years overall for both subgroups. Since 2008, the DMD staff has been focusing more of its efforts on Reading interventions and literacy across the curriculum to support these two subgroups. Progress is being made, but depending on student skill level upon entrance to DMD, this does not always result in students being able to meet grade level proficiencies.

Advanced Mathematics(Algebra I, Algebra II, Geometry) Grades 9 and 11:
Most DMD students enter the school with extremely low proficiency levels in mathematics, and are placed in advanced mathematics by district mandate. In spite of these structural weaknesses, mathematics scores have shown moderate gains over the past five years. In DMD's first year, 2005, 3% of 9th graders and no 11th graders scored Prof/Adv. By 2009, 7% of 11th graders and 11% of 9th graders scored Prof/Adv.

California High School Exit Exam (CAHSEE):

DMD's 10th grade students have consistently exceeded state goals on the math portion of the CAHSEE since March 2005, and considerable improvement was made in 2009. 56% of students scored proficient or better. Achievement for all subgroups generally mirrored the progress of the overall school population. Progress for Latino and Special Education students has been less consistent over time, but both groups made more than 9% gains in proficiency from 2008 to 2009.

Since 2008, DMD has been focusing more and more resources on our math students. A number of interventions have been put into place for struggling students, including: the hiring of additional staff to provide year-long math support classes in grade 9 and 10, installing Promethean Board Technology upgrades in all math classes, focusing on numeracy across the curriculum, and including math in the interdisciplinary projects. Lastly, professional development for all math sections/programs has been intensive since 2008. Improvement on the mathematics portion of the 2009 CAHSEE and the CSTs suggest that DMD is moving in the right direction.

2. **Using Assessment Results:**

At DMD, grade-level and department-level teams use student disaggregated data to identify essential standards that become the foundation for all curriculum planning. Teachers look at student performance data on content area standardized tests and benchmark assessment data by strand, in addition to looking at math and ELA data, to discuss how the scores are related or interconnected. This data is the basis for creating and revising content area and interdisciplinary curriculum maps that are the foundation of instruction at DMD.

DMD has also worked extensively with disaggregated data from a number of tests including CSTs, the DRP, the California High School Exit Exam (CAHSEE) and the CELDT to identify students who need extra support in the areas of math and English. Ninth and tenth grade students who are designated as struggling in the areas of reading/writing may be placed in a Striving Readers support class. Those grade 9 students not qualifying for Striving Readers classes but experiencing difficulty in reading/writing are also placed in year-long strategic ELA classrooms for support. Additionally, all 9th grade students and struggling 10th grade students are also placed in a math support elective.

Scores from the Practice CAHSEE are used to determine which students are in need of a CAHSEE support class, which typically takes place during Advisory periods. Nearly 65% of tenth grade students are enrolled in this type of advisory class based on their practice CAHSEE scores from 9th grade and October of their 10th grade year. Results are also analyzed to determine specific areas of weakness to be addressed in classes of all content areas. Lastly, 10th grade advisories are reorganized in January around clusters of students with specific needs as they prepare to take the CAHSEE for the first time in March. Students who fail the CAHSEE remain in support classes until they pass – through 12th grade if necessary.

3. **Communicating Assessment Results:**

DMD uses a variety of avenues to communicate student performance with students and their parents. This is primarily driven through grade level teaching teams and outreach efforts. However, the counselors, regular formal progress reports, and parent nights also play important roles in effective communication.

Once school begins, the first significant notification of student performance received by most parents will be the Six-Week Progress Report distributed during the Fall Grade Night in October. Parents come to the school, pick up their child's progress report, and have an opportunity to meet with teachers. For parents of students who are struggling, this will not be their first conversation with teachers. Grade level teaching teams carefully monitor student content area and assessment performance. Teachers and/or counselors will have already initiated conversations with students and their parents about any concerns by the time Grade Night arrives.

Additional outreach efforts throughout the year include:

- Junior Night, Senior Night, and other grade specific parent meetings.
- Regular online parent newsletters posted on the DMD Website.
- ParentConnect – which allows parents to access student grades online.
- Individual student and family conferences regarding assessment results.
- Grade-level assemblies to share school-wide assessment data, trends and goals.

Community members receive information regarding DMD's success through a number of different sources. The first is enrollment outreach. Several times each spring, the principal and counselors make presentations to parents and students at local feeder middle schools and magnet program fairs - sharing DMD's marked improvement over the past five years. In addition, members of the local business community are regularly brought on campus to serve as clients, listen to student presentations, and evaluate project work. Recent participants include TimeWarner Cable, Surfrider Foundation and members of local law enforcement. Lastly, the local media regularly publishes performance data (test results) as well as some of the awards DMD has garnered in the past several years based on improving student performance.

4. **Sharing Success:**

It is a priority of DMD to share its success with other schools. Ongoing relationships with the University of California Los Angeles (UCLA), the James Irvin Foundation's ConnectEd program, and the California State University system via ConnectEd, bring a steady stream of teachers and administrators through the doors of DMD each year. Staff members know that they can multiply the benefits of their hard work by sharing their knowledge with schools that serve children beyond the boundaries of the immediate neighborhood.

DMD is a ConnectEd Demonstration site in California. Groups of 10-30 educators tour the school six to eight times per year. Visitors typically walk through classrooms, observe instruction, interview staff and students, sit in on grade-level team meetings, and observe project-related presentations when possible. Groups come for a variety of purposes. Some are looking for effective strategies to improve grade level teaming and engage at-risk populations with rigorous and meaningful work. Others are looking for models that incorporate interdisciplinary projects across the curriculum, while maintaining attention to state content standards. Many are interested in observing how Career Technical Education (CTE) pathways have been integrated into the school's curriculum in a manner that prepares students for both work and college. DMD is currently in the process of becoming the first Certified ConnectEd school in California and anticipates hosting even greater numbers of visitors in the future.

State universities are also important avenues for sharing success. Through ConnectEd, all California State Universities use DMD as a model for their multiple pathways teaching credential program. Local CSUs place aspiring teachers from this program with DMD mentor teachers. Additionally, researchers from UCLA have been working on a study of effective educational practices at the best schools in California. They selected DMD to be part of the study and will be publishing the results to benefit the wider educational community.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

A focused and connected curriculum is offered to students at The School of Digital Media and Design (DMD). The course of study is based on state standards and interdisciplinary, digital media projects at each grade level. The Master Schedule is built around a 4/4 block schedule that allows for extended learning, project work, and course acceleration. This allows students to take eight courses each semester. All students through grade 11 participate in the interdisciplinary projects, and Seniors work on individual client based projects. As a small school, the staff can only offer a limited range of electives that either support the school's digital media theme or provide interventions for struggling students.

From grades 9-11, the curriculum is based around the grade-level teams. Every student takes social studies, mathematics, English language arts, science, and digital media courses through which they participate in the projects. The remaining three class openings are filled with a combination of Spanish language, physical education, math intervention and/or English intervention classes. Arts instruction requirements are met through the digital media and design courses. By their junior year, students can begin taking college classes through the Mesa College FastTrack program, for which they receive both high school and college credits. By the beginning of their senior year, most students are finished with the majority of their required course work, and mainly focus on their senior media or design project.

At grade 9, students take Algebra or Geometry, English 1-2, The Power of Persuasion (a social studies writing and non-fiction reading based intervention), Earth Science, and Design & Mixed Media 1-2. All freshmen take an additional math course to strengthen skills, and all struggling readers participate in a *Striving Readers* class to build literacy skills and strategies for use in all their content classes. The 9th grade interdisciplinary project *Man vs. Nature: Stories of the Extreme* is a literature based video newscast project that incorporates a number of "experts" from science, mathematics and social science backgrounds.

DMD Sophomores take Geometry or Algebra II, English 3-4, World History, Biology, and Design & Mixed Media 3-4. All struggling math students continue to take an additional math intervention class, and struggling readers continue to receive support in Striving Readers. Students participate in the *Crime Time* project first semester where they create an interactive website that combines forensic math and science, narrative writing, and historical issues of justice into a "Who Dunnit?" scenario targeted at middle school students. The spring project is a mini-documentary film that takes a look at a historical event through the lenses of the core content areas.

By grade 11, students take Algebra II, American Literature, US History, Marine Science or Chemistry, and both Computerized Graphic Design 1-2 and Multimedia Production 1-2. The 11th grade project is typically environmental policy based. Current students are working on a public policy and publicity campaign for the Surfrider Foundation called Making W.A.V.E.S., and they will be presenting before the San Diego City Council regarding an upcoming special referendum.

Regardless of the content area, teachers ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum by using the curriculum development cycle to create units of study and real-world projects. Adapted from the Pulliam Group, the cycle beings with data analysis to identify areas where students are not meeting proficiencies, and the selection of essential standards. Units of study are created to support standards mastery. Grade-level teams then integrate content area units to create interdisciplinary project-based units. Each content area then develops benchmark assessments and models of mastery. Next, teachers create constructivist lessons (inquiry based learning is emphasized in math and science) to help master the essential standard. Lastly, using a variety of formative and summative assessments

during and after lessons, teachers monitor student progress and modify their curriculum to meet the diverse needs of their students.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

The English curriculum at DMD is based on the CA English Language Arts standards. In 9th grade ELA 1-2 and 10th grade ELA 3-4, the curriculum is based on a wide range of reading and writing skills and strategies. In grade 11, the curriculum expands and includes specific American Literature content. The 12th grade ELA course, Contemporary Voices, continues to focus on reading and writing strategies, but does so through the lens of modern literature.

After years of interdisciplinary work, the English Department at DMD has begun vertical alignment. In monthly meetings, teachers seek ways to smooth the transition between grade levels. Topics have included assessments, independent reading, rubrics, and expectations for writing. Teachers work to create a balance between on-demand and process writing. Though students need to practice on-demand writing to prepare for high-stakes testing, it is also important to see the value in the writing process as a whole. Revision is another focus of our department, and students are often required to resubmit work not demonstrating proficiency.

The English department embraces the Backwards Planning model. Once benchmark standards are determined, assessments are developed to test these standards. All students in each grade level are given the same benchmark assessment to ensure that they are being held to the same high expectations. Finally, lessons are created to assist students in mastering the standards. To support all learners as they strive toward mastery, modeling is a major tenet of English classrooms at DMD. Teachers not only provide models of student work, but also model the process from which effective work is produced. DMD English teachers often model the writing process or "think aloud" to demonstrate effective reading techniques.

9th or 10th grade students reading below grade level may also be selected to participate in the Striving Readers program, which offers students support in reading and writing strategies through content area literacy. This elective class uses grade-level, content area texts with its curriculum to assist students in succeeding in content area classes such as history, math and biology.

3. **Additional Curriculum Area:**

Industry standard digital media is an integral part of the overall development and design of the structure, instruction and culture of DMD. The staff believes that digital media provides students with a sense of purpose and motivation for achievement. This curricular theme is also an excellent medium for developing the literacy and communication skills necessary for the 21st Century marketplace.

At DMD, digital media coursework is mandatory at each grade level and holds the same value as any other class. 9th grade students take Design and Mixed Media 1-2, 10th grade students take Design and Mixed Media 3-4, and 11th grade students take Computerized Graphic Design 1-2 and Multimedia Production 1-2. In 12th grade, students can choose between either Graphic Design 3-4 or Multimedia Production 3-4 as they finish their senior media projects. Media teachers are a critical part of both the grade-level teams and the interdisciplinary project-based learning at each grade level. These projects require students to not only utilize the industry skills acquired in their digital media courses, but to integrate knowledge used in their core content areas to complete these projects. Core classes drive the content of the projects, while the medium is dictated by the media-based courses.

The 11th grade projects are prime examples of this integration of core content through medium of digital media. The Making W.A.V.E.S project integrates English, history, math and science with industry standard video production and graphic design. During Phase I, students work with the Surfrider Foundation to create a print and video environmental advocacy campaign targeted at elementary school students. In Phase II,

students work for the City of San Diego Environmental Services Department on the Environmental Youth Forum and then present before the San Diego City Council regarding a special referendum on an environmental issue.

4. **Instructional Methods:**

The School of Digital Media and Design (DMD) mainstreams all learners, including Special Education and English Language Learners, into rigorous classrooms. To support all of our learners, the staff has developed a set of common, foundational instructional strategies identified as best practices for our mix of students. Across the curriculum, teachers:

· Use appropriate framework approaches and strategies to help students access fiction and nonfiction texts (shared, guided, and independent reading and writing).

· Use formative and summative assessments to collect data about student progress toward mastery of benchmarked standards.

· Create a print-rich environment that includes evidence of prior learning (charting, rubrics and student work) and an understanding of reading challenges (classroom libraries and teaching materials that span grade levels).

· Scaffold instruction by modeling skills and thinking strategies and providing additional text supports, such as graphic organizers, when needed.

· Promote a student-centered, social approach to learning by purposefully grouping students and providing opportunities for deliberation among students.

· Purposefully structure the time they spend on direct instruction, guided instruction, independent work time, and sharing opportunities.

· Incorporate targeted AVID strategies, like Cornell Notes, to help students acquire the study skills necessary to improve achievement and succeed in post-secondary institutions.

· Interact with students in ways that promote their beliefs that all students can and will learn in their classroom. Rigorous lessons and high expectations reflect each teacher's commitment to this philosophy.

· Model for the kids that what they are learning is important, that they are capable of doing the work, and that the staff will not give up on them.

· Build strong relationships with their students so they feel safe, supported, and willing to take risks to realize their potential.

Additional supports for diverse learners include: special education co-teachers in critical content areas, Striving Readers classes for struggling readers, mathematics support classes, and the incorporation of literacy and numeracy strategies in all content areas.

5. **Professional Development:**

Successfully implementing an interdisciplinary, project-based curriculum in an urban setting is dependent upon focused and on-going staff development. This occurs during monthly early exit meetings, during the summer months, during pull out days, and regularly during prep periods.

The majority of staff development time during the summer and pull-out days is spent collaboratively in interdisciplinary grade-level teams creating and refining curriculum. The majority of this work is accomplished during several weeks of summer planning. Curriculum development begins with an analysis of data, student work and student needs. Teacher teams then create standards-based interdisciplinary projects, including units of study, explicit lessons that incorporate the appropriate framework approaches and strategies, models and rubrics, and benchmark assessments. Established projects are redesigned and refined based on evaluations from the previous year and the needs of the incoming students. Pull-out days and regular prep period meetings during the school year allow space to further adapt, refine, and personalize the curriculum based on the needs of student.

During early exit meetings, conferences and prep periods, several other important staff development needs are addressed. Currently, the most significant staff development focus is working to increase literacy and numeracy across the curriculum. This is accomplished with the assistance of Striving Readers coaches and a form of collaborative clinical supervision called "teaching cycles." A second area of professional development is the vertical alignment of curriculum in each department. A third key element is technology training to support our Digital Media focus and projects. Lastly, with 70% of students qualifying for free and reduced lunch, DMD staff needs support to better reach out to its many at-risk students. The staff works to better connect meaningfully with students and their families and to increase personalization.

The effectiveness of our staff development is clearly seen throughout our school. Project based learning is a cornerstone of every grade level, the school culture has been transformed, and student achievement has risen considerably.

6. **School Leadership:**

Members of the School Site Council and/or representatives from grade-level teaching teams make most major decisions at DMD. The school's instructional expectations are supported and modified by this democratic decision-making and a commitment by the entire staff to work towards the school's shared vision. However, Principal Cheryl Hibbeln is ultimately the "keeper of the vision," and it is her responsibility to make sure that the school is managed in a way that supports DMD's collective goals.

In administrative functions, Hibbeln works to keep the school and staff focused on the school's core mission of increasing student achievement. She does this through a commitment to supportive structures, protecting the integrity of classroom instruction, and shielding the staff from bureaucratic distractions. Principal Hibbeln works each year to develop a master schedule that supports grade level teams with common prep periods to facilitate collaborative and interdisciplinary project based learning. She protects instructional time by limiting the release of students from classes to a bare minimum, consistently supporting teachers in the enforcement of student behavior expectations, and ensuring that all paperwork not related to content area instruction is handled in Advisory classes. Lastly, she tries to shield the staff from political and economic concerns currently present so that teachers can focus on student learning.

As an instructional leader, Principal Hibbeln understands good teaching, and she has used this understanding to great effect at DMD. She consistently recruits the best staff members available. She then works with peer coaches/lead teachers to create staff development opportunities that support teachers as they work with students. One of her greatest strengths is the focus she maintains on consistently examining the evidence of student learning – student work and assessment data. Especially in the midst of long and challenging school years, she sustains a sense of urgency to analyze student work, reflect on classroom practices, and make adjustments to help students reach higher levels of academic achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: California High School Exit Exam

Edition/Publication Year: 2009,2008,2007,2006,2005 Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Score of 380 and above	56	38	46	39	48
Score of 422 and above	20	8	12	13	7
Number of students tested	123	119	134	128	102
Percent of total students tested	98	100	96	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Score of 380 and above	53	36	44	34	51
Score of 422 and above	14	10	15	10	6
Number of students tested	87	70	46	80	53
2. African American Students					
Score of 380 and above	44	20	30	21	21
Score of 422 and above	0	5	9	4	4
Number of students tested	16	20	23	28	24
3. Hispanic or Latino Students					
Score of 380 and above	35	25	37	27	60
Score of 422 and above	7	2	4	10	0
Number of students tested	43	44	52	48	25
4. Special Education Students					
Score of 380 and above	19	10	20	20	9
Score of 422 and above	5	0	10	0	0
Number of students tested	21	21	10	10	11
5. Limited English Proficient Students					
Score of 380 and above	26	15	13	5	29
Score of 422 and above	4	0	0	5	14
Number of students tested	23	20	15	19	7
6. Largest Other Subgroup					
Score of 380 and above	82	73	53	47	76
Score of 422 and above	41	13	13	12	18
Number of students tested	17	11	15	17	17

Notes:
The California High School Exit Exam (CAHSEE) is given each March to all 10th grade students.

Subject: Reading | Grade: 10 | Test: California Standards Test ELA

Edition/Publication Year: 2005,2006,2007,2008, 2009 | Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Score of 350 or more	51	42	43	35	34
Score of 392-600	18	12	12	12	7
Number of students tested	121	119	121	130	101
Percent of total students tested	99	99	97	100	99
Number of students alternatively assessed	1	1	4	0	1
Percent of students alternatively assessed	1	1	3	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Score of 350 or more	48	40	39	33	32
Score of 392-600					
Number of students tested	85	70	69	81	53
2. African American Students					
Score of 350 or more	44	44	24	29	19
Score of 392-600					
Number of students tested	16	18	21	28	26
3. Hispanic or Latino Students					
Score of 350 or more	36	36	33	26	36
Score of 392-600					
Number of students tested	42	44	42	47	25
4. Special Education Students					
Score of 350 or more	10	14		8	10
Score of 392-600					
Number of students tested	21	21	5	12	10
5. Limited English Proficient Students					
Score of 350 or more	22	8	0	11	
Score of 392-600					
Number of students tested	23	25	12	19	7
6. Largest Other Subgroup					
Score of 350 or more	77	25	27	35	29
Score of 392-600					
Number of students tested	17	16	15	17	17

Notes:
California Department of Education STAR Testing Results Subgroup Reports do not break down subgroup Advanced and Proficient scores separately. The CDE STAR Reports combine Proficient and Advanced together. District level reports include breakouts for both, but the district figures were not consistent with State Reports - sometimes over-reporting and sometimes under-reporting the numbers of advanced students compared to the CDE reports.

Percent proficient is not reported for student sample sizes lower than 10.

Subject: Mathematics | Grade: 11 | Test: California Standards Test Algebra I, Geometry, and Algebra II

Edition/Publication Year: 2005,2006,2007,2008, 2009 | Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Score of 350 or more	7	6	2	4	0
Scores of 416-600	0	1	0	0	0
Number of students tested	105	91	95	81	74
Percent of total students tested	95	93	95	99	98
Number of students alternatively assessed	5	7	5	1	2
Percent of students alternatively assessed	5	7	5	1	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Score of 350 or more	8	4	3	4	0
Scores of 416-600					
Number of students tested	72	56	63	45	42
2. African American Students					
Score of 350 or more	6	0	0	7	0
Scores of 416-600					
Number of students tested	16	18	19	14	21
3. Hispanic or Latino Students					
Score of 350 or more	2	0	0	0	0
Scores of 416-600					
Number of students tested	41	26	32	23	20
4. Special Education Students					
Score of 350 or more	0				0
Scores of 416-600					
Number of students tested	13	8	6	6	17
5. Limited English Proficient Students					
Score of 350 or more	0			9	0
Scores of 416-600					
Number of students tested	20	9	8	11	12
6. Largest Other Subgroup					
Score of 350 or more	13	0	7	12	0
Scores of 416-600					
Number of students tested	15	17	14	17	17

Notes:

CST does not report aggregate scores for math for each high school grade level. The grade level scores on this page are a composite of scores on three major CSTs (Algebra I, Geometry, and Algebra II).

California Department of Education STAR Testing Results Subgroup Reports do not break down subgroup Advanced and Proficient scores separately. The CDE STAR Reports combine Proficient and Advanced together. District level reports include breakouts for both, but the district figures were not consistent with State Reports - sometimes over-reporting and sometimes under-reporting the numbers of advanced students compared to the CDE reports.

Percent proficient is not reported for student sample sizes lower than 10.

Subject: Reading | Grade: 11 | Test: California Standards Test ELA

Edition/Publication Year: 2005,2006,2007,2008, 2009 | Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Score of 350 or more	46	41	38	40	9
Score of 396 - 600	12	10	8	10	0
Number of students tested	107	97	97	82	75
Percent of total students tested	97	99	97	100	99
Number of students alternatively assessed	3	1	3	0	1
Percent of students alternatively assessed	3	1	3	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Score of 350 or more	47	41	37	27	9
Score of 396 - 600					
Number of students tested	72	61	65	45	43
2. African American Students					
Score of 350 or more	62	15	32	14	4
Score of 396 - 600					0
Number of students tested	16	20	19	14	22
3. Hispanic or Latino Students					
Score of 350 or more	32	40	27	48	15
Score of 396 - 600					0
Number of students tested	41	30	33	23	20
4. Special Education Students					
Score of 350 or more	14	9			0
Score of 396 - 600					0
Number of students tested	14	11	7	6	18
5. Limited English Proficient Students					
Score of 350 or more	5	0		9	0
Score of 396 - 600					0
Number of students tested	20	12	8	11	12
6. Largest Other Subgroup					
Score of 350 or more	40	24	50	29	12
Score of 396 - 600					
Number of students tested	17	17	14	17	15

Notes:
California Department of Education STAR Testing Results Subgroup Reports do not break down subgroup Advanced and Proficient scores separately. The CDE STAR Reports combine Proficient and Advanced together. District level reports include breakouts for both, but the district figures were not consistent with State Reports - sometimes over-reporting and sometimes under-reporting the numbers of advanced students compared to the CDE reports.

Percent proficient is not reported for student sample sizes lower than 10.

Subject: Mathematics | Grade: 9 | Test: California Standards Test Algebra I

Edition/Publication Year: 2005,2006,2007,2008, 2009 | Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Score of 350 or more	11	17	8	8	3
Scores of 416-600	2	2	1	1	0
Number of students tested	142	127	134	145	120
Percent of total students tested	99	98	99	98	98
Number of students alternatively assessed	1	2	1	3	2
Percent of students alternatively assessed	1	2	1	2	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Score of 350 or more	6	16	8	7	2
Scores of 416-600					
Number of students tested	97	89	80	92	60
2. African American Students					
Score of 350 or more	3	16	9	3	5
Scores of 416-600					
Number of students tested	31	19	23	32	19
3. Hispanic or Latino Students					
Score of 350 or more	5	11	0	4	2
Scores of 416-600					
Number of students tested	64	45	47	56	52
4. Special Education Students					
Score of 350 or more	9	5	9	0	0
Scores of 416-600				0	0
Number of students tested	11	22	23	15	10
5. Limited English Proficient Students					
Score of 350 or more	0	9	3	0	0
Scores of 416-600	0			0	0
Number of students tested	29	23	29	33	19
6. Largest Other Subgroup					
Score of 350 or more	31	29	15	0	7
Scores of 416-600					
Number of students tested	13	17	20	15	15

Notes:
CST does not report aggretate scores for math for each high school grade level. The grade level scores on this page are a composite of scores on three major CSTs (Algebra I, Geometry, and Algebra II).
California Department of Education STAR Testing Results Subgroup Reports do not break down subgroup Advanced and Proficient scores separately. The CDE STAR Reports combine Proficient and Advanced together. District level reports include breakouts for both, but the district figures were not consistent with State Reports - sometimes over-reporting and sometimes under-reporting the numbers of advanced students compared to the CDE reports.
Percent proficient is not reported for student sample sizes lower than 10.

Subject: Reading Grade: 9 Test: California Standards Test ELA

Edition/Publication Year: 2005,2006,2007,2008, 2009 Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Scores of 350-600	56	53	48	44	40
Scores of 397-600	24	17	14	13	16
Number of students tested	142	128	135	148	120
Percent of total students tested	99	99	100	100	98
Number of students alternatively assessed	1	1	0	0	2
Percent of students alternatively assessed	1	1	0	0	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Scores of 350-600	48	48	41	42	35
Scores of 397-600					
Number of students tested	97	89	80	93	60
2. African American Students					
Scores of 350-600	45	58	44	31	42
Scores of 397-600					
Number of students tested	31	19	23	32	19
3. Hispanic or Latino Students					
Scores of 350-600	50	36	36	39	31
Scores of 397-600					
Number of students tested	64	45	47	59	52
4. Special Education Students					
Scores of 350-600	33	9	13	24	10
Scores of 397-600					
Number of students tested	12	22	23	24	10
5. Limited English Proficient Students					
Scores of 350-600	10	0	7	18	0
Scores of 397-600					
Number of students tested	29	23	29	33	19
6. Largest Other Subgroup					
Scores of 350-600	62	65	35	27	33
Scores of 397-600					
Number of students tested	13	17	20	15	15

Notes:
California Department of Education STAR Testing Results Subgroup Reports do not break down subgroup Advanced and Proficient scores separately. The CDE STAR Reports combine Proficient and Advanced together. District level reports include breakouts for both, but the district figures were not consistent with State Reports - sometimes over-reporting and sometimes under-reporting the numbers of advanced students compared to the CDE reports.